Spanish 1 Consistency Project: Statistics/Establishing Content Workshop
March 6, 2015

In attendance:
Tom Lew, Elise Geraghty, Argelia Andrade, Alicia Class, Bernie Rang, Andrés Moina, Maria Barrio de Mendoza, Silvia Ribelles de la Vega, Irma Hernández, Yolanda Cuesta, Roberto Jiménez, Margarita Talavera Hoferer (workshop leader), Axa Maradiaga, Claudia Prada, Juan Tavarez.

 Topic 1: **What does the teaching of Spanish mean for our College and our students?**

The following are the Spanish 1 enrollment numbers:

* Enrollment for Spanish 1, Fall 2013-14 (number of students 682):

Fall 2014	Spring 2015
Students enrolled: 631	Students enrolled: 446

* Highest Enrollments in the College:
  1. English 1A
  2. English A
  3. Psyc-5
  4. Chem. 1
  5. Math 80
  ……..
  19. Spanish

* The success rate in Spanish was 59%, (vs. the overall success rate of 67.9 %)
* The persistence rate (retention) was 73.6%, (vs. the overall retention rate of83%)
* African-American students enroll in the following courses more than in any other courses:
  1. Math 150
  2. Math 40
  3. Business 1A
  4. Spanish 1
  5. Math 80

* That means that our Spanish 1 course serves African-American students more than any other course in the Humanities Division. For our Latino population, this course is number 23. It is number 7 for white students. This course does not appear in the top 25 courses for Asian American students.
* Other data presented has been attached to these minutes (other attached documents).

Topic 2: A discussion for establishing course content for consistency

* The official Spanish 1 syllabus COR (Course Outline of Record) was presented (see attachments).
* Suggestions for improvements of the official Course Outline of Record was presented:

a) **Section II. Letter B Methods of assessment listed**. Outcomes and Objectives: Course Student Learning Objectives of the course outline, a revision to item #4 is suggested. It is also suggested that we delete the phrase "other (specify)".

b) **Section IV. Primary Method of Evaluation and Sample Assignments**
   Letter C College-Level Critical Thinking Assignments
   Both assignments listed need to be changed because their contents belong to Vistas Lesson 8 which is not included in Span 1: compare and contrast.
   Should be replaced by these two sample assignments:

   1. Answer these questions in Spanish:

   DISTINGUIR ¿Cuál es la diferencia entre "bañarse" y "ducharse"?
   ANALIZAR ¿Por qué es importante cepillarse los dientes?
   CATEGORIZAR (priorizar) Explica qué haces -y en qué orden- antes de desayunar/salir de casa por la mañana.
   ESTIMAR ¿Qué pasa cuando no te peinas/maquillas antes de salir de casa?

   2. Given a picture, students have to decide what happened before the action presented in the picture and what it is going to happen afterwards (Distinguir, Solucionar, Analizar, Componer, Expresar,etc.)

c) **Section VI. Primary Method of Evaluation and Sample Assignments**: Typical Assignment Using Primary Method of Evaluation. Adding the following items was suggested:
   > Work outside of class
   > Supersite
   > Foreign Language Lab

- It was suggested that a survey be passed out to assess language lab use and to argue for more hours (more funds) to operate the language lab, particularly in the evening hours. In the meantime, instructors could ask for a language lab key so that they can take their classes into the lab during evening hours.

- A brief discussion of class texts and materials took place. It was agreed that all instructors use the *Panorama Supersite Plus, version 3.0 (online component)*. Foreign Language Lab offers support to any instructor who needs help setting up their Supersite account, including evening instructors.

Topic 3: A discussion of the Teaching Spanish 1 Survey

The following are the results from the survey titled "Quick Survey – Teaching Spanish 1":

Question 1: Approximately what percentage do you generally spend/allocate in teaching of the following components per Vistas lesson?
> Grammar, 27%
> Vocabulary, 17%
> Speaking/ Listening, 17%
> Writing, 16%
> Culture, 12%
> Reading, 11%

Discussion: A Panorama Textbook content breakdown was presented. Clearly, all instructors felt that emphasizing grammar, vocabulary, and use of language (speaking/ listening) were the

most important components of Spanish 1 instruction. The following additional were items discussed and agreed upon:

  a) Every lesson should have a written component.
  b) Every lesson should have an oral component (suggestion: should it be "recorded" using Panorama Supersite)
  c) There should be at least one cultural reading included in every lesson.

Question 2: Please mark the categories you use and find most useful in the Panorama Supersite.

  Homework /Practice, 30%
  Quizzes/ Tests, 7%
  Writing Assignments, 18%
  Others, 18%
  Oral Assignments, 15%
  Gradebook, 19%
  All of the above, 19%

Question 3: What challenges do you usually face in your Spanish 1 class?

  Bored native speakers, 17%
  Lack of preparation for class, 13%
  Attendance, 12%
  Mixed language levels, 12%
  Use of electronics/technology, 10%
  Lack of prerequisite, 9%
  Lack of linguistic capability, 8%
  Discipline, 8%
  Students with psychological problems, 8%
  Others, explain, 3%

Discussion:

- It was suggested an increased number of Spanish for Native Speaker classes available to address the #1 challenge for instructors (Bored native speakers, 17%). It was briefly discussed that we also have to change our curriculum to allow for this class to count as *foreign language.* All surrounding colleges, including those in the LACCD and Santa Monica College count this class as a *foreign language*. This would be one way to encourage native speakers to take a class that is better suited for their needs.
- A suggestion that was made to address the #2 challenge for instructors (Lack of preparation for class, 13%) was to ask for more Supersite (online component of Textbook) grace periods for Supersite to be used from the beginning so that students who can't afford the book and/or who have issues with their financial aid disbursement don't fall behind.
- A third suggestion that was made that addressed *mixed language levels, 12%*, was that we have placement tests managed by the Testing Center was suggested.

Question 4 (When you find a misplaced student because of language level, what do you currently do? Do you have any suggestions for how to redirect these students to more appropriate placement?)

Discussion:

- There was a brief discussion of where students can find information on credit by exam. It was suggested that we increase the number of evening classes offered.

- Again, the topic of having more Native Speaker classes was brought up and extensively discussed, along with the suggestion to do whatever necessary to make it into a class that fulfills the foreign language requirement.

Question 5 (If you are teaching or have taught Spanish 2, what are the challenges or academic deficiencies you have noticed in your students?)

Discussion:
The following were the most salient discussion items:
 a) Students starting Spanish 2 with very little vocabulary retention (from Spanish 1).
 b) Students reporting that they only covered chapters 1- 5 in Spanish 1.
 c) For the instructor: it is challenging to cover all the cultural information included in the chapters.
 d) Students who come into Spanish 2 from other institutions are not well-prepared for this class.
 e) Students who come into Spanish 2 from other high school are not well-prepared for this class.
 f) Students who have taken a break between Spanish 1 and Spanish 2 are not well-prepared.

Topic 4: **Closing remarks**

Given that our discussion was very productive, we did not get to address Agenda Item #4 (Spanish 1 SLO results, evaluation, and need for effective and consistent assessment tools). Thus, the item will be discussed during our next meeting. See attachments (SLO grid).