

**EL CAMINO COLLEGE
COMPTON COMMUNITY EDUCATIONAL CENTER
TRENDS AND PROJECTIONS FORM**

ACADEMIC UNIT (DISCIPLINES/PROGRAMS) PLANNING OUTLINE

III Program Review Step-by-Step Content

1. Overview of Program - Spanish Department

a) A complete description of the program/department.

Presently the foreign language department consists of only Spanish, the only foreign language presently taught. Until recently, the Spanish department was part of the ESL Foreign Languages Division. As such, the department offered 4 levels of Spanish grammar (Span 1, 2, 3, & 4), 2 levels of conversational Spanish (Span 6 & 7), Bilingual Bicultural Education Certificate Program (Span 1, 2, 3, 4, 6, 7, 10A & B, Span 14 & Span 15) and several levels of Honor Spanish courses. In 2007-08 academic year the Spanish Department became part of the Humanities Division. Presently, the department offers 6 levels of Spanish grammar language acquisition (Span 1, 2, 3, 4, 5, & 6), conversation (Span 21 ab and Span 22ab), culture, and literature, Spanish for Native Speakers, Independent Studies, and Supervised Tutoring.

In 1970 the Foreign Language department added a new program to the Spanish department and began to participate in the College Abroad Program for students who wanted to truly learn the language by immersing themselves in the Spanish culture and language in a Latin country; or for those who needed Continuing Education Units to maintain their credential. The students had the opportunity to enroll in the classes which were given in a Spanish-speaking country such as Mexico, Costa Rica or Spain. The program included Span 1-4, Culture of Latin America, Span 14, and Honor Spanish –Span 9a-9d.

In 2003 the college investigated the possibility of changing the venue. The idea was to expose students to a closed society and its people, its culture, and its music, while in the process of learning Spanish. The new opportunity was opened and the venue was changed. For the

next 3 years Cuba became the Latin country of choice to study Spanish and the college took more than 50 students to study Spanish in Cuba in the University of Havana and throughout the island. The program was extremely successful and popular for the three years we were licensed to travel to the island. By popular demand the program will be reactivated for the summer session 2010 or the winter session of 2011.

Spanish classes maintain high enrollment with an average of 25-30 students, especially Spanish I - in both day and evening sections –since it meets the general requirements, major requirements, and transfer requirements.

The Spanish Department seeks to provide a sound and equitable language program for a diversified for a diversified student population so that students can attain their educational and vocational goal and be productive members of their community.

b) Information on degrees/certificates offered.

The Spanish Department provides native, limited and non-proficient Spanish speakers with an integrated curriculum designed to develop and strengthen basic reading and writing skills and oral fluency in Spanish and the acquisition of Spanish as a foreign language.

The Spanish department had not offered a degree in Spanish prior to 2007 even though it had been previously recommended. However, a request from students and the department for the implementation of an A.A. degree in Spanish was submitted to the Curriculum Committee and it was approved, however, very few students have declared Spanish as a major due to lack of information. All course offerings will promote attainment of our Associate of Art degree or transfer to a four-year postsecondary institution.

c. Status of previous recommendations

The ESL/Foreign Languages division had its Program Review in 2005. At that time several recommendations were made. Unfortunately very few, if any of these recommendations have been implemented.

1. Implement an A.A. degree in Spanish.

Status: This recommendation has been met. In 2007-08 the program was developed and presented to the Curriculum Committee, Academic Senate and Board for implementation. The college now offers an A.A. in Spanish.

2. Develop a program revenue and cost for the Spanish department

Status: The Spanish department has no access to revenues vs cost information, nor does it have its own budget.

3. Provide technology in the classroom

Status: This goal has not been met.

4. Improve communications between faculty and counselors

Status: The effort has been made and the goal partly met, however, much more needs to be done.

5. Improve facilities and equipment

Status: This goal has not been met. The department or the school, for that matter, has no smart classrooms; the equipment used by faculty such as TVs, projectors, laptops and copiers are bought by the faculty and brought to the college during the semester as needed.

6. Provide support staff

Status: At times we have student workers, however, no actual support staff has ever been provided for the Spanish Department.

7. Improve service and communications with the Learning Resource Center staff regarding tutoring and additional hours and tutors needed for evening classes.

Status: In progress

2 Analysis of Institutional Research Data
Include:

**Course Grade Distribution and
Success/Retention Rates**

Term: Fall 2006 - Fall

2008

Program:

Spanish

Fall 2006

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate		Retention Rate
												Only Completers	All Students	
SPAN-1	31	21	12	0	11	0	0	0		33	108	85.3%	59.3%	69.4%
	28.7%	19.4%	11.1%	0.0%	10.2%	0.0%	0.0%	0.0%	0.0%	30.6%				
SPAN-2	6	7	2	0	2	0	0	0		5	22	88.2%	68.2%	77.3%
	27.3%	31.8%	9.1%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%	22.7%				
Spanish Total/Avg	37	28	14	0	13	0	0	0	0	38	130	85.9%	60.8%	70.8%
	28.5%	21.5%	10.8%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	29.2%				
Division Total/Avg	106	119	84	300	58	52	0	119	0	378	1,216	72.7%	50.1%	68.9%
	8.7%	9.8%	6.9%	24.7%	4.8%	4.3%	0.0%	9.8%	0.0%	31.1%				
College Tot/Avg	1,531	1,333	1,093	364	393	323	100	141	0	2,281	7,559	83.4%	57.2%	69.8%
	20.3%	17.6%	14.5%	4.8%	5.2%	4.3%	1.3%	1.9%	0.0%	30.2%				

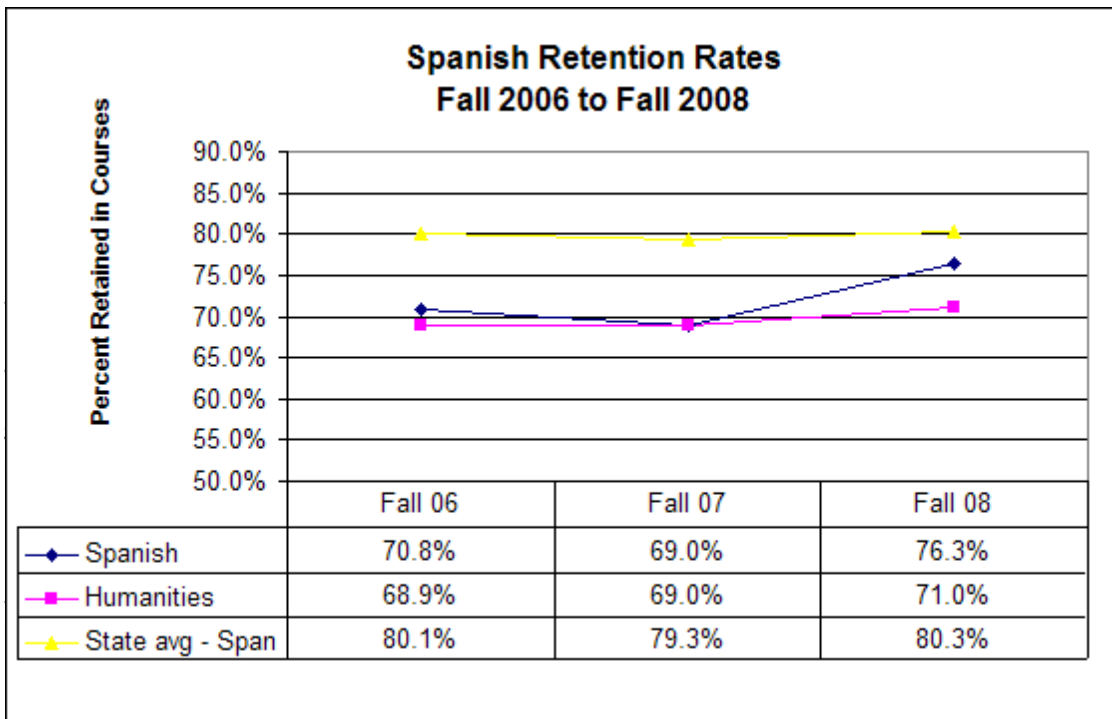
Fall 2007

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate		Retention Rate
												Only Completers	All Students	
SPAN-1	36	15	12	0	1	1	0	0	6	29	100	96.9%	63.0%	65.0%
	36.0%	15.0%	12.0%	0.0%	1.0%	1.0%	0.0%	0.0%	6.0%	29.0%				
SPAN-2	11	13	5	0	0	0	0	0	0	8	37	100.0%	78.4%	78.4%
	29.7%	35.1%	13.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	21.6%				
SPAN-3	2	1	1	0	0	0	0	0	0	1	5	100.0%	80.0%	80.0%
	40.0%	20.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%				
Spanish Total/Avg	49	29	18	0	1	1	0	0	6	38	142	98.0%	67.6%	69.0%
	34.5%	20.4%	12.7%	0.0%	0.7%	0.7%	0.0%	0.0%	4.2%	26.8%				
Division Total/Avg	114	113	96	402	46	48	1	190	64	390	1,464	71.9%	49.5%	69.0%
	7.8%	7.7%	6.6%	27.5%	3.1%	3.3%	0.1%	13.0%	4.4%	26.6%				

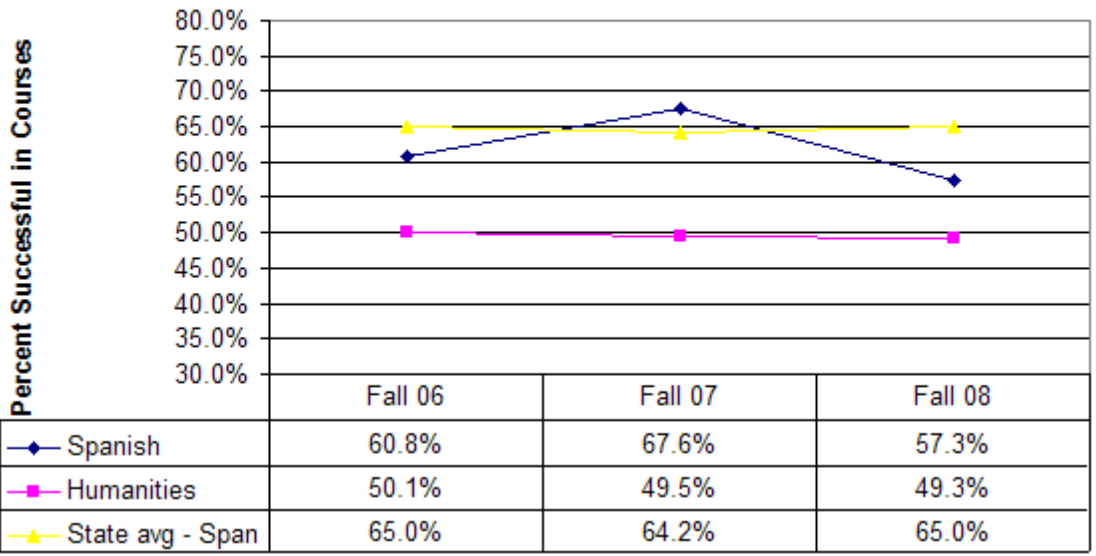
College Total/Avg	1,761	1,840	1,586	484	402	400	43	213	645	2,288	9662			
	18.2%	19.0%	16.4%	5.0%	4.2%	4.1%	0.4%	2.2%	6.7%	23.7%		84.8%	58.7%	69.6%

Fall 2008

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate		Retention Rate
												Only Completers	All Students	
SPAN-1	53	22	17	0	7	31	0	0	7	35	172			
	30.8%	12.8%	9.9%	0.0%	4.1%	18.0%	0.0%	0.0%	4.1%	20.3%		70.8%	53.5%	75.6%
SPAN-2	8	4	5	0	2	0	0	0	2	4	25			
	32.0%	16.0%	20.0%	0.0%	8.0%	0.0%	0.0%	0.0%	8.0%	16.0%		89.5%	68.0%	76.0%
SPAN-4	11	1	0	0	0	0	0	0	1	1	14			
	78.6%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%		100.0%	85.7%	85.7%
Spanish Total/Avg	72	27	22	0	9	31	0	0	10	40	211			
	34.1%	12.8%	10.4%	0.0%	4.3%	14.7%	0.0%	0.0%	4.7%	19.0%		75.2%	57.3%	76.3%
Division Total/Avg	151	157	108	607	64	115	1	270	153	448	2,074			
	7.3%	7.6%	5.2%	29.3%	3.1%	5.5%	0.0%	13.0%	7.4%	21.6%		69.5%	49.3%	71.0%
College Total/Avg	2,395	2,241	1,706	842	661	845	36	348	893	2,833	12,800			
	18.7%	17.5%	13.3%	6.6%	5.2%	6.6%	0.3%	2.7%	7.0%	22.1%		79.5%	56.1%	70.9%



Spanish Success Rates Fall 2006 to Fall 2008

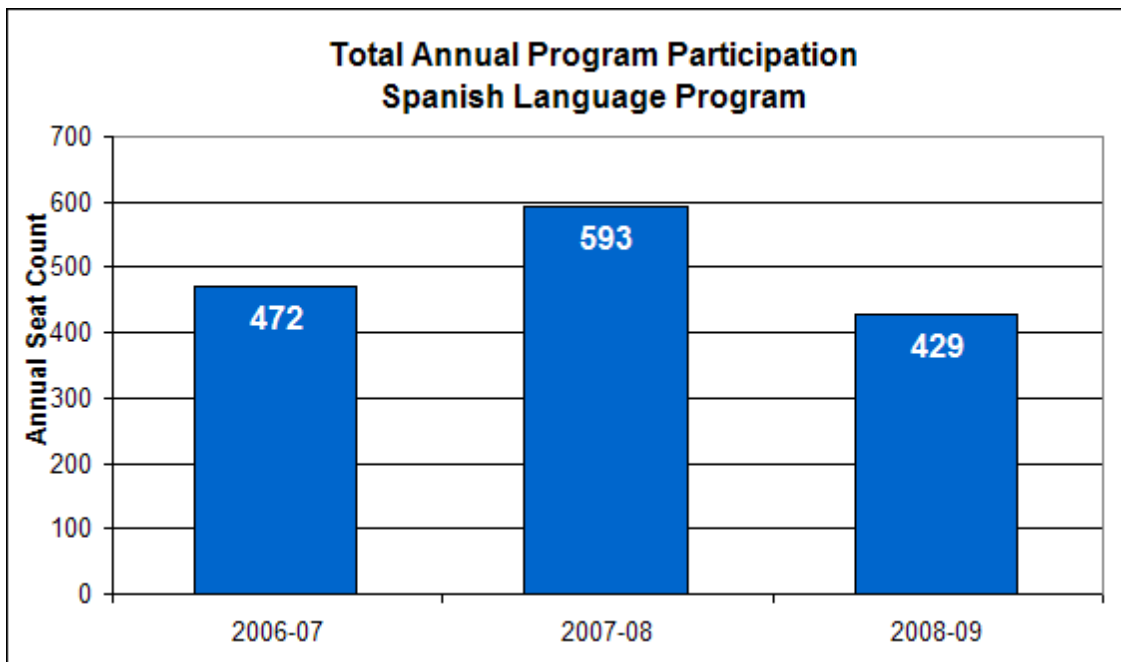


Total Annual Program Participation (2-year Trend)

Years: 2006-07 through 2008-09

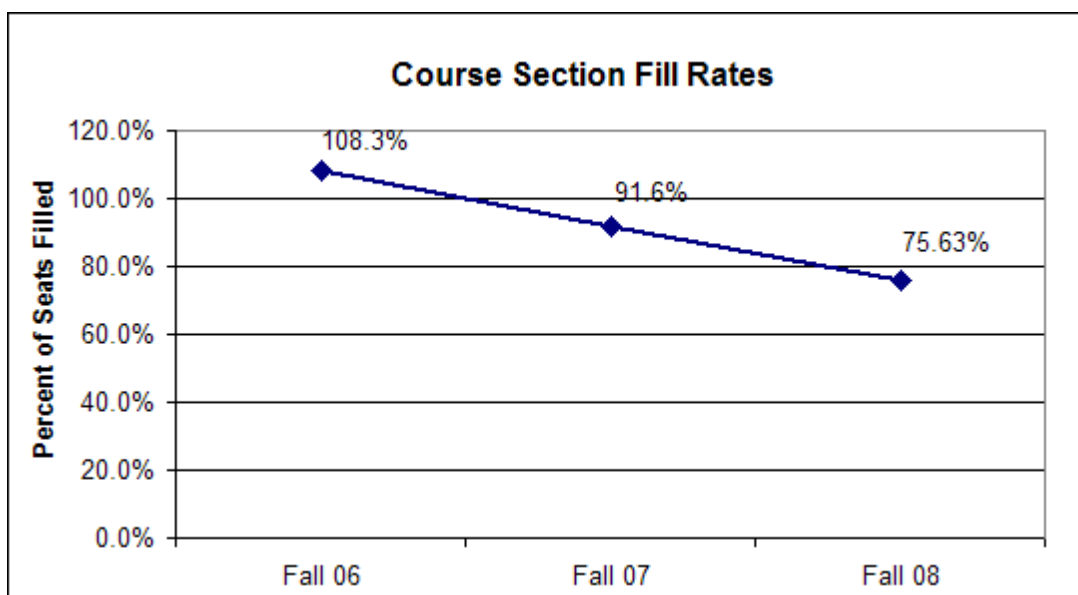
Program: Spanish

	2006-07	2007-08	2008-09	3-Yr Avg
Annual Seat Count	472	593	429	498



Course Fill Rates

	Fall 06	Fall 07	Fall 08	Fall 09
	108.3%	91.6%	75.63%	0.0%



SOURCE DATA:

Student Counts

	Summer	Fall	Winter	Spring	Total
06-07	129	130	56	157	472
07-08	191	142	70	190	593
08-09	218	211			429
					0

Seats Available

	Fall
06-07	120
07-08	155
08-09	279

3 Curriculum-Course, Content, and Articulation

List:

- a) All of the Spanish courses were reviewed in November, 2005 by the curriculum committee. Courses with low enrollment or not offered the last 3 years were deactivated.
- b) As mentioned before, the demographics plays an important roll in decisions made as to courses offered. The population of Hispanic heritage students born in the United States has increased tremendously. Also the influx of students who have not had formal education in Spanish has increased as well. Consequently, the Spanish for Native Speakers classes were designed. With the implementation of the A.A. degree in Spanish, students are now more interested in majoring in Spanish and the Span for Native Speakers classes are intricate parts of the program.
- c. The department is also researching the level of interest for French classes. Depending on its finding we will request for the inclusion of French to our program in the near future.

One suggestion is the creation of Spanish for the professions courses such as social services, teaching, business and medical. The college already has a two-semester Spanish for the Medical Personnel course. This course however, has not as yet, been included in the nursing program curriculum.

- d) Since courses that had not been offered at least during the last four years were already deleted, there are no plans to delete any more courses at present.
- e) The only course in the process of revision is the Spanish for Medical Personnel to include SLO's. This will be accomplished by the end of the fall semester.
- f. It has been recommended that the Department add French as a choice for those students interested in a language other than Spanish.

4 Student Learning Outcomes (SLO)

The Foreign Language Department of the Humanities Division has established SLOs for the Spanish language through level taught by full-time instructors. The SLOs are included on all syllabi for these courses. Assessment has not been completed yet. The student writing sample for level II has been done. Levels III and IV will begin in 2010-2011 of all students.

List:

- a) SLOs for each course in the discipline

Spanish I – Elementary Spanish 1

By the end of the semester students will be able to

- A. Use and pronounce expressions of courtesy and greetings correctly. Describe himself and others. Exchange phone numbers, e-mail, addresses, and birthdays.
- B. Talk about where they are going, activities related to university life, class schedule, and correctly use the present indicative.
- C. Describe the family using correct vocabulary; tell and ask age using the right form of the verbs *ser* and *tener*. Describe mental and physical conditions using the correct form of *be*.
- D. Communicate likes, dislikes, desires, preferences using the present in simple conversations. Ask for quantities, prices, and

dates. Order foods in restaurants and supermarkets using the vocabulary learned.

- E. Use the correct form of verbs to describe an action in progress; elicit information on future actions; describe the weather and the seasons, and talk about hobbies, pastimes, and activities.
- F. Practice actions in the past using the preterit; utilize the correct verb form to describe how actions take place; recognize and use the three different forms of the verb to be in Spanish. Describe the different job-related issues and professions.

Spanish II – Elementary Spanish 2

By the end of the semester students will be able to:

- A. Talk and write about daily routines; describe how actions take place; and talk about actions in the past using reflexive verbs, adverbs, the preterit of regular verbs, and direct object pronouns.
- B. Recognize prepositions and pronouns with prepositions; demonstrative adjectives and pronouns; the preterit of stem-changing verbs; and indefinite and negative words
 - 1. Talk about places and things in the city
 - 2. Carry out transactions at the post office and the bank
 - 3. Talk about actions in the past
 - 4. Express negation
- C. Use possessive adjectives and pronouns; recognize the preterit of irregular verbs; indirect object pronouns; combined direct and indirect object pronouns in sentences
 - 1. Describe and purchase clothing
 - 2. Indicate and emphasize possession
 - 3. Indicate to or for whom something is done

- D. Identify and correctly use the (*Ud./Uds.*) commands; the imperfect; the preterit vs. the imperfect; and time constructions with *hacer*.
1. Discuss health and related ailments
 2. Identify parts of the body
 3. Ask questions about physical conditions and ailments
 4. Describe persons, places, and actions in the past
 5. Indicate how long an action has been going on or how long ago it happened.
- E. Differentiate and correctly use the present and past perfect; comparisons of equality and inequality; and the (you) commands.
1. Use commands in informal situations
 2. Talk about household chores
 3. Describe a house or an apartment and its contents
 4. Talk about what has or had happened
 5. Make **comparisons**

Spanish III - Intermediate Spanish 3

By the end of semester, through lectures, group discussions, homework, projects, and dialogs, students will be able to:

- A. Use verbs in all its tenses in the present indicative.
- B. Increase general reading and thinking skills through word analysis and systematic vocabulary development.
- C. Read, comprehend, and discuss short essays and articles.
- D. Clarify and ask for clarification, express and understand opinions, narrate an understand narration in the present, past and future indicative.
- E. Identify state and understand feeling and emotions using the moods and tenses that express them.
- F. Clearly identify and write correctly the words that lend themselves to confusion.
- G. Express action, situations and moods in the future and conditional tenses.

- H. Properly use the imperfect and passive voice in verbal and written communication.
- I. Use the subjunctive correctly when using phrases requiring the subjunctive.
- J. Apply learned concepts across the curriculum.
- K. Analyze and paraphrase short essays, articles, and short stories.
- L. Converse with native speakers, read and write essays and short stories within the limits of vocabulary and structure studied in class.

Spanish IV – Intermediate Spanish 4

By the end of the semester students will be able to perform the following skills:

- A. Increase general reading and thinking skills through reading comprehension, word analysis, fluency and systematic vocabulary development, literary response and analysis.
- B. Develop an interest in words and reading, both for personal enjoyment as well as educational purposes.
- C. Recognize the value of being reflective thinkers.
- D. Practice learned concepts and apply them across the curriculum.
- E. Combine academic resources to deepen the value of your leaning experience.
- F. Participate in shared learning, open communication, and respect for each other's ideas and experiences.
- G. Analyze key themes in novels and poems.
- H. Analyze main characters and settings and how they are crucial to the novel's development, analyze the behavior of the characters, recognize the cultural values, and analyze the literary myths of a certain culture.

- I. Analyze the text as an example of a particular genre (tragedy, comic, epic, detective story).
- J. Analyze the gender and their roles in society.
- K. Explore a cultural analysis or historical
- L. Examine the biography of the author's creative process.

Spanish 5 – Advanced Spanish I
IN PROGRESS

Spanish 6 - Advanced Spanish 2
IN PROGRESS

Spanish 21 ab & Spanish 22ab - Conversational Spanish

Upon completion of the course, students will be able to demonstrate the following skills:

- A. Through preparation and classroom participation, students will improve their ability to communicate and exchange meaningful information with native Spanish speakers.
- B. Use the correct vocabulary in oral communication.
- C. Exchange information about themselves, their family and friend, their daily activities, their classes, their work, their plans for the future, and what they want others to do and what others want them to do.
- D. Use correct verb/noun agreement, gender, number and formal and informal Spanish.
- E. Utilize all of the above skills when communicating with native speakers.

– Intermediate Conversational Spanish

Spanish 52A&B - Spanish for Native Speakers
IN PROGRESS

- b) Courses with Assessments
IN PROGRESS
 - c) Description of changes resulting from assessment of the courses
IN PROGRESS
 - d) Program certificate and degree SLOs and manner of assessment
IN PROGRESS
 - e) Results of the Assessment
IN PROGRESS
 - f) Recommendations (where applicable)
5. Facilities, Equipment, and Technology
List:
- a) Facilities, equipment, and technology used by the program/department

Need improvement
 - b) Adequacy and currency of these facilities, equipment, and technology and
Unfortunately our facilities are not up-to-date. We DON'T have smart classrooms. We can't use DVDs, overhead projectors, power point, or any other advance technology in the classrooms without having to carry equipment to the classroom. The equipment we use in our classes (Ms Maradiaga and I) such as television, overhead projector, CD players, tape recorders, printers and laptop are our own personal property and we must bring them from our homes when needed. The language classrooms must be equipped with the appropriate equipment and technology so that videos and DVDs can be used in the classrooms as needed to enhance the students' learning process.

In 2005 with a Title III grant the Language/Reading/Writing Lab was established and fully operational, staffed and equipped with state of the arts equipment, programs and software. The language Lab was used by ESL, Reading, Writing and Spanish students. Students in the Spanish classes demonstrated a marked improvement in their learning outcomes by having access to the support in the lab. That is no longer so and Spanish classes can not use the lab as part of the class (the reason is still not clear to me).

Consequently, it is imperative that the language classrooms, and all classrooms for that matter be set as smart classrooms so that the technology can be use in the classroom as a teaching tool, accessing the information available on the web while in the classroom and to use power point presentations and other important uses.

- c) Immediate needs of facilities, equipment, and technology
THE NEED IS IMMEDIATE

The Language Lab is a vital and necessary tool for all students. The Lab is an intricate part in aiding the student in the effort to acquiring a second language. The Lab is used by students for listening drills, pronunciation, reading and writing and it is closely related to the textbook and assignments. A lot of our students don't own a personal computer making the Language Lab the only resource they have to practice, complete, and print their assignments. Without the lab student success rate would be much lower and students would struggle with the language acquisition and a lot would quit in frustration. The El Camino College Compton Center is here to empower, retain, educate and transfer students, not to drive them away. The Language Lab is a very much needed facility that can help enhance, ease, and empower students' educational experience and lives while at this college.

d) Long-range needs in these areas

6 Staffing

Examine:

a) Current Staffing

The Spanish Department is staffed by two full-time and three part-time faculty members who teach all levels of Spanish. Most of the evening classes are taught part-time faculty with one of the full-time faculty teaching some evening classes as well.

b) Program/Department's current needs

The student population is older than the average college population. Our students are parents, single parents, and adult workers. Consequently, the Spanish Classes must be provided morning, afternoon and evening.

The demographics in Southern California, the location of the college and its proximity to countries south of the border, as well as hiring and employability enhancement more and more bilingual employee's guarantees that interest in leaning Spanish will continue. Consequently, students born in Spanish speaking countries or those born in the US of Latin heritage, as well as those student who are truly interested in learning and becoming bilingual are researching the possibilities of specializing in Spanish and be bilingual to enhance their employability.

c) Program/department's future needs

The Spanish classes maintain high enrollment within average class size of 35 students, especially in the evening section. The last two years enrollment in the Spanish I classes have exceeded 50 students; consequently, new sessions have been added to meet that need. If this trend continues it is probable that the program will need more sessions and another full-time faculty to meet the influx.

d) Recommendations (where applicable)

The needs in the Compton Educational Center are as urgent as on the main campus, in some instances more so.

1. Technology

Computers need to be upgraded regularly to be able to run the latest software

As soon as a computer crashes it needs to be replaced immediately. Computers should not be left in the lab if they don't work.

New language software is needed

Full-time language professors need access to upgraded and new computers for their professional use in order to run new software and keep up with new technology.

2. Foreign Language Lab

There must be a Foreign Language Lab accessible and available from morning to evening Monday through Friday to accommodate day and evening students.

The Foreign Language Lab must be an integral and mandatory component of Spanish and professors must have the ability to access the computer lab with their classes as part of the course.

Instructors will need more technology training in order to use new software programs efficiently as well as be able to instruct students in technology.