

**Foreign Language Meeting
October 20, 2015**

Attendees: A. Andrade, E. Berman, A. Class, A. Cummings, D. Factor, D. Shan, C. Sotolongo, N. Yoshida, S. Ribelles de la Vega, K. Degnan, E. Geraghty, T. Lew

ANNOUNCEMENTS

- **SPANISH 2 & 3 CONSISTENCY PROJECT** is underway.
SAVE THE DATE: NOVEMBER 13, 11:30 to 3:30 p.m.

1. SLO BUSINESS:

1.1. Course SLOs to be assessed Fall 2015

Spanish 2, 4 [Sotolongo], 5/6 [Moina]

French: FREN 1, 2, & 5/6, SLO 2; FREN 3, SLO 3 [E. Berman]

German 1 [C. Stevens & N. DeCarlo]

Japanese 1, 3, 21/22 [N. Yoshida]

Chinese 2 & 3 [D. Shan]

Italian 2 [R. Pescatori]

2. PLO BUSINESS

- 2.1. Elise will distribute hardcopies of the SP 2015 PLO 1 assessment report that Argelia has put together. Faculty will review and provide feedback before the next department meeting, November 3.
- 2.2. Argelia volunteered to work on the FA 2015 PLO 2 assessment report. Kristin will provide Argelia with the data from PLO 2-aligned SLO reports

3. Student Equity Plan (SEP) projects and proposals

- 3.1 Tom informed the department members that the district is receiving close to \$2.1 million to achieve the goals of the college's Student Equity Plan. The division is submitting proposals to the SEP office, two of which involve the Spanish program, primarily because the college's main underserved populations, African American and Latino students, could benefit.
- 3.2 The first proposal is for a consistency project involving Spanish 52A and Spanish 52B, which in recent years were expanded to 4-unit, 5-hour courses. The consistency project would involve both full- and part-time Spanish faculty and examine effective ways of teaching the courses in order to accomplish the new course objectives and to serve better the department's native and heritage speaker population.
- 3.3 The second proposal is for special assignment for adjunct Spanish faculty, especially teachers of Spanish 1. This course is fourth among all college courses in which the district's African American students have the lowest success rate, 40.6%. The proposal will pay adjunct instructors to identify those students struggling to master Spanish 1 materials and arrange for them to meet with the students in the foreign language lab briefly and periodically each week and assist with whatever areas the students are struggling (grammar, idiom, pronunciation, and so forth). The adjuncts could also recommend individualized lab activity. Reports on student progress and follow-up would also be involved if the proposal is funded.

Meeting adjourned after discussion of agenda item 3.