

	<b>Program Description</b>	
	Department Name:	<b>SPANISH</b>
	Program Mission Statement:	To offer introductory and intermediate level curriculum on the language and cultures/contributions of Spanish-speaking world areas, with focus on developing accuracy and fluency in (oral/written/culturally appropriate) communication skills, as established by ACTFL (American Council on the Teaching of Foreign Languages). The program strives to serve transfer students, those who wish to fulfill career objectives, and those who wish to deepen a sense of functionality and/or belonging within Spanish-speaking communities.
I.A.1	What is the Primary Focus of Your Program?	Transfer.
I.A.2	Choose a Secondary Focus of Your Program.	Career/Technical, personal enrichment
I.B.1	# Certificates of Achievement Awarded	None offered
I.B.2	# Certificates of Achievement-Advanced Awarded:	None offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded:	None offered
I.B.4	# AA and/or AS Degrees Awarded:	None offered
I.B.5.	Trends in # Degrees Awarded	N/A

I.B.6.	Strategies to Increase Awards	N/A
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	N/A
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	N/A
I.D.1	Academic Services and Learning Resources: # Faculty Served	N/A
I.D.2	Academic Services and Learning Resources: # Students Served	N/A
I.D.3	Academic Services and Learning Resources: # Staff Served	N/A
I.E.1	Full Time Faculty (FTEF)	2.9
I.E.2	# Student Employees	N/A
I.E.3	Full Time Load as a %	92.3%
I.E.4	# Staff Employees	N/A
I.E.5	Changes in Employees/Resources	Retirement of FT faculty Rubén Abrica Carrasco in spring 2019, now teaching in winter 2020 under Article 19. It's too early to determine immediate impact on program due to decreased enrollments, but long-term impact of the permanent loss of his position (he retired under the incentive program) remains to be seen.
	<b>Enrollment</b>	
II.A	Enrollment Trends	Noticeable drop of -25% from 2016-17 to 2017-18. Continued decrease into 2018-19, but only at a third of the rate (-8%). Strategies to increase/maintain enrollment: create and foster a cohort mentality among SPAN 1 students early on in the quarter in order to encourage continuation into SPAN 2 and SPAN 3.
II.B	Overall Success Rate	Slight increase of 3% in success rates from 2016-17 to 2017-18. Slight decrease of 1% from 2017-18 to 2018-19, with all three years being higher than in 2014-15 and 2015-16.

		Strategies to maintain current success rates: continue building a pool of student mentors by recruiting from within ICS 2A (Introduction to Peer Mentoring, Leadership, and Community Building), taught by FT Spanish faculty Kimberly Vinall.
II.C	Changes Imposed by Internal/External Regulations	Viability Committee sanctions in place, limiting course offerings to SPAN 1-2-3, with SPAN 4 having been taught “for the last time” in Fall 2018.
	<b>Equity</b>	
III.A.	Program Success	<ol style="list-style-type: none"> <li>1. Mentoring Program and <i>Familias</i>: The Spanish department has been building a peer mentoring program. This current year, we have 2 LEAD mentors and 2 additional mentors. In tandem, we’re gearing our curriculum and pedagogical practices to embrace the <i>familia</i> model. Spanish Dept faculty Kimberly Vinall continues to teach ICS 2A (Introduction to Peer Mentoring, Leadership, and Community Building) with “S” designation and will be offering ICS2B (a practicum) to offer continued support to mentors. As we continue to build the program, we also continue to identify students of targeted populations (especially but not limited to Latinx) who may be a good fit for mentor training within our Spanish classrooms. One of the primary goals is to pair student mentors with their peers from targeted populations. In the mentoring program, mentors receive training to assist in the language classroom by providing academic mentoring as well as support in other areas of learners’ professional and personal lives. We are confident that this program is and will continue to benefit all targeted groups by helping us to identify needs, intervene early and support student retention and success. Finally, one of the unexpected outcomes of the mentoring program has been that students taking the mentoring course are finding the confidence to also enroll in Spanish classes.</li> <li>2. LEAD courses: We have offered a section of Spanish 1 and Spanish 2 as affiliated LEAD courses designed specifically for home speakers of Spanish/Spanglish. In this way, we hope that these students receive validation of their skills in the Spanish language and encouragement to continue formal study of their heritage language.</li> </ol>

		<p>3. To work towards the Spanish Department’s ongoing goal of becoming better equipped to approach, engage, and sustain our African-American students in meaningful and effective ways, Kimberly Vinall attended the <i>Teaching Men of Color in Community Colleges workshop</i> offered by De Anza Spring 2019. As a result of these contacts and ongoing work with men of color on campus and in the classroom Kimberly Vinall has been included in the Men of Color Community as a recommended instructor.</p> <p>As World Languages Coordinator, Kimberly Vinall has begun discussions with world languages faculty on teaching languages through a social justice lens. This includes, for example, teaching gender-neutral endings in the Spanish department. A workshop will be offered in March to formalize these discussions.</p>
<p>III.B.</p>	<p>Enrollment Trends</p>	<p>4. The enrollment of African American, Filipinx, or Pacific Islander students is the same for the Spanish Department and the College: 11%. For the Latinx population, there is a sharp difference (Campus 24% vs. Spanish Department 46%), explained by the fact that many Latinx students feel a connection to their heritage language and want to gain confidence in academic skills such as reading and writing. In order to maintain and increase the enrollment of these groups, we will continue to work on implementation of the events and programs listed in question III.A.</p>
<p>III.C.</p>	<p>Success, Non-Success and Withdraw Rates</p>	<p>Overall success rate for the Spanish Department (for our sample of 775 students) dropped one percentage point to 77% from 2018-19.</p> <p>The Disproportionate Impact Tool reveals only one highlighted row, where the percentage point gap exceeds the margin of error: individuals with disabilities (N=25) whose success rate was 52% with a % point difference of –25. Faculty in the SPAN Department work very mindfully, one-on-one with all disabled students who choose to use the accommodations (e.g., testing, visual) they qualify for. We assign student mentors (when available) to work one-on-one with these students as well. Frequently we have students who qualify for accommodations and choose not to use them. In these cases, if the student is having trouble with the material, we make sure to follow up by encouraging them to</p>

		<p>reconsider. Sadly, more often than not, students respond that they don't need the accommodation for Spanish, and they end up failing the course.</p> <p>The next lowest success rate is for veterans (57% among 23 students), foster youth (67% from a tiny sample of 3 students), African Americans (70% among 37 students), low income students (71% among 209 students), and male students (74% among 340 students). Of these groups, it is particularly shocking to see the low success rate for veterans. One particular strategy used by Carmen Lizardi-Folley is to establish individual rapport with student veterans and to cultivate their leadership skills in the context of small group (<i>familias</i>) work. This strategy has proven to be effective in that student veterans go above and beyond in their efforts (1) to maximize the productivity and team spirit of their <i>familias</i> and (2) to mentor their classmates (especially those having difficulty with the subject matter).</p> <p>As for Latinx, Filipinx, Pacific Islanders, and Native Americans, it is wonderful to see that their success rates are very very close to (and in some cases above) the overall success rate (77%).</p> <p>We will continue to work on implementation of the events and programs listed in question III.A.</p>
<p>III.D.</p>	<p>Equity Planning and Support</p>	<p>The Spanish department continues to offer hybrid classes in order to accommodate students who find it difficult to take face-to-face classes. Students who enroll in our hybrid classes (especially the 50%-50% sections) face unique challenges related to the technological training that supports their learning, and these challenges disproportionately affect targeted populations who frequently do not have access to laptops. For this reason, we offer training sessions the first week of classes in the Language Arts computer labs (ATC305/307). Unfortunately, it has become more and more difficult (and at times impossible) to reserve the computer labs for this training, more so in the afternoons, given that LArts classes get priority. This has resulted in our students having difficulty completing their work and ultimately not succeeding in the class. This inequity has been brought to the attention of Dean Norte, who in turn sent an urgent message to Lorrie Ranck</p>

		and Christina Espinosa Pieb requesting more equitable access to the LArts computer lab or to any other computer lab on campus that may allow us to book a session for 30-35 students at a time. A response is still pending. An alternate option would be to request 25-30 laptop computers to use during in-classroom training sessions.
III.E.	Departmental Equity Planning and Progress	<p><b>Enhanced support for students:</b> the SPAN Dept requests \$2,000 to host a World Languages Expo event on campus: (1) to promote the study of World Languages at De Anza and in the Bay Area, and (2) to provide support to students in mapping careers and/or tapping into job opportunities that are enhanced by proficiency in one or more World Languages.</p> <p>The event would: (1) host a large sample of representatives from a wide range of county agencies, private companies, non-profit agencies, and self-employed contractors/consultants; (2) provide information on how proficiency in World Languages is appraised, sought, and compensated in the various venues above mentioned; (3) include panel discussions, tabling, workshops, talks.</p>
III.F. Yes/No a Box	<b>Assistance Needed to close Equity Gap</b>	YES
	<b>Assessment Cycle</b>	Refer to document with title "XXXX Summary of Assessments as of Fall 2019" and document with title "XXXX All Assessments completed as of Fall 2019" which may be found in the middle of page <a href="https://www.deanza.edu/slo/">https://www.deanza.edu/slo/</a> under "Student Learning Outcomes and Assessments Summaries by Division:"
IV.A	<b>SLOAC Summary</b>	<p>Describe an accomplishment that was the result SLO assessment and enhancement.</p> <p>Not sure if this qualifies as an "accomplishment...." Re: SPAN 2, SLO #1, Listening passage on final exam used by Carmen Lizardi-Folley in Fall 2018. Problematic questions have been rephrased and/or reordered, and the listening passage itself has been edited for more transparency. In addition, students now have access to the listening passage and are encouraged to become familiar with it before the final.</p>
IV.B	<b>Assessment</b>	SPAN 3 ~ (last assessed (by Kimberly Vinall) in AY 2016-17)
	<b>Resource Requests</b>	

V.A	<b>Budget Trends</b>	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.
V.B	<b>Funding Impact on Enrollment Trends</b>	Cutting SPAN 4 (until further notice by Viability Committee) and thus precluding the offering of SPAN 5 (only taught once in 5+ years, as an online course with 23-25 students in spring 2017) is having a detrimental effect on the motivation of students whose goal is to become fluent in Spanish by pursuing second year courses. Students who would otherwise take SPAN 3 so that they could move to SPAN 4 are now feeling very discouraged in that the SPAN Dept offers no support to their aspiration to become more proficient.
V.C.1	<b>Faculty Position(s) Needed</b>	Needed Unless Vacancy
V.C.2	<b>Justification for Faculty Position(s):</b>	N/A
V.D.1	<b>Staff Position(s) Needed</b>	N/A
V.D.2	<b>Justification for Staff Position(s):</b>	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.
V.E	<b>Equipment Requests</b>	25-30 laptop computers to use during in-classroom training sessions.
V.F	<b>Facility Request</b>	Equitable access to existing computer labs to provide training for students on web-based language labs.
V.G	<b>Other Needed Resources</b>	\$2,000 to host a World Languages Expo (see III.E above)
V.H.1	Staff Development Needs	N/A
V.H.2	Staff Development Needs Justification	N/A
VI.	Closing the Loop	By monitoring enrollments on a quarterly basis and conducting in-class surveys to determine what motivated students to take SPAN courses.
	Submitted by:	APRU writer's name, email address, phone ext. Kimberly Vinall ( <a href="mailto:vinallkimberly@fhda.edu">vinallkimberly@fhda.edu</a> )

		Carmen M Lizardi-Folley ( <a href="mailto:lizardifollecarmen@fhda.edu">lizardifollecarmen@fhda.edu</a> ) x8679
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).