



COMPREHENSIVE PROGRAM REVIEW FOR SPANISH

Six-Year Comprehensive Program Review for Spanish

ALLAN HANCOCK COLLEGE

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Status Summary - Plan of Action-Post Validation

During the academic year, 2020-2021, the SPANISH faculty completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION	ACTION TAKEN AND RESULT	STATUS
Reduce enrollment from 35 to 32 students	Achieved and on target in 2011-2012	Achieved
SPAN CORs modifications -ERT conversation at the beginning of the pandemic -DL conversation for all courses -Some content and textbook Updates	Submitted to AP&P on Fall 2020	Achieved
SPAN AA degree modification	Make changes in Fall 2019	Achieved
Submit the Course Identification Numbering System (C-ID) 5-year review of the descriptors and transfer model curriculum (TMC)	Submit in Fall 2020	Achieved
Proposed course enrollment maximums -SPAN 101, 102 & 112 (28 students) -SPAN 103,104 & 105 (25 students) -SPAN 111 (25 students)	Submitted to department chair on October 22, 2020	Pending
OER and Zero Cost textbooks for Spanish 101, 102, and 111	Work begins in Summer 2021 through Fall 2021	Pending
Maintain and continue increasing enrollment / program advertisement -HS outreach -Social media -Spanish radio stations -Participate in community events (Such as Open Streets, etc.)	Outreach at the local HS Spanish Classes starting Fall 2021	Pending
Offer bimonthly "Tarde de Tertulia" to the campus community and the local community. Students could recite poetry in Spanish, show case paintings, and perform traditional dances.	Connect with the art and dance instructors to coordinate the events. Begin the	Pending

	planning in Fall 2021.	
Gather data on demand, success, and certificate completers for Certificates of Accomplishment in order to request conversion to Certificates of Achievement.	Ongoing data collection & AP&P submission scheduled for Spring 2022.	Pending
Develop a sequence of "Spanish in the Workplace" courses (such as medical, law enforcement, educational fields, etc.) to enhance current Certificates of Accomplishment and eventual conversion of these to Certificates of Achievement.	AP&P submission scheduled for Fall 2022	Pending
Have a designated/dedicated classroom with smart podium, data projector, and video capturing equipment for Spanish courses to support synchronous modalities. OR Provide faculty with mobile technology to capture video.	Expected Fall 2021	Pending
Seek a FT Spanish faculty person with strong DL teaching skills.	2022-2023	The demand for qualified Spanish instructors is high but these are difficult to find and/or keep. Further, the program needs a qualified Spanish instructor capable of teaching our DL and/or synchronous sections.

Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program’s major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission *(must align with college mission statement)*

- For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

The Spanish Language program is committed to providing students with excellent educational opportunities to develop and enhance their oral communication, reading, and writing skills in Spanish, as well as develop cultural competence, global awareness, and gain an appreciation for the diversity of the Spanish-speaking world and culture(s). Further, the Spanish Program encourages students to pursue and sustain their goals for native-like Spanish linguistic skills.

Mission of the College	Strategic Plan Goals	Program Goals and Impact on Student Success and Development
Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.	Continuous improvement of existing common assessments offered for all SPAN students to (1) ensure high quality assessment, (2) enhance student learning, and (3) provide consistent analysis of student learning outcomes data.
	Goal SLS2: To support student access, achievement, and success.	Continuous assessment of student learning outcomes for our courses to (1) ensure enhanced student learning, (2) develop creative yet intellectually stimulating opportunities for such learning to happen, (3) sustain continuous course and program improvement and vitality, and (4) support student access, retention, and success.
	Goal SLS3: Ensure students are directed.	Continue the development and/or review of assessment rubrics for measuring student learning outcomes. These rubrics assist all Spanish instructors in following similar review and grading standards across all courses/sections, which in turn increase accuracy of P/CSLO results. Furthermore, assessment rubrics are essential to: <ul style="list-style-type: none"> • Help direct students (have a goal and know how to achieve it)

<p>through coursework leading to skills building, certificates, associate degrees, and transfer.</p>	<p>Goal SLS4: Ensure students are focused.</p>	<ul style="list-style-type: none"> • Keep them focused (provide them with a roadmap to the “prize”) • Make them feel nurtured (they know we want them to succeed and help them achieve success by providing tools) • Make them feel valued (their skills, talents, abilities, and experiences are recognized and appreciated)
	<p>Goal SLS5: Nurture students.</p>	<p>Develop a consistent course content delivery rubric for all courses that ensures all instructors are covering the same material and at about the same time. This tool also provides students with direction and focus, and serves to nurture students’ success with expectations and requirements that are clear and attainable from the start.</p>
	<p>Goal SLS6: Engage students.</p>	
	<p>Goal SLS7: Ensure students are connected.</p>	<p>Course review and modifications to ensure Spanish curriculum is current and of high quality, and that provides students with appropriate academic and intellectual opportunities, but also personal opportunities to make connections of a cultural nature on campus and with the community at large. These course modifications provide students with meaningful and authentic educational experiences and activities within the classroom environment while also encouraging and nurturing a cultural and global perspective that emphasizes the diversity of the Spanish-speaking world.</p>
	<p>Goal SLS8: Value student contributions.</p>	<p>Successful completion of Spanish course modifications that meet UC/CSU transfer pathways, reestablish GE standing for our courses, maintain and sustain articulation agreements, and meet C-ID designation. C-ID modifications were accomplished with one goal in mind: to serve students better by providing quality curriculum that guarantees transfer to the CSU, or transfer of units and credit to any California Community College. After all, vibrant and meaningful curriculum engages students, and provides students with direction and focus.</p>
		<p>The Associate Degree for Transfer in Spanish provides students with a smooth CSU transfer pathway. This provides students with clear goals, more opportunities, direction, and engagement.</p>
		<p>Develop on and off campus activities that:</p> <ul style="list-style-type: none"> • Provide students with a strong cultural component • Serve to engage students and keep them engaged • Make them feel connected

		<ul style="list-style-type: none"> • Recognizes, values, and uses students' skills, talents, abilities, and experiences in a manner that is significant to them • And provide students with unique opportunities to contribute to campus life and the community at large (The Spanish Debate Team offers students the opportunity to engage with Cal Poly Students and students from other universities and colleges)
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II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

During the past six years, the Spanish faculty worked on the following goals:

- Continue improving and modifying the common final exam created for the SPAN 101 and 102 sections.
- Assess all student learning outcomes for all Spanish courses successfully offered.
- Continue improving and modifying the rubrics for common assessment of all student-learning outcomes to assist full-time and part-time Spanish faculty.
- Continue communicating the course content delivery rubric to ensure all instructors, full-time and part-time, are covering the same material at the same time, for all SPAN 101 and SPAN 102 courses.
- Modify/Update all Spanish courses to meet currency and maintain high quality curriculum, provide smooth UC/CSU transfer pathways, reaffirm articulation agreements, and meet C-ID designation.
- Plan to develop high quality "Spanish in the Workplace" curriculum to meet immediate industry demands and students' workplace preparation in areas where contact with the Hispanic population in California is a must.
- Successfully submit Spanish courses for C-ID approval.
- Updated the pathways for the AA and AA-T Degrees.
- Updated the requirements for the Elementary Level Certificate of Accomplishment (Spanish 110 is no longer offered, 110 was replaced with 111 for the Elementary Level Certificate of Accomplishment).
- Continue updating the program brochure and program website.
- Continue offering the Spanish Debate Team option through the SPAN 189 Independent Project.
- Continue collaborating with all PT and FT Faculty on the program internal outreach to increase the number of degrees and certificates awarded. The number of degrees and certificates awarded have improved tremendously since last program review due to the strong collaboration among faculty. See the table below for more information.

6 Degree/Certificate Spanish

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc						
				2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
Unduplicated	Spanish	AA	Spanish	Associate in Arts	3	4	7	8	9	6
		AA-T	Spanish for Transfer	Associate in Arts - Transfer	1	1	4	7	8	17
		C1NA	Spanish Lang Skills-Adv Level	6 to fewer than 18 units			4	6	7	9
			Spanish Lang Skills-Elem Le..	6 to fewer than 18 units			1	1	1	2
			Spanish Lang Skills-Inter Lev..	6 to fewer than 18 units			3	6	6	7
Duplicated	Spanish	AA	Spanish	Associate in Arts	3	4	7	8	9	6
		AA-T	Spanish for Transfer	Associate in Arts - Transfer	1	1	4	7	8	17
		C1NA	Spanish Lang Skills-Adv Level	6 to fewer than 18 units			4	6	7	9
			Spanish Lang Skills-Elem Le..	6 to fewer than 18 units			1	1	1	2
			Spanish Lang Skills-Inter Lev..	6 to fewer than 18 units			3	6	6	7
Unduplicated	Total			4	4	8	14	16	24	
Duplicated	Total			4	5	19	28	31	41	

Program Overview: Strengths

- FT and PT faculty with a strong commitment to program excellence.
- Assessment of all Student Learning Outcomes in every section offered every semester/term.
- Continue offering an entire sequence, from elementary to intermediate to advanced Spanish courses, that facilitates transfer to the UC/CSU while providing a need to the community at large.
- Articulation agreements for all Spanish courses offered are up to date.
- SPAN 101, 102, 103, 104 and 105 have C-ID approval.
- Program offers a variety of educational goals: Associate in Arts in Spanish, Associate in Arts in Spanish for Transfer, Elementary Spanish Language Skills Certificate of Accomplishment, Intermediate Spanish Language Skills Certificate of Accomplishment, and Advanced Spanish Language Skills Certificate of Accomplishment.
- One of the program strengths is the strong collaboration among all PT and FT Faculty to offer students a comprehensive understanding of our program and quality education by having students' success in mind.
- Continue to support the offering of SPAN 101 and 111 through Concurrent Enrollment.
- Continue to support College Now.
- Continue to offer SPAN 101 and 102 through Credit by Examination.
- Continue to offer the ICETC option.
- Continue to work with the counseling liaison and inform the counseling department with updates on the program by sharing updates at the counseling department meetings.

Program Overview: Challenges

- The need of another FT Faculty to accomplish the program plan of action.
- Lack of a sizable pool of qualified PT Spanish faculty.
- Lack of a dedicated/designated classroom space for SPAN courses.
- Need for more DL sections to meet demand for SPAN 101 and 102.
- Need to offer intermediate and advanced level courses on a more regular schedule to meet demand for the transfer degree in Spanish.
- Need to collaborate more with the Concurrent Enrollment faculty to offer students relatively the same college experience.

III. Analysis of Resource Use and Program Implementation

Describe the program’s current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

TYPE OF RESOURCE	SPECIFIC RESOURCE	APPROXIMATE COST
<p>Facility Needs</p>	<p>Designated classroom for Spanish courses that includes a smart podium and data projector, and audio/video capturing equipment. -- SPAN 101, 102, 103, 104 and 105 offer a particular challenge due to their 5-unit value. Finding classrooms in which to schedule these courses is the biggest challenge, especially during popular time slots. Prior to 2008, Spanish had a designated classroom, C-36, which facilitated the scheduling of our SPAN courses. In the restructuring of departments that split Languages Arts into two separate departments, C-36 was lost. As we move toward common grading, we need to be able to capture audio/video in order to measure students’ linguistic proficiencies as per our SLOs.</p> <p>Training/Grading space for Spanish instructors that includes a smart podium and data projector.</p>	<p>A designated/dedicated classroom is a must for us. Existing classrooms with smart podium and data projector already exist. The cost would be limited to equipment and software used to capture audio/video.</p>
<p>Technology Needs</p>	<ol style="list-style-type: none"> 1. As we move toward common grading, we need to be able to capture audio/video in order to measure students’ linguistic proficiencies as per our SLOs. Without a designated classroom, mobile technology is the answer. 2. As we continue to be innovative in our DL and hybrid teaching modalities, there is a need to offer good quality lecture recorded videos for students to understand the complex concepts taught in class such as grammar, etc. 	<ol style="list-style-type: none"> 1. A one-time cost for the purchase of cameras for capturing audio/video, including tripods, specific cables, and memory card based on two 4K Video Camera Camcorder with Microphone : Approximately \$220. 2. Camtasia Screen Recorded and Video Editor Software: Approximately \$249.99 per user. <p>For 1 and 2: There would be an ongoing cost every two years to replace models/updated</p>

	<p>3. To meet the SLOs in SPAN 112, we need to purchase some movies covered in our current textbook and additional ones.</p>	<p>versions.</p> <p>3. Need to purchase three movies of approximately \$15 each.</p>
Staffing Needs	<p>1. Full-Time faculty position – The transfer degree has increased demand for SPAN 103, 104, 105 and the need to offer these regularly and using both F2F and DL modality. We need to provide enough sections of SPAN 101 and 102 for students taking these courses to meet AHC GE, CSU GE and/or IGETC. Further, we need to offer enough sections of SPAN as DL given the demand these courses have. Without an appropriate pool of PT faculty in place, or PT faculty with strong DL experience, we can't serve our students as efficiently as we would like. Further, the push for Spanish in the Workplace could further impact regular SPAN section offerings. In order to grow to meet demand from two sectors, we also need to grow our FT faculty.</p>	<p>1. Approximately \$85,000 for the FT Spanish position (ongoing cost)</p>
Other Resources	<p>Maps, posters, images, photos that enhance the learning experience and compliment the cultural component in our courses. Our SLO data show that this area is weak and that improvement is needed.</p> <p>Stipends to reward part-time instructors who openly and actively collaborate in:</p> <ul style="list-style-type: none"> (1) SLO assessment, review and revision (2) Assist in course review (3) Assist in the program review annual update and/or comprehensive program review <p>Such collaboration is integral to the success of any program. Our ability to engage, direct and nurture part-time instructors depends on our ability to make it significant for them to attend training and/or participate in these professional activities. Therefore, stipend or financial compensation is needed.</p>	<p>One-time expense – Approximately \$300</p> <p>Ongoing costs:</p> <p>Approximately \$100 per part-time instructor trained in SLO data collection and assessment.</p> <p>These costs are normally one-time and only applicable to participating PT faculty:</p> <ul style="list-style-type: none"> • Approximately \$50 per assistance with course review and modification, and SLO assessment training.

Fiscal Needs	<p>An appropriate budget is needed to:</p> <p>(1) Purchase desk copies that used to be provided to us for free by the publishers. As publishers push digital materials, the burden to provide students with printed material is heavier on the program.</p> <p>(2) Purchase/provide ancillary materials for our PT instructors.</p> <p>(3) Develop brochures and other marketing tools to increase enrollment and recruit more students, especially HS students.</p> <p>(4) Develop brochures and other marketing tools aimed at the local industry.</p>	<p>Ongoing yearly cost - Approximately \$1,500</p>
Resource Allocation	<p>Description: Currently, the Spanish program:</p> <ul style="list-style-type: none"> • Does not have enough faculty to offer a larger number of sections to meet demand. • Does not have a designated classroom space, and it competes for classroom space every semester in order to offer courses during high demand times/days. • Does not have a budget or external sources of funding <p>Challenges: The biggest challenge the Spanish program has is the lack of resources to reallocate.</p> <p>Despite this huge fiscal gap, the program FT faculty have worked diligently to deliver a high-end product, with up to date curriculum that meets state standards and provides a smooth transfer option to students, timely submission of program review annual updates, and now the comprehensive 2020-2021 program review. The FT Spanish faculty has outdone itself in providing the PT faculty with adequate support materials, including textbooks, ancillary materials, syllabus templates, training for SLO assessment, and grading rubrics. To continue with such a high caliber approach to sustain a vital program, resources are clearly needed.</p>	

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

PLO 1: Competency in vocabulary and grammar

PLO 2: Writing skills competency

PLO 3: Reading skills competency

PLO 4: Oral and listening skills competency

PLO 5: Cultural awareness and appreciation

PLO 6: in SPAN 105, students must show competency using various essay styles

Yes, each of these program student learning outcomes have been assessed since the last comprehensive program review. We continue modifying and updating the assessment method (common final exam) each semester with the collaborations of Part-Time Faculty. Since the PLO 4 assessments results are low, all faculty agreed to add few more homework assignments to reinforce the cultural awareness and appreciation.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

Enrollment and Sections offered		
Term	Enrollment	Sections
2014-2015	659	31
2015-2016	592	29
2016-2017	663	33
2017-2018	734	37
2018-2019	774	38
2019-2020	678	32

In Fall 2015, the discipline went from having 3 to 2 FT faculty members due to a retirement. Furthermore, in Fall 2016, we lost another FT faculty member due to a promotion to dean, so the program went down to only 1 FT faculty member. Therefore, there was decline in enrollment and sections from 2015 to 2017. Due to not having enough PT faculty pool, we lost 4 sections during those years. Fortunately, in Fall 2017, 1 new FT faculty member was hired. After Fall of 2017, the enrollment and sections offered increase. Nonetheless, the program has not been able to offer all the sections we once did when we had 3 FT faculty members (the 4 sections we lost were never offered again). We continue to have lack of PT pool to staff our courses. Also, it is important to mention that in Spring 2020 we transitioned to Emergency Remote Teaching (ERT)

during the semester due to the pandemic; and therefore, we see a decline in enrollment and sections offered.

Online versus Face to Face Comparison (summer terms excluded)*

Modality	2015-2016 Success/retention	2016-2017 Success/retention	2017-2018 Success/retention	2018-2019 Success/retention	2019-2020 Success/retention
SPAN 101	58% / 81%	76% / 89%	73 / 85%	74% / 87%	78% / 86%
SPAN 101DL	58% / 72%	65% / 78%	61% / 79%	67% / 78%	73% / 86%
SPAN 102	58% / 83%	57% / 87%	79% / 95%	72% / 89%	81% / 96%
SPAN 102DL	70% / 82%	65% / 84%	72% / 88%	70% / 87%	70% / 83%
SPAN 103	NO	77% / 85%	78% / 89%	84% / 96%	89% / 89%
SPAN 103DL	92% / 92%	NO	NO	NO	NO
SPAN 104	83% / 100%	69% / 69%	94% / 100%	96% / 100%	93% / 93%
SPAN 104DL	NO	NO	NO	NO	NO
SPAN 105	100% / 100%	100% / 100%	87% / 93%	94% / 100%	100% / 100%
SPAN 105DL	NO	NO	100% / 100%	NO	NO

Key: NO = Not offered

SPAN 101 and SPAN 102 have been showcased here since multiple sections of these two courses are offered every term, and these are offered as both DL and F2F. When the data are parsed for modality (DL vs. F2F), a different picture starts to emerge. The retention and success percentages are lower in DL sections, with the most drastic gap noted for the Spring 2015-2016 term in 101DL. Is important to note that the DL retention percentages improved from the last program review; however, we need still need to address the success of the 102DL courses because the percentages are still low. The first question that jumps at us is “Why”?

- Spring 2012 was the last semester IDST 300 was offered to students on campus. We believe this lack of offering accounts for the slow decline in the retention and success rates.
- First-time students may not be entering Hancock with adequate DL readiness.
- Technology and Internet access is also another factor. If students don’t have computers with audio or video capturing software, or continuous and reliable access to computers and internet access, their success in DL courses is already hampered. This is definitely true for specific groups of students, such as Hispanic students, undocumented students, and foster youth.
- Further, retention of DL students is tricky. Students who may be “absent” from Canvas may actually be actively working on their electronic homework (in Spanish DL courses, homework and lab activities are done via external websites). Another factor to consider is whether students who no longer wish to participate in the course drop/withdraw by the due dates. When they do not drop by the due date (even though faculty relate this information to them via syllabi, announcement via Canvas, or via email), they impact the success rate by lowering it.
- Another question about the retention and success data are about the origin for such numbers. Do retention numbers come from Census reporting or final grade submission? What about success numbers?

The next one is “What sort of activities could be developed to increase these percentages?” More importantly, what **MEASURABLE** activities could be developed that could yield results indicating improvement over 5 years? We will not compare our results to the Hancock averages at this time, since, as stated before, averages are averages, and may prompt us to think that we have gaps and deficiencies in certain areas when in fact we might not. Further, there is an interest in analyzing our data not only against the Hancock average, but also against other California Community Colleges. This prompted another question for us: do these data get reported to the Chancellor’s Office?

All instructors ensure regular substantive instructor-initiated contact in online classes in multiple ways such as announcement area in Canvas, emails, phone calls, external homework site, Facebook private groups, remind app, etc.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

We started our analysis of the data in terms of success and retention by demographics, and to glean any trends, we selected single-year reports, using 2016-2017 and 2017-2018 to glean out initial considerations.

Report for 2016-2017

Course	# Of Sections	Enrollment	% Of Students Retained	% Of Students Successful	FTES
SPAN 101	18	481	87%	74%	80.6
SPAN 102	5	106	86%	60%	17.3
SPAN 103	1	13	85%	77%	2.1

Report for 2017-2018

Course	# Of Sections	Enrollment	% Of Students Retained	% Of Students Successful	FTES
SPAN 101	19	490	83%	71%	82.7
SPAN 102	5	118	92%	78%	19.5
SPAN 104	1	17	100%	74%	2.8

The data below shows the overall retention and overall success of students who were in Spanish courses (all their courses and not just Spanish courses). PT students seem to do better. On the other hand, FT students' retention/success/GPA has declined. This could be because students are being encouraged to take Math and English in their first year. We would guess that a PT student would have more time to devote to their courses than a FT student. But obviously, there are other factors that are not reflected on these data.

	2014-15			2015-16			2016-17			2017-18			2018-19			2019-20		
	Headcou..	Overall Retention %	Overall Success %	Headcou..	Overall Retention %	Overall Success %	Headcou..	Overall Retention %	Overall Success %	Headcou..	Overall Retention %	Overall Success %	Headcou..	Overall Retention %	Overall Success %	Headcou..	Overall Retention %	Overall Success %
FT	338	77%	62%	266	79%	64%	293	76%	64%	316	71%	62%	318	72%	59%	288	69%	63%
PT	289	77%	62%	288	80%	59%	278	78%	66%	334	81%	67%	351	83%	72%	313	71%	60%
Grand Total	616	77%	62%	547	79%	62%	558	77%	65%	624	74%	64%	650	75%	63%	590	70%	62%

Next, the data shows that between 2014 and 2016 the percentages of students' retention and success were higher in classes taught by PT Faculty than when taught by FT Faculty. That is an interesting piece of information. However, from 2017 to 2020 the percentages are relatively almost the same. This could be because of the collaboration between FT and PT Faculty have been integral to student success and our

program. PT and FT Faculty collectively work with one common goal in mind, help, guide, and mentor our students to be academically successful and to continue improving our program to offer quality education to our students.

SUBJECT	Faculty Type	2014-2015				2015-2016				2016-2017			
		Faculty_	Sections_	Retention %	Success %	Faculty_	Sections_	Retention %	Success %	Faculty_	Sections_	Retention %	Success %
SPAN	Instructional - FT	3	19	73%	57%	3	14	76%	53%	1	13	83%	67%
	Instructional - PT	7	13	90%	74%	6	12	87%	69%	8	20	89%	75%
Grand Total		10	31	80%	64%	8	26	81%	61%	9	33	87%	73%

SUBJECT	Faculty Type	2017-2018				2018-2019				2019-2020			
		Faculty_	Sections_	Retention %	Success %	Faculty_	Sections_	Retention %	Success %	Faculty_	Sections_	Retention %	Success %
SPAN	Instructional - FT	2	24	87%	74%	2	27	87%	72%	2	17	89%	78%
	Instructional - PT	5	13	87%	76%	3	9	90%	84%	5	12	85%	81%
Grand Total		6	37	87%	75%	5	36	88%	76%	7	27	88%	79%

When we reviewed the demographic data for SPAN 101 via Tableau for 2019-2020, for example, the following results were noted:

- 81% of the students between the ages of 40-49 were successful.
- 77.8% of the students between the ages of 35-39 were successful.
- Male students were more successful than female: 75% for males and 81% for females.
- 73% of the First Time students were successful.
- 60% of our African-American students were successful.
- 92% of the Filipino students were successful.

When we reviewed the **demographic data for SPAN 102**, the following results were noted:

- 75% of the students between the ages of 35-39 were successful.
- 100% students over 50 years of age were successful.
- Male students were more successful than females: 78% for females and 73% for males.
- 0% of our African-American students were successful.
- 83% of the European-American (aka White) students were successful.

When we reviewed the **demographic data for SPAN 104**, the following results were noted:

- 100% of the students between the ages of 40-49 were successful.
- Female students were more successful than males: 100% for females and 83% for males.
- No African-American students were enrolled in this course.
- 100% of the European-American students were successful while 92% of the Hispanic students were successful.

When the **demographic data was parsed for modality (DL only)**, the picture was not different:

- The success rate of our students varies with age.
- First time students succeed at a rate of 73% in SPAN 101.
- 60% of the African-American students were successful in SPAN 101 and 0% were successful in SPAN 102. African-American students are not enrolling in intermediate or advanced Spanish courses.
- In the intermediate and advanced courses, the European-Americans are successful about the same rate than the Hispanic students.

The data prompted us to think more closely at our community of students. For starters, ideally, we would like the data to be parsed by number of students. That is, how many older students are we talking about? How many African-American students are being impacted? The data, currently, only projects total enrollment, and for SPAN 101 we don't know how many of those 490 students enrolled during 2017-2018 were older, Hispanic, Anglo, male or female, and so forth. However, the data prompted us to think about these questions:

1. Why are older adults not succeeding at the same rate as the rest of the students? Are they confusing credit courses with noncredit? That is, for lack of noncredit offering, are they enrolling in credit courses? Are they returning to college for a second career or for professional advancement?
2. Why are African-American students not succeeding at the same rate as the rest of the students?
3. Why are the Anglo students not succeeding at the same rate as the rest of the students in intermediate or advanced Spanish courses? Is it because they are a minority group in courses that normally attract Spanish speakers?
4. What other factors could be at play?
5. How do we engage them now?

This new set of data, not available until Fall 2021, has opened up the doors to challenges for program improvement. At the same time, these challenges provide us with incredible opportunities to partner up with Student Services and Counseling in researching these phenomena and developing strategies to increase success and retention for these students. We believe that college readiness, DL readiness, and equal access are factors to consider. Lack of engagement, value, focus, and direction might be another set of factors. Our 2021-2022 Program Review Annual Update should provide us with more data to analyze and consider, but we hope it assists us in providing some answers to these perplexing issues.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Major Trends

- High demand for Spanish speakers in order to serve the growing Hispanic population in California and the Southwest. Needs are high among the Health Professions -- bilingual nurses and dental assistants. However, there is also a need for bilingual law enforcement personnel, administration of justice, mid-level managers and supervisors.
- Transfer degrees, or the “*degrees with a guarantee*”, offer students a new hope to achieve their educational goals. Our current degree needs a modification to add an appropriate option for students that start with SPAN 103. We will develop a new course not only to provide students with an appropriate substitution course, but to enhance their learning experience while preparing them for college level work. We believe that this course would provide an ideal transition from Hancock to the CSU of their choice. Our plan is to develop a *SPAN 106: Introduction to Hispanic Literature* (3 units) that would articulate with Cal Poly SLO’s comparable SPAN 233 course. Most Bachelor’s degrees in Spanish do require a basic introduction to literature, and we believe this is the best course of action to ensure student success at the CSU level.

Major Challenges

- Inability to regularly offer more sections of intermediate and advanced level Spanish, to meet demand for the AA-T in Spanish.
- The inability to meet demand for vocational Spanish due to lack of faculty. The FT faculty are spread thin covering current SPAN sections. In the spring 2015, the SPAN part-time pool went down to three PT faculty instructors from six in previous years.

Major Opportunities

- As much as we are happy with our Associate of Arts in Spanish, and are Associate of Arts for Transfer in Spanish, not all students have transfer as a future academic goal. There is much to be gain by serving the non-transfer population as well as well as local industry demand.
- The state push for CTE provides us with an excellent opportunity to develop Spanish courses designed to meet a vocational need and aimed to enhance employability. As the Hispanic population continues to increase in California, and the demand for Spanish speakers continues to

grow, the next step is to develop Spanish in the Workplace courses, non-transfer options, designed for the Health Sciences, Law Enforcement, and Agriculture/Viticulture. The vision of the FT faculty is to offer the courses below and to bundle them with a Certificate of Achievement that efficiently utilizes existing SPAN curriculum along with these new courses:

- SPAN 300 – Spanish in the Workplace: Health Professions (1+ units)
- SPAN 301 – Spanish in the Workplace: Law Enforcement Professions (1+ units)
- SPAN 302 – Spanish in the Workplace: Agriculture/Viticulture (1+ units)
- Research, outreach, demand, data collection and fiscal analysis/feasibility are crucial components to this vision. What we propose here may change once we have all data components aligned.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

Breadth:

The Spanish program offers elementary, intermediate, and advanced Spanish courses.

Depth:

All Spanish courses cover the general aspects of grammar and vocabulary, reading, writing, and listening and oral skills. The critical thinking skills component has been revamped to meet C-ID, and it is clearly delineated in the course outline of record. To provide a complete product, as well as depth, cultural integration has taken place to align with course content. The cultural component includes items such as music, folklore, history, politics, literature, and much more, and requires students not only to research these aspects of Hispanic culture, but for instructors to develop meaningful and engaging activities that provide cultural context. The Spanish program offers a transfer degree in Spanish. Therefore, all C-ID approved courses meet 100-level requirements. At the same time, many of the Spanish courses transfer to the UC system as general education lower division courses. Our students truly start here and can go anywhere.

Currency:

All course content offered is current. Course outlines are updated. Courses are also C-ID approved.

Cohesiveness:

All the courses currently offered are part of a sequence aimed at three levels of proficiency: elementary, intermediate, and advanced. Course content is aligned accordingly.

Pedagogical developments:

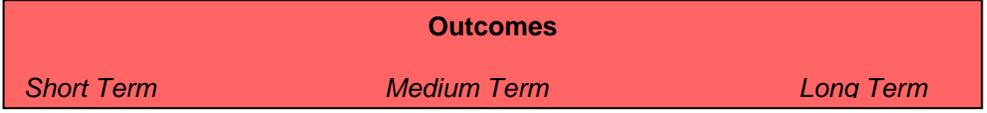
There are always developments in L2 acquisition theory and application as technology allows us to delve deeper into the making of the human brain. There are also developments in terms of pedagogy. Faculty are encouraged the use of the Communicative Approach but remains open to innovative teaching styles and newly developed pedagogical theories. Faculty is also encouraged to keep up with the research on language learning acquisition, thinking styles and strategies, multiple measures, learning outcome assessment, and the technological advances that come with these developments.

Technological developments:

The development of technology that allows instructors and students to interact while separated by distance has improved. Screen sharing and video-conferencing software have improved in quality and scope. Social media has also improved some of its technological tools [chat, video calling]. Overall, the latest technological advances have impacted our DL sections favorably. Online assessment, as opposed to the old printed format, has also eased and increased accuracy of learning outcome results.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)



- Staffing needs
- Facilities need
- Technology needs
- Equipment need (non-technology)
- Student needs

- Staff all SPAN sections offered.
- Offer more sections of core SPAN units so students may complete AA/AAT in a timely manner.
- Develop CTE-coded courses for vocational students + other
- Identify a classroom for SPAN courses or provide faculty with mobile technology.
- Provide continuous training to meet DL and F2F teaching needs.
- Encourage and involve PT faculty in PRAUs, course review, 6-year Program Review, and P/CSLO assessment.

- Qualified FT and PT faculty
- SPAN students
- Counselors
- Academic dean
- Department secretary

- Hire more qualified PT faculty
- Maintain a strong working relationship with the Counseling department
- Address students' requests and needs
- Locate a room to ease scheduling conflicts for SPAN courses
- Work closely with DL coordinator to identify emerging technologies that address L2 acquisition in DL
- Offer SPAN 101, 102, & 111 Reduce Cost or Zero Cost Textbooks
- Develop new CTE-coded SPAN courses

- Designation of a classroom for SPAN sections
- OR
- Purchase mobile technology
- Provide more sections that meet students' demand
- Increase SPAN budget to include acquisition of publisher's materials no longer provided
- Development of DL training modules that cover emerging technologies and address DL pedagogy for L2 acquisition.

Hire a qualified FT SPAN faculty member with strong DL teaching experience

Assumptions:

We don't have: available classroom space for all F2F sections, qualified FT/PT instructors to staff all sections offered, qualified DL instructors to meet DL demand, Supplies, support staff and fiscal/budget means are needed. Student demand for the program (AA, AAT, and certificates) is growing. FT faculty need continuous training to meet DL and F2F pedagogical strategies.

External Factors Impacting Our Program:

State and national economy; UC/CSU requirements for transfer, including articulation agreements; Need for more classroom space across campus; need for continuous local training to meet DL and F2F pedagogy; continuous involvement

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. Out of 82 responses, 68% are highly satisfied with the quality of instruction within the program.
2. Out of 83 responses, 72% are highly satisfied with the clarity of the goals and learning objectives.
3. Out of 82 responses, 93% agree to that they would recommend taking courses in the Foreign Languages Program

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. Out of 63 responses, 2% highly dissatisfied, 5% somewhat dissatisfied, 32% neither satisfied nor dissatisfied, 25% somewhat satisfied, and 47% are highly satisfied with the physical facilities and space. This can either be physical space or the fact that the courses are currently taught in ERT teaching modality.
2. Out of 72 responses, 1% highly dissatisfied, 1% somewhat dissatisfied, 15% neither satisfied nor dissatisfied, and 58% are highly satisfied with the course assistance through tutorial services. Again, this could be because of the ERT modality.
3. Out of 82 responses, 1% highly dissatisfied, 5% somewhat dissatisfied, 15% neither satisfied nor dissatisfied, 21% somewhat satisfied, and 59% highly satisfied with the availability of courses offered in the Foreign Language program.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

Based on the three negative factors mentioned above, we will

1. continue to advocate for a designated classroom for the Foreign Language Program. Also, as we continue to teach different modalities, we need to be mindful to offer a variety of teaching modalities to students such as DL, hybrid, F2F, etc.
2. In terms of the course assistance through tutorial services, we can communicate with the coordinators of the different tutorial services to collaborate to maintain and continue improving our services based on the students' needs. However, this percentages could be based on the ERT modality we are currently using.
3. We will continue to seek qualify PT Faculty and advocate to another FT Faculty position to be able to offer better availability of course offerings.

COURSE REVIEW VERIFICATION

Discipline: Spanish Year: 2020

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 2020 SPRING 2020:

Spanish 101, 102, 103, 104, 105, 111, 112, and 189 were reviewed per course content review.

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on:

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

<u>Claudia Díaz</u>		
Name	Signature	Date
<u>Ana Gómez de Torres</u>		
Name	Signature	Date
<u>Andrea Sanders</u>		7.20.21
Name	Signature	Date
_____ Name	Signature	Date
<u>Larry Manalo Jr & Dave DeGroot</u>	Signature	Date
AP&P Chair	Signature	Date
<u>Mary Patrick</u>		7/21/2021
Academic Dean	Signature	Date

Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program’s plans for conducting assessments over the forthcoming five years.

Mission

The Spanish Language program is committed to providing students with excellent educational opportunities to develop and enhance their oral communication, reading, and writing skills in Spanish, as well as develop cultural competence, global awareness, and gain an appreciation for the diversity of the Spanish-speaking world and culture(s). Further, the Spanish Program encourages students to pursue and sustain their goals for native-like Spanish linguistic skills.

Program Outcomes

- PLO 1:** Competency in vocabulary and grammar
- PLO 2:** Writing skills competency
- PLO 3:** Reading skills competency
- PLO 4:** Oral and listening skills competency
- PLO 5:** Cultural awareness and appreciation
- PLO 6:** in SPAN 105, students must show competency using various essay styles

Course/Program Alignment

Currently all outcomes are introduced, developed, and practiced with feedback throughout the semester. All outcomes are assessed every semester with a common final exam which is updated and improved every semester before assessing students.

(Key: A= Assessed, I=Introduced but not assessed yet, N=Not Applicable)

Institutional Learning Outcomes: Communication						
Global Awareness and Cultural Competence						
Program Outcome						
Course Outcomes	1	2	3	4	5	6
SPAN 101	A	A	A	A	A	N
SPAN 102	A	A	A	A	A	N
SPAN 103	A	A	A	A	A	N

SPAN 104	A	A	A	A	A	N
SPAN 105	A	A	A	A	A	A
SPAN 111	A	A	A	A	A	N
SPAN 112	A	A	A	A	A	N

SPAN 101, 102, and 189 are offered regularly in Summer, Fall, and Spring terms. SPAN 103 and 111 are offered in the Fall term. SPAN 104, 105, and 112 are offered in the Spring term. SPAN 103 and 104 are required courses for the AA degree. SPAN 105, 111, and 112 are part of the selected courses for the AA degree and the AA-T degree in Spanish. SPAN 111, 112, and 189 are required to fulfill the Certificates of Accomplishment.

Course/Program Alignment

The course outcomes are actually embedded in the program outcome. Therefore, by assessing learning outcomes at the course level, the Spanish FT faculty are also assessing the program outcome. All course outcomes are assessed in every SPAN course offered. The tool used to assess all course outcomes is the final exam, and the accuracy of the results is ensured by using a common final exam for all levels. That is, all SPAN 101 students have the same final exam, all SPAN 102 students have the same final exam, and so forth. It is essential to explain that all our Spanish courses have the same outcomes, and these are identified below:

- CSLO 1: Use grammar and vocabulary at the appropriate level.
- CSLO 2: Develop and maintain writing skills appropriate for this course level.
- CSLO 3: Develop and maintain reading skills appropriate to this course level.
- CSLO 4: Develop and maintain listening and oral communication skills appropriate for this course level.
- CSLO 5: Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.
- CSLO 6: Develop and maintain an awareness of various styles of essay writing. (Used only in SPAN 105)

Data Summary and Overview

Program Outcomes by Term

Competency Description	Meets Standard	Falls Below Standard	Number of Total Scores
Total	7,973 (or 88%)	1,011 (or 12%)	8,984 (100%)
Spring 2014	858 (89%)	107 (11%)	965 (100%)
Fall 2014	923 (86%)	151 (14%)	1,074 (100%)
Spring 2015	570 (91%)	53 (9%)	623 (100%)
Fall 2015	759 (87%)	114 (13%)	873 (100%)
Spring 2016	725 (90%)	83 (10%)	808 (100%)
Fall 2016	753 (87%)	108 (13%)	861(100%)
Spring 2017	1,176 (93%)	83 (7%)	1,259 (100%)
Fall 2017	972 (87%)	147 (13%)	1,119 (100%)
Spring 2018	1,237 (88%)	165 (12%)	1,402 (100%)
AVERAGE	88.67%	11.33%	N/A

(summer data were excluded in this table but data are available in the Appendix)

Full implementation of SLO assessment started on Fall 2012, when the FT Spanish faculty took the stand to assess all course learning outcomes via a common final exam. As a result, our authentic data is reflected in all the terms stated above. The average for this period indicates that 88% of the students enrolled met course expectations and only 12% of the students were falling below. Overall, 88% of the students enrolled in SPAN courses are acquiring these core competencies while only 12% of the students are not.

The next step is to analyze the data by SLO. When analyzing data by number of students, it is easy to overlook specific trends. For example, when analyzing by enrollment, on the average, 93.81% of the students met course standards. The data presented in the table below were collected from Spring 2014 up to spring 2018.

Student Learning Outcomes by Course

	SLO1* Gram/vocab	SLO2* Reading	SLO3* Writing	SLO4* Speaking	SLO5* Culture	SLO6* Essay
SPAN 101	80%	90%	94%	97%	74%	n/a
SPAN 102	76%	91%	96%	88%	76%	n/a
SPAN 103	82%	97%	100%	95%	95%	n/a
SPAN 104	98%	100%	100%	98%	92%	n/a
SPAN 105	89%	100%	100%	100%	100%	100%
SPAN 111	83%	97%	97%	97%	93%	n/a
SPAN 112	100%	100% (change from SLO3 to 2 in SPOL)	98% (change from SLO 2 to 3 in SPOL)	100%	98%	
SPAN 189			100% (SLO 1 for this course)			

* Results shown are the “meet” total percentages

The data, when analyzed by SLO, clearly shows that students are largely acquiring the core competencies identified by each CSLO.

Strengths of the Spanish Program

The assessment data indicate that the majority of the students in the Spanish program (88% average) in our SPAN courses are on track; that is, students are meeting course expectations.

Weaknesses of the Spanish Program

The strength of the program could also be weakness. The large percentage of students meeting course expectations in SPAN 101 and SPAN 102 indicates that further analysis is needed. For example, does the tool being used need review? Do the rubrics need to be reviewed? Do PT faculty need training on how to use the rubrics so we may achieve consistent grading and more accurate results? Also observed is the somewhat large percentage of students failing CSLO 1: Grammar and Vocabulary. When comparing the number of students failing and/or meeting course standards, it becomes evident that the following is needed:

- Review and modification of the common assessment tool.

- Review and modification of the grading rubrics to ensure consistent grading across all SPAN sections/instructors.
- Training faculty on the grading rubrics to ensure consistency (Face to face training and DL training modules).

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

Assessment Cycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

Current Assessment Cycle

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PLO 1: Competency in vocabulary and grammar	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 2: Writing skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 3: Reading skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 4: Oral and listening skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.

PLO 5: Cultural awareness and appreciation	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 6: in SPAN 105, students must show competency using various essay styles	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.

Data for all SPAN course-learning outcomes is collected at the end of every term. FT faculty are responsible for the coordination with PT faculty, for gathering assessment data, and ensuring that discussion among all Spanish faculty takes place. All FT and PT faculty revise the common assessment tool based on the previous year's SLOs results. This implies that the common assessment tool is continually revised and modified to meet and accurately assess student-learning outcomes. It is important to note in this section that the work done to assess every course outcome wouldn't be possible without the cooperation and enthusiasm of the PT faculty.

Program and Course Assessment Improvement Plan

GOAL	OUTCOME	RESOURCES NEEDED TO ACHIEVE ALL GOALS	TARGET DATE
Review CSLO results separately to identify the CSLO(s) with the gaps.	Each SLO is embedded as a section in the common final exam. Analyzing the SLO(s) will facilitate identifying the sections of the common final exam that need to be modified.	Data collection system (IRP) Data storage system (SPOL)	2021-2025
Move toward training on rubrics and common grading	Faculty get together to discuss, modify, and be trained on using the rubrics to develop consistent grading across all Spanish sections. DL Training modules are developed and posted on Spanish website.	Scheduled time for Faculty meetings Funding or stipends for continued PT faculty participation and	2021-2025

Move toward common grading in SPAN 101.	Instructors get together to grade SPAN 101 final exams (selected sections of the common final exam) to trigger discussions for assessment improvement, ensure consistent grading, and collect more accurate SLO results.	collaboration with the assessment modifications. Professional development designation for the meeting, grading, and training activities	2021-2025
Move toward common grading in SPAN 102.	Instructors get together to grade SPAN 102 final exams (selected sections of the common final exam) to trigger discussions for assessment improvement, ensure consistent grading, and collect more accurate SLO results.	Development of training modules for newly developed rubrics. Compensation for training modules (production, participation).	2021-2025
Continue common grading in SPAN 103, 104 and 105.	Instructors get together to grade SPAN 103, 104, 105 final exams (selected sections of the assessment tools) to trigger discussions for assessment improvement, ensure consistent grading, and collect more accurate SLO results.		2021-2025

Future Assessment Cycle (Pending approval)

I=Introduced R= Reinforced M=Mastered N=Not Applicable

Course	PLO 1- Vocabulary and Grammar	PLO 2- Writing	PLO 3- Reading	PLO4- Oral & Listening	PLO 5- Culture	PLO 6- Essay Styles
SPAN 101	I	I	I	I	I	N
SPAN 102	I	R	R	R	I	N
SPAN 103	R	R	R	R	I	N
SPAN 104	R	R	M	M	I	N
SPAN 105	M	M	M	M	R	M
SPAN 111	M	M	M	M	M	N
SPAN 112	M	M	M	M	I	N
SPAN 189	R	R	N	N	N	N

Three Year Evaluation Cycle:

Option A

Year	PLO to Assess	Courses to Sample	# of sections (min. 30% student pop.)
2022 –2023	1, 2, 3, 4, & 5	SPAN 101	
2023-2024	1, 2, 3, 4, & 5	SPAN 102, SPAN 111, & SPAN 112	
2024-2025	1, 2, 3, 4, & 5	SPAN 103, SPAN 104, SPAN 105, & SPAN 189	

Option B

Year	PLO to Assess	Courses to Sample	# of sections (min. 30% student pop.)
2022 –2023	1, 2, 3, 4, & 5	SPAN 101	
2023-2024	1, 2, 3, 4, & 5	SPAN 102, SPAN 103, & SPAN 111	
2024-2025	1, 2, 3, 4, & 5	SPAN 104, SPAN 105, SPAN 112, & SPAN 189	

In the current assessment cycle, all SLOs of all courses will be assessed every semester.

In the future assessment cycle (pending approval), selected courses will be assessed every three-year cycle.

FT faculty SLOs lead with the support of other FT faculty are responsible for gathering the assessment data and ensuring that discussion takes place.

Dissemination of Information

Results are collected and these are shared at the end of the academic year with all Spanish faculty and when the Program Review Annual Update is finalized. The Department Chair shares report with the department. This report is also shared with the Learning Outcomes and Assessment Analyst, the academic dean that oversees the Spanish program, and the Vice President, Academic Affairs. The report is also posted and made accessible via the SLO Matrix web page in the MyHancock portal.

STUDENT DATA COLLECTION

Program Review Student Survey

Please answer the following questions as they pertain to your experience in thiscourse and all other courses in ****PROGRAM****.

Please indicate how satisfied you are, in general, with the following aspects of your ****PROGRAM****

Please fill in the bubbles completely with a pen or pencil. Highly Satisfied Moderately Satisfied Not at all Satisfied No

Opinion

Like this: ● Not like this: ✓ ✗ /

1. Quality of instruction within the program	1	2	3	4	5	0
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <u>**PROGRAM**</u>	1	2	3	4	5	0
10. The coordination of courses offered in <u>**PROGRAM**</u> and courses offered in other departments that may be required for your major	1	2	3	4	5	0
11. The physical facilities and space (e.g., classrooms, labs)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab equipment)	1	2	3	4	5	0
13. Presentation of classes via the college's Canvas course management system	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

OPTIONAL QUESTIONS:

1. Which of the following best describes your reason for taking this and other courses in ****PROGRAM****?

- o Recommended by a counselor
 - o Recommended by a friend
 - o Other
 - o To meet general education requirements
 - o Offered at a convenient time
2. Compared to the beginning of the semester, your attitude about ****PROGRAM**** has
- o Improved
 - o Remained the same
 - o Decreased
3. I would recommend taking courses in ****PROGRAM****
- O Strongly agree
 - o Uncertain
 - o Strongly Disagree
 - o Agree
 - o Disagree
4. I plan on taking additional courses in ****PROGRAM****
- O Strongly agree
 - o Uncertain
 - o Strongly Disagree
 - o Agree
 - o Disagree
5. Which of the following courses have you taken in ******PROGRAM****?
- A
 - B
 - C
 - D
 - E
6. In which of the following courses are you currently enrolled?
- A
 - B
 - C
 - D
 - E

Background Questions

1. How many units have you completed prior to this semester?
- o 0-15
 - o 16-30
 - o 31-45
 - o 46-60
 - o 61 or more
2. In how many units are you currently enrolled?
- o less than 5
 - o 5 to 8.5
 - o 9 to 11.5
 - o 12 or more
3. What is your final academic goal?
- o Certificate
 - o AA/AS
 - o Bachelors
 - o Masters or higher
 - o Not certain

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: Languages and Communication PROGRAM: Spanish

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS		
Recommendations to Improve Student Learning Outcomes and Achievement	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<ol style="list-style-type: none"> 1. The development of a mid-semester assessment on all SPAN courses offered to measure progression and improvement within the semester toward SLOs. A common assessment earlier in the semester could also help address gaps in a timely manner and with the most significant impact on those students. 2. The cultural component for our courses continues to be a challenge. Nonetheless, this SLO results improved in some classes. Funding is needed to provide students with service learning and experiential learning opportunities, as well as providing opportunities for field trips and cultural events (off and on campus) that would enhance their language learning experience by making it real and significant to them. 3. Stipends or funding of some type is needed to engage part-time Spanish faculty in SLO assessment, including common grading. They are a crucial component to our program, and without them and their cooperation in place, we would not be able to do what we have achieved so far. 4. Development of online training modules for PT Spanish faculty that addresses assessment 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed</p> <p>Goal SLS4: Ensure students are focused</p> <p>Goal SLS5 Nurture students</p> <p>Goal SLS6: Engage students</p> <p>Goal SLS7: Ensure students are connected.</p>	<ol style="list-style-type: none"> 1. 2020-2021 2. Work on the cultural component is ongoing but the next phase – moving outside of the classroom – is slated to start 2020-2021. 3. Collaborative work with the PT Spanish faculty is ongoing but sporadic. Funding is needed for a more comprehensive plan to be in place. We expect 2021-2022 to be a realistic target date. 4. 2020-2021 5. 2020-2021

<p>development, rubrics, grading protocols, and SPOL data entry.</p> <p>5. Development of an outreach module that showcases the Spanish program, but also serves as an extra tool for counselors.</p>	<p>Goal SLS8: Value student contributions</p>	
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STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Accommodate Changes in Student Characteristics	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Dates
<p>1. Enrollment Changes: None at this time. Data indicate we are on track with currently offered sections (times/dates/locations). Ideally, we would like to offer more sections, but without enough faculty in place, it is a tough call.</p> <p>2. Demographic Changes: In order to improve the odds for African-American students, first time students, and students enrolling in DL sections, we need to:</p> <ul style="list-style-type: none"> • Partner up with Student Services, IRP, and the DL Coordinator in finding viable solutions to some of our enrollment and demographics challenges. • Work closely with the academic dean in developing an efficient scheduling offer for Spanish courses that addresses efficient growth and equal access. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<p>1. Ongoing</p> <p>2. 2020-2021</p>

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Improve the Educational Environment	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<p>Curricular Changes –</p> <ol style="list-style-type: none"> 1. Development of a SPAN 106 course, <i>Introduction to Hispanic Literature</i>, that introduces students to the development of a literary tradition. 2. Development of “Spanish in the Workplace” Spanish courses that meet demand of a particular student sector. 3. Modify existing Certificates of Accomplishment and/or create Certificates of Achievement to reflect the new Spanish in the Workplace trend. <p>Co-Curricular Changes –</p> <ol style="list-style-type: none"> 4. Modify/Improve existing grading rubrics. 5. Develop rubrics for specific core competencies, such as listening comprehension. 6. Provide Spanish faculty adequate training in the use of the rubrics. 7. Provide PT faculty with stipends in order to reward their participation in SLO assessment and data entry in SPOL. <p>Neighboring College and University Plans –</p> <ol style="list-style-type: none"> 8. Renew articulation agreements with Cal Poly SLO <p>Related Community Plans –</p> <ol style="list-style-type: none"> 9. Seek partnerships with community stakeholders in order to provide students in Spanish courses with service-learning and experiential opportunities of a cultural nature. 10. Collaborate with interested community stakeholders in developing Contract Education opportunities that meet their demand for workforce re-training and more. 11. Continue offering the opportunity for students to debate in a formal and informal setting with Cal Poly Spanish debate team. 12. Plan a bimonthly “Tarde de Tertulia”. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<ol style="list-style-type: none"> 1. 2021-2022 2. 2021-2022 3. 2022-2023 4. Ongoing 5. Ongoing 6. 2020-2021 7. Ongoing 8. 2020-2021 9. 2021-2022 10. 2021-2022 11. 2020-2021 12. 2020-21

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations that Require Additional Resources	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<p>Facilities</p> <p>Designated classroom for Spanish courses.</p>	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p>	<p>2020-2021</p>
<p>Equipment</p> <p>None noted</p>	<p>N/A</p>	<p>N/A</p>
<p>Staffing</p> <p>FT Spanish position - Without qualified part-timer instructors in place, we can't offer as many sections as we would like, especially DL sections, which are normally in high demand for our program. The need to offer more sections to meet student demand, to grow FTES in our program, increase program completers, and also meet community demand for Spanish in the workplace courses, is pointing to the need for another FT Spanish position, one with a strong DL background.</p>	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS5: Nurture students.</p>	<p>2022-2023 for the FT faculty position</p>

	Goal SLS6: Engage students	
<p>Technology</p> <ul style="list-style-type: none"> • Development of an online Outreach module(s) for students that showcases the program, degrees, and employment factors. The module would live in the Spanish page within the Hancock webpage. Further, this module would also assist counselors in appropriately placing and/or providing students with information. • Mobile technology to capture audio/video for common grading and assessment of specific learning outcomes in Spanish. • A one-time cost for the purchase of cameras for capturing audio/video, including tripods, specific cables, and memory card based on two 4K Video Camera Camcorder with Microphone to record video lectures. • Camtasia Screen Recorded and Video Editor Software. • Need to purchase three movies for Spanish 112. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	2020-2021
<p>Fiscal Needs</p> <p>A budget is needed for:</p> <ul style="list-style-type: none"> • Marketing, outreach, and recruitment supplies and materials for campus events such as career day. • Outreach opportunities to the local high schools. • Purchasing textbooks and materials for PT instructors. • Providing students with meaningful experiential/service-oriented opportunities, including organizing field trips and/or developing cultural events on and off-campus. 	Goal SLS2, 3, 4, 5, 6, 7, 8	2021-2022

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Mary Patrick, Academic Dean

Date: Monday, October 26, 2020

From: Ana M. Gomez de Torres, Spanish Professor

We recommend the following persons for consideration for the validation team:

DEPARTMENT Languages and Communication PROGRAM Spanish

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Claudia Diaz, Spanish _____ **Spanish**
 (Name) (Related Discipline/Program)

Hector Alvarez, Counseling _____ **Counseling**
 (Name) (Unrelated Discipline/Program)

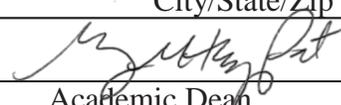
Dayana Zepeda de Rosas, Counseling _____ **Counseling**
 (Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
	email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
	email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
	email address

APPROVED: _____ Date _____

 Academic Dean

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

- Number of AA & Certificates earned increased since 2017.
- Strong collaboration with FT and PT faculty.
- There has been an increase of success/retention from 2015 to 2020.
- Different modalities are offered to the students to meet their needs.
- Offerings at LVC help all AHC students achieve academic success.
- 88% of the students who enrolled in a Spanish course met the course expectations and 12% of the students did not.
- Same Common Final Exam in SPAN 101 & SPAN 102, to provide students with the same educational experience. Useful tool to assess SLOs.
- Offer the Spanish Debate Team option to students completing their certificate of accomplishment (for SPAN 189).
- Continued collaboration with other department across campus, like counseling, LAP, Tutoring Center, AIM Program.
- Faculty availability and willingness to meet with students (via Zoom, Remind, Cafecito, etc.)

Concerns regarding the program/discipline:

- Inclusion of concurrent enrollment data
- The need of a FT Spanish Faculty with a strong DL background to accomplish the program's plan of action and to satisfy the high demand for our program.
- FT faculty currently teaching overload (it makes it challenging to accomplish the goals/plans that the department sets at the beginning of each semester.)
- Classroom for Spanish courses: the department would like to offer students some consistency of a physical place, technology used, and more favorable times and day for F2F scheduling.
- Increasing retention (OER, common curriculum/final)

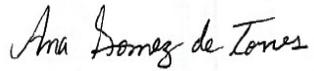
2. RECOMMENDATIONS

- Growing the program/adding faculty/adding curriculum: concurrent enrollment, Spanish literature courses, College NOW, adds to growth of Latino/Ethnic Studies AA and other courses.
- Include data about credit by exam with the inclusion of exploring online options.
- Explore/Create Certificate- Translator
- Explore/Create Spanish Debate Course
- Need for Spanish coordinator/outreach specialist

VALIDATION TEAM SIGNATURE PAGE



Mary Patrick, Dean, Academic Affairs



Ana Gomez De Torres, Spanish



Claudia Díaz (Jul 9, 2021 23:01 PDT)

Claudia Diaz, Spanish



Dayana Zepeda De Rosas, Counseling & Student Success



Hector Alvarez, Counseling & Student Success

PLAN OF ACTION – POST-VALIDATION (Sixth-Year Evaluation)

DEPARTMENT Languages and Communication PROGRAM Spanish

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS		
Recommendations to Improve Student Learning Outcomes and Achievement	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<p>6. The development of a mid-semester assessment on all SPAN courses offered to measure progression and improvement within the semester toward SLOs. A common assessment earlier in the semester could also help address gaps in a timely manner and with the most significant impact on those students.</p> <p>7. The cultural component for our courses continues to be a challenge. Nonetheless, this SLO results improved in some classes. Funding is needed to provide students with service learning and experiential learning opportunities, as well as providing opportunities for field trips and cultural events (off and on campus) that would enhance their language learning experience by making it real and significant to them.</p> <p>8. Stipends or funding of some type is needed to engage part-time Spanish faculty in SLO assessment, including common grading. They are a crucial component to our program, and without them and their cooperation in</p>	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed</p> <p>Goal SLS4: Ensure students are focused</p> <p>Goal SLS5 Nurture students</p> <p>Goal SLS6: Engage students</p>	<p>6. 2020-2021</p> <p>7. Work on the cultural component is ongoing but the next phase – moving outside of the classroom – is slated to start 2020-2021.</p> <p>8. Collaborative work with the PT Spanish faculty is ongoing but sporadic. Funding is needed for a more comprehensive plan to be in place. We expect 2021-2022 to be a realistic target date.</p> <p>9. 2020-2021</p> <p>10. 2020-2021</p>

<p>place, we would not be able to do what we have achieved so far.</p> <p>9. Development of online training modules for PT Spanish faculty that addresses assessment development, rubrics, grading protocols, and SPOL data entry.</p> <p>10. Development of an outreach module that showcases the Spanish program, but also serves as an extra tool for counselors.</p>	<p>Goal SLS7: Ensure students are connected.</p> <p>Goal SLS8: Value student contributions</p>	
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STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

<p align="center">Recommendations to Accommodate Changes in Student Characteristics</p>	<p align="center">Theme/Objective/ Strategy Number AHC from Strategic Plan</p>	<p align="center">Target Dates</p>
<p>3. Enrollment Changes: None at this time. Data indicate we are on track with currently offered sections (times/dates/locations). Ideally, we would like to offer more sections, but without enough faculty in place, it is a tough call.</p> <p>4. Demographic Changes: In order to improve the odds for African-American students, first time students, and students enrolling in DL sections, we need to:</p> <ul style="list-style-type: none"> • Partner up with Student Services, IRP, and the DL Coordinator in finding viable solutions to some of our enrollment and demographics challenges. • Work closely with the academic dean in developing an efficient scheduling offer for Spanish courses that addresses efficient growth and equal access. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<p>3. Ongoing</p> <p>4. 2020-2021</p>

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Improve the Educational Environment	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<p>Curricular Changes –</p> <ul style="list-style-type: none"> 13. Development of a SPAN 106 course, <i>Introduction to Hispanic Literature</i>, that introduces students to the development of a literary tradition. 14. Development of “Spanish in the Workplace” Spanish courses that meet demand of a particular student sector. 15. Modify existing Certificates of Accomplishment and/or create Certificates of Achievement to reflect the new Spanish in the Workplace trend. <p>Co-Curricular Changes –</p> <ul style="list-style-type: none"> 16. Modify/Improve existing grading rubrics. 17. Develop rubrics for specific core competencies, such as listening comprehension. 18. Provide Spanish faculty adequate training in the use of the rubrics. 19. Provide PT faculty with stipends in order to reward their participation in SLO assessment and data entry in SPOL. <p>Neighboring College and University Plans –</p> <ul style="list-style-type: none"> 20. Renew articulation agreements with Cal Poly SLO <p>Related Community Plans –</p> <ul style="list-style-type: none"> 21. Seek partnerships with community stakeholders in order to provide students in Spanish courses with service-learning and experiential opportunities of a cultural nature. 22. Collaborate with interested community stakeholders in developing Contract Education opportunities that meet their demand for workforce re-training and more. 23. Continue offering the opportunity for students to debate in a formal and informal setting with Cal Poly Spanish debate team. 24. Plan a bimonthly “Tarde de Tertulia”. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<ul style="list-style-type: none"> 13. 2021-2022 14. 2021-2022 15. 2022-2023 16. Ongoing 17. Ongoing 18. 2020-2021 19. Ongoing 20. 2020-2021 21. 2021-2022 22. 2021-2022 23. 2020-2021 24. 2020-21

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations that Require Additional Resources	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
<p>Facilities</p> <p>Designated classroom for Spanish courses.</p>	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p>	<p>2020-2021</p>
<p>Equipment</p> <p>None noted</p>	<p>N/A</p>	<p>N/A</p>
<p>Staffing</p> <p>FT Spanish position - Without qualified part-timer instructors in place, we can't offer as many sections as we would like, especially DL sections, which are normally in high demand for our program. The need to offer more sections to meet student demand, to grow FTES in our program, increase program completers, and also meet community demand for Spanish in the workplace courses, is pointing to the need for another FT</p>	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access,</p>	<p>2022-2023 for the FT faculty position</p>

<p>Spanish position, one with a strong DL background.</p>	<p>achievement, and success.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students</p>	
<p>Technology</p> <ul style="list-style-type: none"> • Development of an online Outreach module(s) for students that showcases the program, degrees, and employment factors. The module would live in the Spanish page within the Hancock webpage. Further, this module would also assist counselors in appropriately placing and/or providing students with information. • Mobile technology to capture audio/video for common grading and assessment of specific learning outcomes in Spanish. • A one-time cost for the purchase of cameras for capturing audio/video, including tripods, specific cables, and memory card based on two 4K Video Camera Camcorder with Microphone to record video lectures. <ul style="list-style-type: none"> • Camtasia Screen Recorded and Video Editor Software. • Need to purchase three movies for Spanish 112. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<p>2020-2021</p>
<p>Fiscal Needs</p> <p>A budget is needed for:</p> <ul style="list-style-type: none"> • Marketing, outreach, and recruitment supplies and materials for campus events such as career day. • Outreach opportunities to the local high schools. • Purchasing textbooks and materials for PT instructors. 	<p>Goal SLS2, 3, 4, 5, 6, 7, 8</p>	<p>2021-2022</p>

VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)

REASON

ACTION/CHANGE

Recommendation N/A	N/A	N/A
Recommendation N/A	N/A	N/A
Recommendation N/A	N/A	N/A

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By:

Ana Gomez De Torres  Date: _____

Claudia Diaz 
Claudia Diaz (Oct 20, 2021 22:08 PDT) Date: _____

Dayana Zepeda De Rosas  Date: _____

Hector Alvarez  Date: _____

_____ Date: _____

Reviewed:

Department Chair*

Andrea Sanders 
Andrea Sanders (Oct 21, 2021 14:04 PDT) Date: _____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Mary Patrick  Date: _____

Vice President, Academic Affairs

Robert Curry 
Robert Curry (Oct 21, 2021 16:18 PDT) Date: _____

SPANISH POST VALIDATION PLAN OF ACTION

Final Audit Report

2021-10-21

Created:	2021-10-20
By:	Ann Cardona (jcardona@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAfQRRHPGULqhHcy9co4If9nfVwiRretr0

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2021-10-21 - 11:18:25 PM GMT

PROGRAM REVIEW SUGGESTIONS FOR IMPROVING THE PROCESS

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study X
2. a member of a validation team
3. other (specify)

Suggestions for Improvement:

- Perhaps, provide a list of validation team volunteers which could be available via AS.
- Have more data analysis trainings and provide more disaggregated data to broke down the details of the program.
- Have a document formatting more user friendly or simply ask for the PDF data documents to be added on the appendices page.

Allan Hancock College Program Review

2015-16 Annual Update

Program and Department:	SPANISH (Dept. - Languages and Communication)
Date submitted:	April 26, 2016
Submitted by:	Ana M. Gomez de Torres

SLOS report update

Revised Plan of Action

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data. Labor market data is required for all vocational programs at least every two years.

Place your responses in the expandable text boxes below each question.

I. Program Mission (must align with college mission)

Describe the need that is met by the program or the purpose of the program. (Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.) In addition, for vocational programs only, data must show need and that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

The Spanish Language program is committed to providing students with excellent educational opportunities to develop and enhance their oral communication, reading, and writing skills in Spanish, as well as develop cultural competence, global awareness, and gain an appreciation for the diversity of the Spanish-speaking world and culture(s). Further, we encourage students to pursue and sustain their goals for native-like Spanish linguistic skills in order to achieve personal, vocational and/or academic goals.

Alignment with PLO: The graduate of the AA/AAT program in Spanish will be an independent language learner and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness to achieve their personal, vocational, and academic goals.

II. Progress on Comprehensive Program Review Final Plan of Action

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

ACHIEVED:

- 1. We continue to have a need for a dedicated Spanish language classroom with a smart podium and a data projector in the C building, in a fashion similar to ESL and Speech. We offer, on average, 15 Spanish sections of 5-unit courses. Without a dedicated classroom for these courses, scheduling these sections is a massive challenge. New target date identified as 2016-2017.**
- 2. We Developed a common final exam to be offered to all SPAN 101 and SPAN 102 sections.**
- 3. Assessed all course level student learning outcomes for all Spanish sections successfully offered.**
- 4. Developed rubrics for common assessment of all student-learning outcomes to assist full-time and part-time Spanish faculty.**
- 5. Developed a consistent course content delivery rubric to ensure all instructors, full-time and part-time, are covering the same material at the same time, for all SPAN 101 and SPAN 102 courses.**
- 6. Modified/Updated all Spanish courses to meet currency and maintain high quality curriculum, provide smooth UC/CSU transfer pathways, reaffirm articulation agreements, and meet C-ID designation.**
- 7. The TBA lab hour has been removed from the SPAN courses.**

IN PROGRESS:

- 8. Currently developing high quality "Spanish in the Workplace" curriculum in collaboration with Community Education to meet immediate community/industry demands and students' workplace preparation in areas where contact with the Hispanic population in California is a must, and in alignment with the *Doing What Matters* State Initiative.**

III. Program SLOs/Assessment

- Check here if any SLO's have changed since the last comprehensive program review and/or update.

What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

No changes to PLSO.

Current Program Learning Outcome:

The graduate of the AA/AAT program in Spanish will be an independent language learner and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness to achieve their personal, vocational, and academic goals.

Assessment Plan: These core program competencies are embedded at the course level, and are being continuously assessed via common testing to all students enrolled in all SPAN courses being offered. Standard rubrics are used to assess the proficiency of students in grammar and vocabulary, reading, writing, oral and listening comprehension, and cultural competency. The final exam has been chosen as the assessment tool, and the strategy chosen has been exit-level assessment.

Strengths and Weaknesses:

- **The assessment data indicates that the majority of the students in our SPAN courses are on track. Since Spring 2015 to Fall 2015 the data demonstrates that 39.01% of our students exceeds standards, 31.60% meets standards, and only 9.18% fall below of the program standards. However, 20.22% of the students are not taking the final exam assessment. This number corresponds to the number of students who stopped participating in classes, but did not drop/withdraw by the established due dates. There is a considerable decrease of students not taking the exam each semester. The SPAN faculty will continue to work on strategies to foster retention and success in the classroom.**
-
- **The data also shows that certain sections of our assessment tool (i.e. the final exam) need to be reviewed and/or that the content delivery in our courses poses a challenge in terms of assessment. For example, the data shows some disparity between F2F and DL sections of our SPAN courses. We continue to analyze and review the assessment tool to address results as well as this disparity.**

IV. Course SLOs/Assessment

Check here if any SLOs have changed since the last comprehensive program review and/or update.

What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

SPAN SLOs are reviewed regularly to ensure these remain measurable. The SPAN faculty are currently

discussing how to measure SLO5 for SPAN 101/102: Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world. The recommendation is to modify it slightly to make it measurable in a more objective manner.

Our Course SLOs are as follows:

- SLO1 – Use grammar and vocabulary at the appropriate level.
- SLO2 – Develop and maintain reading skills appropriate for this course level.
- SLO3 – Develop and maintain writing skills appropriate for this course level.
- SLO4 – Develop and maintain listening and oral communication skills appropriate for this level.
- SLO5 – Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.

For SPAN 103 and SPAN 104, the following SLO was added:

- SLO6 – Develop sound research techniques.

For SPAN 105, we have one extra course SLO:

- SLO6 – Develop and maintain an awareness of various styles of essay writing.

We continue to assess all SLOs for all SPAN courses every semester, including summer. Our success is based on four aspects: (1) common final exam that includes specific sections that assess each of our SLOs, (2) listening comprehension assessment, oral interview, class presentations and/or video presentations to assess spoken and listening skills, (3) established rubrics to assess each SLO, and (4) active and collaborative involvement of our SPAN part-time instructors in the process.

ASSESSMENT PLAN:

The Spanish faculty continues to use the final exam and oral assessment activities as the assessment tools for all our SPAN courses. The final exam is designed to measure grammar and vocabulary proficiency, writing proficiency, reading proficiency, listening comprehension, and cultural awareness and appreciation proficiency. The oral assessment activities measure proficiency when speaking in the target language [ability to pronounce with native-like accuracy, understand information, recall information, and formulate appropriate sentences.]

In addition, in SPAN 105, in order to assess SLO6, all assigned essays (narrative, descriptive, academic, persuasive, argumentative) will be assessed to measure students' ability to differentiate among the various types of essays used in Spanish, as well as the specific grammar, content, structure, and format linked to each of these.

All assessment data will continue to be assessed using established rubrics to measure the following core competencies: grammar and vocabulary, writing, reading, listening and oral communication, and cultural awareness.

As it relates to our PSLO, the data collected from the courses being assessed confirms that we are in

target with our PSLO.

V. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board recommendations, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

EXTERNAL CONDITIONS:

- 1. The current state and local budget has allowed us to offer more sections of Spanish courses; now we have been able to offer other SPAN courses such as SPAN 111, 112, and 105.**
- 2. Given our geographical location, we continue to have a difficult time finding qualified part-time faculty to teach our courses. Many of our former part-time faculty have moved from the area due to the budget crisis.**

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

INTERNAL CONDITIONS:

- 1. Even though, Spanish was stripped of .30 release time for lead instructor, we continue to do our responsibilities to evaluation, program review, yearly update, assessment design and implementation, cross-section training and communication between instructors regarding emerging issues in each level of instruction as well as outcomes collection, reporting, and publication. However, it can be challenging when one has to do all this work AND teach a full-time load with no compensation. It takes time away from other responsibilities.**
- 2. STAFFING: In the fall 2015, the discipline went from having 3 full-time faculty members down to 2 full-time faculty members. The third FT faculty member is currently holding an interim dean position at Hancock. However, one of the two FT instructors has announced his retirement effective May 26, 2016. This means that, potentially, the discipline could find itself down to one FT faculty person come fall 2016. If the instructor currently holding an interim dean position doesn't return to teaching, if the retirement is not replaced, and if not enough qualified PT instructors are identified and hired, the SPAN program will find itself in a difficult situation not to mention a potentially drastic reduction in FTES.**
- 3. DESIGNATED CLASSROOM FOR SPANISH COURSES: The Spanish faculty had the following classroom as a designated FL classroom, C-36. However, during the restructuring of departments in 2008-2009, we lost this room, and since then, finding a viable classroom in which to teach our 5-unit transfer courses has become a challenge. Although we do teach a few sections in the C building,**

we have been teaching in the K building, and at times, in other classrooms, such as in the W building. More often than not, we can't accommodate students' preferred times and dates due to the lack of a classroom space. Spanish competes with a lot of 3-unit classes across campus, which impacts high units courses such as Spanish. The full-time Spanish faculty would like to offer students some consistency in terms of a physical place, as well as more favorable times and days for F2F scheduling, and a designated classroom with a smart podium and data projector is an ideal venue for our courses.

PROGRAM SUCCESS AND RETENTION RATES:

We currently offer AA and AA-T degrees in Spanish. The number of students who get the AA in Spanish is closely linked to our offering of SPAN 103 and 104, core courses for the degree. Now that Spanish offers an AAT as well (implemented fall 2014), we expect the demand for our courses to grow, while our faculty shrinks. The data reflects the following activity:

2009-2010: 4 AA degrees awarded

2010-2011: 1 AA degree awarded

2011-2012: 4 AA degrees awarded

2013-2014: 2 AA degrees awarded

2014-2015: 4 AA and 1 AA-T degrees awarded

ACHIEVEMENTS AND PLANNING

- We continue to offer the Spanish AAT and three separate certificates of accomplishment that address vocational needs in the community for Spanish Language Skills.
- All our SPAN courses have been C-ID approved [which allows students from any CCC to take our courses and be articulated directly]. Our courses were updated during their course review cycle one year ahead of schedule. Their current GE standing prevailed but we were also able to add our courses to the Multicultural and Gender Studies graduation requirement, and also get SPAN courses approved for the IGETC Language Other than English criteria.
- We are actively doing High School outreach to increase enrollment in our program, and we would love to establish concurrent enrollment agreements with area high schools.
- We continue to distribute our Spanish program brochure that showcases our AA degree, our Spanish AAT - degree, and our three certificates to get the word out of what Hancock offers in Spanish. We have also developed scheduling plans that we hope will assist students and counselors. These plans serve as a guarantee of course offerings so that students and counselors know when we plan to offer the courses and advise students appropriately for purposes of petitioning degrees or certificates in a timely manner. We updated the SPAN webpage (Hancock website) to reflect the newly developed scheduling plan.
- And lastly, we are collaborating with Community Education in the development of more vocational Spanish courses, such as "Spanish for Health Personnel" and "Spanish for Court Interpreting". Labor market data shows demand for certificates in these two areas, as well as high wages in these professions (Interpreters for Medical Spanish, Court Interpreters-Spanish").

Retention and Student Success:

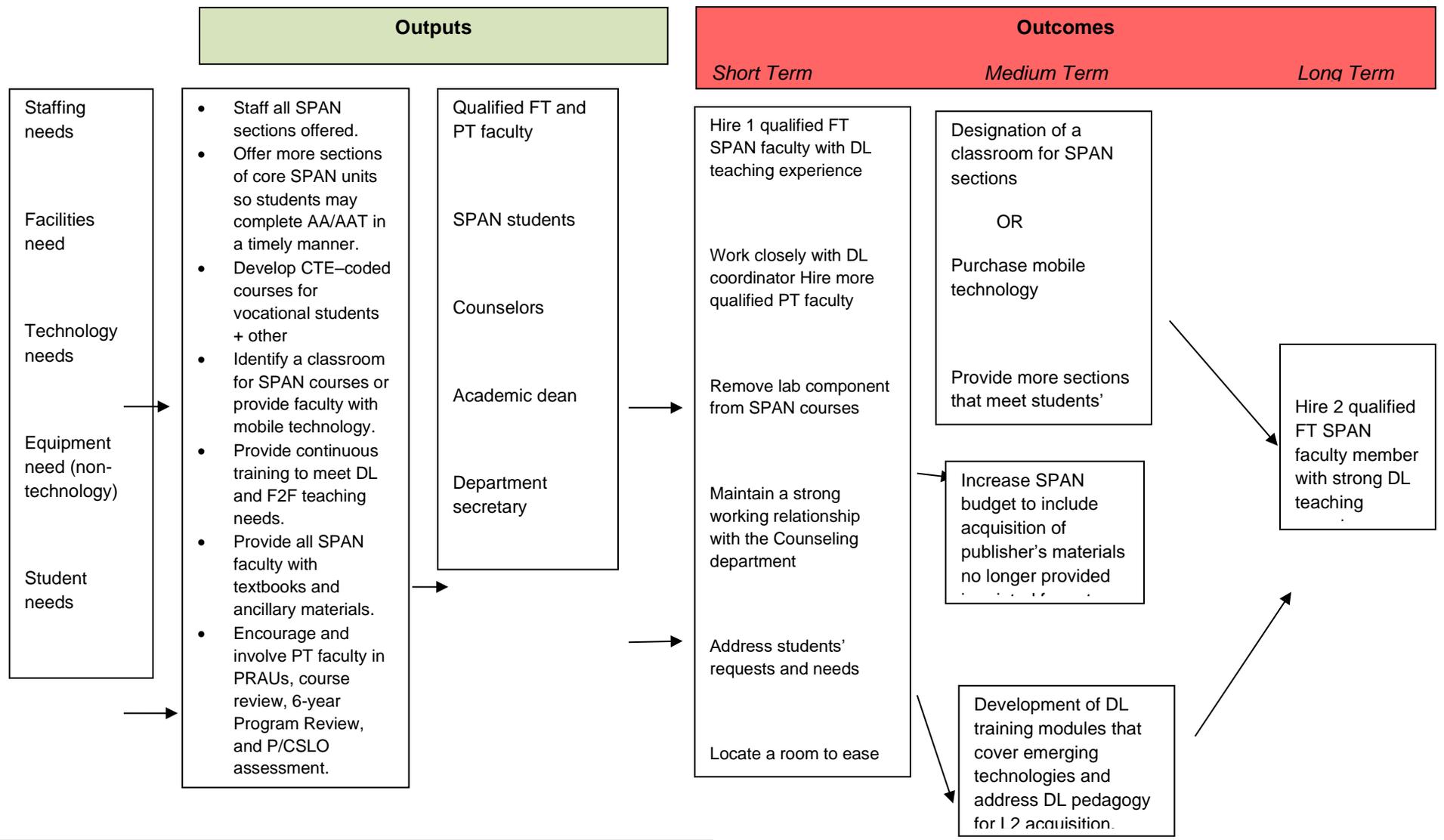
- **SPAN 101: Retention was averaged at 80% with a success rate of 60%**
- **SPAN 102: Retention was averaged at 78% with a success rate of 66% (no Summer session)**
- **SPAN 103: Retention was averaged at 92% with a success rate of 92% (Fall session only)**
- **SPAN 104: Retention was averaged at 93% with a success rate of 87% (Spring session only)**
- **SPAN 111: Retention was averaged at 62% with a success rate of 62%. (Summer session only)**
- **SPAN 112: Retention was 100% and success rated at 100%. (Spring only)**

Overall, our 2015 program trend data is as follows:

- **Retention was averaged at 84% with a success rate of 78%.**
- **Our average class size has been 21 students, with an average of 159 students retained per semester, and an average 78% students passing with a C or better.**
- **It is important to note that there are a number of students who get an F because they do not withdraw by the due date. Otherwise, our numbers would be slightly better. In an unofficial survey, it was discovered that an average 2 students per section received an F due to not withdrawing from the course by the due date.**

Via. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)



Assumptions:

We don't have: available classroom space for all F2F sections, qualified FT/PT instructors to staff all sections offered, qualified DL instructors to meet DL demand. Supplies, support staff and fiscal/budget means are needed. Student demand for the program (AA, AAT, and certificates) is growing. FT faculty need continuous training to meet DL and F2F pedagogical strategies.

External Factors Impacting Our Program:

State and national economy; UC/CSU requirements for transfer, including articulation agreements; Need for more classroom space across campus; need for continuous local training to meet DL and F2F pedagogy; continuous involvement of PT faculty in course review, program review, and P/CSLO assessment.

Previous recommendations still pending:

1. **Dedicated classroom for Spanish courses → Pending**
2. **Release time for Spanish lead instructor → Pending**
3. **Hire one full-time instructor → Pending. Finding qualified part-time SPAN instructors is a challenge for our area. In order to meet the demand for the SPAN courses in the Santa Maria and LVC campuses, it is crucial to hire one full-time instructor to cover the LVC.**

New Recommendations:

1. **Hire 1 new FT faculty with DL experience to cover the 1 retirement vacancy that we will have 2016-2017.**
2. **If the one FT member currently holding an interim dean position gets promoted to a permanent position, we will need to hire 1 new FT faculty to replace the position.**

2015-16 PROGRAM REVIEW

VIb. Revised - Plan of Action (Annual Update)

During the academic year, 2014-2015, the Spanish Faculty completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

PLAN OF ACTION

ACTION TAKEN, RESULT AND STATUS

Reduce enrollment from 32 to 30 students	Expected 2017-2018
Reduce enrollment from 30 to 25 students	No action; SPAN faculty will not seek further class reductions.
SPAN AA degree modification	Achieved Fall 2014

ADDITIONS

PLAN OF ACTION

TARGET DATE

Have a designated/dedicated classroom with smart podium and data projector for Spanish courses	Expected 2016-2017
Seek 0.2 release time for lead Spanish faculty person	Pending
Seek 1 or 2 full-time Spanish faculty person.	Pending

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Improve Student Learning Outcomes and Achievement	Strategic Goal(s)	Target Date
<ol style="list-style-type: none"> 1. The development of an entry and/or mid-semester assessment on all SPAN courses offered to measure progression and improvement within the semester toward SLOs. A common assessment earlier in the semester could also help address gaps in a timely manner and with the most significant impact on those students. 2. The cultural component for our courses continues to be a challenge. Funding is needed to provide students with service learning and experiential learning opportunities, as well as providing opportunities for field trips and cultural events (off and on campus) that would enhance their language learning experience by making it real and significant to them. 3. Stipends or funding of some type is needed to engage part-time Spanish faculty in SLO assessment, including common grading. They are a crucial component to our program, and without them and their cooperation in place, we would not be able to do what we have achieved so far. 4. Development of online training modules for PT Spanish faculty that addresses assessment development, rubrics, grading protocols, and SPOL data entry. 5. Development of an outreach module that showcases the Spanish program, but also serves as an extra tool for counselors. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed</p> <p>Goal SLS4: Ensure students are focused</p> <p>Goal SLS5 Nurture students</p> <p>Goal SLS6: Engage students</p> <p>Goal SLS7: Ensure students are connected.</p> <p>Goal SLS8: Value student contributions</p>	<ol style="list-style-type: none"> 1. 2015-2016 2. Work on the cultural component is ongoing but the next phase – moving outside of the classroom – is slated to start 2016-2017. 3. Collaborative work with the PT Spanish faculty is ongoing but sporadic. Funding is needed for a more comprehensive plan to be in place. We expect 2016-2017 to be a realistic target date. 4. 2015-2016 5. 2015-2016

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Accommodate Changes in Student Characteristics	Strategic Goal(s)	Target Dates
<ol style="list-style-type: none"> 1. Enrollment Changes: None at this time. Data indicate we are on track with currently offered sections (times/dates/locations). Ideally, we would like to offer more sections, but without enough instructors in place, it is a tough call. 2. Demographic Changes: <ol style="list-style-type: none"> a. In order to improve the odds for African-American students, First Time students, and students enrolling in DL sections, we need to: b. Partner up with Student Services, IRP, and the DL Coordinator in finding viable solutions to some of our enrollment and demographics challenges. c. Work closely with the academic dean in developing an efficient scheduling offer for Spanish courses that addresses efficient growth and equal access. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<ol style="list-style-type: none"> 1. Ongoing 2. 2015-2016

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Improve Student Retention and Success	Strategic Goal(s)	Target Date
<ol style="list-style-type: none"> 1. Continue review and analysis of P/CSLOs to ensure continuous improvement of the program and identifying gaps that may trigger decreased retention scores. 2. Develop activities designed to engage students early in the semester: (1) activities aimed at directing, engaging, nurturing and valuing students, and (2) activities aimed at developing connections with other students. 3. Develop clear guidelines for students enrolled in SPAN classes that also serve to keep them directed and focused. Such guidelines should be consistent across all SPAN courses and address various aspects of classroom administration. 4. Work collaboratively with the Counseling department and Student Services in order to flag specific students, identify the services needed, and develop appropriate strategies to re-engage and nurture student (s) back to success. 5. Develop a voluntary process by which students report on the reasons for dropping/withdrawing from Spanish courses, and use such data on program/course improvement. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p>	<p>1, 2, 4, 6, and 7 are ongoing tasks.</p> <p>#3 - 2015-2016 is the target date for the development and implementation of clear and consistent course administration guidelines.</p> <p>#5 - 2015-2016 is the target date for development and implementation of a tool to survey students who have dropped or withdrew from classes.</p>

<p>6. Actively re-engage students who “disappear” from the classroom.</p> <p>7. Continue collaboration with IRP and analysis of existing retention and success data to identify specific trends that need to be addressed.</p> <p>8. Partnering with the DL Coordinator in identifying emerging technologies that could enhance instruction in our DL Spanish sections.</p>	<p>Goal SLS7: Ensure students are connected.</p> <p>Goal SLS8: Value student contributions.</p>	<p>#8 – target dates are 2015-2016</p>
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STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations to Improve the Educational Environment	Strategic Goal(s)	Target Date
<p>Curricular Changes –</p> <ol style="list-style-type: none"> 1. Development of a SPAN 106 course, <i>Introduction to Hispanic Literature</i>, that introduces students to the development of a literary tradition that broke from Spain to develop its own wings in the New World. 2. Development of “Spanish in the Workplace” Spanish courses that meet demand of a particular student sector. 3. Modify existing Certificates of Accomplishment and/or create Certificates of Achievement to reflect the new Spanish in the Workplace trend. <p>Co-Curricular Changes –</p> <ol style="list-style-type: none"> 4. Modify/Improve existing grading rubrics. 5. Develop rubrics for specific core competencies, such as listening comprehension. 6. Provide Spanish faculty adequate training in the use of the rubrics. 7. Provide PT faculty with stipends in order to reward their participation in SLO assessment and data entry in SPOL. <p>Neighboring College and University Plans –</p> <ol style="list-style-type: none"> 8. Renew articulation agreements with Cal Poly SLO 9. Related Community Plans – 10. Seek partnerships with community stakeholders in order to provide students in Spanish courses with service-learning and experiential opportunities of a cultural nature. 11. Collaborate with interested community stakeholders in developing Contract Education opportunities that meet their demand for workforce re-training and more. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS5: Nurture students.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	<ol style="list-style-type: none"> 1. 2016-2017 2. 2016-2017 3. 2017-2018 4. Ongoing 5. Ongoing 6. 2015-2016 7. Ongoing 8. 2015-2016 9. 2016-2017 10. 2016-2017

STRATEGIC DIRECTION: STUDENT LEARNING AND SUCCESS

Recommendations that Require Additional Resources	Strategic Goal(s)	Target Date
<p>Facilities</p> <p>Designated classroom for Spanish courses.</p>	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p>	<p>2015-2016</p>
<p>Equipment</p> <p>None noted</p>		
<p>Staffing</p> <p>FT Spanish position - Without qualified part-timer instructors in place, we can't offer as many sections as we would like, especially DL sections, which are normally in high demand for our program. The need to offer more sections to meet student demand, to grow FTES in our program, increase program completers, and also meet community demand for Spanish in the workplace courses, is pointing to the need for another FT Spanish position, one with a strong DL background.</p>	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS5: Nurture students.</p>	<p>2017-2018 for the F faculty position</p>

	Goal SLS6: Engage students.	
<p>Technology</p> <ul style="list-style-type: none"> • Development of an online Outreach module(s) for students that showcases the program, degrees, and employment factors. The module would live in the Spanish page within the Hancock webpage. Further, this module would also assist counselors with appropriate placement and/or providing students with information. • Mobile technology to capture audio/video for common grading and assessment of specific learning outcomes in Spanish. 	<p>Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.</p> <p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SL3: Ensure students are directed.</p> <p>Goal SLS4: Ensure students are focused.</p> <p>Goal SLS6: Engage students.</p> <p>Goal SLS7: Ensure students are connected.</p>	2015-2016
<p>Fiscal Needs</p> <p>A budget is needed for:</p> <ul style="list-style-type: none"> • Marketing, outreach, and recruitment supplies and materials for campus events such as career day. • Outreach opportunities to the local high schools. • Purchasing textbooks and materials for the LRC and PT instructors. • Providing students with meaningful experiential/service-oriented opportunities, including organizing field trips and/or developing cultural events on and off-campus. 	Goal SLS2, 3, 4, 5, 6, 7, 8.	2016-2017

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

<u>TYPE OF RESOURCE</u>	<u>LINE NO./SPECIFIC RESOURCE</u>	<u>APPROXIMATE COST</u>
<u>Facility Needs</u>	Designated classroom for Spanish courses that includes a smart podium and data projector	Existing
<u>Technology Needs</u>		
<u>Staffing Needs</u>	1 or 2 Full-Time Spanish faculty position	2 positions at \$85,000 (Positions still in the budget from 1 retirement and from possible promotion)
<u>Equipment (non-technology)</u>		
<u>Other Resources</u>	Stipends to generate/reward part-time instructors who openly and actively collaborate in (1) SLO assessment, review and revision, (2) assist in course review, and (3) assist in the program review annual update and/or comprehensive program review.	Existing training space available but stipend and/or financial compensation is needed for part-time instructors. The suggested cost is \$100 per part-time instructor trained in SLO data collection and assessment.



Program Review SLOs Report Annual Update	Program: <u> SPANISH </u>	page <u> 1 </u> of <u> 2 </u>
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Use one row for each course or program SLO

SLO	Semester conducted	Assessment collection process	Assessment method (s)	Review team	Date review completed	Recommendations for additional resources needed, staffing, program changes**
SLO1: competency in vocabulary and grammar	All semesters for all courses offered	Selected section from final exam in all courses offered	Established rubric	Gómez de Torres	Fall 2012 and ongoing	None at this time.
SLO2: Writing skills competency	All semesters for all courses offered	Selected section from final exam in all courses offered	Established rubric	Gómez de Torres	Fall 2012 and ongoing	None at this time.
SLO3: Reading skills competency	All semesters for all courses	Selected section from final exam in all courses offered	Established rubric	Gómez de Torres	Fall 2012 and ongoing	None at this time.

	offered					
SLO4: Oral skills competency	All semesters for all courses offered	Oral interview along with specific oral proficiency assessment	Established rubric	Gómez de Torres	Fall 2012 and ongoing	None at this time.
SLO5: Cultural awareness and appreciation	All semesters for all courses offered	Selected section from final exam in all courses offered	Established rubric	Gómez de Torres	Fall 2012 and ongoing	None at this time.
SLO6: in SPAN 105, students must show competency using various essay styles.	All semesters when SPAN 105 is offered.	Selected assigned essays.	Established rubric	Gómez de Torres	Spring 2012 and ongoing	None at this time.
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Appendix

Program Review Student Survey Data
Statistics: <ul style="list-style-type: none">• Program/Course Student Learning Outcomes Data• Retention and Success Data• Program Awards• Student Demographics Data
Articulation Status of Courses
Course Outlines
Degree And Certificate Requirements

Program Review Template

Start of Block: Default Question Block

Q1 Please answer the following questions as they pertain to your experience in this course and all other courses in the **PROGRAM**** at Allan Hancock College.**



Q2 Part I. Please indicate how satisfied you are, in general, with the following aspects of the *PROGRAM*

	Highly satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Highly dissatisfied	No Opinion
Quality of instruction within the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way textbooks and other materials used in courses within the program help me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about the program from counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way this program meets your educational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribution towards your intellectual growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of course goals and learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback and assessment of progress towards learning objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of courses offered in the **PROGRAM**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The content of courses offered in the ****PROGRAM****

The coordination of courses offered in the ****PROGRAM**** and courses offered in other departments that may be required for your major

The physical facilities and space (e.g., classrooms, labs)

Instructional equipment (e.g., computers, lab equipment)

Presentation of classes via the college's Canvas course management system

Course assistance through tutorial services (e.g. through the Tutorial Center, Math Lab, Writing Center)

Availability of appropriate resources in the libraries

Page Break

Q3 Part II. Please answer the following questions about the **PROGRAM.**

Q4 Which of the following best describes your reason for taking this and other courses in **PROGRAM**?

- Recommended by a counselor
 - Recommended by a friend
 - To meet general education requirements
 - Offered at a convenient time
 - Other, please specify: _____
-

Q5 Compared to the beginning of the semester, your attitude about **PROGRAM** has

- Improved
 - Remained the same
 - Decreased
-

Q6 Please answer the following questions.

	Agree	Neither agree nor disagree	Disagree
I would recommend taking courses in **PROGRAM**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan on taking additional courses in **PROGRAM**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Which of the following courses have you taken in **PROGRAM**?

Course 1

Course 2

Q8 Which courses are you taking this semester in **PROGRAM**?

Course 1

Course 2

Page Break

Q9 Part III. Background questions.

Q10 How many units have you completed prior to this semester?

- 0-15 units
 - 16-30 units
 - 31-45 units
 - 46-60 units
 - 61 or more units
-

Q11 In how many units are you currently enrolled?

- less than 5 units
 - 5 - 8.5 units
 - 9 - 11.5 units
 - 12 or more units
-

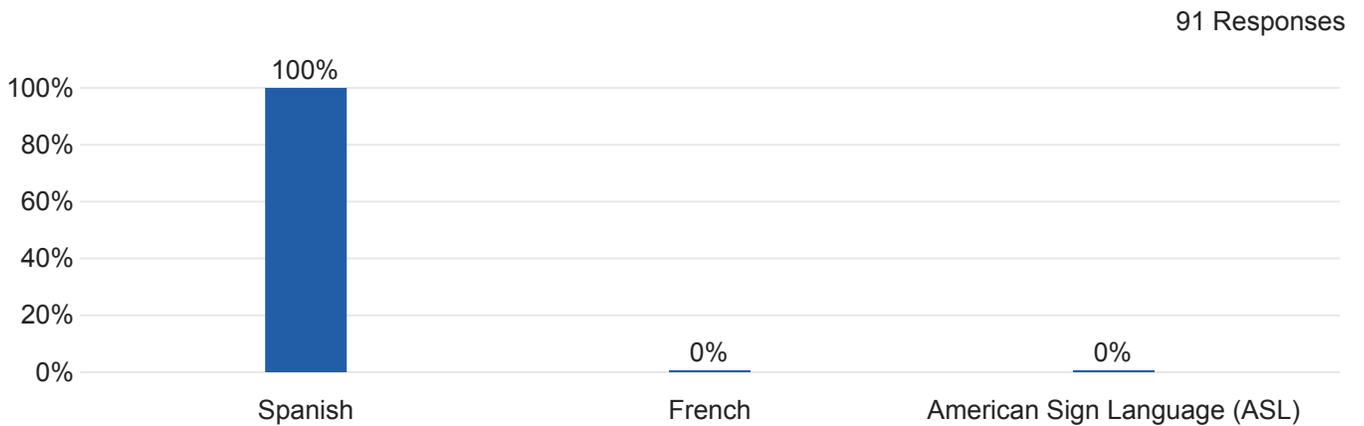
Q12 What is your final academic goal?

- Certificate
- AA/AS
- Bachelors
- Masters or higher
- Not certain

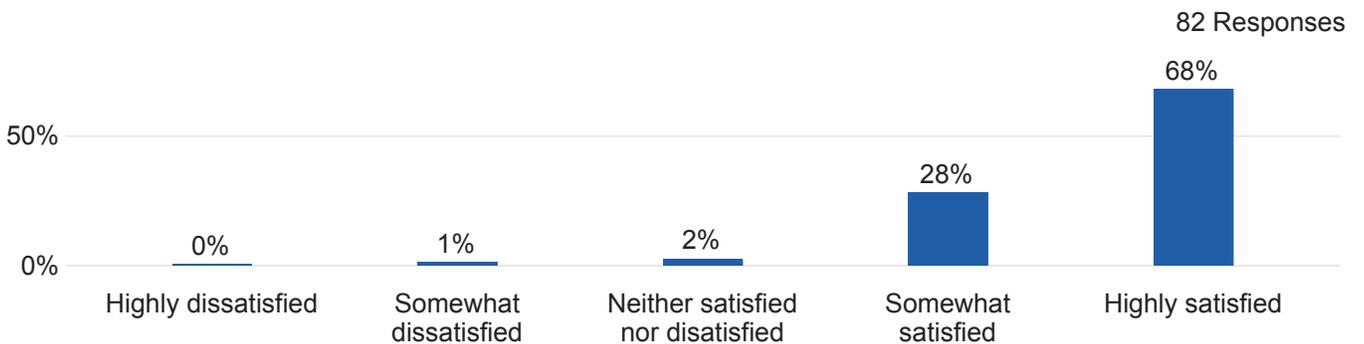
End of Block: Default Question Block

**Foreign Language
Fall 2020
SPANISH = 91 responses**

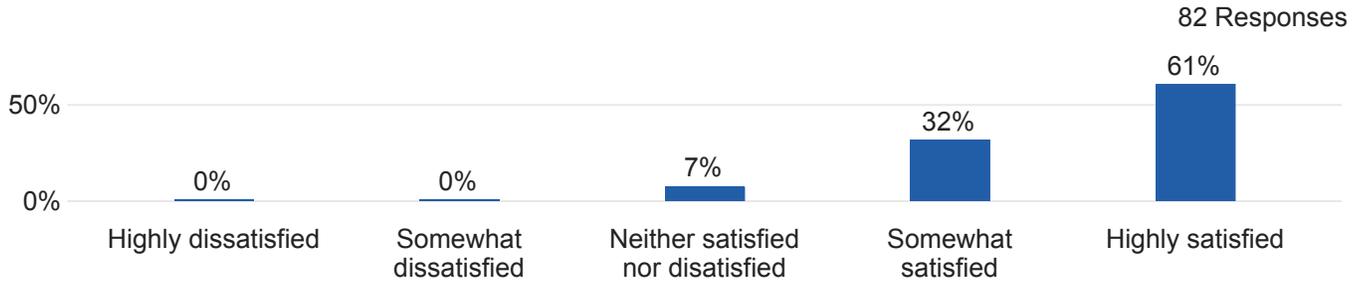
Q1 - Please select the foreign language program you are taking this semester. If you are taking more than one foreign language programs this semester, you will complete this survey for each program. Please select the course you are taking this survey for.



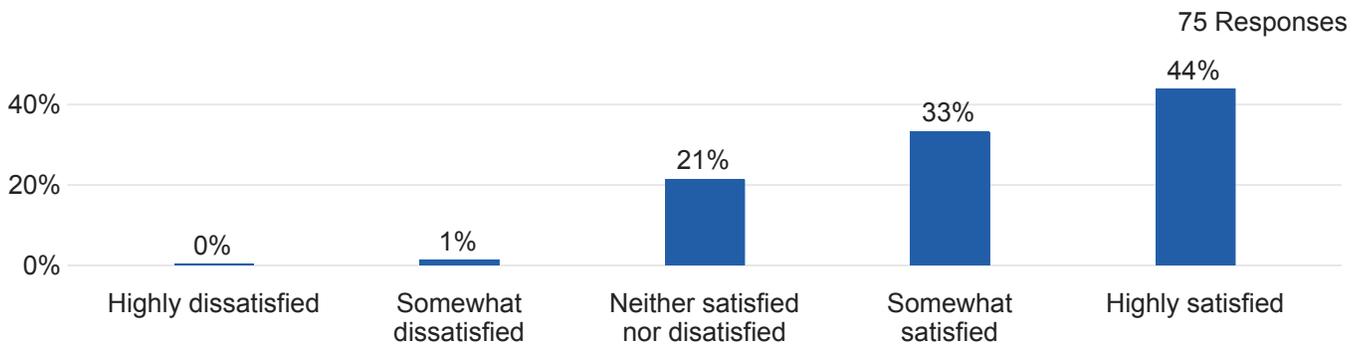
Q2_1 - Quality of instruction within the program



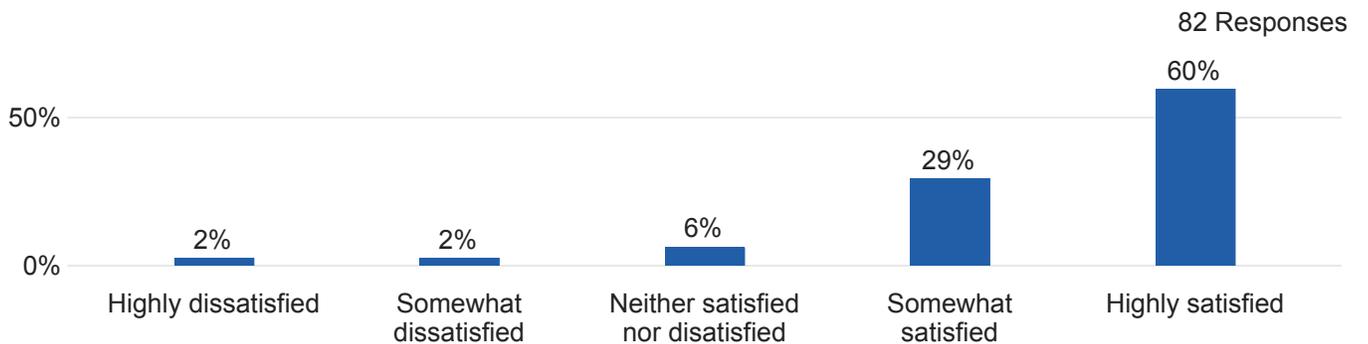
Q2_2 - The way textbooks and other materials used in courses within the program help me learn



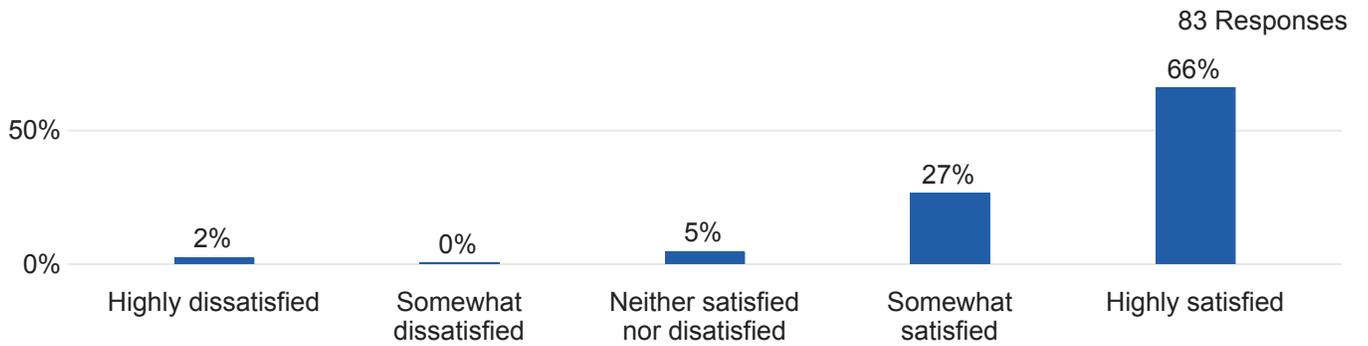
Q2_3 - Advice about the program from counselors



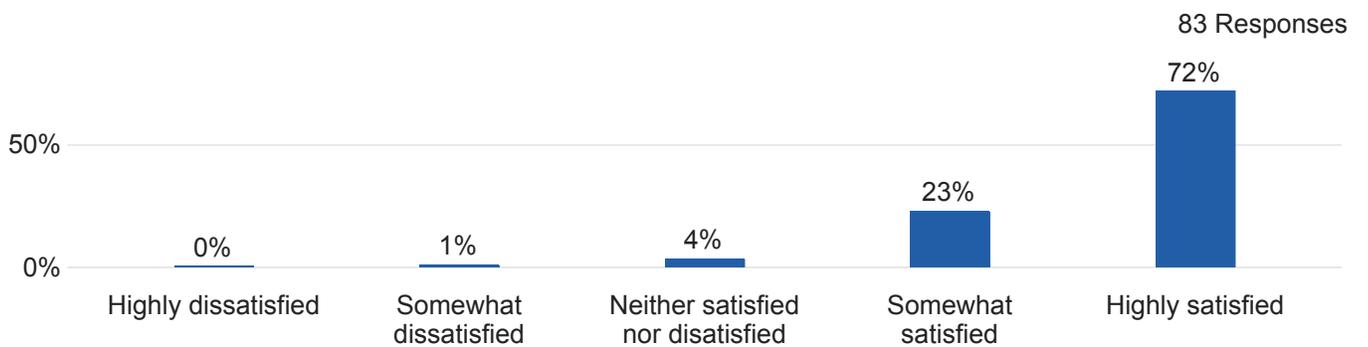
Q2_4 - The way this program meets your educational goals



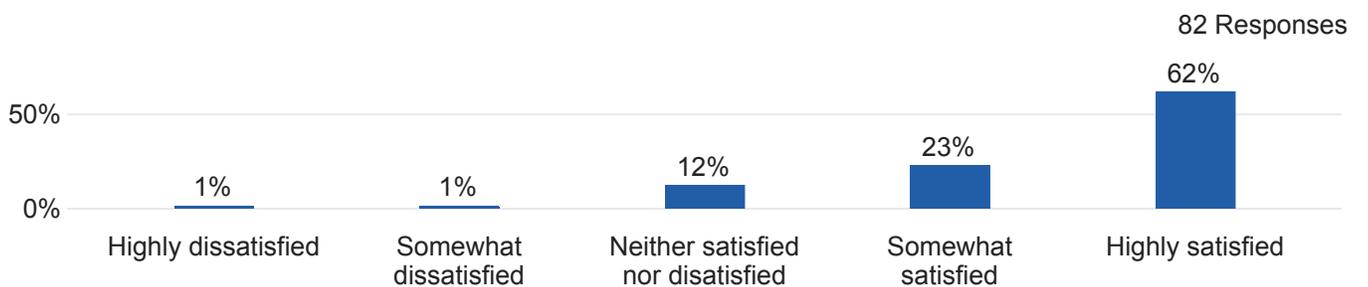
Q2_5 - Contribution towards your intellectual growth



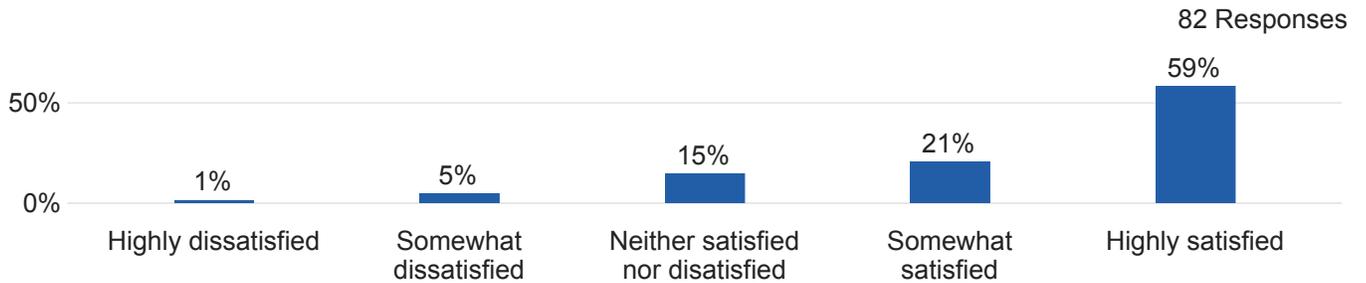
Q2_6 - Clarity of course goals and learning objectives



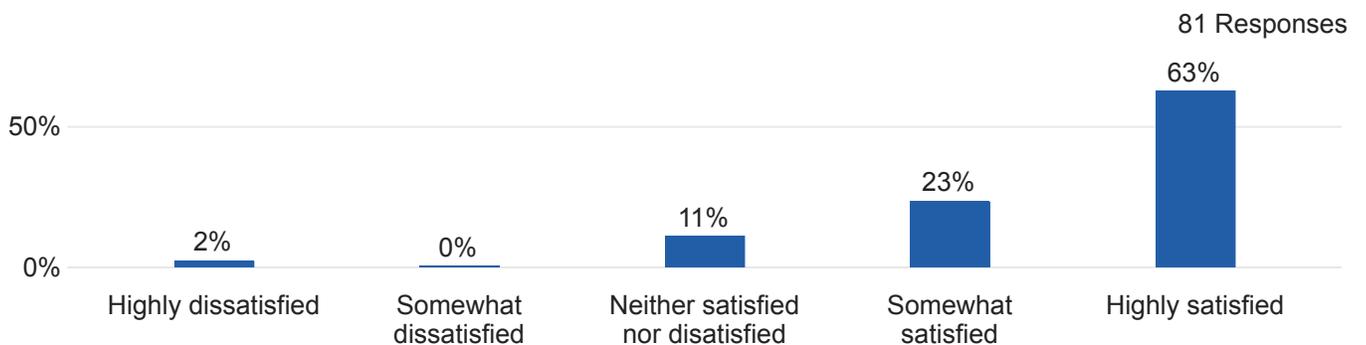
Q2_7 - Feedback and assessment of progress towards learning objectives



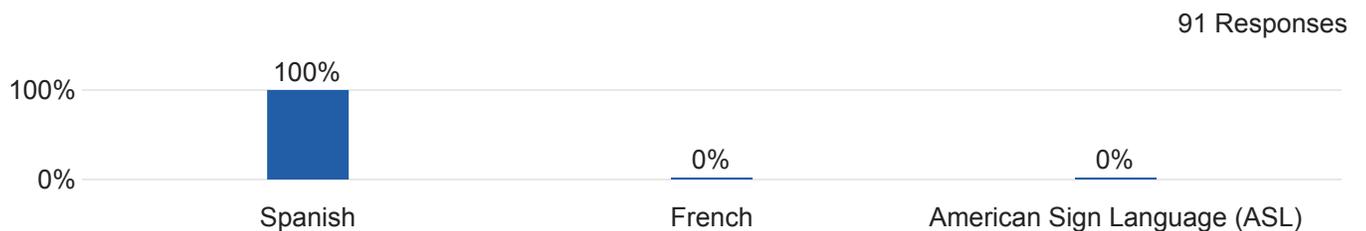
Q2_8 - The availability of courses offered in the Foreign Language program



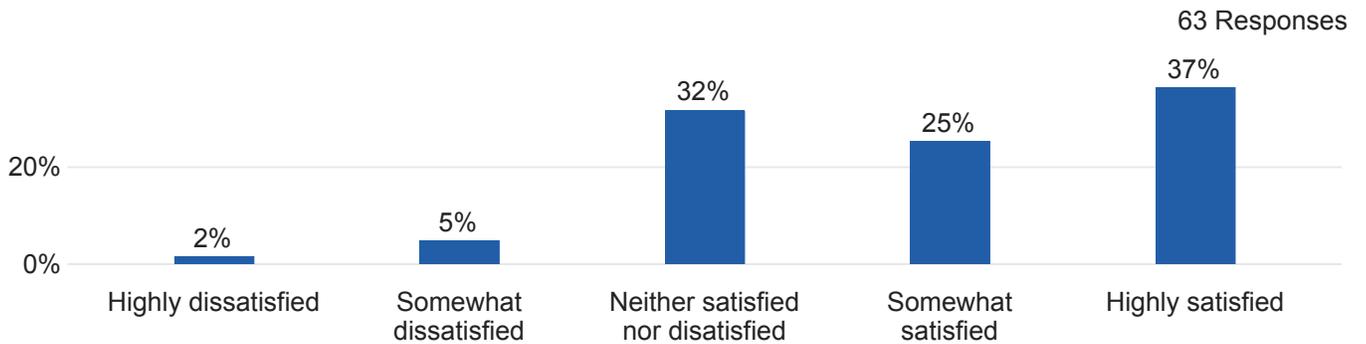
Q2_9 - The content of courses offered in the Foreign Language program



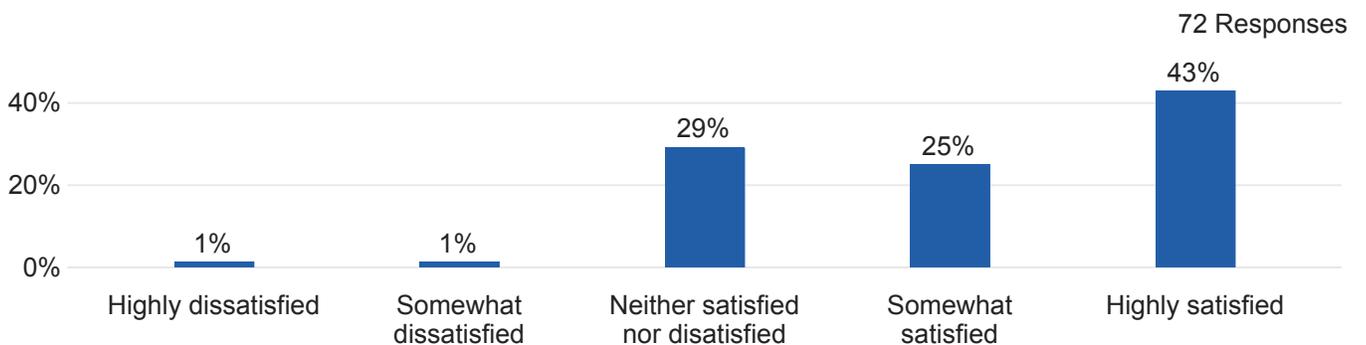
Q2_10 - The coordination of courses offered in the Foreign Language program and courses offered in other departments that may be required for your major



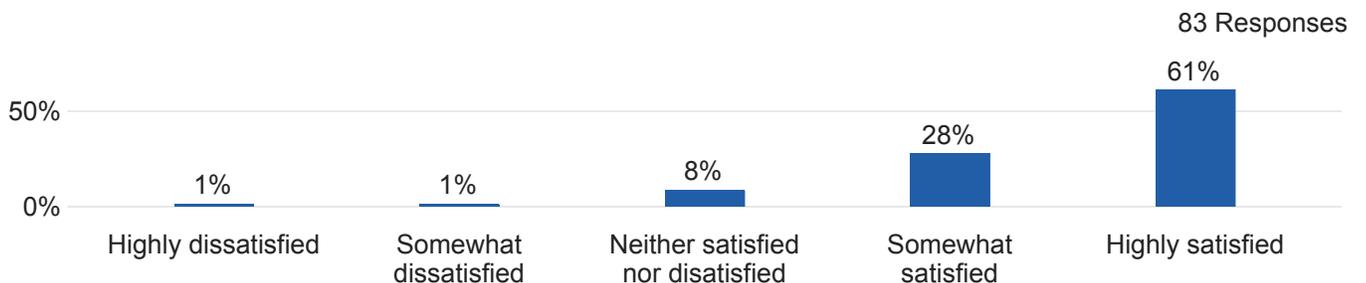
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



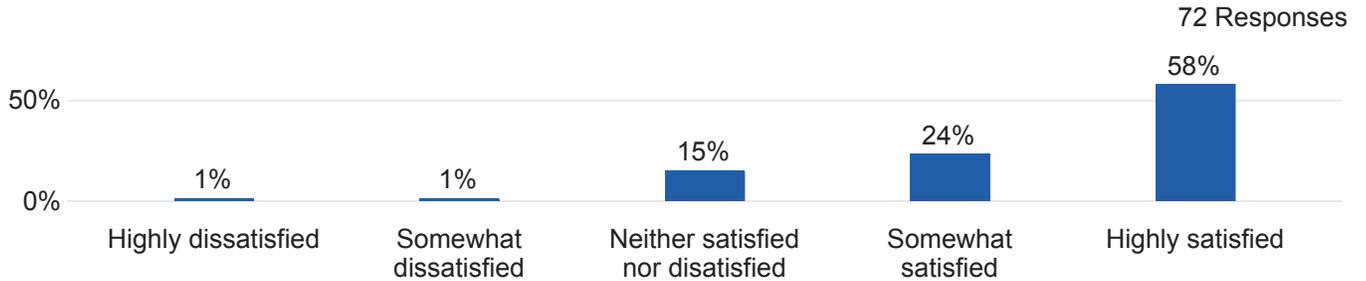
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



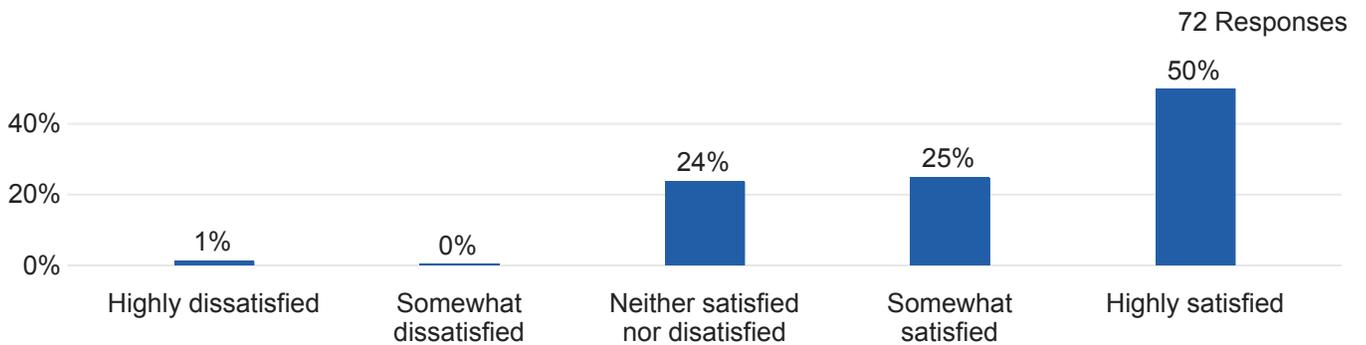
Q2_13 - Presentation of classes via the college's Canvas course management system



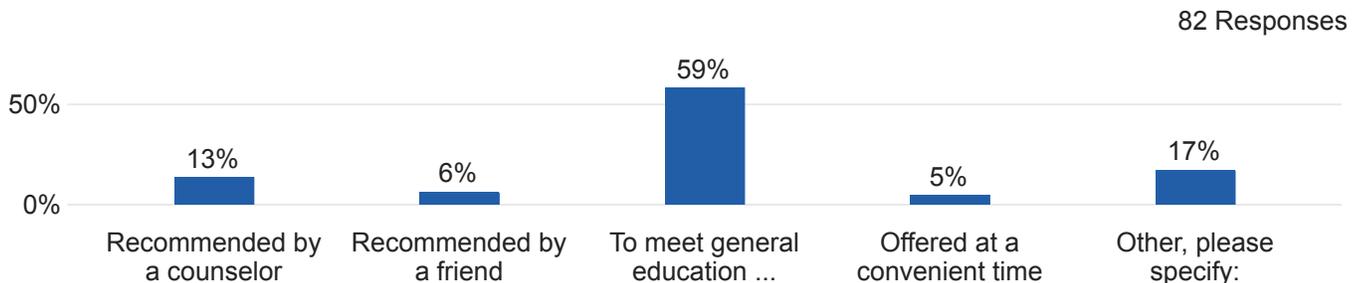
Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



Q2_15 - Availability of appropriate resources in the libraries

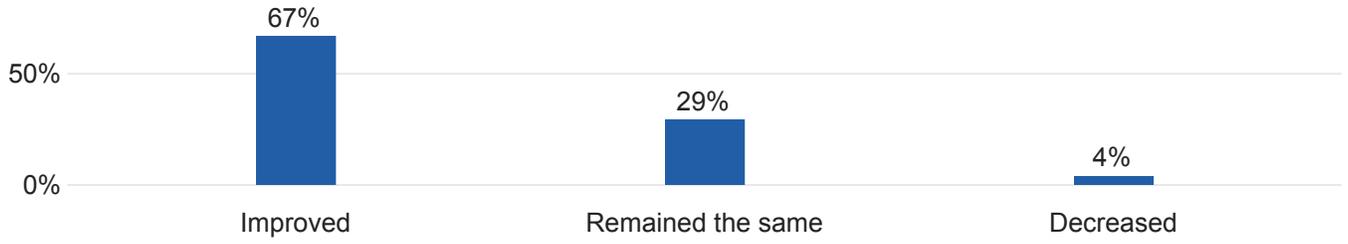


Q3 - Which of the following best describes your reason for taking this and other courses in Foreign Languages? - Selected Choice



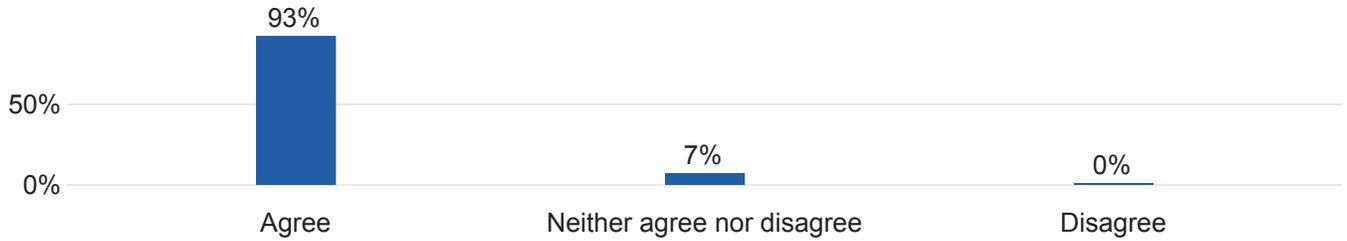
Q4 - Compared to the beginning of the semester, your attitude about Foreign Languages has

82 Responses



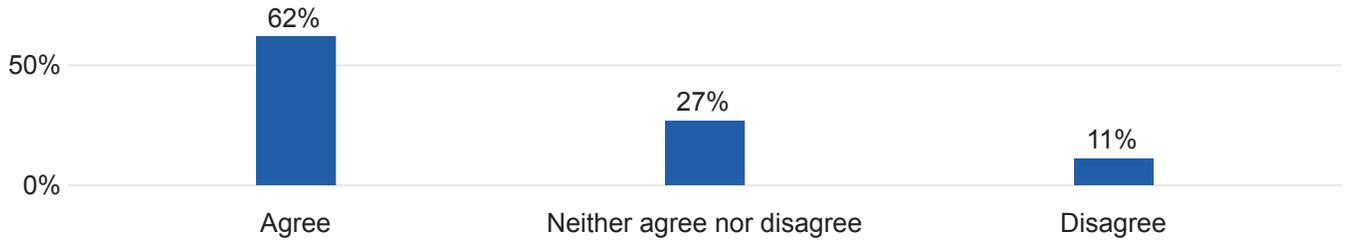
Q5_1 - I would recommend taking courses in the Foreign Language Program

82 Responses



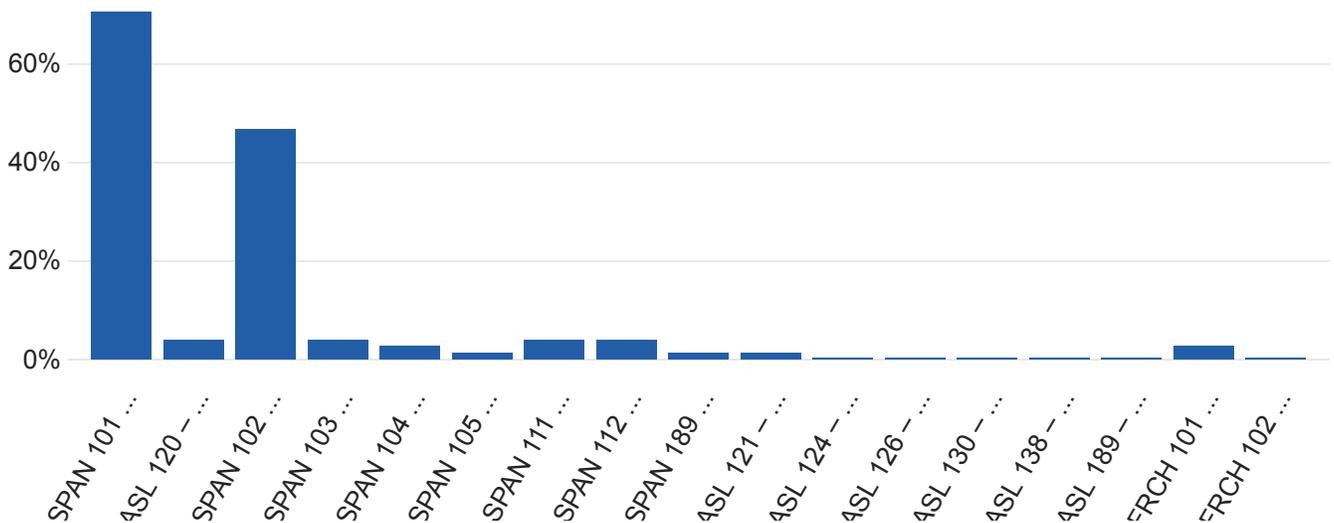
Q5_2 - I plan on taking additional courses in the Foreign Language Program

82 Responses



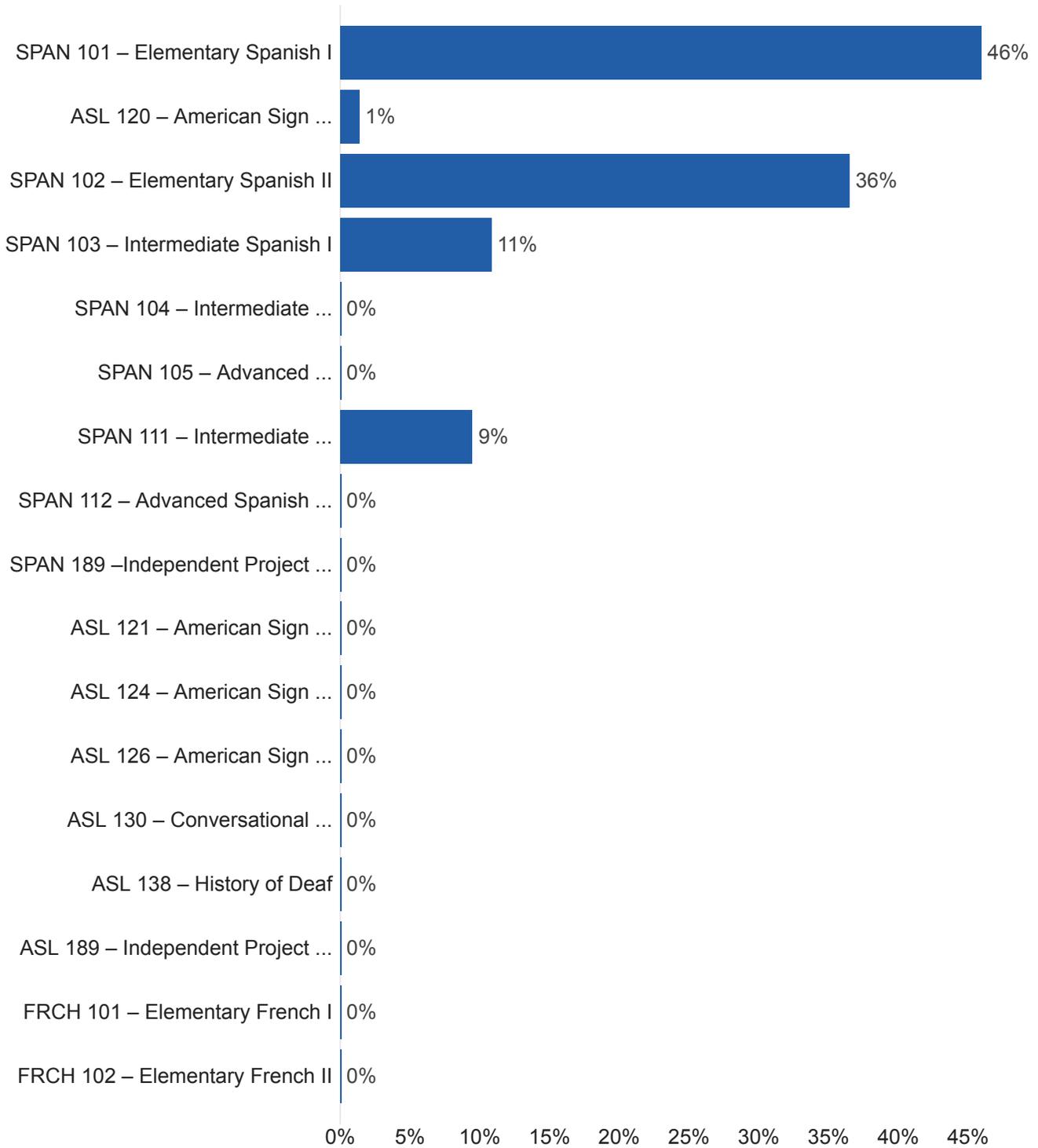
Q6 - Which of the following courses have you taken in the Foreign Language Program? (Select all that apply)

75 Responses



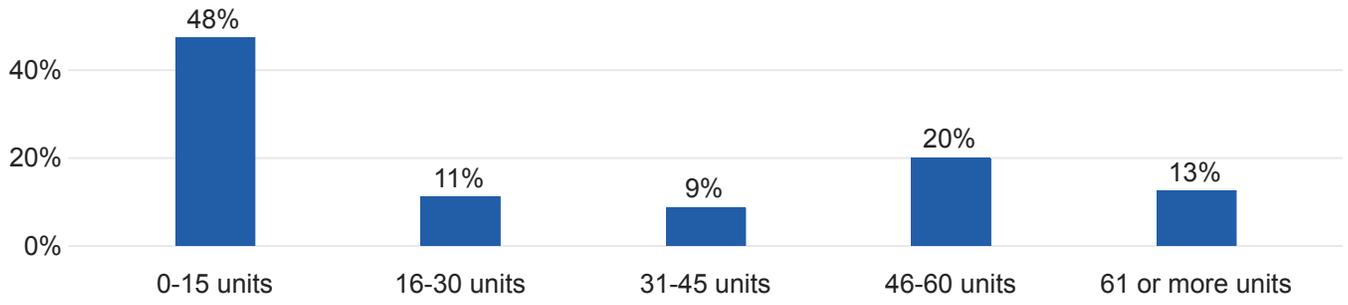
Q7 - Which courses are you taking this semester in Foreign Language Program? (Select all that apply)

74 Responses

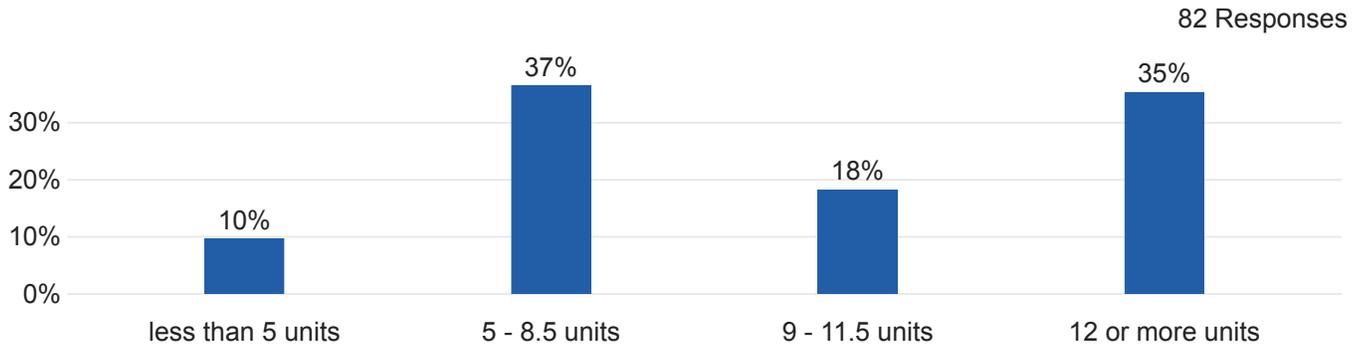


Q8 - How many units have you completed prior to this semester?

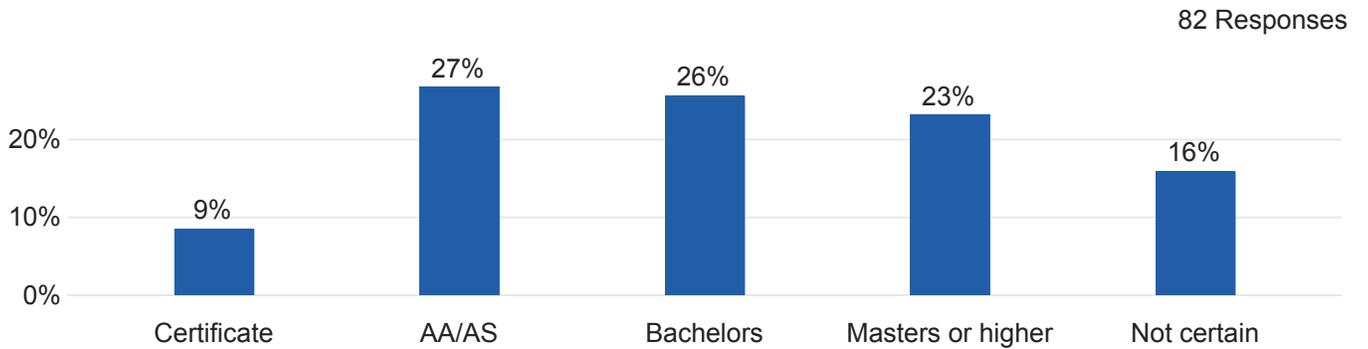
80 Responses



Q9 - In how many units are you currently enrolled?



Q10 - What is your final academic goal?



Term
Multiple values

Comprehensive Program Review (CPR) Learning Outcomes Assessment Data

This document contains the data from the last 6 years as reported to Institutional Effectiveness via eLumen. The packet contains charts and tables that indicate outcome performance by Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO).

Term
Multiple values

Program
SPAN

Sample Question from the CPR:

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review?

Department
Spanish

Items to look for:

1. Courses with little to no completed assessments
2. Table Data in red that indicates performance that was below the 70% benchmark
3. Improvement plans that have suggestions for improvements..

Program
Spanish

Term
Multiple values

1. Historical PLO Performance Chart- This is a chart showing the PLO percent and the count of students that met standards by term.

Program
SPAN

2. Historical PLO Performance Table- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

3. PLO Performance by Demographic- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

Discipline
SPAN

4. PLO Performance by Demographic Chart- This is the table version of the chart but also includes the counts of students reported.

5. Historical CLO Performance Chart - This is a chart showing the CLO percent met and the count of students that met standards by term.

6. Historical CLO Performance Table- This is a chart of the table above.

7. Historical Course Performance- This is SLO assessment by course, including percent and number of students that met standards.

8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

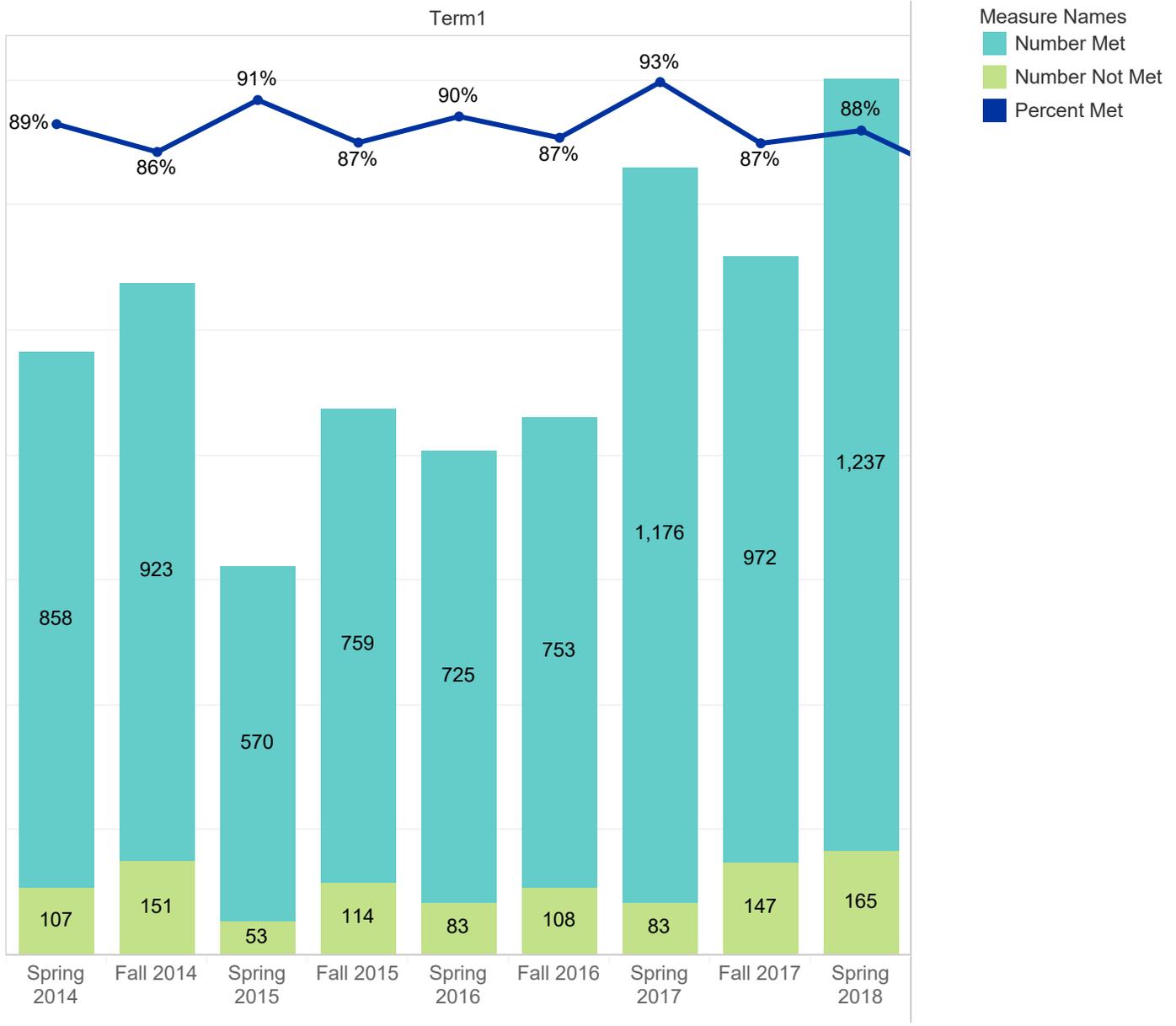
9. ILO Performance Chart- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.

10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

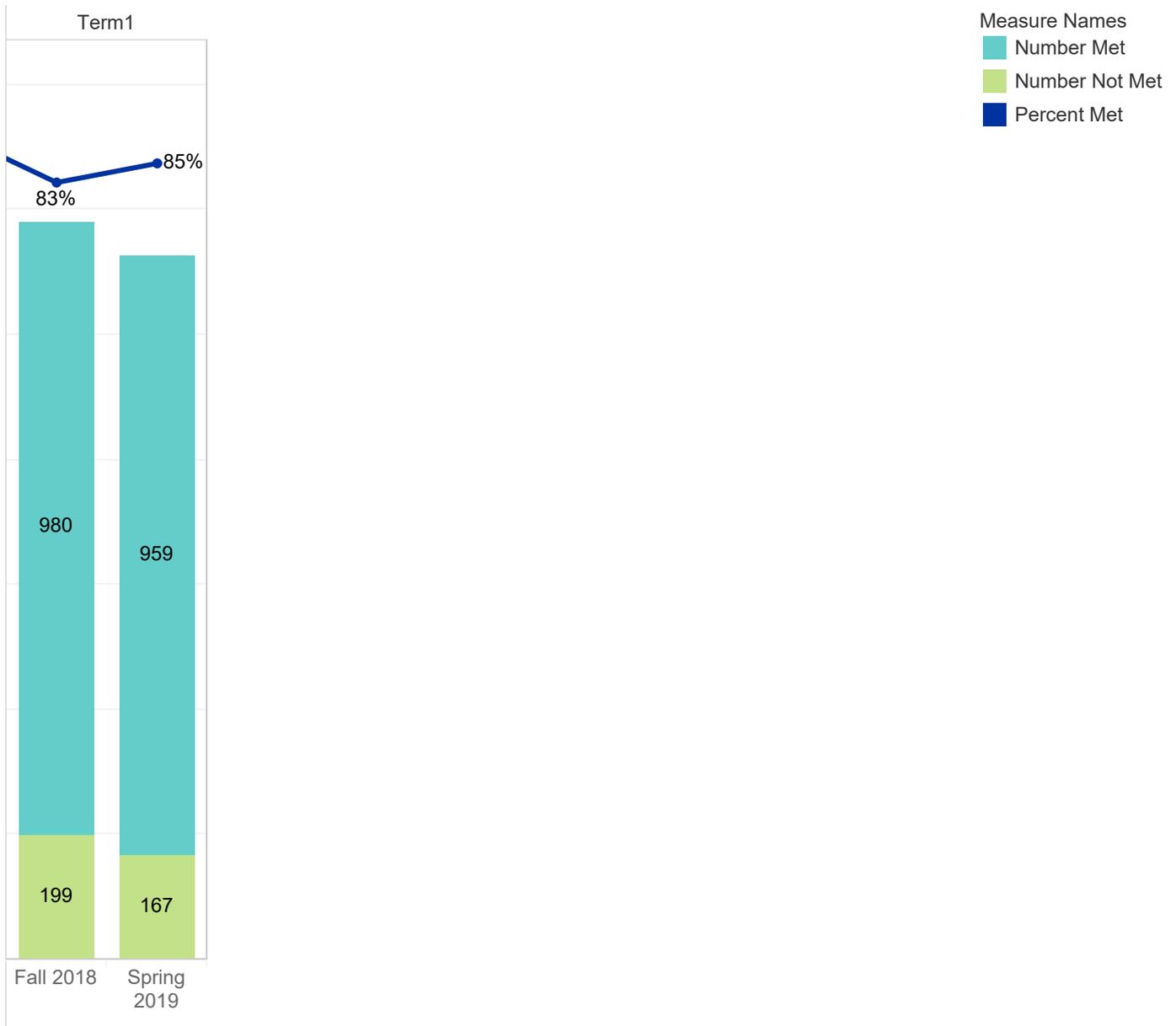
11. Historical Associations ILO/PLO- These are the Course and ILO associations.

12. Course Improvement Plans- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

1. Historical PLO Performance Chart- This is a chart showing the PLO percent and the count of students that met standards by term.



1. Historical PLO Performance Chart- This is a chart showing the PLO percent and the count of students that met standards by term.



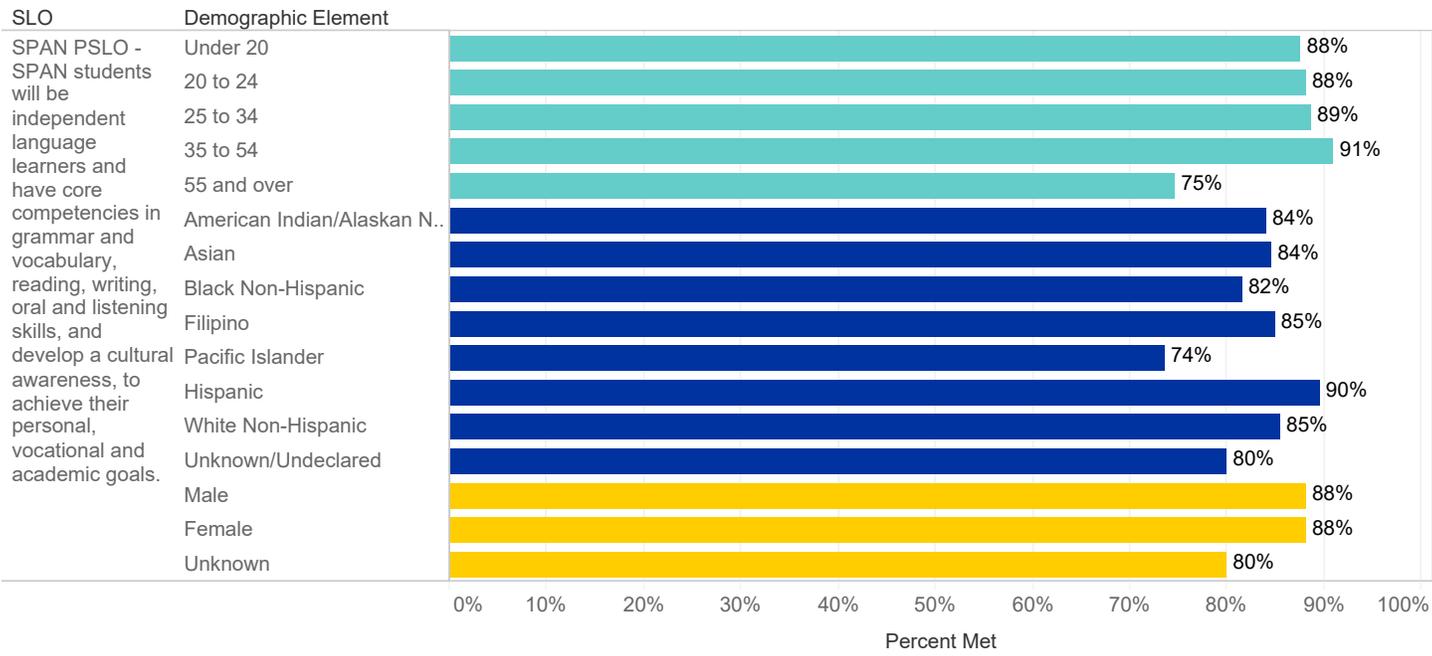
2. Historical PLO Performance Table- This is a table showing the overall PLO performance over the last 6 academic years, including percent and numbers of students meeting standards.

			Number Met	Number Not Met	Percent Met
SPAN	SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals.	SPAN101	7,527	1,101	87%
		SPAN102	1,157	162	88%
		SPAN103	23	0	100%
		SPAN105	17	2	89%
		SPAN111	108	9	92%
		SPAN189	19	0	100%
		Total	8,851	1,274	87%
Total			8,851	1,274	87%

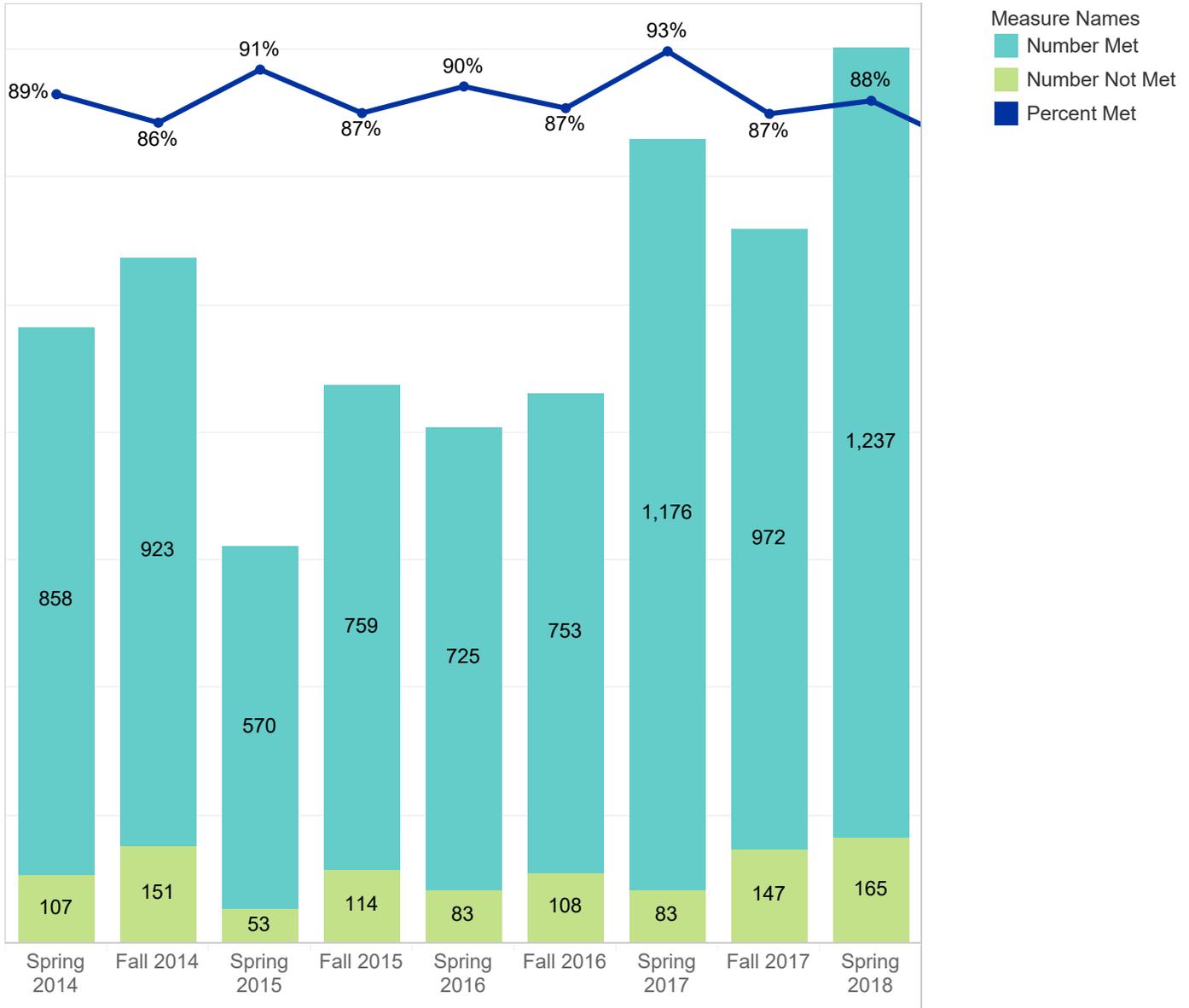
3. PLO Performance by Demographic- This chart shows the PLO performance reported by gender, ethnicity, first-gen, etc.

		Met	Not Met	Percent Met
SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals.	Under 20	43,238	6,110	88%
	20 to 24	72,800	9,906	88%
	25 to 34	28,314	3,614	89%
	35 to 54	11,284	1,118	91%
	55 and over	2,366	806	75%
	American Indian/Alaskan N..	962	182	84%
	Asian	4,108	754	84%
	Black Non-Hispanic	3,692	832	82%
	Filipino	4,550	806	85%
	Pacific Islander	1,014	364	74%
	Hispanic	107,900	12,532	90%
	White Non-Hispanic	35,672	6,058	85%
	Unknown/Undeclared	104	26	80%
	Female	99,606	13,572	88%
	Male	58,084	7,904	88%
	Unknown	312	78	80%

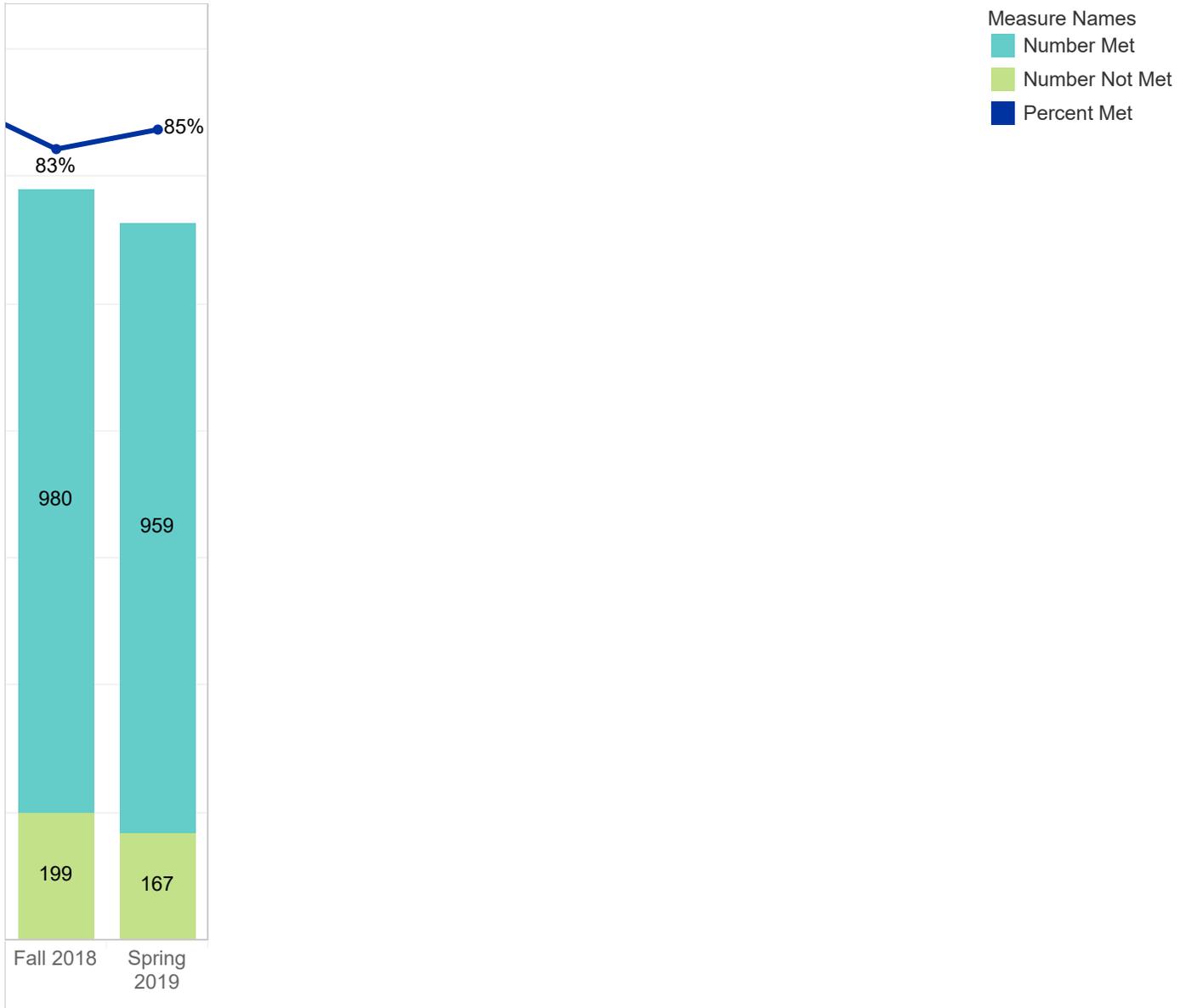
4. PLO Performance by Demographic Chart- This is the table version of the chart but also includes the counts of students reported.



5. Historical CLO Performance Chart - This is a chart showing the CLO percent met and the count of students that met standards by term.



5. Historical CLO Performance Chart - This is a chart showing the CLO percent met and the count of students that met standards by term.



6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met
SPAN101	SPAN1	Use grammar and vocabulary at the appropriate level.	1,422	353	80%
		Total	1,422	353	80%
	SPAN2	Develop and maintain reading skills appropriate to this course level.	1,573	174	90%
		Total	1,573	174	90%
	SPAN3	Develop and maintain writing skills appropriate for this course level.	1,597	96	94%
		Total	1,597	96	94%
	SPAN4	Develop and maintain listening and oral communication skills appropriate for this course level.	1,700	50	97%
		Total	1,700	50	97%
	SPAN5	Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	1,235	428	74%
		Total	1,235	428	74%
Total			7,527	1,101	87%
SPAN102	SPAN1	Use grammar and vocabulary at the appropriate level.	252	80	76%
		Total	252	80	76%
	SPAN2	Develop and maintain reading skills appropriate to this course level.	299	29	91%
		Total	299	29	91%
	SPAN3	Develop and maintain writing skills appropriate for this course level.	316	12	96%

6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met
SPAN102	SPAN3	Total	316	12	96%
	SPAN4	Develop and maintain listening and oral communication skills appropriate for this course level.	288	40	88%
		Total	288	40	88%
	SPAN5	Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	254	81	76%
		Total	254	81	76%
Total		1,409	242	85%	
SPAN103	SPAN1	Use grammar and vocabulary at the appropriate level.	40	9	82%
		Total	40	9	82%
	SPAN2	Develop and maintain reading skills appropriate to this course level.	23	1	96%
		Transfer learned content to written form at the appropriate level for this course.	14	0	100%
		Total	37	1	97%
	SPAN3	Develop and maintain writing skills appropriate for this course level.	21	0	100%
		Read and understand written form of language at the appropriate level for this course.	13	0	100%
		Total	34	0	100%
	SPAN4	Develop and maintain listening and oral communication skills appropriate for this course level.	22	2	92%
		Speak and comprehend spoken language at the appropriate level for this course.	13	0	100%

6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met	
SPAN103	SPAN4	Total	35	2	95%	
		SPAN5	Develop awareness and gain an appreciation for the cultural diversity of the Spanish-Speaking world.	12	1	92%
		Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	23	1	96%	
		Total	35	2	95%	
	SPAN6	Develop sound research techniques.	23	0	100%	
		Total	23	0	100%	
		Total	204	14	94%	
	SPAN104	SPAN1	Use grammar and vocabulary at the appropriate level.	47	1	98%
			Total	47	1	98%
		SPAN2	Develop and maintain reading skills appropriate to this course level.	33	0	100%
Transfer learned content to written format the appropriate level for this course.			16	0	100%	
Total			49	0	100%	
SPAN3		Develop and maintain writing skills appropriate for this course level.	23	0	100%	
		Read and understand written form of language at the appropriate level for this course.	24	0	100%	
		Total	47	0	100%	
SPAN4		Develop and maintain listening and oral communication skills appropriate for this course level.	46	0	100%	

6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met	
SPAN104	SPAN4	Speak and comprehend spoken language at the appropriate level for this course.	15	1	94%	
		Total	61	1	98%	
	SPAN5	Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world.	25	0	100%	
		Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	20	4	83%	
		Total	45	4	92%	
	Total	249	6	98%		
	SPAN105	SPAN1	Use grammar and vocabulary at the appropriate level.	17	2	89%
			Total	17	2	89%
		SPAN2	Develop and maintain reading skills appropriate to this course level.	12	0	100%
			Transfer learned content to written format the appropriate level for this course.	13	0	100%
Total			25	0	100%	
SPAN3		Develop and maintain writing skills appropriate for this course level.	12	0	100%	
		Total	12	0	100%	
SPAN4		Develop and maintain listening and oral communication skills appropriate for this course level.	12	0	100%	
		Speak and comprehend spoken language at the appropriate level for this course.	13	0	100%	
		Total	25	0	100%	

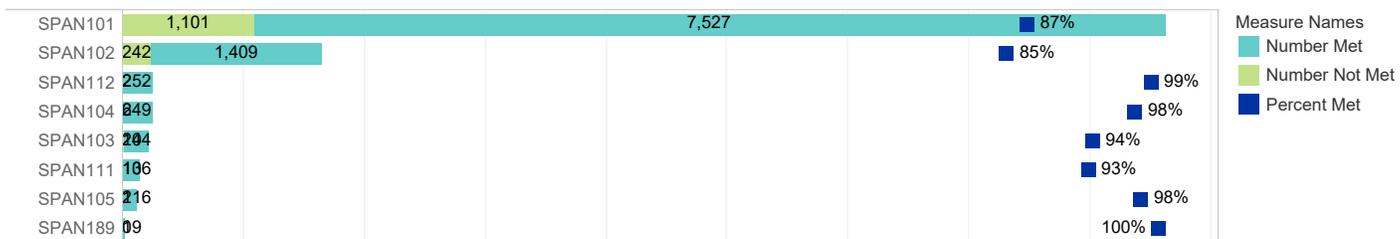
6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met	
SPAN105	SPAN5	Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	12	0	100%	
		Total	12	0	100%	
	SPAN6	Demonstrate knowledge of several styles of essay production in Spanish.	13	0	100%	
		Develop and maintain an awareness of various styles of essay writing.	12	0	100%	
		Total	25	0	100%	
	Total		116	2	98%	
	SPAN111	SPAN1	Use grammar and vocabulary at the appropriate level.	25	5	83%
			Total	25	5	83%
		SPAN2	Develop and maintain reading skills appropriate to this course level.	28	1	97%
			Total	28	1	97%
SPAN3		Develop and maintain writing skills appropriate for this course level.	28	1	97%	
		Total	28	1	97%	
SPAN4		Develop and maintain oral communication skills appropriate for this course level.	28	1	97%	
		Total	28	1	97%	
SPAN5		Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.	27	2	93%	
		Total	27	2	93%	

6. Historical CLO Performance Table- This is a chart of the table above.

			Number Met	Number Not Met	Percent Met
SPAN111					
	Total		136	10	93%
SPAN112	SPAN1	Use grammar and vocabulary at the appropriate level.	40	0	100%
	Total		40	0	100%
	SPAN2	Transfer learned content to written form at the appropriate level for this course.	57	1	98%
	Total		57	1	98%
	SPAN3	Read and understand written form at the appropriate level for this course.	39	0	100%
	Total		39	0	100%
	SPAN4	Speak and comprehend spoken language at the appropriate level for this course.	60	0	100%
	Total		60	0	100%
	SPAN5	Develop an awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world.	56	1	98%
	Total		56	1	98%
	Total		252	2	99%
SPAN189	SPAN1	Write competent essays with few or no errors.	19	0	100%
	Total		19	0	100%
	Total		19	0	100%

7. Historical Course Performance- This is SLO assessment by course, including percent and number of students that met standards.



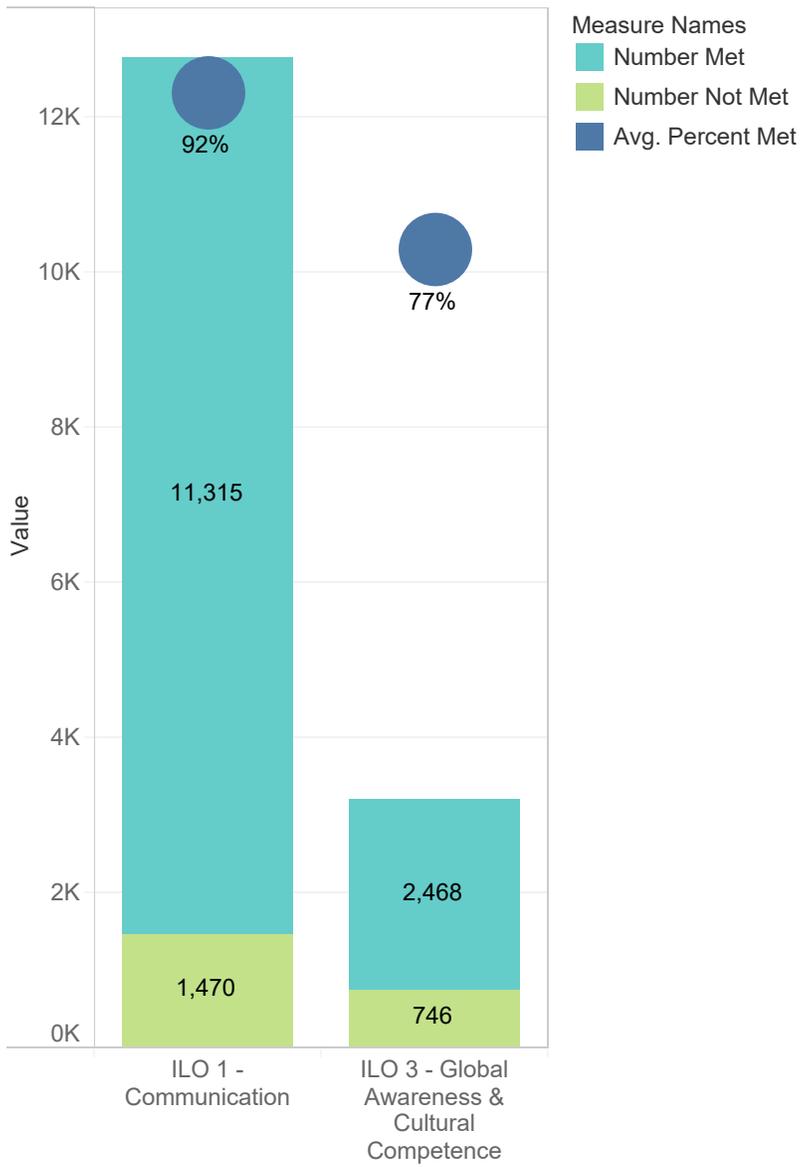
8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

	# of Connected Courses	Avg. Percent Met
ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	4	92%
ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	2	77%

8. ILO Performance Table- This is the ILO performance of the program for the past 6 academic years.

	Number Met	Number Not Met
ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	11,315	1,470
ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	2,468	746

9. ILO Performance Chart- This is the ILO performance of the program for the past 6 academic years in a table that includes the number of courses that are connected to each ILO.



10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

		Outcome ERP / Outcome		
		ILO 1	ILO 3	SPAN1
		Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals.
SPAN101	Develop and maintain listening and oral communication skills appropriate for this course level.	X		X
	Develop and maintain reading skills appropriate to this course level.	X		X
	Develop and maintain writing skills appropriate for this course level.	X		X
	Gain a deeper appreciation for the cultural diversity of the Spanish speaking world.		X	X
	Use grammar and vocabulary at the appropriate level.	X		X
SPAN102	Develop and maintain listening and oral communication skills appropriate for this course level.	X		X
	Develop and maintain reading skills appropriate to this course level.	X		X
	Develop and maintain writing skills appropriate for this course level.	X		X
	Gain a deeper appreciation for the cultural diversity of the Spanish speaking world.		X	X
	Use grammar and vocabulary at the appropriate level.	X		X
SPAN1..	Develop sound research techniques.			X
	Use grammar and vocabulary at the appropriate level.	X		X
SP..SP..	Use grammar and vocabulary at the appropriate level.	X		X
	Use grammar and vocabulary at the appropriate level.	X		X
SPAN111	Develop and maintain oral communication skills appropriate for this course level.			X
	Develop and maintain reading skills appropriate to this course level.			X
	Develop and maintain writing skills appropriate for this course level.			X
	Gain a deeper appreciation for the cultural diversity of the Spanish speaking world.			X
	Use grammar and vocabulary at the appropriate level.			X
U112	Develop an awareness and gain an appreciation for the cultural diversity of the Spanish speaking world.		X	X

10. Historical Associations- CLOs and ILOs/PLOs- These are the CLO and ILO associations.

		Outcome ERP / Outcome		
		ILO 1	ILO 3	SPAN1
		Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, vocational and academic goals.
SPAN112	Read and understand written form at the appropriate level for this course.	X		X
	Speak and comprehend spoken language at the appropriate level for this course.	X		X
	Transfer learned content to written form at the appropriate level for this course.	X		X
	Use grammar and vocabulary at the appropriate level.	X		X
SPAN189	level. Show written competence beyond the SPAN 104			X
	Show written competence beyond the SPAN 104 level.	X		
	Write competent essays with few or no errors.	X		X

11. Historical Associations ILO/PLO- These are the Course and ILO associations.

	ILO 1 Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	ILO 3 Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.	SPAN1 SPAN PSLO - SPAN students will be independent language learners and have core competencies in grammar and vocabulary, reading, writing, oral and listening skills, and develop a cultural awareness, to achieve their personal, v..
SPAN101	X	X	X
SPAN102	X	X	X
SPAN103	X		X
SPAN104	X		X
SPAN105	X		X
SPAN111			X
SPAN112	X	X	X
SPAN189	X		X

12. Course Improvement Plans- These are all the course improvement plans that have been reported for the last 6 years. The terms and courses that do not have improvement plans reported have been filtered out.

Appendix A: Program/Course Demographics by Outcome SPAN

		Academic Year							
		2017-18				2018-19			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
SPAN101	Female	287	48.8	82%	69%	315	53.4	86%	74%
	Male	194	33.9	86%	73%	162	27.3	85%	71%
	Unknown					3	0.5	67%	67%
SPAN102	Female	67	11.2	93%	76%	94	15.5	87%	72%
	Male	50	8.3	90%	74%	54	8.9	89%	70%
	Unknown					1	0.2	100%	0%
SPAN103	Female	14	2.3	93%	86%	19	3.1	100%	95%
	Male	4	0.6	75%	50%	6	1.0	83%	50%
SPAN104	Female	14	2.3	100%	93%	20	3.2	100%	95%
	Male	3	0.5	100%	100%	4	0.6	100%	100%
SPAN105	Female	18	2.9	100%	94%	15	2.4	100%	93%
	Male	11	1.8	91%	91%	2	0.3	100%	100%
SPAN111	Female	16	1.1	94%	88%	21	1.3	95%	95%
	Male	4	0.3	100%	75%	10	0.7	100%	100%
	Unknown					1	0.1	100%	100%
SPAN112	Female	14	1.4	100%	100%	20	2.0	100%	100%
	Male	2	0.2	100%	100%	11	1.1	100%	100%
SPAN189	Female	20	1.5	95%	85%	4	0.3	100%	75%
	Male	6	0.4	100%	100%	5	0.3	100%	100%

Appendix A: Program/Course Demographics by Outcome SPAN

		Academic Year 2019-20			
		Headcou..	FTES	Retention %	Success %
SPAN101	Female	280	49.6	85%	75%
	Male	153	26.9	90%	81%
	Unknown	7	1.2	71%	71%
SPAN102	Female	96	15.7	87%	73%
	Male	38	6.2	89%	78%
	Unknown				
SPAN103	Female	12	1.9	92%	92%
	Male	7	1.1	86%	86%
SPAN104	Female	9	1.5	100%	100%
	Male	6	1.0	83%	83%
SPAN105	Female	11	1.8	100%	100%
	Male	2	0.3	100%	100%
SPAN111	Female	18	1.3	89%	83%
	Male	5	0.4	80%	80%
	Unknown				
SPAN112	Female	10	1.0	100%	100%
	Male	3	0.3	100%	100%
SPAN189	Female	13	0.8	100%	100%
	Male	4	0.3	100%	100%

6 Degree/Certificate Spanish

				Academic Year Graduation Desc						
Program Desc	Degree	Degree Major	Degree Desc (group)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
Unduplicated	Spanish	AA	Spanish	Associate in Arts	3	4	7	8	9	6
		AA-T	Spanish for Transfer	Associate in Arts - Transfer	1	1	4	7	8	17
		C1NA	Spanish Lang Skills-Adv Level	6 to fewer than 18 units			4	6	7	9
			Spanish Lang Skills-Elem Le..	6 to fewer than 18 units			1	1	1	2
			Spanish Lang Skills-Inter Lev..	6 to fewer than 18 units			3	6	6	7
Duplicated	Spanish	AA	Spanish	Associate in Arts	3	4	7	8	9	6
		AA-T	Spanish for Transfer	Associate in Arts - Transfer	1	1	4	7	8	17
		C1NA	Spanish Lang Skills-Adv Level	6 to fewer than 18 units			4	6	7	9
			Spanish Lang Skills-Elem Le..	6 to fewer than 18 units			1	1	1	2
			Spanish Lang Skills-Inter Lev..	6 to fewer than 18 units			3	6	6	7
Unduplicated	Total			4	4	8	14	16	24	
Duplicated	Total			4	5	19	28	31	41	

6 Majors Spanish - Headcount

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Spanish	63	77	95	105	91	89
Spanish for Transfer	3	12	24	30	38	52
Grand Total	66	89	118	132	124	139

6 Spanish Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	Academic Year Graduation Desc							
					2014-2015		2015-2016		2016-2017		2017-2018	
					HC	%	HC	%	HC	%	HC	
Spanish	AA	Spanish	Associate in Arts	Match	2	67%			2	29%	4	
				Split	1	33%	4	100%	5	71%	4	
AA-T	Spanish for Transfer	Associate in Arts - Transfer	Match			1	100%	1	25%	4		
			Split	1	100%			3	75%	3		
C1NA	Spanish Lang Skills-Adv L..	6 to fewer than 18 units	Split					4	100%	6		
			Split					1	100%	1		
			Split					3	100%	6		
Total					4		4		8		14	

6 Spanish Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	Academic Year Graduation Desc				
					2017-2018	2018-2019		2019-2020	
					%	HC	%	HC	%
Spanish	AA	Spanish	Associate in Arts	Match	50%	4	44%	1	17%
				Split	50%	5	56%	5	83%
AA-T	Spanish for Transfer	Associate in Arts - Transfer	Match	57%	4	50%	9	53%	
			Split	43%	4	50%	8	47%	
C1NA	Spanish Lang Skills-Adv L..	6 to fewer than 18 units	Split	100%	7	100%	9	100%	
			Split	100%	1	100%	2	100%	
			Split	100%	6	100%	7	100%	
Total						16		24	

3 Program Equity Outcomes SPAN

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year							
	2019-20							
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %
Under 20	235	261	15	43.8	90.2%	4.5%		81.3%
20-24	209	241	11	38.9	86.5%	-1.5%	4	77.8%
25-29	64	68	4	11.1	85.9%	-1.7%	2	76.6%
30-34	36	38	1	6.5	81.1%	-6.8%	3	70.3%
35-39	18	21	3	3.6	83.3%	-4.3%	1	77.8%
40-49	20	22	2	3.5	85.0%	-2.6%	1	85.0%
50+	18	27	2	3.9	88.0%	0.5%		76.0%
Grand Total	595	678	38	111.2	87.5%			78.8%

3 Program Equity Outcomes SPAN

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year	
	2019-20	
	PPG Success Mod	PPG Success Impact
Under 20	4.1%	
20-24	-1.4%	4
25-29	-2.4%	2
30-34	-9.0%	4
35-39	-1.0%	1
40-49	6.5%	
50+	-2.9%	1
Grand Total		

Appendix A: Program/Course Demographics by Outcome SPAN

		Academic Year 2019-20			
		Headcou..	FTES	Retention %	Success %
SPAN101	First Time	41	7.7	85%	73%
	First Time Transfer	29	5.2	69%	65%
	Continuing	308	53.5	88%	80%
	Returning	31	5.6	76%	66%
	Special Admit	31	5.6	94%	77%
SPAN102	First Time	4	0.6	75%	50%
	First Time Transfer	9	1.5	78%	44%
	Continuing	110	17.8	88%	76%
	Returning	4	0.6	75%	75%
	Special Admit	8	1.3	100%	88%
SPAN103	First Time	2	0.3	100%	100%
	First Time Transfer	1	0.2	0%	0%
	Continuing	15	2.4	93%	93%
	Returning	1	0.2	100%	100%
SPAN104	Continuing	15	2.4	93%	93%
SPAN105	First Time Transfer				
	Continuing	12	1.9	100%	100%
	Returning	1	0.2	100%	100%
SPAN111	First Time	2	0.1	100%	100%
	First Time Transfer	1	0.1	100%	100%
	Continuing	19	1.3	84%	79%
	Returning	1	0.1	100%	100%
	Special Admit				
SPAN112	First Time				
	Continuing	13	1.3	100%	100%
	Returning				
	Special Admit				
SPAN189	Continuing	16	1.0	100%	100%
	Returning	1	0.1	100%	100%

Appendix A: Program/Course Demographics by Outcome SPAN

		Academic Year							
		2017-18				2018-19			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
SPAN101	Asian	7	1.2	86%	57%	9	1.7	100%	80%
	Black	11	1.9	64%	55%	12	2.0	92%	83%
	Filipino	15	2.6	93%	80%	16	2.8	88%	59%
	Hispanic	261	44.6	91%	79%	263	44.4	87%	74%
	Native Am	13	2.2	62%	38%	8	1.3	63%	63%
	Pac Isl	4	0.7	100%	50%	3	0.5	100%	67%
	White	170	29.6	74%	62%	168	28.4	82%	71%
	Unknown					1	0.2	100%	100%
SPAN102	Asian	2	0.3	100%	50%	2	0.3	50%	50%
	Black					1	0.2	100%	100%
	Filipino	1	0.2	100%	100%	4	0.6	75%	75%
	Hispanic	79	13.0	92%	73%	85	14.0	94%	72%
	Native Am					2	0.3	50%	50%
	Pac Isl								
	White	35	6.0	89%	81%	55	9.2	82%	70%
	Unknown								
SPAN103	Asian								
	Black	1	0.2	100%	100%				
	Hispanic	8	1.3	88%	75%	17	2.8	94%	82%
	Native Am								
	Pac Isl					1	0.2	100%	100%
	White	9	1.5	89%	78%	7	1.1	100%	86%
SPAN104	Hispanic	13	2.1	100%	92%	15	2.4	100%	93%
	Native Am					1	0.2	100%	100%
	White	4	0.6	100%	100%	8	1.3	100%	100%
SPAN105	Hispanic	23	3.7	100%	96%	11	1.8	100%	91%
	Native Am								
	White	6	1.0	83%	83%	6	1.0	100%	100%
SPAN111	Asian					1	0.1	100%	100%
	Black	1	0.1	100%	100%				
	Filipino					2	0.1	100%	100%
	Hispanic	13	0.9	92%	85%	15	0.9	93%	93%
	Native Am								
	White	6	0.4	100%	83%	14	0.9	100%	100%
SPAN112	Asian					1	0.1	100%	100%
	Filipino					1	0.1	100%	100%
	Hispanic	13	1.3	100%	100%	14	1.4	100%	100%
	Native Am								
	Pac Isl					3	0.3	100%	100%
	White	3	0.3	100%	100%	12	1.2	100%	100%
SPAN189	Hispanic	23	1.7	100%	91%	5	0.4	100%	80%
	Native Am					1	0.1	100%	100%
	White	3	0.2	67%	67%	3	0.2	100%	100%

Appendix A: Program/Course Demographics by Outcome SPAN

		Academic Year 2019-20			
		Headcou..	FTES	Retention %	Success %
SPAN101	Asian	7	1.3	83%	67%
	Black	7	1.2	60%	60%
	Filipino	14	2.5	92%	92%
	Hispanic	231	40.4	90%	79%
	Native Am	10	1.7	100%	90%
	Pac Isl	7	1.3	71%	57%
	White	160	28.5	81%	73%
	Unknown	4	0.8	67%	67%
SPAN102	Asian	3	0.5	33%	33%
	Black	3	0.5	100%	0%
	Filipino	2	0.3	100%	100%
	Hispanic	83	13.6	88%	74%
	Native Am	3	0.5	100%	100%
	Pac Isl	1	0.2	0%	0%
	White	38	6.2	92%	83%
	Unknown	1	0.2	100%	100%
SPAN103	Asian	1	0.2	100%	100%
	Black				
	Hispanic	14	2.3	93%	93%
	Native Am	1	0.2	0%	0%
	Pac Isl				
	White	3	0.5	100%	100%
SPAN104	Hispanic	14	2.3	92%	92%
	Native Am				
	White	1	0.2	100%	100%
SPAN105	Hispanic	8	1.3	100%	100%
	Native Am	1	0.2	100%	100%
	White	4	0.6	100%	100%
SPAN111	Asian	1	0.1	0%	0%
	Black				
	Filipino				
	Hispanic	12	0.8	83%	83%
	Native Am	1	0.1	100%	100%
	White	9	0.6	100%	89%
SPAN112	Asian				
	Filipino				
	Hispanic	8	0.8	100%	100%
	Native Am	1	0.1	100%	100%
	Pac Isl				
	White	4	0.4	100%	100%
SPAN189	Hispanic	13	0.8	100%	100%
	Native Am				
	White	4	0.3	100%	100%

CATALOG DESCRIPTION

This course is designed for non-native Spanish speakers and therefore ideal for students with minimal or no exposure to Spanish. SPAN 101 offers an introduction to the Spanish language, presenting students with introductory vocabulary and grammar, reading and writing skills as well as oral and listening skills (including pronunciation). This course also includes an introduction to cultural aspects of the Spanish-speaking world.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	SPN 1111	Elementary Spanish I (3)
+ SPAN 102	Cal Poly San Luis Obispo	SPAN 101 Or SPAN 101 And SPAN 102 And SPAN 103	Elementary Spanish I (4) Or Elementary Spanish I (4) And Elementary Spanish II (4) And Elementary Spanish III (4)
	CSU Bakersfield	SPAN 1000 And SPAN 1001	Spanish I (3) And Spanish 1 Lab (1)
	CSU Channel Islands	SPAN 101	Elementary Spanish I
	CSU Chico	SPAN 101	First-Semester Spanish
	CSU Dominguez Hills	SPA 110	Beginning Spanish I
+ SPAN 102	CSU East Bay	MLL 1401 & MLL 1402 & MLL 1403	Elementary Spanish I Elementary Spanish II Elementary Spanish III
	CSU Fresno	SPAN 1A	Elementary Spanish
	CSU Fullerton	SPAN 101	Fundamental Spanish-A
	CSU Long Beach	NEED ARTIC REQUEST	SPAN 101A, Fundamentals of Spanish
	CSU Los Angeles	NEED ARTIC REQUEST	SPAN 1001 , Elementary Spanish for Non-Heritage Speakers 1
	CSU Monterey Bay	SPAN 101	Beginning Spanish I (4)
	CSU Northridge	SPAN 101	Elementary Spanish I (4)
	CSU Sacramento	SPAN 1A	Elementary Spanish (4)]
+ SPAN102	CSU San Bernardino	SPAN 101 & SPAN 102 & SPAN 150	College Spanish I & College Spanish II & College Spanish III
	CSU San Marcos	SPAN 101	Beginning Spanish I (4)
	CSU Stanislaus	SPAN 1010	Elementary Spanish I (3)
	Humboldt State	SPAN 105	Spanish Language and Culture I (4)
	San Diego State	SPAN 101	Introduction To Spanish I (4) [2009-2010]
	San Francisco State	SPAN 101	1 st Semester Spanish (4)
	San Jose State	SPAN 1A	Elementary Spanish (4)

	Sonoma State	SPAN 101	Basic Spanish, First Semester (4)
	UC Transferable	Yes	
	UC Berkeley	SPAN 1	Elementary Spanish (5)
	UC Davis	SPANISH 1	Elementary Spanish (5)
+ SPAN 102	UC Irvine	SPANISH 1C	Fundamentals of Spanish (5)
	UC Los Angeles	-----	Equivalency Determined After Transfer
	UC Merced	-----	Not available for articulation
	UC Riverside	SPN 1	Elementary Spanish (4)
+SPAN 102	UC San Diego	LISP 1A/1AX and LISP 1C/1CX	Spanish Conversation (2.5) / Analysis of Spanish (2.5) and Spanish Conversation (2.5) / Analysis of Spanish (2.5)
+ SPAN 102	UC Santa Barbara	SPAN 1 Or SPAN 1 and SPAN 2 and SPAN 3	Elementary Spanish (4) Or Elementary Spanish (4) and Elementary Spanish (4) and Elementary Spanish (4)
	UC Santa Cruz	-----	Equivalency Determined After Transfer
	C-ID	C-ID SPAN 110	Elementary Spanish 1
	CSU GE	C2	
	IGETC	6A	

CATALOG DESCRIPTION

This course is a continuation to SPAN 101. Students work on further vocabulary and grammar skills, pronunciation, oral and listening skills, reading skills, and writing skills. This course also includes cultural aspects of the Spanish-speaking world not covered in SPAN 101 and/or expands on cultural aspects presented in SPAN 101.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	SPN 1112	Elementary Spanish II (3)
+ SPAN 101	Cal Poly San Luis Obispo	SPAN 102 Or SPAN 103 or SPAN 102 And SPAN 103	Elementary Spanish II (4) Or Elementary Spanish III (4) or Elementary Spanish II (4) And Elementary Spanish III (4)
+ SPAN 101			
	CSU Bakersfield	SPAN 1010 And SPAN 1011	Spanish II (3) And Spanish II Lab (1)
	CSU Channel Islands	SPAN 102	Elementary Spanish II
	CSU Chico	SPAN 102	Second-Semester Spanish
	CSU Dominguez Hills	SPA 111	Beginning Spanish II
+ SPAN 101	CSU East Bay	MLL 1401 & MLL 1402 & MLL 1403	Elementary Spanish I Elementary Spanish II Elementary Spanish III
	CSU Fresno	SPAN 1B	Elementary Spanish
	CSU Fullerton	SPAN 102	Fundamental Spanish-B
	CSU Long Beach	SPAN 101B	Fundamentals of Spanish
	CSU Los Angeles	NEED ARTIC REQUEST	SPAN 1002, Elementary Spanish 2 for Non-Heritage Speakers
	CSU Monterey Bay	SPAN 102	Beginning Spanish II (4)
	CSU Northridge	SPAN 102	Elementary Spanish II
	CSU Sacramento	SPAN 1B	Elementary Spanish (4)
	CSU San Bernardino	SPAN 102	College Spanish III
	CSU San Marcos	SPAN 102	Beginning Spanish II (4)
	CSU Stanislaus	SPAN 1020	Elementary Spanish II (3)
	Humboldt State	SPAN 106	Spanish Language and Culture II (4)
	San Diego State	SPAN 102	Introduction to Spanish II (4) [2009-2010]
	San Francisco State	SPAN 102	2 nd Semester Spanish (4)
	San Jose State	SPAN 1B	Elementary Spanish (4)
	Sonoma State	SPAN 102	Basic Spanish, Second Semester (4)
	UC Transferable	Yes	

	UC Berkeley	SPAN 2	Elementary Spanish (5)
+ SPAN 101	UC Davis	SPANISH 3 Or SPANISH 2	Elementary Spanish (5) Or Elementary Spanish (5)
+ SPAN 101	UC Irvine	Spanish 1C	Fundamentals of Spanish (5)
	UC Los Angeles	-----	Equivalency Determined After Transfer
	UC Merced	-----	Not available for articulation
	UC Riverside	SPN 1 and SPN 2	Elementary Spanish (4) and Elementary Spanish (4)
+SPAN 101	UC San Diego	LISP 1A/1AX, 1B/1BX, 1C/1CX	Spanish Conversation)/Analysis of Spanish (2.5)
+ SPAN 101	UC Santa Barbara	SPAN 3 or SPAN 1 and SPAN 2 and SPAN 3	Elementary Spanish (4) or Elementary Spanish (4) and Elementary Spanish (4) and Elementary Spanish (4)
	UC Santa Cruz	-----	Equivalency Determined After Transfer
	C-ID	C-ID SPAN 110	Elementary Spanish II
	CSU GE	C2	
	IGETC	6A and 3B	

SPAN 103 Intermediate Spanish (5)

06/02/21

CATALOG DESCRIPTION

SPAN 103 is designed for intermediate Spanish speakers, entirely taught in Spanish, and therefore ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve reading and writing literacy. SPAN 103 covers vocabulary and grammar with an emphasis on listening/oral, reading, and writing skills at the intermediate level. This course also includes cultural components of the Spanish-speaking world.

AHC Special Notes	Articulation Institution	Prefix	Title
+ SPAN 104	Cal Poly Pomona	SPN 2111 or SPN 2111 And SPN 2112 And SPN 2140	Intermediate Spanish I (3) Or Intermediate Spanish I (3) And Intermediate Spanish II (3) And Intermediate Spanish Conversation (3)
+ SPAN 104	Cal Poly San Luis Obispo	SPAN 201 Or SPAN 201 And SPAN 202	Intermediate Spanish I (4) Or Intermediate Spanish I (4) And Intermediate Spanish II (4)
	CSU Bakersfield	SPAN 2000 And SPAN 2001	Spanish III (3) And Spanish III Lab (1)
	CSU Channel Islands	SPAN 201	Intermediate Spanish I
	CSU Chico	SPAN 201	Third-Semester Spanish
	CSU Dominguez Hills	SPA 220	Intermediate Spanish II
+ SPAN 104	CSU East Bay	MLL 2401 & MLL 2402 & MLL 2403	Intermediate Spanish I & Intermediate Spanish II & Intermediate Spanish III
	CSU Fresno	SPAN 2A	Spanish for Communication
	CSU Fullerton	SPAN 203	Intermediate Spanish-A
	CSU Long Beach	SPAN 201A	Intermediate Spanish
	CSU Los Angeles	SPAN 2001	Intermediate Spanish Non-Heritage Speakers 1 (4)
	CSU Monterey Bay	SPAN 201	Intermediate Spanish I (4)
	CSU Northridge	SPAN 220A	Intermediate Spanish I
	CSU Sacramento	SPAN 2A	Intermediate Spanish (4)
+ SPAN 104	CSU San Bernardino	SPAN 201 & SPAN 202 & SPAN 203	Intermediate Spanish I (4) & Intermediate Spanish II (4) & Intermediate Spanish III (4)
	CSU San Marcos	SPAN 201	Intermediate Spanish I (3)
	CSU Stanislaus	SPAN 2010	Intermediate Spanish I (4)

	Humboldt State	SPAN 107	Spanish Language and Culture III (4)
	San Diego State	SPAN 201	Intermediate Spanish I (4)
	San Francisco State	SPAN 205	Intermediate Spanish I (3)
	San Jose State	SPAN 25A	Intermediate Spanish (4)
	Sonoma State	SPAN 201	Intermediate Spanish, First Semester (4)
	UC Transferable	Yes	
	UC Berkeley	SPAN 3	Intermediate Spanish (5)
	UC Davis	SPANISH 21	Intermediate Spanish (5)
+ SPAN 104	UC Irvine	SPANISH 2C	Intermediate Spanish (4)
	UC Los Angeles	-----	Equivalency Determined After Transfer
	UC Merced	-----	Not available for articulation
	UC Riverside	SPN 4	Intermediate Spanish (4)
	UC San Diego	NEED ARTIC REQUEST	LISP 1D, Spanish Conversation (2.5) and LISP 1DX, Analysis of Spanish (2.5)
+ SPAN 104	UC Santa Barbara	SPAN 4 or SPAN 4 and SPAN 5 and SPAN 6	Intermediate Spanish (4) or Intermediate Spanish (4) and Intermediate Spanish (4) and Intermediate Spanish (4)
	UC Santa Cruz	-----	Equivalency Determined After Transfer
	C-ID	C-ID SPAN 200	Intermediate Spanish I
	CSU GE	C2	
	IGETC	6A and 3B	

SPAN 104 Intermediate Spanish (5)

06/02/21

CATALOG DESCRIPTION

This course is designed for intermediate Spanish speakers, entirely taught in Spanish, and therefore ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve reading and writing literacy. SPAN 104 is a continuation of SPAN 103. It covers vocabulary and grammar with an emphasis on listening/oral, reading, and writing skills at the intermediate level. This course also includes cultural components of the Spanish-speaking world.

AHC Special Notes	Articulation Institution	Prefix	Title
+ SPAN 103	Cal Poly Pomona	SPN 2112 or SPN 2111 And SPN 2112 And SPN 2140	Intermediate Spanish II (3) Or Intermediate Spanish I (3) And Intermediate Spanish II (3) And Intermediate Spanish Conversation (3)
+ SPAN 103	Cal Poly San Luis Obispo	SPAN 202 Or SPAN 201 And SPAN 202	Intermediate Spanish II (4) Or Intermediate Spanish I (4) And Intermediate Spanish II (4)
	CSU Bakersfield	SPAN 2010 And SPAN 2011	Spanish IV (3) And Spanish 1V Lab (1)
	CSU Channel Islands	SPAN 202	Intermediate Spanish II
	CSU Chico	SPAN 202	Fourth-Semester Spanish
	CSU Dominguez Hills	SPA 221	Intermediate Spanish II
+ SPAN 103	CSU East Bay	MLL 2401 & MLL 2402 & MLL 2403	Intermediate Spanish I & Intermediate Spanish II & Intermediate Spanish III
	CSU Fresno	SPAN 2B	Spanish for Communication
	CSU Fullerton	SPAN 204	Intermediate Spanish-B
	CSU Long Beach	SPAN 201B	Intermediate Spanish
	CSU Los Angeles	SPAN 2002	Intermediate Spanish for Non-Heritage Speakers 2 (4)
	CSU Monterey Bay	SPAN 202	Intermediate Spanish II (4)
	CSU Northridge	SPAN 220B	Intermediate Spanish II
	CSU Sacramento	SPAN 2B	Intermediate Spanish (4)
+ SPAN 103	CSU San Bernardino	SPAN 201 & SPAN 202 & SPAN 203	Intermediate Spanish I (4) & Intermediate Spanish II (4) & Intermediate Spanish III (4)
	CSU San Marcos	SPAN 202	Intermediate Spanish II (3)
	CSU Stanislaus	SPAN 2020	Intermediate Spanish II (4)

	Humboldt State	SPAN 207	Spanish Language and Culture IV (4)
	San Diego State	SPAN 202	Intermediate Spanish II (4)
	San Francisco State	SPAN 206	Intermediate Spanish II (3)
	San Jose State	SPAN 25B	Intermediate Spanish (4)
	Sonoma State	SPAN 202	Intermediate Spanish, Second Semester (4)
	UC Transferable	Yes	
	UC Berkeley	SPAN 4	Intermediate Spanish (5)
	UC Davis	SPANISH 22	Intermediate Spanish (5)
+ SPAN 103	UC Irvine	SPANISH 2C	Intermediate Spanish (4)
	UC Los Angeles	-----	Equivalency Determined After Transfer
	UC Merced	SPAN 4	Intermediate Spanish II (4)
	UC Riverside	SPN 5 and SPN 6	Intermediate Spanish (4) and Intermediate Spanish (4)
	UC San Diego	-----	No Equivalent Course
+ SPAN 103	UC Santa Barbara	SPAN 6 or SPAN 4 and SPAN 5 and SPAN 6	Intermediate Spanish (4) or Intermediate Spanish (4) and Intermediate Spanish (4) and Intermediate Spanish (4)
	UC Santa Cruz	-----	Equivalency Determined After Transfer
	C-ID	C-ID SPAN 210	Intermediate Spanish II
	CSU GE	C2	
	IGETC	3B	

Catalog Description

SPAN 105 is designed for advanced Spanish speakers, entirely taught in Spanish, and ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve their reading and writing literacy at the advanced level. This course emphasizes writing skills at the advanced level, covering the most common types of essay styles (descriptive, narrative, argumentative, academic), and focusing on the writing process as a communicative process. Students will review Spanish grammar, essay structure, and improve on formal vocabulary selection via reading and writing exercises. The oral production component is also evaluated. Also included are cultural and literary components of the Spanish-speaking world.

AHC Special Notes	Articulation Institution	Prefix/No	Title
	Cal Poly Pomona	-----	No Equivalent Course (NEC)
	Cal Poly San Luis Obispo	NEED ARTIC REQUEST	SPAN 203, Intermediate Spanish III (4)
	CSU Bakersfield	-----	No Equivalent Course (NEC)
	CSU Channel Islands	-----	No Equivalent Course (NEC)
	CSU Chico	-----	No Equivalent Course (NEC)
	CSU Dominguez Hills	-----	No Equivalent Course (NEC)
	CSU East Bay	-----	No Equivalent Course (NEC)
	CSU Fresno	-----	No Equivalent Course (NEC)
	CSU Fullerton	-----	No Equivalent Course (NEC)
	CSU Long Beach	-----	No Equivalent Course (NEC)
	CSU Los Angeles	-----	No Equivalent Course (NEC)
	CSU Monterey Bay	-----	No Equivalent Course (NEC)
	CSU Northridge	-----	No Equivalent Course (NEC)
	CSU Sacramento	NEED ARTIC REQUEST	SPAN 47, Introduction to Composition and Grammar (3)
	CSU San Bernardino	-----	No Equivalent Course (NEC)
	CSU San Marcos	SPAN 210	Intermediate Reading and Composition (3)
	CSU Stanislaus	-----	No Equivalent Course (NEC)
	Humboldt State	-----	No Equivalent Course (NEC)
	San Diego State	-----	No Equivalent Course (NEC)
	San Francisco State	-----	No Equivalent Course (NEC)
	San Jose State	-----	No Equivalent Course (NEC)
	Sonoma State	-----	No Equivalent Course (NEC)
	UC List	-----	No Equivalent Course (NEC)
	UC Berkeley	-----	No Equivalent Course (NEC)
	UC Davis	-----	No Equivalent Course (NEC)
	UC Irvine	-----	No Equivalent Course (NEC)
	UC Los Angeles	-----	No Equivalent Course (NEC)
	UC Merced	-----	No Equivalent Course (NEC)
	UC Riverside	-----	No Equivalent Course (NEC)
[Will determine course equivalence + placement on	UC San Diego	LTSP 2D	Intermediate/ Advanced Spanish: Spanish for

individual basis when petitioned by student]			Bilingual Speakers (4)
	UC Santa Barbara	SPAN 25	Grammar and Composition (4)
	UC Santa Cruz	-----	No Equivalent Course (NEC)
	C-ID	N/A	
	CSU GE		
	IGETC		

CATALOG DESCRIPTION

This course is designed to practice vocabulary and grammar covered in SPAN 102 with an emphasis in pronunciation, oral, and listening skills. Reading and writing skills are covered as well. Using a communicative style, students practice Spanish grammar, sentence structure, vocabulary, and oral skills. This course also includes cultural aspects of the Spanish-speaking world. This conversation course, taught entirely in Spanish, is designed for students who have completed SPAN 102.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	NEED ARTIC REQUEST	SPN 2140, Intermediate Spanish Conversation (3)
	Cal Poly San Luis Obispo	-----	No Equivalent Course
	CSU Bakersfield	SPAN 2040	Conversational Spanish (3)
	CSU Channel Islands	-----	No Equivalent Course
	CSU Chico	-----	No Equivalent Course
	CSU Dominguez Hills	-----	No Equivalent Course
	CSU East Bay	NEED ARTIC REQUEST	MLL 2410, Spanish Conversation (4)
	CSU Fresno	NEED ARTIC REQUEST	SPAN 5, Spanish for Conversation (3)
	CSU Fullerton	NEED ARTIC REQUEST	SPAN 213, Intermediate Conversation (3)
	CSU Long Beach	-----	No Equivalent Course
	CSU Los Angeles	NEED ARTIC REQUEST	SPAN 1100, Spanish for Conversation for Professional (3)
	CSU Monterey Bay	NEED ARTIC REQUEST	SPAN 200, Beginning Spanish Conversation (3)
	CSU Northridge	-----	No Equivalent Course
	CSU Sacramento	NEED ARTIC REQUEST	SPAN 42, Conversation in Spanish (3)
	CSU San Bernardino	SPAN 214	Conversation (4)
	CSU San Marcos	-----	No Equivalent Course
	CSU Stanislaus	-----	No Equivalent Course
	Humboldt State	-----	No Equivalent Course
	San Diego State	-----	No Equivalent Course
	San Francisco State	-----	No Equivalent Course
	San Jose State	SPAN 3	Special Topics in Practical Spanish (4)
	Sonoma State	-----	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	-----	No Equivalent Course
	UC Davis	SPANISH 8	Elementary Spanish Conversation (2)
	UC Irvine	-----	No Equivalent Course
	UC Los Angeles	-----	No Equivalent Course
	UC Merced	-----	No Equivalent Course
	UC Riverside	-----	No Equivalent Course
	UC San Diego	-----	No Equivalent Course

	UC Santa Barbara	-----	No Equivalent Course
	UC Santa Cruz	-----	No Equivalent Course
	C-ID	N/A	
	CSU GE		
	IGETC		

SPAN 112 Advanced Spanish Conversation

06/02/21

Catalog Description

This course is designed to practice vocabulary and grammar covered in SPAN 103 and SPAN 104, with emphasis in oral and listening skills at the advanced level. Reading and writing skills are covered as well. Spanish-language films are used as springboards for conversation of various themes, topics, and cultural experiences. Using a communicative style, students practice Spanish grammar, vocabulary, and oral skills. This conversation course is designed for advanced Spanish speakers, as well as Heritage speakers who wish to improve their oral skills.

AHC Special Notes	Articulation Institution	Prefix/No	Title
	Cal Poly Pomona	-----	No Equivalent Course (NEC)
	Cal Poly San Luis Obispo	-----	No Equivalent Course (NEC)
	CSU Bakersfield	-----	No Equivalent Course (NEC)
	CSU Channel Islands	-----	No Equivalent Course (NEC)
	CSU Chico	SPAN 200	Conversational Spanish (3)
	CSU Dominguez Hills	-----	No Equivalent Course (NEC)
	CSU East Bay	-----	No Equivalent Course (NEC)
	CSU Fresno	-----	No Equivalent Course (NEC)
	CSU Fullerton	NEED ARTIC REQUEST	SPAN 214, Intermediate Conversation (3)
	CSU Long Beach	-----	No Equivalent Course (NEC)
	CSU Los Angeles	-----	No Equivalent Course (NEC)
	CSU Monterey Bay	-----	No Equivalent Course (NEC)
	CSU Northridge	-----	No Equivalent Course (NEC)
	CSU Sacramento	-----	No Equivalent Course (NEC)
	CSU San Bernardino	-----	No Equivalent Course (NEC)
	CSU San Marcos	-----	No Equivalent Course (NEC)
	CSU Stanislaus	-----	No Equivalent Course (NEC)
	Humboldt State	-----	No Equivalent Course (NEC)
	San Diego State	-----	No Equivalent Course (NEC)
	San Francisco State	SPAN 215	Spanish for Heritage Speakers (3)
	San Jose State	-----	No Equivalent Course (NEC)
	Sonoma State	-----	No Equivalent Course (NEC)
	UC List	-----	No Equivalent Course (NEC)
	UC Berkeley	-----	Spanish Department Requires Placement Exam
	UC Davis	SPANISH 28	Intermediate Conversation (2)
	UC Irvine	-----	No Equivalent Course (NEC)
	UC Los Angeles	-----	No Equivalent Course (NEC)
	UC Merced	-----	No Equivalent Course (NEC)
	UC Riverside	-----	No Equivalent Course (NEC)
	UC San Diego	-----	No Equivalent Course (NEC)
	UC Santa Barbara	-----	No Equivalent Course (NEC)
	UC Santa Cruz	-----	No Equivalent Course (NEC)
	C-ID	-----	No Equivalent Course (NEC)

	CSU GE	C2	
	IGETC	6A and 3 B	

Board Approval: 04/19/1983
PCA Established:
DL Conversion: 05/13/2003
Date Reviewed: Spring 2020
Catalog Year: 2020 - 2021

Allan Hancock College Course Outline

Discipline Placement: Foreign Languages (Masters Required)

Department: Languages & Communication

Prefix and Number: SPAN 101

Catalog Course Title: Elementary Spanish I

Banner Course Title: Elementary Spanish I

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	10.000	160.0 - 180.0	
Total Student Learning Hours	15.0	240.0 - 270.0	5.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is designed for non-native Spanish speakers and therefore ideal for students with minimal or no exposure to Spanish. SPAN 101 offers an introduction to the Spanish language, presenting students with introductory vocabulary and grammar, reading and writing skills as well as oral and listening skills (including pronunciation). This course also includes an introduction to cultural aspects of the Spanish-speaking world.

Course Content

Lecture

The following topics and course content will be presented:

1. Hola, ¿qué tal?

A. Greetings and leave-takings; Identifying yourself and others; Expressions of courtesy; Pronunciation, The Spanish alphabet; Nouns and articles; Numbers 0-30; Present tense of SER; Telling time; Grammar notes; Cultural notes and readings.

2. En la universidad

A. Vocabulary related to the classroom, academic life, fields of study and academic subjects; Days of the week; Class schedules; Pronunciation, Spanish Vowels; Present tense of -AR verbs; Expressing negation; The verb GUSTAR, Questions words; The verb ESTAR; Prepositions and adverbs often used with ESTAR; Numbers 31 and higher; Grammar notes, Cultural notes and readings.

3. La familia

A. Vocabulary related to the family and description of family members; Identifying people; professions and occupations; Pronunciations, Diphthongs and linking; Descriptive adjectives; Adjectives of nationality; Possessive adjectives; Present tense of -ER and -IR verbs; Present tense of TENER and VENIR, Expressions with TENER; Grammar notes; Cultural notes and readings.

4. Los pasatiempos

A. Vocabulary related to pastimes and sports; Places in the city; Pronunciation, Word stress and accent marks; Present tense of IR; Stem-changing verbs E → IE, O → UE; Stem-changing verbs: E → I; Verbs with irregular YO forms; Grammar notes; Cultural notes and readings.

5. Las vacaciones

A. Vocabulary related to travel and vacation; Months of the year; Seasons and weather; Ordinal numbers; Pronunciation, Spanish B and V; ESTAR with conditions and emotions; Present progressive; SER and ESTAR; Direct object nouns and pronouns; Grammar notes; Cultural notes and readings.

6. ¡De compras!

A. Vocabulary related to clothing and shopping; Negotiating a price and buying; Colors; More adjectives; Pronunciation, D and T; SABER and CONOCER; Indirect object pronouns, The verbs DAR and DECIR; Preterite tense of regular verbs; Demonstrative adjectives and pronouns; Grammar notes; Cultural notes and readings.

7. La rutina diaria

A. Daily routine; Personal hygiene; Time expressions; Pronunciation, The consonant R; Reflexive verbs; Indefinite and negative words; Preterite of SER and IR; Verbs like GUSTAR; Grammar notes; Cultural notes and readings.

8. La comida

A. Vocabulary related to food and food descriptions; Meals; Comparisons.

Examples of grammar notes include, but are not limited to:

- Using MUCHO and POCO
- Telling how frequently you do things
- Sequence expressions
- Using POR after certain adjectives
- Talking about what you have just done, etc.

Examples of cultural notes and readings include but are not limited to:

- Greetings in the Spanish-speaking world; The plaza principal
- Universities and majors in the Spanish-speaking world; The University of Salamanca
- Surnames and families in the Spanish-speaking world; Spain's Royal Family
- Soccer rivalries; Miguel Cabrera and Paola Espinosa
- Las cataratas del Iguazú; Punta del Este

- Open-air markets; Carolina Herrera
- La siesta; Ir de tapas
- Important individuals, etc.

Each chapter covers one or more countries: Estados Unidos y Canadá, España, Ecuador, México, Puerto Rico, Cuba, & Perú. The influence of Hispanics in the U.S. is also covered.

Course Objectives

At the end of the course, the student will be able to:

1. use vocabulary and grammar structures to construct basic sentences.
 2. read and understand basic texts in Spanish.
 3. write basic texts in Spanish.
 4. follow short dialogues in Spanish, and be able to produce basic oral language.
 5. acquire an appreciation for the cultural diversity of the Spanish-speaking world.
-

Methods of Instruction

- **Methods of Instruction Description:**

In the classroom:

1. Lecture.
 2. Instructor-guided language modeling.
 3. Individual and group work.
-

Assignments

- **Outside Assignments**

1. Read the textbook, and study or review assigned pages and related activities in the textbook. 2. Complete assigned textbook exercises. 3. Complete assigned composition topics. 4. Prepare for assigned oral activities.

- **Sample Assignment(s)**

Example of an assigned composition topic:

- Using the vocabulary and grammar from Lección Tres, introduce your family members. Include a basic physical description, age, and describe their personality. Mention some of your likes and dislikes for your family members. Don't forget to mention pets, if you have them. Your paragraph should have about 10-12 complete sentences in Spanish (about 100 words). Be mindful of spelling accents, subject-verb agreement, as well as gender and number agreement. (If you are uncomfortable describing your family, feel free to invent a family so that you can make use of the vocabulary and grammar presented in this chapter.)
-

Methods of Evaluation

1. Exams covering culture, grammar and vocabulary, reading, writing, and listening skills (Used to measure SLO 1, 2, 3, 4, 5). 2. Assigned workbook exercises (Used to measure SLO 1, 2, 3, 5) 3. Assigned composition topics (100 words or more) (Used to measure SLO 3). 4. Attendance and participation 5. Assigned oral activities (Used to measure SLO 4). 6. Final exam (Used to measure SLO 1, 2, 3, 4, 5).

As part of evaluation:

- Grading rubrics are used to assess students on such categories grammar and vocabulary, reading, writing, oral and listening skills, participation and collaboration, self-reflection, personal value, cultural awareness, and lifelong learning.
 - Students are expected to successfully analyze, categorize, compare, differentiate, debate, critically examine, formulate, compose, justify, properly conclude, recommend, self-evaluate, and editorialize.
 - Cultural awareness: Students are expected to outstandingly recognize, predict, and react to all aspects of cultural diversity covered in this course; reflect on what they have learned; readily share comments, opinions, and personal thoughts on the cultural and/or literary components in this course; and demonstrate an appreciation for the cultural diversity presented by properly recognizing, differentiating, reporting, categorizing, sorting, analyzing, comparing and/or contrasting, predicting, and/or initiating information from texts covered in this course. Finally, students are expected to clearly show how the information learned is significant to them, including articulating their approach to lifelong learning in a clear, well developed, and in-depth fashion.
-

Texts and Other Instructional Materials

Adopted Textbook

1. Blanco and Donley *Vistas: Introducción a la lengua española (Workbook/Laboratory)* Edition: 6th 2020

2. Blanco and Donley *Vistas: Introducción a la lengua española (Textbook)* Edition: 6th 2020

Supplemental Texts

1. DL/Hybrid sections of this course use the electronic versions of the adopted textbook (e-book) and electronic workbook (Supersite Plus).

Instructional Materials

None

Student Learning Outcomes

1. SPAN101 SLO1 - Use grammar and vocabulary at the appropriate level.
 2. SPAN101 SLO2 - Develop and maintain reading skills appropriate to this course level.
 3. SPAN101 SLO3 - Develop and maintain writing skills appropriate for this course level.
 4. SPAN101 SLO4 - Develop and maintain listening and oral communication skills appropriate for this course level.
 5. SPAN101 SLO5 - Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.
-

Distance Learning

Delivery Methods

- Internet
- Other Method (explain)

Instructor Initiated Contact Hours Per Week: 5.000

Contact Types

1. Chat room
2. Discussion Board
3. Telephone Contacts
4. Email Communication (group and/or individual communications)
5. Group Meetings
6. Review Session
7. Testing
8. Other (please specify)

Oral Interviews, when used.

9. Orientation Sessions

Adjustments to Assignments

The adjustments to homework are as follows:

1. Read the textbook, and study or review assigned pages and related activities in the textbook as usual.
2. Complete assigned textbook exercises using the printed or electronic textbook (e-book or vText).
3. Complete assigned electronic workbook exercises.
4. Complete assigned composition topics to be completed and submitted via the college's LMS.
5. Prepare for assigned oral activities.

Grammar, vocabulary, reading and composition assignments will be completed through the college's LMS and materials available online via the publisher's electronic workbook for the adopted textbook, www.StudySpanish.com, and other external websites.

Adjustments to Evaluation Tools

The adjustments to the evaluation tools are as follows:

- a. Exams covering culture, grammar and vocabulary, reading, writing, and listening skills will be completed and submitted via the college's LMS.
- b. Assigned workbook exercises will be submitted via the electronic workbook website.
- c. Assigned composition topics (100 words or more each) will be submitted via the college's LMS or sent directly to the instructor via email.
- d. Online attendance and participation will be tracked via the college's LMS and electronic workbook's tracking reports.
- e. Assigned oral activities will be submitted as instructed. Students may need to meet with instructor in person, via video conference call, or recorded video presentations. Assigned oral activities will be submitted accordingly via the college's LMS or electronic workbook website. For example, oral interviews can happen in-person with the instructor, or via ConferZoom/Skype video calls.
- f. Final exam will be completed and submitted via the college's LMS.

Strategies to Make Course Accessible to Disabled Students

Met with adaptive tech specialist when course was first developed. Adjustments to the course have been made to meet ADA and Section 508 compliance. Such adjustments

include: (1) using ALT tags for all images, photos, maps, and graphics, including image descriptors that can be easily read by screen readers. (2) Course content will be run through Vischeck.com to check contrast and color choice to accommodate color-blind students. All internal and external links will be adjusted to accommodate screen readers (i.e. the phrase “Click here” was removed and the actual title of the link or linked file was used, as well as including context for all links in order to assist students using screen readers). (3) All video used in the LMS course has been closed-captioned. (4) All PowerPoint presentations used in the LMS course have narrated audio to assist blind or legally blind students. (5) All documents used in the course are in PDF format, and links and instructions to download Adobe Acrobat reader have been included. (6) Course content has been designed using @One standards for online courses including official rubrics for teaching DL as CSU Chico and CSU Fresno.

Inform Students

Information about online services are available to students via the course syllabus, course orientation (in person), online course orientation (for DL sections), LMS Home page, and Student Services module in the LMS (links provided), as well as via email reminders/announcements to students.

Additional Comments

PT faculty interested in teaching a DL section of this course must:

- Have a certification for teaching content online (i.e. @One Online Teaching Certification).
- Be DL-Certified at Hancock.
- Have successfully team-taught the course with one of the FT faculty in Spanish (if offered as 100% DL), OR
- Have successfully taught a hybrid version of this course with a satisfactory or outstanding evaluation.

Board Approval: 03/17/1992
PCA Established:
DL Conversion: 04/20/2010
Date Reviewed: Fall 2020
Catalog Year: 2021 - 2022

Allan Hancock College Course Outline

Discipline Placement: Foreign Languages (Masters Required)

Department: Languages & Communication

Prefix and Number: SPAN 102

Catalog Course Title: Elementary Spanish II

Banner Course Title: Elementary Spanish II

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	10.000	160.0 - 180.0	
Total Student Learning Hours	15.0	240.0 - 270.0	5.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Prerequisite

SPAN 101 Elementary Spanish I

or

Prerequisite

2 years of High School Spanish

Entrance Skills

Upon entering this course, the student should be able to:

1. SPAN 101 - Elementary Spanish I
 - use vocabulary and grammar structures to construct basic sentences.
 - read and understand basic texts in Spanish.
 - write basic texts in Spanish.
 - follow short dialogues in Spanish, and be able to produce basic oral language.
 - acquire an appreciation for the cultural diversity of the Spanish-speaking world.
-

Catalog Description

This course is a continuation to SPAN 101. Students work on further vocabulary and grammar skills, pronunciation, oral and listening skills, reading skills, and writing skills. This course also includes cultural aspects of the Spanish-speaking world not covered in SPAN 101 and/or expands on cultural aspects presented in SPAN 101.

Course Content

Lecture

1. La comida

A. Vocabulary related to food and food descriptions; Meals; Pronunciation, LL, Ñ, C, and Z; Preterite of stem-changing verbs; Double object pronouns; Comparisons, Superlatives; Grammar notes; Cultural notes and readings.

2. Las fiestas

A. Vocabulary related to parties and celebrations; Personal relationships; Stages of life; Pronunciation, H, J, and G. Irregular preterites; Verbs that change meaning in the preterite; ¿QUÉ? and ¿CUÁL?; Pronouns after prepositions; Grammar notes; Cultural notes and readings.

3. En el consultorio

A. Vocabulary on health and medical terms; Parts of the body; Symptoms and medical conditions; Health professions; Ortografía, El acento y las sílabas fuertes; The imperfect tense; The preterite and the imperfect; Constructions with SE; Adverbs; Grammar notes; Cultural notes and readings.

4. La tecnología

A. Vocabulary related to home electronics; Computers and the Internet; Car and its accessories; Ortografía: La acentuación de palabras similares; Familiar commands; POR and PARA; Reciprocal reflexives; Grammar notes; Cultural notes and readings.

5. La vivienda

A. Vocabulary related to parts of the house, including some household chores and table settings; Ortografía Mayúsculas y minúsculas; Relative pronouns; Formal (USTED/USTEDES) commands; The present Subjunctive; Subjunctive with verbs of will and influence; Grammar notes; Cultural notes and readings.

6. La naturaleza

A. Vocabulary related to nature, as well as the environment; Recycling and conservation; Ortografía, Los signos de puntuación; The subjunctive with verbs of emotion; The subjunctive with doubt, disbelief, and denial; The subjunctive with conjunctions; Grammar notes; Cultural notes and readings.

7. En la ciudad

A. Vocabulary related to city life; Daily chores; Money and banking; At a post office; Ortografía, las abreviaturas; The subjunctive in adjective clauses; Past participles used as adjectives; Grammar notes; Cultural notes and readings.

8. El bienestar

A. Vocabulary related to the health, as well as the well-being; Exercise and physical activity; Nutrition; Ortografía, las letras B y V; The present perfect, The past perfect, The present perfect subjunctive; Grammar notes; Cultural notes and readings.

9. El mundo del trabajo

A. Vocabulary related to professions and occupations; The workplace; Job interview; Ortografía, Y, LL, y H. The future; The past subjunctive; Grammar notes; Cultural notes and readings.

10. Un festival de arte

A. Vocabulary related to the arts, movies, and television; Ortografía, Las trampas ortográficas; The conditional; Grammar notes; Cultural notes and readings.

11. Las actualidades

A. Vocabulary related to current events and politics, The media, and Natural disasters; Ortografía, Neologismos y anglicismos; SI clauses; Summary of the uses of the subjunctive; Grammar notes; Cultural notes and readings.

Examples of Grammar Notes include, but are not limited to:

- A. Expressions with HACER
- B. Stressed possessive adjectives and pronouns
- C. Talking about obligation, errands, and deadlines
- D. Past progressive actions
- E. Words and expressions that trigger the preterite or imperfect
- F. More on adverbs
- G. Expressing hope with OJALÁ
- H. Getting or giving directions and instructions
- I. NOSOTROS commands

J. Expressing conjecture, etc.

Examples of Cultural Notes and Readings include, but are not limited to:

- A. Frutas y verduras de América; Ferrán Adrià: arte en la cocina
- B. Semana Santa celebrations; The international Music Festival in Viña del Mar
- C. Health services in Spanish-speaking countries; Healers and shamans
- D. Social networks in the Spanish-speaking world; Text messages in Spanish
- E. The central patio; The floating islands of Lake Titicaca
- F. Andes mountain range; Santa Marta mountain range
- G. City transportation; Luis Barragán
- H. Natural Spas; Quinoa
- I. Work benefits; César Chávez
- J. Museo de Arte Contemporáneo de Caracas; Fernando Botero
- K. Protests and strikes; Michelle Bachelet and Evo Morales, etc.

This course covers several countries. The countries presented are: Guatemala, Chile, Costa Rica, Argentina, Panamá, Colombia, Venezuela, Bolivia, Nicaragua, República Dominicana, El Salvador, Honduras, Paraguay y Uruguay.

Course Objectives

At the end of the course, the student will be able to:

1. use vocabulary and grammar structures to construct sentences.
2. Read and understand basic texts in Spanish.
3. Write basic texts in Spanish.
4. Be able to follow short dialogues in Spanish, and be able to produce basic oral language.
5. Acquire an appreciation for the cultural diversity of the Spanish-speaking world.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

In the classroom:

1. Lecture.
2. Instructor-guided language modeling.
3. Individual and group work.

Assignments

- **Outside Assignments**

1. Read the textbook and study assigned pages and related activities in the textbook. 2. Complete assigned textbook exercises. 3. Complete assigned workbook exercises. 4. Complete assigned composition topics. 5. Prepare for assigned oral activities.

- **Sample Assignment(s)**

Example of an outside assignment: Using the vocabulary and grammar from Capítulo Once, answer the following questions using a composition format:

1. What are some of the typical pressures/stresses that AHC students face? Mention two or more examples.
2. Which are some of the stresses you suffer as a result of family pressure, school responsibilities, or work? Mention at least five different situations from school, family, and/or work that cause you stress.
3. Which are some of the symptoms that reflect you are under stress? Mention examples of physical and emotional effects due to stress.
4. What do you do to relieve yourself from stress and/or to deal with the pressures of daily life? Mention a few practices and recommendations.

Your paragraph should have about 10-12 complete sentences in Spanish [about 100 words]. Be mindful of spelling, accents, subject-verb agreement, as well as gender and number agreement. [If you are uncomfortable describing your personal situation, feel free to invent situations/events so that you can make use of the vocabulary and grammar presented in this chapter.]

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Group Projects**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Class Performance**
- **Writing Requirements**
- **Other**

1. Chapter exams covering culture, grammar and vocabulary, reading, writing, and listening skills that assess SLO 1,2,3,4,5. **2.** Assigned workbook exercises that assess SLO 1,2,3,4,5. **3.** Assigned composition topics [100 words or more for each composition] that assess SLO 3. Specific topics may allow assessment of SLO 1,3,5. **4.** Attendance and participation. **5.** Assigned oral activities that assess SLO4. **6.** Final Exam covering culture, grammar and vocabulary, reading, writing, and listening skills that assess SLO 1,2,3,4,5.

As part of evaluation:

- Grading rubrics are used to assess students on such categories grammar and vocabulary, reading, writing, oral and listening skills, participation and collaboration, self reflection, personal value, cultural awareness, and lifelong learning.
- Students are expected to successfully analyze, categorize, compare, differentiate, debate, critically examine, formulate, compose, justify, properly conclude, recommend, self-evaluate, and editorialize.
- Cultural awareness: Students are expected to outstandingly recognize, predict, and react to all aspects of cultural diversity covered in this course; reflect on what they have learned; readily share comments, opinions, and personal thoughts on the cultural and/or literary components in this course; and demonstrate an appreciation for the cultural diversity presented by properly recognizing, differentiating, reporting, categorizing, sorting, analyzing, comparing and/or contrasting, predicting, and/or initiating information from texts covered in this course.
- Finally, students are expected to clearly show how the information learned is significant to them, including articulating their approach to lifelong learning in a clear, well developed, and in-depth fashion.

Texts and Other Instructional Materials

Adopted Textbook

1. Blanco and Donley *Vistas: Introducción a la lengua española (Book)* Edition: 6th 2020
2. Blanco and Donley *Vistas: Introducción a la lengua española (Workbook/Laboratory)* Edition: 6th 2020

Supplemental Texts

1. DL/Hybrid sections of this course use the electronic versions of the adopted textbook (e-book) and electronic workbook (Supersite Plus).

Instructional Materials

None

Student Learning Outcomes

1. SPAN102 SLO1 - Use grammar and vocabulary at the appropriate level.
 2. SPAN102 SLO2 - Develop and maintain reading skills appropriate to this course level.
 3. SPAN102 SLO3 - Develop and maintain writing skills appropriate for this course level.
 4. SPAN102 SLO4 - Develop and maintain listening and oral communication skills appropriate for this course level.
 5. SPAN102 SLO5 - Gain a deeper appreciation for the cultural diversity of the Spanish-speaking world.
-

Distance Learning

Delivery Methods

- Internet
- Other Method (explain)

Instructor Initiated Contact Hours Per Week: 5.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Chat room
3. Discussion Board
4. Telephone Contacts
5. Other (please specify)

Cultural presentations are done via ConferZoom.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation Tools

ERT/DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation.** A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. **Documents and other learning materials.** [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
5. **Outside webpages and links**
 1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects.** If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement.** The course syllabus contains the college's [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

Inform Students

Information about online services are available to students via the course syllabus, course orientation (in person), online orientation (for DL section), Student Services module in the LMS (links provided), and via email reminders/announcements to students.

Additional Comments

N/A

Generated on: 4/26/2021 2:36:49 AM

Board Approval: 03/17/1992
PCA Established:
DL Conversion: 05/20/2008
Date Reviewed: Fall 2020
Catalog Year: 2020 - 2021

Allan Hancock College Course Outline

Discipline Placement: Foreign Languages (Masters Required)

Department: Languages & Communication

Prefix and Number: SPAN 103

Catalog Course Title: Intermediate Spanish I

Banner Course Title: Intermediate Spanish I

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	10.000	160.0 - 180.0	
Total Student Learning Hours	15.0	240.0 - 270.0	5.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Prerequisite

SPAN 102 Elementary Spanish II

or

Prerequisite

3 years of high school Spanish

Advisories

ENGL 514 Writing Skills 4

Entrance Skills

Upon entering this course, the student should be able to:

1. SPAN 102 - Elementary Spanish II

- use vocabulary and grammar structures to construct sentences.
- Read and understand basic texts in Spanish.
- Write basic texts in Spanish.
- Be able to follow short dialogues in Spanish, and be able to produce basic oral language.
- Acquire an appreciation for the cultural diversity of the Spanish-speaking world.

2. ENGL 514 - Writing Skills 4

- write essays, including argumentation, that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.
 - produce in-class or timed essays that illustrate organizing, composing, revising, editing, and time-management skills.
 - analyze and paraphrase multiple texts: drawing conclusions, making generalizations, and analyzing arguments.
 - write essays to specific audiences using an appropriate voice for those readers.
 - formulate an essay with a clear thesis statement or central idea.
 - organize essays in which the topic sentences and paragraph details support the thesis.
 - construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college-level diction.
 - use strategies to accommodate and learn unfamiliar vocabulary.
 - proofread and edit essays so that they exhibit few gross errors in English grammar, use, or punctuation.
 - identify and evaluate supporting evidence.
 - follow prescribed documentation methods and properly use outside sources.
-

Catalog Description

SPAN 103 is designed for intermediate Spanish speakers, entirely taught in Spanish, and therefore ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve reading and writing literacy. SPAN 103 covers vocabulary and grammar with an emphasis on listening/oral, reading, and writing skills at the intermediate level. This course also includes cultural components of the Spanish-speaking world.

Course Content

Lecture

1. Lección 1: Sentir y vivir
 - a. Vocabulary related to personal relationships, emotional states, and personality; The present tense; SER and ESTAR, GUSTAR and similar verbs; Hispanics in the U.S.A.; Short film; Cultural readings; Literary readings.
2. Lección 2: Vivir en la ciudad
 - a. Vocabulary related to living in the city, including places, people, and things one does in the city; The preterite, the imperfect, and using both in narration; México and famous Mexicans; Short film; Cultural readings; Literary readings.
3. Lección 3: Un mundo conectado
 - a. Vocabulary related to the media, such as film, T.V., news, including related careers in these fields; The subjunctive in noun clauses; Object pronouns; Commands; El Caribe: Cuba, Puerto Rico and República Dominicana; Short film; Cultural readings; Literary readings.
4. Lección 4: Generaciones en movimiento
 - a. Vocabulary related to the family, stages of life, relatives, personality, and the generational gaps; The subjunctive in adjective clauses; Reflexive verbs; POR versus PARA; Centromérica: El Salvador, Guatemala, Honduras, Nicaragua, and Panamá; Short film; Cultural readings; Literary readings.
5. Lección 5: La riquezas naturales
 - a. Vocabulary related to ecology, the environment, fauna and flora, and natural phenomena; The future tense; the conditional tense; Relative pronouns; Colombia, Ecuador, and Venezuela; Short film; Cultural readings; Literary readings.

Examples of short films that will be discussed are:

1. Café para llevar (13 mins). España 2014. Director: Patricia Font.
2. Adiós mamá (8 mins). México 1997. Director: Ariel Gordon.
3. Desconexión (19 mins). Bolivia 2011. Director: Yecid Benavides.
4. Sin palabras (13 mins). España 2011. Director: Bel Armenteros.
5. Raíz (17 mins). España 2003. Director: Gaizka Urresti.

Examples of cultural readings are:

1. Corriente latina
2. Juchitán: la ciudad de las mujeres
3. Ritmos del Caribe
4. Sonia Sotomayor: la niña que soñaba
5. La selva amazónica: biodiversidad curativa, etc.

The literary readings have two sources:

1. Assigned short stories from "Cajas de cartón", by Francisco Jiménez
2. Poema 20, by Pablo Neruda, Chile
3. Una luvha muy personal, by Mercé Sarrias
4. La desesperación de la letras, by Ginés S. Cutillas
5. El eclipse, by Augusto Monterroso
6. La luna, by Jaime Sabines

Course content will also cover the following items:

1. Spelling rules and common spelling mistakes [B/V, Y/LL, S/C/Z/X, J/G, H, etc.]
2. Use of accents in Spanish: origin, rules, and appropriate use
3. Use of capital letters in Spanish
4. Use of punctuation in Spanish

Course Objectives

At the end of the course, the student will be able to:

1. Use vocabulary and grammar structures to construct sentences appropriate for the level of this course.
2. Read and understand texts in Spanish that are appropriate for this level.
3. Write essays in Spanish that are appropriate for this level.
4. Be able to follow dialogues in Spanish, and be able to produce oral language that is appropriate for this level.
5. Acquire an appreciation for the cultural diversity of the Spanish-speaking world.
6. Develop sound research techniques.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

In the classroom: Instructor-guided activities, instructor-guided language modeling, individual and group work.

Assignments

- **Outside Assignments**

1. Read the textbook and study assigned pages and related activities in the textbook. 2. Complete assigned textbook exercises. 3. Complete assigned workbook exercises. 4. Complete assigned essay topics. 5. Prepare for assigned oral activities.

- **Sample Assignment(s)**

Example of an outside assignment: Choose a topic of interest related to the country covered in this lesson, México. In a 500-word essay, you will discuss this topic in-depth. Make sure to have annotated bibliography and to cite such bibliography accordingly in your essay, to reference any images used in the essay, and to use at least five different sources for your bibliography. Pay close attention to the criteria that will be used to evaluate and grade your essay: Content, Syntax and Structure, Grammar and Vocabulary, Mechanics [including spelling, punctuation, and accents], and Organization.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**
- **Papers**
- **Oral Presentation**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Class Performance**
- **Writing Requirements**
- **Other**

1. Lesson exams covering culture, grammar, and vocabulary, reading, writing, and listening skills (used to assess SLO 1, 2, 3, 5, 6). 2. Assigned workbook exercises. 3. Assigned cultural topics [500 words or more] (used to assess SLO 2, 4, 5, 6). 4. Assigned literary topics [250 words or more] (used to assess SLO 2, 4, 5, 6). 5. Attendance and participation (used to assess SLO 4). 6. Assigned oral activities (used to assess SLO 4). 7. Final Exam covering culture, grammar and vocabulary, reading, writing, and listening skills (used to assess SLO 1, 2, 3, 5). For evaluation purposes:

- Grading rubrics are used to assess students on such categories as grammar and vocabulary, reading skills, writing skills, and listening/speaking skills (including pronunciation).
 - Writing skills are also evaluated for mechanics, organization, formatting, and technical aspects. At this level, students are expected to research topics and write a formal essay that includes citations and bibliography.
 - Further, students are evaluated on participation and collaboration, self reflection, personal value, cultural awareness, and lifelong learning.
 - Students are expected to successfully analyze, categorize, compare, differentiate, debate, critically examine, formulate, compose, justify, properly conclude, recommend, self-evaluate, and editorialize.
 - Cultural awareness: Students are expected to outstandingly recognize, predict, and react to all aspects of cultural diversity covered in this course; reflect on what they have learned; readily share comments, opinions, and personal thoughts on the cultural and/or literary components in this course; and demonstrate an appreciation for the cultural diversity presented by properly recognizing, differentiating, reporting, categorizing, sorting, analyzing, comparing and/or contrasting, predicting, and/or initiating information from texts covered in this course.
 - Finally, students are expected to clearly show how the information learned is significant to them, including articulating their approach to lifelong learning in a clear, well developed, and in-depth fashion.
-

Texts and Other Instructional Materials

Adopted Textbook

1. Blanco & Tocaimaza-Hatch *Imagina: español sin barreras, Textbook & Student Activities Manual* Edition: 4th 2019
2. Blanco & Tocaimaza-Hatch *Imagina: español sin barreras (textbook)* Edition: 4th 2019

Supplemental Texts

1. Francisco Jiménez. Cajas de cartón. [any available edition]
2. DL/Hybrid/F2F versions of this course use the Imagina Supersite website, which provides students with the electronic workbook (Supersite Plus with WebSAM and vText). Students can also purchase the eBook (for iPad) from the Imagina site.

Instructional Materials

None

Student Learning Outcomes

1. SPAN103 SLO1 - Use grammar and vocabulary at the appropriate level.
 2. SPAN103 SLO2 - Transfer learned content to written form at the appropriate level for this course.
 3. SPAN103 SLO3 - Read and understand written form of language at the appropriate level for this course.
 4. SPAN103 SLO4 - Speak and comprehend spoken language at the appropriate level for this course.
 5. SPAN103 SLO5 - Develop awareness and gain an appreciation for the cultural diversity of the Spanish-Speaking world.
 6. SPAN 103 SLO6 - Develop sound research techniques.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 5.000

Contact Types

1. Chat room
2. Discussion Board
3. Email Communication (group and/or individual communications)
4. Telephone Contacts
5. Other (please specify)

Appointments with students, as requested. Cultural presentations are done via ConferZoom.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.

- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation Tools

ERT/DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without

the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
5. Outside webpages and links
 1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
6. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. Disability statement. The course syllabus contains the college’s [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

Inform Students

Information about online services are available to students via the course syllabus, course

orientation (in person), online orientation (for DL section), Student Services module in the LMS (links provided), and via email reminders/announcements to students.

Additional Comments

N/A

Generated on: 4/26/2021 2:38:28 AM

Board Approval: 03/17/1992
PCA Established:
DL Conversion: 05/20/2008
Date Reviewed: Fall 2020
Catalog Year: 2020 - 2021

Allan Hancock College Course Outline

Discipline Placement: Foreign Languages (Masters Required)

Department: Languages & Communication

Prefix and Number: SPAN 104

Catalog Course Title: Intermediate Spanish II

Banner Course Title: Intermediate Spanish II

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	10.000	160.0 - 180.0	
Total Student Learning Hours	15.0	240.0 - 270.0	5.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Prerequisite

SPAN 103 Intermediate Spanish I

or

Prerequisite

4 years of high school Spanish

Advisories

ENGL 514 Writing Skills 4

Entrance Skills

Upon entering this course, the student should be able to:

1. SPAN 103 - Intermediate Spanish I

- Use vocabulary and grammar structures to construct sentences appropriate for the level of this course.
- Read and understand texts in Spanish that are appropriate for this level.
- Write essays in Spanish that are appropriate for this level.
- Be able to follow dialogues in Spanish, and be able to produce oral language that is appropriate for this level.
- Acquire an appreciation for the cultural diversity of the Spanish-speaking world.
- Develop sound research techniques.

2. ENGL 514 - Writing Skills 4

- write essays, including argumentation, that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.
- produce in-class or timed essays that illustrate organizing, composing, revising, editing, and time-management skills.
- analyze and paraphrase multiple texts: drawing conclusions, making generalizations, and analyzing arguments.
- write essays to specific audiences using an appropriate voice for those readers.
- formulate an essay with a clear thesis statement or central idea.
- organize essays in which the topic sentences and paragraph details support the thesis.
- construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college-level diction.
- use strategies to accommodate and learn unfamiliar vocabulary.
- proofread and edit essays so that they exhibit few gross errors in English grammar, use, or punctuation.
- identify and evaluate supporting evidence.
- follow prescribed documentation methods and properly use outside sources.

Entrance Skills Other (Legacy)

1. write coherent essays and paragraphs about course readings and/or other subjects.
 2. summarize, analyze, and make a simple synthesis between two readings or ideas.
 3. complete in-class writings that illustrate some organizing, composing, revising, editing, and time-management skills.
 4. read and summarize short expository texts for the purpose of writing and discussion.
 5. distinguish between fact and opinion, and identify author's purpose and tone.
 6. direct writings to a specific audience with an appropriate voice.
 7. construct writings with a central idea and supporting paragraphs.
 8. write paragraphs with supporting sentences that relate to the topic sentence.
 9. recognize and begin to apply sentence variety and appropriate word choice.
 10. use vocabulary strategies.
 11. proofread and edit essays for public presentation.
 12. use outside sources and begin to use direct quotations from those sources.
 14. differentiate between one's own ideas, and those of others.
-

Catalog Description

This course is designed for intermediate Spanish speakers, entirely taught in Spanish, and therefore ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve reading and writing literacy. SPAN 104 is a continuation of SPAN 103. It covers vocabulary and grammar with an emphasis on listening/oral, reading, and writing skills at the intermediate level. This course also includes cultural components of the Spanish-speaking world.

Course Content

Lecture

1. Lección Seis: El valor de las ideas
 - a. Vocabulary related to people, laws and rights, and politics in general; The subjunctive in adverbial clauses, the past subjunctive, and comparatives and superlatives; Chile; Short film; Cultural reading; Literary readings.
2. Lección Siete: Perspectivas laborales
 - a. Vocabulary related to the economy of a country, careers, and labor in general; The present perfect, the present perfect subjunctive, and uses of SE; Bolivia and Paraguay; Short film; Cultural reading; Literary readings.
3. Lección Ocho: Ciencia y tecnología
 - a. Vocabulary related to the sciences, inventions, technology, the universe and astronomy; The past perfect, the past perfect subjunctive, and uses of the infinitives; Perú; Short film; Cultural reading; Literary readings.

4. Lección nueve: Escapar u divertirse
 - a. Vocabulary related to sports, hobbies, pastimes, and activities for fun; The future perfect, the conditional perfect, and IF clauses; Argentina y Uruguay; Short film; Cultural reading; Literary readings.
5. Lección Diez: Herencia y destino
 - a. Vocabulary related to the changes to come in the future, problems and solutions, and future trends; The passive voice, negative and affirmative expressions, and a final summary of all the indicative and subjunctive forms; España; Short film; Cultural reading; Literary readings.

Examples of short films in this course are:

1. Hiyab. España 2005. Director: Xavi Sala
2. Recursos humanos. España 2001. Director: José Javier Rodríguez Melcón
3. El Clon. España 2008. Director: Mateo Ramírez-Louit
4. No me ama. Argentina. Director: Matín Piroyanski
5. La boda. Argentina. Director: Marina Seresesksy

Examples of cultural readings are:

1. Chile: dictadura y democracia; Machu Picchu: la ciudad redescubierta; Fin de semana en Buenos Aires; España: nueva ola de inmigrantes.

Examples of literary readings are:

1. Assigned short stories from Cajas de cartón, by Francisco Jiménez
2. Pajaros prohibidos, by Eduardo Galeano, Uruguay.
3. La mirada, by Juan Madrid, España.
4. La intrusa, by Pedro Orgambide, Argentina.
5. Malturian, by Pablo de Santis, Argentina.
6. Algo muy grave va a pasar en este pueblo, by Gabriel García Márquez, Colombia.

Other: Course content will also cover the following items:

1. Spelling rules and common spelling mistakes [i.e. B/V, Y/LL, S/C/Z/X, J/G, H, etc.]
2. Use of accents in Spanish: origin, rules, and appropriate use
3. Use of capital letters in Spanish
4. Use of punctuation in Spanish

Course Objectives

At the end of the course, the student will be able to:

1. Use vocabulary and grammar structures to construct sentences appropriate for the level of this course.
 2. Read and understand texts in Spanish that are appropriate for this level.
 3. Write texts in Spanish that are appropriate for this level.
 4. Be able to follow dialogues in Spanish, and be able to produce oral language that is appropriate for this level.
 5. Acquire an appreciation for the cultural diversity of the Spanish-speaking world.
 6. Develop sound research techniques.
-

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

In the classroom: Lecture, instructor-guided activities, instructor-guided language modeling, individual and group work.

Assignments

- **Outside Assignments**

1. Read the textbook and study assigned pages and related activities in the textbook; 2. Complete assigned textbook exercises; 3. Complete assigned workbook exercises; 4. Complete assigned essay topics; and 5. Prepare for assigned oral activities.

- **Sample Assignment(s)**

Example of an outside assignment: Choose a topic of interest related to the country covered in this lesson, Argentina. In a 500-word essay, you will discuss this topic in-depth. Make sure to have annotated bibliography and to cite such bibliography accordingly in your essay, to reference any images used in the essay, and to use at least three different sources for your bibliography. Pay close attention to the criteria that will be used to evaluate and grade your essay: Content, Syntax and Structure, Grammar and Vocabulary, Mechanics [spelling, punctuation, and accents], and Organization.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**

- **Papers**
- **Oral Presentation**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Class Performance**
- **Other**

1. Exams covering grammar and vocabulary, reading, writing, and listening skills. 2. Assigned workbook exercises. 3. Assigned cultural topics [500 words or more]. 4. Assigned literary topics [250 words or more] 5. Attendance and participation. 6. Assigned oral activities. 7. Final Exam that includes a final essay.

Texts and Other Instructional Materials

Adopted Textbook

1. Blanco & Tocaimaza-Hatch *Imagina: español sin barreras, Textbook & Student Activities Manual* Edition: 4th 2019

Supplemental Texts

1. Francisco Jiménez. *Cajas de cartón*. [any available edition]

Instructional Materials

None

Student Learning Outcomes

1. SPAN104 SLO1 - Use grammar and vocabulary at the appropriate level.
2. SPAN104 SLO2 - Transfer learned content to written form at the appropriate level for this course.
3. SPAN104 SLO3 - Read and understand written form of language at the appropriate level for this course.
4. SPAN104 SLO4 - Speak and comprehend spoken language at the appropriate level for this course.
5. SPAN104 SLO5 - Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world.

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 5.000

Contact Types

1. Discussion Board
2. Telephone Contacts
3. Email Communication (group and/or individual communications)
4. Other (please specify)

Appointments with students as requested. Presentations are done via ConferZoom.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation Tools

ERT/DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. [Timed quizzes/exams](#). Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas](#).
5. [Outside webpages and links](#)
 1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*
6. [Applications, software, and outside learning systems](#). All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. [Avoid text images](#). Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. [Color contrast](#). Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. [Text objects](#). If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. [Disability statement](#). The course syllabus contains the college's [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

Inform Students

Information about online services are available to students via the course syllabus, course orientation (in person), online course orientation (for DL sections), LMS Home page, and Student Services module in the LMS (links provided), as well as via email reminders/announcements to students.

Additional Comments

N/A

Board Approval: 12/12/2006
PCA Established:
DL Conversion: 12/12/2006
Date Reviewed: Fall 2020
Catalog Year: 2021 - 2022

Allan Hancock College Course Outline

Discipline Placement: Foreign Languages (Masters Required)

Department: Languages & Communication

Prefix and Number: SPAN 105

Catalog Course Title: Advanced Composition and Grammar

Banner Course Title: Adv Composition and Grammar

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	5.000	80.0 - 90.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	10.000	160.0 - 180.0	
Total Student Learning Hours	15.0	240.0 - 270.0	5.0
Total Contact Hours	5.0	80.0 - 90.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Prerequisite

SPAN 103 Intermediate Spanish I

or

Prerequisite

SPAN 104 Intermediate Spanish II

or

Corequisite

SPAN 104 Intermediate Spanish II

Entrance Skills

Upon entering this course, the student should be able to:

1. SPAN 103 - Intermediate Spanish I

- Use vocabulary and grammar structures to construct sentences appropriate for the level of this course.
- Read and understand texts in Spanish that are appropriate for this level.
- Write essays in Spanish that are appropriate for this level.
- Be able to follow dialogues in Spanish, and be able to produce oral language that is appropriate for this level.
- Acquire an appreciation for the cultural diversity of the Spanish-speaking world.
- Develop sound research techniques.

2. SPAN 104 - Intermediate Spanish II

- Use vocabulary and grammar structures to construct sentences appropriate for the level of this course.
 - Read and understand texts in Spanish that are appropriate for this level.
 - Write texts in Spanish that are appropriate for this level.
 - Be able to follow dialogues in Spanish, and be able to produce oral language that is appropriate for this level.
 - Acquire an appreciation for the cultural diversity of the Spanish-speaking world.
 - Develop sound research techniques.
-

Catalog Description

SPAN 105 is designed for advanced Spanish speakers, entirely taught in Spanish, and ideal for Heritage Speakers, and/or native Spanish-speakers wishing to improve their reading and writing

literacy at the advanced level. This course emphasizes writing skills at the advanced level, covering the most common types of essay styles (descriptive, narrative, argumentative, academic), and focusing on the writing process as a communicative process. Students will review Spanish grammar, essay structure, and improve on formal vocabulary selection via reading and writing exercises. The oral production component is also evaluated. Also included are cultural and literary components of the Spanish-speaking world.

Course Content

Lecture

1. Lección 1: La descripción
 - a. Vocabulary used in description; Expressing sensorial perception; The present tense, SER and ESTAR, prepositions, and adjectives; Accents and punctuation; Taller de escritura; Literary reading.
2. Lección 2: La narración
 - a. Vocabulary and expressions of time; Narrating in the past; Adjectival relative clauses; SER, ESTAR, HABER, HACER, IR, and VENIR; Accents in special cases; More on punctuation in Spanish; Taller de escritura; Literary reading.
3. Lección 3: El ensayo narrativo
 - a. Conjunctions; Nationality and others; Passive constructions; Future and conditional tenses; Diphthongs and "hiatos"; Citing within an essay; Taller de escritura; Literary reading.
4. Lección 4: La exposición
 - a. Expressions for transition; Suffixes; The subjunctive mood; Infinitives and participles; Numbers and their spelling; Taller de escritura; Literary reading.
5. Lección 5: La argumentación
 - a. False cognates; Prefixes; Prepositional verbs; Uses of SE; IF clauses; Compound words; Taller de escritura; Literary reading.
6. Lección 6. El ensayo académico
 - a. Verbs and expressions used to indicate changes; Academic language; Anglicisms; Modal verbs and periphrastic verbal expressions; Using notes, references, and bibliography; Taller de escritura; Literary reading.

El taller de escritura: These are specific writing exercises related to the items covered in each Lección. Examples of these are:

1. Describing people; Creating comparisons; Narrating a historical event; Letter to the editor; The statistical report; The literary critique; the movie critique; persuading a reader, etc.

Cultural/Literary readings: Students will be exposed to various cultural and literary readings. Examples are:

1. Platero y yo, by Juan Ramón Jiménez

2. La siesta del martes, by Gabriel García Márquez
3. Una bandera rota y embarrada, by Isabel Allende
4. La generación de los mil euros, by Antonio Jiménez
5. La vivificación del espectáculo, by Mario Vargas Llosa
6. Recuerdos inventados, by Rosa Beltrán

Other: Due to the emphasis on writing, this course also covers and evaluates specific aspects of Spanish spelling, accentuation, and punctuation.

Course Objectives

At the end of the course, the student will be able to:

1. use vocabulary and grammar structures appropriate for this level.
 2. read and understand advanced texts in Spanish.
 3. write sound essays in Spanish appropriate for this level.
 4. be able to follow and produce oral language appropriate for this level.
 5. acquire and maintain an appreciation of the cultural diversity and accomplishments of the Spanish-speaking world.
 6. apply sound research techniques and critical analysis.
 7. Integrate multiple views and opinions to provide an in-depth analysis and generate further learning.
-

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**

Traditional lecture, instructor-guided activities, instructor-guided language modeling, individual and group work.

Assignments

- **Sample Assignment(s)**

Example of an outside assignment:

Using the information and techniques covered in this course, you will write an argumentative essay [500 words minimum]. Your essay must have an introduction and a conclusion, plus at least two separate paragraphs presenting your arguments. Your essay

must include citations [direct and/or indirect] as well as bibliography [three sources as a minimum]. You can choose one of these two topics: 1. In the story "Mariposas de Koch", the poetic imagination negates reality. Do you think this serves as a way to survive, or could it awaken madness? What is best: to compromise with reality, or to deny reality? Why? Clearly present your arguments. 2. After reading "Mariposas de Koch", do you think that people used to have more courage to face the hardships of life? Do you think that modern psychology and higher education have created immature young people who do not understand sacrifice, and who want everything "now", without paying a price? Why? Clearly present your arguments.

- **Outside Assignments**

1. Read the textbook and study assigned pages and related activities in the textbook. 2. Complete assigned textbook exercises. 3. Complete assigned workbook exercises. 4. Complete assigned essay topics. 5. Prepare for assigned oral activities.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**
- **Papers**
- **Oral Presentation**
- **Class Participation**
- **Class Work**
- **Home Work**
- **Class Performance**
- **Other**

1. Exams covering culture, grammar and vocabulary, reading comprehension, writing skills, and listening comprehension to assess SLO 1, 2, 3, 4, 5, 6. 2. Assigned workbook exercises that assess SLO 1, 2, 3, 5, 6. 3. Assigned essay topics [500 words or more each essay] that assess SLO 2, 5, 6. 4. Attendance and participation. 5. Assigned oral activities that assess SLO 4, 5. 6. Final Exam covering culture, grammar and vocabulary, reading comprehension, writing skills, and listening comprehension to assess SLO 1, 2, 3, 4, 5, 6.

- Grading rubrics are used to assess students on such categories as content and relevance of essays, structure of essays, grammar and vocabulary, mechanics, organization, formatting, technical aspects, participation and collaboration, self-reflection, personal value, cultural awareness, and lifelong learning.
- Students are expected to successfully analyze, categorize, compare, differentiate, debate, critically examine, formulate, compose, justify, properly conclude, recommend, self-evaluate, and editorialize.

- Cultural awareness: Students are expected to outstandingly recognize, predict, and react to all aspects of cultural diversity covered in this course; reflect on what they have learned; readily share comments, opinions, and personal thoughts on the cultural and/or literary components in this course; and demonstrate an appreciation for the cultural diversity presented by properly recognizing, differentiating, reporting, categorizing, sorting, analyzing, comparing and/or contrasting, predicting, and/or initiating information from texts covered in this course.
 - Finally, students are expected to clearly show how the information learned is significant to them, including articulating their approach to lifelong learning in a clear, well developed, and in-depth fashion.
-

Texts and Other Instructional Materials

Adopted Textbook

1. Guillermo Bleichmar and Paula Cañón *Taller de escritores: Grammar and Composition for Advanced Spanish.*[Textbook and access to the textbook website] Edition: 2nd edition 2016

Supplemental Texts

1. Ferro San Vicente, Enrique, and María del Rosario Ruiz Parras. *Lengua española.* Editorial Santillana: Madrid. [any edition].
2. Iguina, Zulma, and Eleanor Dozier. *Manual de gramática: Grammar Reference for Students of Spanish*, 5th edition. Heinle Cengage Learning. 2008 or 2013.
3. Chiquito, Ana Beatriz. *Spanish Grammar: A Reference and Practice Book for Students of Spanish.* Vista Higher learning. 2012.
4. Schmitt, Conrad J. *Schaum's Outlines for Spanish Grammar* [any edition]. McGraw-Hill. [current edition]
5. Nelson Rojas, Jorge, and Richard A. Curry. *Gramática esencial: Grammar Reference and Review*, 2nd edition. Houghton-Mifflin. 2003 or current edition.
6. Spanish-English dictionary
7. Spanish-Spanish dictionary
8. *Antología de literatura hispanoamericana* (any edition).
9. *Cuentos cortos hispanoamericanos* (any short story anthology).
10. DL/Hybrid/F2F versions of this course will use electronic versions of the textbook (e-book or vText) and electronic workbook (Supersite access).

Instructional Materials

None

Student Learning Outcomes

1. SPAN105 SLO1 - Use grammar and vocabulary at the appropriate level.
 2. SPAN105 SLO2 - Transfer learned content to written form at the appropriate level for this course.
 3. SPAN105 SLO3 - Read and understand written form of language at the appropriate level for this course.
 4. SPAN105 SLO4 - Speak and comprehend spoken language at the appropriate level for this course.
 5. SPAN105 SLO5 - Develop awareness and gain an appreciation for the cultural diversity of the Spanish-speaking world.
 6. SPAN105 SLO6 - Demonstrate knowledge of several styles of essay production in Spanish.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 5.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)

Online office hours via email and Canvas. By appointments via ConferZoom and in person.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.

- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

Adjustments to Evaluation Tools

ERT/DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without

the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

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1. Images, graphs, charts or animation. A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
5. Outside webpages and links
 1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
6. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. Disability statement. The course syllabus contains the college’s [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

Inform Students

Information about online services are available to students via the course syllabus, course

orientation (in person), online orientation (for DL section), Student Services module in the LMS (links provided), and via email reminders/announcements to students.

Additional Comments

N/A

Generated on: 4/26/2021 2:40:26 AM

Board Approval:
PCA Established:
DL Conversion:
Date Reviewed:
Catalog Year: -

Allan Hancock College Course Outline

Discipline Placement: None

Department: Languages & Communication

Prefix and Number: SPAN 189

Catalog Course Title: Independent Projects in Spanish

Banner Course Title: Independent Projects

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	-	-	
Lab	3.000 - 9.000	48.0 - 54.0 to 144.0 - 162.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	1.0 - 3.0
Total Contact Hours	3.0 - 9.0	48.0 - 54.0 to 144.0 - 162.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

Courses for students capable of independent work who demonstrate the need or desire for additional study beyond the regular curriculum. Enrollment allows students to pursue activities such as directed field experience, research, or development of skills and competencies under faculty advisement and supervision. Independent projects may be earned in most disciplines. Students wishing to enroll in Independent Projects should contact the appropriate instructor identified in the class schedule. If the project proposed is acceptable to that instructor, a contract will be developed. All contracts for these classes must be completed and submitted to the Records Office no later than the end of the second week of the semester. Students may enroll for any combination (unit value) of Independent Projects 189 and/or 389 for a total of four semesters in a specific discipline. Units are awarded depending upon satisfactory performance and the amount of time committed by the student to the course. Allowable units vary according to discipline, and are based on the following formula: 1 unit - 48 hours per semester 2 units - 96 hours per semester 3 units - 144 hours per semester

Course Content

Lecture N/A

Lab

1. Introduction
 2. Defining student responsibility
 3. Establishing project and procedures
 4. Individual student work to fit particular project
 5. Summary and critiques
-

Course Objectives

At the end of the course, the student will be able to:

1. plan and submit for instructional approval of an independent project.
2. gather data, research, evaluate, and use appropriate information to complete the project.
3. assume responsibility for meeting set deadlines and completing projects.
4. evaluate project/s for completeness, clarity, and presentation.

Methods of Instruction

- **Lab**

Methods of Instruction Description:

Independent Study

Assignments

- - Assignments will vary depending on content for project.
-

Methods of Evaluation

- **Research Projects**
- **Papers**
- **Oral Presentation**
- **Other**

A written description and contract of the semester's project will be agreed upon by the instructor and the student. Evaluation will be based on satisfactory completion of the contract.

Texts and Other Instructional Materials

Adopted Textbook

- 1.

Supplemental Texts

1. None

Instructional Materials

1. None
-

Student Learning Outcomes

1. SPAN189 SLO1 - Write competent essays with few or no errors.
 2. SPAN189 SLO2 - Show written competence beyond the SPAN 104 level.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Telephone Contacts
3. Other (please specify)

Appointments with students as requested.

3-9 hours.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

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2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
5. Outside webpages and links
 1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*
6. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. Disability statement. The course syllabus contains the college's [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

Inform Students

Information about online services are available to students via the course syllabus, course orientation (in person), online course orientation (for DL sections), LMS Home page, and Student Services module in the LMS (links provided), as well as via email reminders/announcements to students.

Additional Comments

N/A

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IN REVIEW IN AP&P

2-year Scheduling Plan – Spanish

Spanish ADT: Option One (Associate in Arts for Transfer)			Spanish ADT: Option Two (Associate in Arts for Transfer)		
Fall	SPAN 101: Elementary Spanish I	5	Fall	SPAN 102: Elementary Spanish II	5
Spring	SPAN 102: Elementary Spanish II	5	Fall	SPAN 111: Intermediate Spanish Conversation	2
Fall	SPAN 103: Intermediate Spanish I	5	Fall	SPAN 103: Intermediate Spanish I	5
Spring	SPAN 104: Intermediate Spanish II	5	Spring	SPAN 104: Intermediate Spanish II	5
Spring	SPAN 105: Advanced Grammar and Composition	5	Spring	SPAN 105: Advanced Grammar and Composition	5
Total Units:		25	Total Units:		22

Spanish ADT: Option Three (Associate in Arts for Transfer)		
Fall	SPAN 103: Intermediate Spanish I	5
	SPAN 111: Intermediate Spanish Conversation	2
Spring	SPAN 104: Intermediate Spanish II	5
Spring	SPAN 105: Advanced Grammar and Composition	5
Spring	SPAN 112: Advanced Spanish Conversation	3
Total Units		20

Spanish A.A. (Associate in Arts)		
Fall	SPAN 103: Intermediate Spanish I	5
	SPAN 111: Intermediate Spanish Conversation*	2
Spring	SPAN 104: Intermediate Spanish II	5
Spring	SPAN 105: Advanced Composition and Grammar*	5
Spring	SPAN 112: Advanced Spanish Conversation*	3
Total Units		20
(* Recommended electives)		

Certificate of Accomplishment in Elementary Spanish Language Skills		
Fall	SPAN 101: Elementary Spanish I	5
Spring	SPAN 102: Elementary Spanish II	5
Fall	SPAN 111: Intermediate Spanish Conversation	2
Fall or Spring	SPAN 189: Independent Project in Spanish	1-3
Total Units		13-15

Certificate of Accomplishment in Intermediate Spanish Language Skills		
Fall	SPAN 103: Intermediate Spanish I	5
	SPAN 111: Intermediate Spanish Conversation	2
Spring	SPAN 104: Intermediate Spanish II	5
Fall or Spring	SPAN 189: Independent Project in Spanish	1-3
Total Units		13-15

Certificate of Accomplishment in Advanced Spanish Language Skills		
Spring	SPAN 105: Advanced Grammar and Composition	5
Spring	SPAN 112: Advanced Spanish Conversation	3
Fall or Spring	SPAN 189: Independent Project in Spanish	1-3
Total Units		9-11