Instruction

Section 1: Program Information

Catalog Description

 The Foreign Languages Department offers proficiency-based instruction in listening, speaking, reading, and writing in Spanish, French, German, Chinese, Sign Language, Italian and Japanese. The study of each language includes: - vocabulary, -grammar, -syntax, -pronunciation, and-cultural and historical understanding. Intermediate-level courses include a literature component. Courses combine classroom lectures, guided practice, and language activities with individual work conducted online. Foreign language courses lead to an associate degree for transfer in Spanish, and support completion of associate degrees in language arts, liberal arts - humanities and social sciences.

Faculty/Staff – List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year. (prepopulated, editable)

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The Foreign Languages program supports the college's mission by providing quality education via safe experiential learning. Students are given real world exercises to learn how to speak, write, read and understand each of the foreign languages offered in our program. Such assignments include cultural awareness and celebrating various cultures that are researched included in their essays and presentations.

We hold ourselves accountable through measurable learning outcomes discussed in our department meetings, SLOA meetings, and assignment surveys. Students are surveyed after every assignment to align with SLOAs. These surveys help with data and help drive material delivery decisions for student achievement. The advisory board meetings, architecture conferences, networking, and market data help drive curriculum related decisions.

Section 3: Course Curriculum

Curriculum Table (prepopulated, noneditable)

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years?:

Yes, each Course Outline of Record (COR) for the Spanish discipline has been reviewed by the Curriculum Committee within the past six years, in alignment with Title 5 requirements and institutional policy. This **six-year curriculum review cycle** ensures that course content, student learning outcomes, prerequisites, and methods of instruction remain current, relevant, and pedagogically sound. It also supports ongoing compliance with accreditation standards and maintains the integrity of articulation agreements with CSU and UC systems.

SPAN 101 – 2020-10-09

SPAN 102 – 2020-10-09

SPAN 127 – 2019-10-17

SPAN 130 – 2021-05-07

SPAN 140 – 2023-11-16

SPAN 141 – 2023-11-16

SPAN 201 – 2024-12-21

SPAN 202 – 2020-11-05

SPAN 210 – 2020-09-10

SPAN 211 – 2020-09-10

- Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?

  Prerequisites for Spanish courses are regularly reviewed through the curriculum process to ensure they remain pedagogically sound and appropriately sequenced. This review process also ensures that articulation agreements are upheld and that course pathways support successful transfer, particularly to CSU and UC systems. Prerequisite validation takes into account both student readiness and alignment with the expectations of upper-division coursework at four-year institutions.

- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?

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Course Listings and GE Approvals

Below is a summary of Spanish (SPAN) courses with unit values and their corresponding CAL-GETC (GE) area approvals:

Course	Title	Units	Cal-GETC
SPAN 101	Spanish I	5.00	
SPAN 101H	Spanish I – Honors	5.00	
SPAN 102	Spanish II	5.00	3B
SPAN 102H	Spanish II – Honors	5.00	3B
SPAN 127	Spanish Civilization *(Same as HUM 127)*	3.00	3B, 4F
SPAN 130	Latin American Culture and Civilization *(Same as HIST 130)*	3.00	3B, 4F
SPAN 141	Intermediate Conversational Spanish	3.00	

SPAN 201	Spanish III	5.00	3B,
SPAN 201H	Spanish III – Honors	5.00	3B,
SPAN 202	Spanish IV	5.00	3B,
SPAN 210	Intermediate Spanish for Spanish Speakers I	5.00	3B,
SPAN 211	Intermediate Spanish for Spanish Speakers II	5.00	3B

Cal-GETC Status

With the exception of **SPAN 101** and **SPAN 141**, all SPAN courses listed above are approved for **Cal-GETC** under the **Humanities area**. These courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious, and cultural significance. They are intentionally designed to foster intercultural competence and a broader understanding of the Spanish-speaking world.

Language Other Than English (LOTE) Requirement

While **SPAN 101** and **SPAN 141** are not currently Cal-GETC approved, both fulfill the **Language Other Than English (LOTE)** graduation requirement at various University of California (UC) campuses. These foundational language courses are crucial for students' beginning levels.

- Formats (modality type, course length, evening/weekend, noncredit, etc.): We believe that Foreign Language, asynchronous online courses have made it possible for people in the community to take our courses. The feedback has been very positive. We should study the possibility of teaching non-credit online asynchronous courses as well as in person courses.

- Are there any limitations preventing timely progress toward educational goal attainment?

  There are no limitations preventing timely progress toward educational goal attainment per ongoing conversations with students.

  To facilitate timely progress toward educational goal attainment, the Foreign Languages Department offers various modalities such as Online, Hybrid and Traditional On-Campus Classes. We also offer the option of flexible schedules such as 6-week, 8-week or 16-week semesters to meet our students' needs in attaining their goals.

Section 4: Student Success Data

Power BI Dashboard
https://app.powerbi.com/view?r=eyJrIjoiNWM1NmRkOGQtOThiMC00NzZiLThmNjctNWM1YTE4ZTA1Mz
M3IiwidCI6IjEzNDNjNTk0LTBmNzYtNGY1ZS04NWEwLTdhYTcxNTIyMGZkYyIsImMiOjZ9

Review and write about the data on student success, retention, degrees, certificates, and transfer.

- How does your program compare with college-wide data?

The retention rate of the Foreign Languages Department is 84% while the college wide retention rate is 91%. The success rate in the Foreign Languages Department is 58% and the college has a higher rate of 74%.
Our courses need a level of commitment and study skills that has seen a serious decline during and after the pandemic.

- Compare performances within your program to those of the collegewide data.
   Please see above.
   The retention rate for Fall 2023 college wide was:
   91% for hybrid courses
   89% for online courses
   94% in traditional courses

   In the foreign Languages department, we have
   94% for hybrid courses
   82% for online courses
   85% for traditional courses.

   We are pleased that our hybrid courses are doing better than the Campus wide rate. Research has consistently shown that foreign language courses have a higher attrition rate than other humanity courses; as do other skill-based disciplines, for example, mathematics. In view of this, we believe ongoing faculty training should be a priority to enable the highest quality online course offerings.

   In order that we continue to see a growth in our success rate, we are working in conjunction with the Tutoring Center, to highlight resources available to our students, thereby improving our success and retention rates.

- Write about any notable equity gaps in performance.

Women tend to do better in Foreign Language courses according to the data. We have begun to focus our attention on this ongoing trend. We realize we need to better our efforts here.   To balance the gap, we are researching ways in which we can stabilize gender bias. For example, in the future, perhaps working with the Counselling, Nursing, Administration of Justice, Business and Tecnology Departments, we will be able to create a space wherein students can be mentored in these fields with professionals who need the bilingual skills a Spanish-speaker can offer and thereby create accessible opportunities for future employment. If working with these Departments is doable, we can then advertise these services and expect that gender bias can improve. This can be an incentive that may motivate better performance in the male group.

- What potential obstacles or barriers do students face?

The study of a foreign language requires discipline, commitment and stamina. Over the past several years, we have noticed a sharp decline in the student's ability to meet the Objectives set by the FL Department. These are, the ability to perform at the level-appropriate Course in the skills sets of Oral, Aural, Reading, Writing, and to be able to identify the diversity of Spanish speaking countries. Unfortunately, due to various reasons--whether its maturity, social, psychological or medical challenges, or others, many students are not prepared to take a college-level Foreign Language course. They lack preparation for Reading, Writing and Critical Thinking Skills. One of the greatest contributors to their lack of preparation is their lack of study skills. We appreciate all that the Administration and various Departments do to help our student success rates; however, other ways the College can help students improve in their lack of skill sets, could involve, 1) hiring more tutors for Foreign Languages, so that they can be more accessible to our students timeframes; 2) hiring guest speakers for specific workshops dedicated to a specific skill set, with incentives for students to attend; 3) creating a Volunteer Community Mentor Program—retirees who are skilled in various disciplines who can encourage and teach groups or individual students the skills needed to succeed in their classes. In addition to these suggestions, our faculty continues to attend workshops and seminars to find new ways to help students succeed in our classes. We appreciate our Adjunct faculty and their efforts to teach and encourage our students. We are grateful to the administrators for their efforts in encouraging our Part-time faculty to continue to be vigilant in their accountability for student retention and success.

- What opportunities are available to address these barriers? First and foremost, the College at large, needs to address these gaps by offering more tutoring. The tutoring center has been provided with a number of tutorial videos that the Foreign Language faculty have made specifically for them. In the past, they have been provided with handouts and lesson plans to help them help our students with their specific needs and questions. With respect to Workshops, if students are to improve their skill sets, there must be a commitment to offering more updated and specialized workshops to help students succeed.

Links to Guided Pathways and DEIA+

Section 5: Program-Level Student Learning Outcome Assessment

Program Learning Outcomes

 Foreign Language Program SLO Set

Foreign Language Program SLO 1

Communicate (write, speak, listen, read) in the target language.

SLO Goals: Communication

Foreign Language Program SLO 2

Demonstrate basic knowledge about Hispanic cultures.
SLO goals: Multi-cultural awareness and competency.

Foreign Language Program SLO 3.

Demonstrate creative writing in the target language, and critical analysis of cultural and literary materials.

SLO Goals: Creative, Critical and Analytical Thinking.

The Foreign Languages Program at Citrus College has clearly defined student learning outcomes (SLOs) for degrees, certificates, and individual courses. These outcomes align well with industry standards and support students' academic and career goals.

The Foreign Languages Program continues to align with the SLOs where students write, speak, listen and read in the target language, they critically analyze cultural and literary materials, are conversant about the target language cultures and they also demonstrate scholarly behavior in all campus mapping.

Degree/Certificate/Skill Award Learning Outcomes

A.A.-Transfer Degree Level Student Learning Outcomes

Students completing the Spanish A.A.-Transfer Degree will:

1. Communicate orally and in writing in Spanish in real life situations.
2. Read and comprehend Spanish at levels commensurate with those of students seeking an AA degree in Spanish.

Section 6: Assessment and Planning

Past Recommendations and Goals (prepopulated, noneditable)

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

The Foreign Languages Department has created several tutoring videos to help students master grammar in Spanish courses which are used in class and are available to all students in the Tutoring Center. Instructors monitor students' progress and offer support when needed in a variety of modalities.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

The Foreign Languages Department has responded to the changes in enrollment due to the pandemic, demographic shifts, and state-wide foreign languages transfer requirements. The Citrus College Foreign Language faculty have created online courses with engaging and easy to follow instructional videos, many of which have been POCR and state certified for excellence in online teaching.

The Foreign Languages Department continues to remain flexible by offering online, hybrid, remote and on-campus courses in order to accommodate the scheduling needs of students.

Overall Weaknesses: In what ways does your program need to improve?

As the college prepares to demolish the LB building the Foreign Languages Department will be losing its two fully dedicated classrooms. We need to have two new classrooms assigned to our program so that we can create a conducive environment for the teaching of Foreign Languages.

To better improve the program, perhaps more conversations between the faculty who teach languages other than Spanish, would benefit the overall health of our department with regards to Student Learning Outcomes and other curricular and student issues.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

In general, our online courses meet DEIA standards and provide full accessibility for students with disabilities. Faculty work and communicate well with students with disabilities and with DSP&S to increase their potential to succeed in our courses.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

We plan to present additional courses for approval in the Online Campus, as soon as we are allowed to do so by the Campus Administration.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform you of your resource requests in the annual updates for each of the next three years.

The Foreign Languages Department has had two dedicated classrooms in the LB building for the past 15 years. The classrooms contained filing cabinets which housed our extensive collection of instructional materials; they were decorated in inviting multicultural themes conducive to the learning of multiple languages. The Foreign Languages Department is requesting two replacement classrooms dedicated specifically to the teaching of all Foreign Languages so that we can continue to offer excellent educational experiences for our students.