A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the **STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS** in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other___________)*

The mission of the Spanish department is: 1) to create awareness of the cultural and social presence of the diverse Hispanic communities on our campus, in the state of California, and in the US as well as to create an environment of discussion of the issues that pertain to those communities; 2) to achieve a level of language proficiency in our students comparable to intermediate to advanced, according to the guidelines established by ACTFL (The American Council on the Teaching of Foreign Languages). We offer transferable, general education courses, certificates and degrees in Spanish as well as study abroad programs in Spain and Costa Rica.

According to information provided by the US government, Hispanics are the second largest minority group in the country. The Spanish language and its culture is, by far, one of the most popular in the nation. The strong Hispanic presence in our state underscores the need for language training in government and social service agencies in order to meet the needs of this segment of the population. The new technological changes and the emergence of a global economy also require language training in personnel overseas.

Our program must grow, especially during the evenings, in order to adjust to these new social changes as well as the new global trends in the economy and technology. Presently, there are no intermediate course offerings (Spanish 4,5,6) during the evenings, except for intermediate conversation.

Although overall enrollment figures have increased during the last year, the number of certificates issued is still low. The most critical threat to the growth and stability of our program is the budgetary crisis currently underway. We anticipate a shortage of course offerings for the next academic years, which will obviously result in over enrollment in the remaining courses offered. The increase in enrollment fees may also result in a decrease in student enrollment.

We have recently created a new course, *Spanish for Heritage Speakers*, but due to a lack of awareness, we did not get adequate enrollment for the class to make. We believe this course will be a valuable service to our students. For years, the heritage speaker population has been misenrolled in elementary language courses that do not meet their language needs for a writing/reading intensive course. This course addresses those needs.

Created new non-degree applicable courses to serve faculty, staff, and members of the community who are not interested in pursuing academic Spanish.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other___________)*

Our success rate is 78%, whereas the college is 84%. The possible reasons for this discrepancy could be: 1) some students assume that Spanish is an easy course and do not commit themselves; 2) the presence of native or near-native speakers in courses intended for beginner level students can result in an intimidating environment among those without any previous training in the language and can cause a high level of attrition; 3) many of our students, particularly during the evenings, have full-time jobs or
other personal responsibilities that take precedence over the study of Spanish and do not hesitate to withdraw whenever they feel that it is necessary in order to cope with their other commitments.

In order to solve this situation, we must create awareness among the students that this is a five-unit course that also requires two lab units. Therefore, they must realize that for every hour of class time, they must also spend at least two hours of independent study.

In addition, the course Spanish for Heritage Speakers should be offered with more frequency in order to accommodate native speakers who otherwise would enroll in elementary or intermediate courses.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other ______________________)

Enrollment in the Spanish program is fairly diverse. The largest group is White (41%), followed by “unrecorded” (39%), Hispanic (13%), Asian (9%), with Blacks, Filipinos, and others at about 2% each. The success rate is highest among Whites (80%), followed by Hispanic (79%), Asian (78%), and “Unrecorded” (77%). Success of Blacks is only 59%. The students are also diverse in age: the majority are under 30, but 11% are 50 or above. The older group has the highest success rate (90%).

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   • Promote degrees and certificates by presenting the information to all classes at the beginning of each term.
   • Promote the Spanish for Heritage Speakers class by making flyers for the Palo Alto library, featuring it on our web site, and making presentations to counselors and the Hispanic club.
   • Develop awareness among students and counselors of the difference between social Spanish and academic Spanish.
   • Create awareness among the students that Spanish classes are five-unit degree-applicable courses, which also require two lab units. Therefore, they must realize that for every hour of class time, they must also spend at least two hours of independent study.
   • Boost enrollment in second year courses to ultimately separate multi-level classes.
   • Explore fee-based courses for off-campus, community sites.
   • Revive the foreign language film festival
   • Offer Spanish 25A B and Spanish for Heritage Speakers on line; advertise on web page
   • Enhance web site

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other ______________________)

Enrollment has grown 13% over the past three years. Productivity over the past two years has averaged 541. We hope to increase enrollment over the next few years by advertising aggressively and offering courses that are more relevant to the community. With good scheduling and staffing, we should be able to improve our productivity by 20 points. Our big fear, however, is that there might be a drop in enrollment when fees are increased.

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.
1. **FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:**
   No requests at this time.

2. **FACILITIES NEEDS:** (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
   No requests at this time.

3. **MATERIALS AND SUPPLIES BUDGET AUGMENTATION:**
   No requests at this time.

Evaluation of academic year **2002-03.**

Date of evaluation: March 25, 2003

List names of participants assisting in this program review.

Primary program contact person: Elvira Coffin  Phone or email address: x7131
Full-time faculty: Elvira Coffin, Patricia Crespo Martin, Juliio Rivera
Part-time faculty:
Administrators: Karen Yoshihara
Classified staff:
Students:
**DIRECT OUTCOMES:** Program-Specific Outcomes and Attributes of Desired Program Graduates

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<tr>
<th>PROGRAM CONTENT PROFICIENCIES/COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES: Evidence or Sample demonstrating Deep Learning: How do we know what a student has achieved?</th>
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| Oral communication in Spanish             | Narrate in the past, present and future, linking phrases smoothly; discuss current and personal events; support opinions and hypothesize; make requests; use idioms and expressions appropriately; pronounce accurately and be understood by a native speaker; employ communicative devices such as pause fillers and paraphrasing to overcome shortcomings | SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, with special emphasis in SPAN 13A AND SPAN 13B | DIRECT MEASURES: Students will do lesson and final exams.  
INDIRECT MEASURES:  
1. Students will present role-plays or skits in class.  
2. Students will interview native speakers and the interview will be part of the student portfolio. |
| Written communication                      | Write letters, resumes, summaries, reports and creative pieces; summarize and describe with a general vocabulary; demonstrate grammatical accuracy and familiarity with stylistic patterns; be understood by native readers | SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, with special emphasis in SPAN 25A AND SPAN 25B | DIRECT MEASURES: Students will do lesson and final exams.  
INDIRECT MEASURES: Students will produce letters, resumes, summaries, reports and creative pieces that a native not used to non-native writing will be able to understand. Student writing will be kept in a student portfolio. |
| Listening comprehension                    | Understand main ideas and most details of a variety of topics: news items, reports, lectures, films; employ guessing strategies for comprehension | SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, SPAN 13A AND SPAN 13B. | DIRECT MEASURES: Students will do lesson and final exams.  
INDIRECT MEASURES: Students will listen to authentic material in and out of the class. |
| Reading comprehension                      | Deduce meaning from prereading strategies; identify the main idea, supporting arguments and examples of an authentic text with a variety of content: short stories, social letters, news and current events; guess vocabulary from context | SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, SPAN 13A, SPAN 13B, SPAN 25A, SPAN 25B | DIRECT MEASURES: Students will do lesson and final exams.  
INDIRECT MEASURES: Students will read a variety of authentic material that they’ll have to explicate. |
| Cultural awareness                         | Recognize and appreciate the similarities and differences of the cultural geographical areas of the Spanish-speaking world; understand the origin, development and diffusion of Spanish; be familiar with dialectal variations of Spanish; recognize the historical Spanish-speaking groups in the United States and be | SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, SPAN 13A, SPAN 13B, SPAN 25A AND SPAN 25B | DIRECT MEASURES: Students will do lesson and final exams.  
INDIRECT MEASURES: Students will conduct presentations about the Spanish-speaking world, focusing on the literature, history and geography of particular countries. |
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<td>aware of the pattern of the growing Hispanic population in the U.S.</td>
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<td>Grammar</td>
<td>Produce the correct grammatical structure according to context, both in speaking and writing.</td>
<td>SPAN 1, SPAN 2, SPAN 3, SPAN 4, SPAN 5, SPAN 6, SPAN 13A, SPAN 13B, SPAN 25A AND SPAN 25B</td>
<td>DIRECT MEASURES: Students will do lesson and final exams. INDIRECT MEASURES: Students will answer written and oral questions using the appropriate grammatical structure, write compositions to demonstrate use of specific grammar points, and complete cloze passages.</td>
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