



▼ 🏛️ Dept - (IIS) Spanish



**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



**I.B.1 Number Certificates of Achievement Awarded:**



**I.B.2 Number Certif of Achievement-Advanced Awarded:**



**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**

**I.B.4 # AA and/or AS Degrees Awarded:**

**I.C.1. CTE Programs: Impact of External Trends:**

**I.C.2 CTE Programs: Advisory Board Input:**

**I.D.1 Academic Services & Learning Resources: #Faculty served:**

**I.D.2 Academic Services & Learning Resources: #Students served:**

**I.D.3 Academic Services & Learning Resources: #Staff Served:**

**I.E.1 Full time faculty (FTEF):** 4

**I.E.2 #Student Employees:**

**I.E.3 % Full-time : FT % PT -%**

**I.E.4 #Staff Employees:**

**I.E.5 Changes in Employees/Resources:**

**II.A Enrollment Trends:** Department's enrollment increased by 3% from 2013-14 to 2014-15, but decreased by 12% in 2015-16.

Department's unduplicated headcount increased by 6% from 2013-14 to 2014-15, but decreased by 13% in 2015-16.

**II.B.1 Overall Success Rate:** No significant changes.

Note that department's overall student success rates (72%, 71%, 73%) are lower than college's (76%-76%-77%) & division's (75%-75%-76%).

However, department's targeted student success rates (70%-68%-70%), comparable to the college's (68%-68%-70%) and higher than the division's (64%-65%-65%).

Departmental equity gap (4%-5%- 5% ) is still significantly lower than the division's (17%-16%-17%) and the college's (12%-12%-11%).

**II.B.2 Plan if Success Rate of Program is Below 60%:**

**II.C Changes Imposed by Internal/External Regulations:** N/A

**III.A Growth and Decline of Targeted Student Populations:** No change in African American enrollment since 2013-14 (c.f., 5%), and virtually no change in Filipino enrollment (6%-6%-5%).

These numbers are parallel to college's and division's.

Latino enrollment in 2015-16 (39%) shows a 6% increase from 2014-15 (33%) and a higher enrollment than in 2013-14 (c.f., 36%). Latino enrollment in the department is 15% higher than at the college level and 13% higher than at the division level.

**III.B Closing the Student Equity Gap:** Departmental student equity gap (4%-5%- 5% ) is still significantly lower than the division's (17%-16%-17%) and the college's (12%-12%-11%).

**III.C Plan if Success Rate of Targeted Group(s) is Below 60%:** Above 60%:

Filipino student success rates have slightly increased since 2013-14: 66%-71%-73%. Latino success rates have slightly picked up to 72% after dropping to 70% in 2014-15 (c.f., 73% in 2013-14).

Below 60%:

African American success rates have very slightly increased since 2013-14: 50%-51%-53%. See below for continued implementation of the plan proposed in 2014-15.

**III.D Departmental Equity Planning and Progress:** There has been a conscious effort on the part of faculty to do one-on-one "check ins" (by email and in-person) with enrolled African American students, especially when lapses in attendance occur. Full-time faculty have had conversations among themselves regarding these students, and have also included Dean Norte in some of these communications.

The department's yearly scheduling of courses continues the SPAN 1-2-3 cohort system that allows students to stay within the same block of time and days of the week AND continue with the same instructor. This has allowed instructors to conduct early interventions with at risk students and to establish/foster individual student progress and retention.

The department's website continues to provide information for prospective and current students, especially in the area of planning their Spanish coursework (given that some of our courses are only offered once a year).

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** 0

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** 0

**V.A Budget Trends:** Please refer to Dean's summary for the IIS Division.

**V.B Funding Impact on Enrollment Trends:** Please refer to Dean's summary for the IIS Division.

**V.C.1 Faculty Position(s) Needed:** Growth

**V.C.2 Justification for Faculty Position(s):** Given the limited success rate (72%) of the department's growing Latino population (now at 39% from 33% in 2014-2015), we continue to request a faculty member that will focus entirely on designing and implementing Spanish curriculum for native speakers, a track which we currently don't offer. Currently our Latino students enroll in SPAN 1 (where they don't fit in) or in a few cases, they enroll in higher levels, but seldom succeed.

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s):** The department has experienced a sharp increase in clerical work related to:

(1) the adoption of a new textbook for SPAN 1-2-3-4 (fall 2016),

(2) pre-requisite clearance inquiries/processing and administration of placement exams.

As a result of (1) above, there is now a need for time-consuming, quarterly scheduling of student training sessions at the LARTS lab for each section offered by the department. With regards to (2) above, the department is hoping to extend the placement exam protocol to include all incoming



Spanish students. Staff assistance is needed for signing in students and proctoring them while they take the department's online placement exam, whether it be at the LARTS ATC lab, the Open Media Lab, the Media Learning Center, or at the Placement Testing Lab (Office of Assessment). Having a student intern or staff member to handle some of these clerical duties would free up a significant amount of time for the department chair and the remaining two FT faculty to engage in the much needed "catching up" with SLO work as well as training and classroom evaluation of PT faculty.

**V.E.1 Equipment Requests:** No Equipment Requested

**V.E.2 Equipment Title, Description, and Quantity:**

**V.E.3 Equipment Justification:**

**V.F.1 Facility Request:**

**V.F.2 Facility Justification:**

**V.G Equity Planning and Support:**

**V.H.1 Other Needed Resources:**

**V.H.2 Other Needed Resources Justification:**

**V.J. "B" Budget Augmentation:**

**V.K.1 Staff Development Needs:**

**V.K.2 Staff Development Needs Justification:**

**V.L Closing the Loop:** The four computers (2 laptops & 2 desktops) that were received in April 2016 to administer placement exams for pre-requisite clearance have been very useful. The laptop computers are kept in the department chair's office, and they allow for two students to take the exam simultaneously without interfering with the use of the department chair's own computer. The two desktop computers are housed in MCC and have been used on several occasions as well.

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**APRU Complete for 2016-17:** Yes

**#SLO STATEMENTS Archived from ECMS:** 4

