

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Spanish**

**Term/Year of Review: Fall 2020**

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- Enrollment in the Spanish Program increased over the past 3 years, where those same areas have decreased across the institution.
- Most of the Spanish courses show retention and course completion rates that are quite high, and significantly higher than those of the institutional level.
- Curriculum has been updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included adjuncts for 2 new adjuncts.
- Online classes have high successful course completion rates.

##### 2. Areas for Improvement:

- Average class size in our program decreased at the same level as the institution, although our average section size tends to be smaller than the average section size of classes across the institution.
- Fill rates are lower than those of the institution.
- Successful course completion of Black/African American students was lower than that of the institution.

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##### 3. Projected Program Growth, Stability, or Viability:

- Headcount and enrollment have increased over the past 3 years.
- Retention and successful course completion rates average about the same as the institution.
- Online course completion rates were especially high for Span 120 (higher than in-person classes)

#### B. New Objectives/Goals:

- Continue to grow all Spanish classes
- Advertise courses to Hispanic students in order to grow our Heritage Speaker Program.
- Update curriculum for Spanish 130 and 131.

- Explore curriculum development on interpretation and translation
- Use StarFish early alert system to improve retention
- Hispanic/Latino/Latinx/Latin American culture and civilization curriculum
- Reach out to high schools to advertise our Spanish classes and Study Abroad programs.

**Program Review Report**

Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Spanish
Degrees/Certificates	Spanish: AA-T Spanish for Non-Heritage Speakers: AA Spanish for Heritage Speakers: AA
Courses	SPAN -90
	SPAN-110
	SPAN-111
	SPAN-120
	SPAN-121
	SPAN-130
	SPAN-131
	SPAN-240
	SPAN-241
	SPAN-280
	SPAN-281
	SPAN-282

Taxonomy of Programs, July 2020

# I. PROGRAM DATA

## A. Demand

### 1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
<b>Headcount</b>				
<b>Within the Program</b>	360	331	404	12.2%
<b>Across the Institution</b>	8,843	8,176	8,181	-7.5%
<b>Enrollments</b>				
SPAN-90	11	12	8	-27.3%
SPAN-110	66	68	82	24.2%
SPAN-111	28	25	21	-25.0%
SPAN-120	164	172	199	21.3%
SPAN-121	54	41	35	-35.2%
SPAN-130	15	--	36	140%
SPAN-131	--	--	3	--
SPAN-240	23	17	13	-43.5%
SPAN-241	13	17	18	38.5%
SPAN-280	26	11	22	-15.4%
SPAN-281	20	15	12	-40.0%
SPAN-282	12	14	12	0%
<b>Within the Program</b>	432	392	461	6.7%
<b>Across the Institution</b>	36,115	32,545	33,102	-8.3%
<i>Source: SQL Enrollment Files</i>				

*RPIE Analysis: The number of students enrolled (headcount) in the Spanish Program increased by 12.2% over the past three years, while headcount across the institution decreased by 7.5%. Enrollment within the Spanish Program increased by 6.7%, while enrollment across the institution decreased by 8.3%.*

*Enrollment in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:*

*Courses with enrollment increases:*

- SPAN-130 (140%)
- SPAN-241 (38.5%)
- SPAN-110 (24.2%)
- SPAN-120 (21.3%)

*Courses with enrollment decreases:*

- SPAN-240 (-43.5%)
- SPAN-281 (-40.0%)
- SPAN-121 (-35.2%)
- SPAN-90 (-27.3%)
- SPAN-111 (-25.0%)
- SPAN-280 (-15.4%)

*\*Note: While enrollments among concurrent courses are reported separately (at the course level) in Section I.A.1, concurrent courses are reported as one (joint) observation in Section I.A.2.*

**Program Reflection:**

Headcount and enrollment in the Spanish Program increased over the past 3 years, while decreasing across the institution. This is in part due to a new course offering on campus (Spanish 130), which is a conversation course. There is definitely a need for this course, and hopefully we can continue to offer it in the future.

Enrollments in our two beginning level courses increased (by 21% and 24%), which is very important to the growth of the program, and the enrollments in the higher level courses in the future.

Enrollment in Span 241 increased, likely because 240 had a larger enrollment in 2017/2018.

It is interesting that enrollment for Span 241 increased, but 240 decreased, since often those classes are taken consecutively (240 followed by 241). This shows that students aren't necessarily following that course, since there is also the option to test and begin at an appropriate level. The drop in students enrolling in 240 could also be linked to the cost of the textbook, since that course is our most expensive textbook. It could also be linked to when the course is being offered, since there is only one section.

Enrollment in Span 281 was down by 40%, and this could be attributed to Span 280 enrollment being so low in the 2018/2019 academic year. The other two years covered in this data show that 280 has consistently been higher, and there may not be a single reason for this, but checking past class offerings against current ones may give us a better idea of how we can keep numbers high in the future. Spanish 280 has a full enrollment for the Fall 2020 semester, which we attribute to the flexibility that an asynchronous online schedule gives, as more students are able to fit the course into their schedule.

## 2. Average Class Size

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
SPAN-90	1	11.0	1	12.0	1	8.0	10.3	-27.3%
SPAN-110*	8	15.1	6	17.8	11	14.0	15.3	-7.4%
SPAN-120	9	18.2	10	17.2	9	22.1	19.1	21.4%
SPAN-121	3	18.0	3	13.7	3	11.7	14.4	-35.0%
SPAN-240	1	23.0	1	17.0	1	13.0	17.7	-43.5%
SPAN-241	1	13.0	1	17.0	1	18.0	16.0	38.5%
SPAN-280	1	26.0	1	11.0	1	22.0	19.7	-15.4%
SPAN-281	1	20.0	1	15.0	1	12.0	15.7	-40.0%
<b>Program Average*</b>	25	17.3	24	16.3	28	16.5	16.7	-4.6%
<b>Institutional Average*</b>	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments.}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

Concurrent courses are reported as one observation.

SPAN-110/111/130/131/282 are reported as SPAN-110 all three academic years.

***RPIE Analysis:** Over the past three years, the Spanish Program has claimed an average of 16.7 students per section. The average class size in the program has been lower than the average class size of 25.0 students per section across the institution during this period. Average class size in the program decreased by 4.6% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.*

*Average class size in the following courses changed by more than 10% ( $\pm 10\%$ ) between 2017-2018 and 2019-2020:*

*Courses with increases in average class size:*

- o SPAN-241 (38.5%)

- o SPAN-120 (21.4%)

*Courses with decreases in average class size:*

- o SPAN-240 (-43.5%)
- o SPAN-281 (-40.0%)
- o SPAN-121 (-35.0%)
- o SPAN-90 (-27.3%)
- o SPAN-280 (-15.4%)

### Program Reflection:

Average class size in our program decreased at the same level as the institution, although our average section size tends to be smaller than the average section size of classes across the institution. While smaller class size is ideal pedagogically for foreign language instruction, a number of our classes have been quite small. In order to keep the program healthy, we can increase advertising of the beginning level programs and the heritage speaker courses.

It is interesting to note that our online courses tend to be the fullest of our offerings, so we may need to look at increasing online and hybrid course offerings in the future, beyond the Covid period.

### 3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2017-2018	405	653	62.0%
2018-2019	379	641	59.1%
2019-2020	396	638	62.1%
Three-Year Program Total	1,180	1,932	61.1%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTEs	FTEF	Productivity
2017-2018	58.7	6.9	8.5
2018-2019	61.7	6.6	9.3
2019-2020	58.0	6.7	8.7
Three-Year Program Total	178.4	20.2	8.8
Source: SQL Enrollment and Course Sections Files			

***RPIE Analysis:** Fill rates within the Spanish Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 61.1% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease among enrollments). Between 2018-2019 and 2019-2020, enrollment increased while capacity remained relatively stable, resulting in an increase in fill rate.*

*Productivity remained relatively consistent over the three-year period, ranging from 8.5 to 9.3. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 8.8 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)*

*\*Note: Fill rates and productivity reported in the table do not include three Spanish section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

#### **Program Reflection:**

Fill rates in the Spanish program are lower than those of the institution. Productivity remained consistent over the three year period.

#### **4. Labor Market Demand**

*This section does not apply to the Spanish Program, as it is not within the Career Technical Education Division.*

### **B. Momentum**

#### **1. Retention and Successful Course Completion Rates**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
Level	Rate	Course Rate vs. Program Rate	Rate	Course Rate vs. Program Rate

		Above	Below		Above	Below
SPAN-90	85.1%		X	65.6%		X
SPAN-110	93.1%	X		77.8%	X	
SPAN-111	87.7%		X	70.6%		X
SPAN-120	93.7%	<b>X</b>		83.3%	<b>X</b>	
SPAN-121	100%	<b>X</b>		95.6%	<b>X</b>	
SPAN-130	100%	<b>X</b>		100%	<b>X</b>	
SPAN-131	98.1%	X		83.0%	X	
SPAN-240	100%	<b>X</b>		87.5%	<b>X</b>	
SPAN-241	96.6%	X		89.8%	<b>X</b>	
SPAN-280	95.6%	X		91.1%	<b>X</b>	
SPAN-281	94.4%	X		75.0%	--	--
SPAN-282	64.5%		<b>X</b>	61.3%		<b>X</b>
Program Level	89.9%			75.1%		
Institutional Level	90.5%			76.3%		
<i>Source: SQL Enrollment Files</i>						
-- Indicates a value that is within 1% of the program-level rate.						
<b><i>Bold italics</i></b> denote a statistically significant difference between the course-level rate and the program-level rate.						
<b>Bold</b> denotes a statistically significant difference between the program-level rate and the institutional rate.						
<b>Note:</b> Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.						

***RPIE Analysis:*** Over the past three years, the retention rate for the Spanish Program mirrored the rate at the institutional level. The retention rate for SPAN-282 was significantly lower than the program-level rate. Other Spanish Program courses (highlighted in the table) had retention rates that were significantly higher than the program-level rate. The retention rate for the Spanish Program falls in the 30<sup>th</sup> percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Spanish Program mirrored the rate at the institutional level. The successful course completion rate for SPAN-282 was significantly lower than the program-level rate. Other Spanish Program courses (highlighted in the table) had successful course completion rates that were significantly higher than the program-level rate. The successful course completion rate for the Spanish Program falls in the 41<sup>st</sup> percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (14.8%) was consistent with the difference at the

*institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).*

*The following Spanish Program courses claimed differences (between retention and successful course completion) that exceeded 10%:*

- SPAN-90 (19.5%)
- SPAN-281 (19.4%)
- SPAN-111 (17.1%)
- SPAN-110 (15.3%)
- SPAN-131 (15.1%)
- SPAN-240 (12.5%)
- SPAN-120 (10.4%)

### **Program Reflection:**

The majority of the Spanish courses show retention and course completion rates that are quite high, and significantly higher than those of the institutional level. There are multiple courses with 100% retention rates, and one that has not only 100% retention, but also 100% successful course completion rate. This is likely related to the nature of the course: Span 130 is taken as part of our study abroad program, attracting students who are highly incentivized to do well in the course, since they are taking it while in Spain, and need to use the language to communicate in country. Span 130 was also offered on campus, but it is taken as an elective by students who are also highly motivated and are taking it in order to improve conversation skills to use Spanish in their community.

The only course with significant retention and successful course completion rates is Spanish 282. Spanish 282 is the highest level course offered in our program, and is offered as a college prep course, meaning that it is expected to be the most demanding course we offer. That being said, our retention and successful course completion rates for Span 282 should be higher. We can use this opportunity to look at how we can make this class more engaging and appealing to students, and to be sure it is level-appropriate.

Spanish 90 also has a significantly lower successful course completion rate than our other courses. Spanish 90 has had less interest from the community over the past few years, and in Spring 2020, we introduced Spanish 130 on campus for the first time, which could be pulling from the same pool of potential students (those who are interested in learning Spanish to communicate with community members). Spanish 90 focuses on helping professionals memorize useful Spanish phrases they can use in a career, and Spanish 130 is a conversation class that also includes units on topics overlapping with Spanish 90. Perhaps these retention and course completion rates are showing us that when learning Spanish for the community, students would prefer to learn conversational over memorized Spanish, and that we should focus on growing Spanish 130 over Spanish 90.

It is also worth noting that the courses with lower retention rates and successful course completion rates are the entry-level classes, and higher level classes, which is to be expected. Students who are beginners at foreign language learning are often unaware of the effort that goes into learning a foreign language. This is similar to students who are taking the higher level courses, because those are entry-level courses for our heritage speakers, and also our highest level offerings, which can be expected to be challenging courses. More can be done to help retain these students, and we are looking forward to using Starfish, the early alert system, to help us notify both students and counselors of the students' progress in a more timely manner.

## **2. Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
<b>Black/African American</b>	<b>72.9%</b>	86.4%	55.9%	65.3%
<b>Hispanic</b>			76.9%	73.9%
<b>First Generation</b>			76.0%	75.0%

Source: SQL Enrollment Files

**Bold italics** denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

**Note:** Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.*

*Within the Spanish Program, the retention rate among Black/African American students was significantly lower than the rate at the institutional level.*

*Within the Spanish Program, the successful course completion rate among Black/African American students was lower than the rate at the institutional level. (The difference was not statistically significant.)*

*These patterns deviate from the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates reflected the institution-level rates for retention and successful course completion. (See Section I.B.1 above).*

### Program Reflection:

The retention and successful course completion rates among Black/African American students was lower in the Spanish Program than the institution. There is also quite a disparity between the retention rate and successful course completion rate in that group, which is alarming. We can do more in the program to reach out to those students, and help them be successful. For example, we can do more to incorporate Afro-Latino cultures across various Spanish courses.

Successful course completion rates in the Spanish Program were higher than the institutional level for Hispanic and First Generation students, with Hispanic students the highest. This is to be expected since our program includes courses that cater to Spanish speakers, and hopefully will help them be successful, specifically in the heritage speaker courses, but in all courses since they will be there to learn more about their own heritage, and hopefully find it applicable to their daily lives. Our advanced courses (Spanish 240/241, 280/281, and 282), have

been redesigned since 2019/20 to help prepare students to continue studying Spanish beyond NVC. The goal is to teach heritage students to leverage their bilingualism for future academic and professional success.

### 3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
SPAN-110	86.0%		85.3%	67.7%		61.8%
SPAN-120	87.4%		87.9%	68.3%		74.6%
<b>Program Total</b>	87.0%		87.6%	68.2%		73.1%
<b>Institutional Total</b>						
<b>In-Person vs. Online</b>	89.2%		<b>87.8%</b>	70.1%		70.0%

Source: SQL Course Sections Files

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

**Bold italics** denote a significantly lower rate within that delivery mode.

**Note:** The analysis of retention and successful course completion by delivery mode does not include spring 2020 because most courses shifted to an online/hybrid delivery mode that semester (thereby blurring the distinction between delivery modes that term).

***RPIE Analysis:** Over the past three years, two courses within the Spanish program have been offered through at least two delivery modes within the same academic year. In 2018-2019 and 2019-2020, SPAN-110 was offered through in-person and online formats. In each year of the three-year period, SPAN-120 was offered through in-person and online formats. This analysis focuses on program-level rates vs. the institution-level rates. Details for the course level are included in the table above.*

*Within the Spanish Program:*

- The retention rate in online sections at the program level reflected the retention rate in in-person sections.*

*This pattern within the program – with retention rates in in-person sections reflecting the corresponding rates in online sections of the same courses – deviates from the finding at the institutional level, where the retention rate in online sections was significantly lower than the rate in in-person sections.*

*Within the Spanish Program:*

- The successful course completion rate in in-person sections at the program level was lower than the successful course completion rate in online sections. (The difference was not statistically significant.)*

*This pattern within the program – with successful course completion rates in online sections exceeding the corresponding rates in in-person sections of the same courses – deviates from the finding at the institutional level, where the two rates mirrored each other. (The differences at both the program and institutional levels were not statistically significant.)*

**Program Reflection:**

Retention rates in the program for online vs. in-person courses closely follow the rates for the institution. It is interesting to note that the successful course completion rates for Span 120 courses are higher for online than in-person classes. They are lower for Span 110, which may be because students who take Span 110 are generally looking to take a slower-paced course, and may need more individualized attention. In the current Covid-19 environment we had to take all courses online, but for Spring 2021 we have planned a synchronous online 110 class, in hopes of raising this rate, even in an online course.

## C. Student Achievement

### 1. Program Completion

	2017-2018	2018-2019	2019-2020
<b>Degrees</b>			
Spanish: AA-T	4	5	4
Spanish for Non-Heritage Speakers: AA	--	--	--
Spanish for Heritage Speakers: AA	5	4	2
<b>Institutional: AA-T Degrees</b>	<b>144</b>	<b>144</b>	<b>151</b>
<b>Institutional: AA Degrees</b>	<b>51</b>	<b>58</b>	<b>47</b>
<b>Average Time to Degree (in Years)*</b>			
Spanish: AA-T	*	*	*
Spanish for Non-Heritage Speakers: AA	--	--	--
Spanish for Heritage Speakers: AA	*	*	*
<b>Institutional: AA-T</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Institutional: AA</b>	<b>5</b>	<b>4</b>	<b>4</b>

Source: SQL Award Files

\*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2017-2018 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2008-2009 or later. Among 2018-2019 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

***RPIE Analysis:** The number of AA-T degrees conferred by the Spanish Program remained stable between 2017-2018 and 2019-2020. Over the same period, the number of AA-T degrees conferred by the institution increased by 4.9%. The Spanish Program accounted for 2.8% of the AA-T degrees conferred in 2017-2018 and 2.6% of those conferred in 2019-2020. For all three years, the average time to degree is not reported due to small cohort size.*

*The number of AA degrees conferred by the Spanish Program decreased by 60% between 2017-2018 and 2019-2020. Over the same period, the number of AA degrees conferred by the institution decreased by 7.8%. The Spanish Program accounted for 9.8% of the AA degrees conferred in 2017-2018 and 4.3% of those conferred in 2019-*

2020. For all three years, the average time to degree is not reported due to small cohort size.

### Program Reflection:

Due to the size of the Spanish program, there is not a lot of data available on program completion and time to degree. The number of graduates in the AA-T degree, and the AA for Heritage speakers has remained fairly stable, with a slight drop in the Heritage Speakers AA degree. This could be due to low enrollment, which we saw earlier in some of the Heritage Speaker courses. Considering the size of the Hispanic population at NVC, we may expect more students to pursue this degree, and more advertising could be done specifically in that population of students.

## 2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

*This section does not apply to the Spanish Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

## II. CURRICULUM

### A. Courses

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
Span	90	01/16/2015	No			x
Span	110	08/11/2014	No			x
Span	111	08/11/2014	No			x
Span	120	08/10/2013	No			x
Span	121	06/08/2020	Span 120 or 11 w/ C or better			x
Span	130	01/01/1986	No	NS update 2020- 2023		
Span	131	01/01/1986	No	NS update 2020- 2023		
Span	240	06/08/2020	Span 121 or equivalent			x
Span	241	08/14/2020	Span 240 or 280			x

Span	280	06/08/2020	Span 121 or equivalent			x
Span	281	06/08/2020	Span 240 or 280			x
Span	282	01/3102018	No			x

\*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

## B. Degrees and Certificates<sup>+</sup>

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
AA-T Degree Spanish	2013	Yes			x
AA Degree Spanish for Non-Heritage Speakers	2019	Yes			x
AA Degree Spanish for Heritage Speakers	2019	Yes			x

\*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

<sup>+</sup>Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

### Program Reflection:

The Curriculum section summarizes curriculum updates to the program over the years. It includes dates from the latest curriculum updates, as well as identifying course prerequisites, and changes needed to the courses. Our courses have been updated somewhat regularly, with the exception of Spanish 130 and 131. Five Spanish courses were updated just this year. Spanish 130 and 131 courses are now marked for an update during the next three years, where we can verify that the COR contains modern teaching practices and textbooks.

All courses are undergoing updates for Distance Education during the current semester (Fall 2020). Almost all Spanish courses previously had been updated to be taught online or hybrid (with the exception of Span 90, Span 130 and Span 131). After Fall of 2020, all Spanish courses will have that update. We have worked closely as a department, between full-time and part-time faculty, to use this opportunity to improve our online curriculum at all levels. This includes opportunities for professional development (the IDI through the NVC Academic Senate), as well as monthly Zoom check-ins to share ideas and experiences.

### III. LEARNING OUTCOMES ASSESSMENT

#### A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
12	10	12	83%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes *	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Spanish: AA-T	3	3	3	100%	100%
Spanish for Heritage Speakers: AA Degree	3	3	3	100%	100%
Spanish for Non-Heritage Speakers: AA Degree	3	3	3	100%	100%

#### Program Reflection:

Program, Course and Learning outcomes are concise and as consistent as possible through our different level courses, which aids in assessment. We currently rotate through SLO assessment every two to three years, and our PLO's were assessed just this last semester.

Assessments have been completed according to this cycle, and we will continue to follow this process. There may be a need to map out which SLO's are assessed at which time, to be sure we are assessing each SLO regularly.

#### B. Summary of Learning Outcomes Assessment Findings and Actions

The cumulative average across multiple courses and semesters was 81%, which exceeds the criteria for the program outcome. Students demonstrated steady growth in comprehension and consistent ability to read

and understand main ideas, traditions and ways of living from Spanish speaking countries, and important authors and historical figures.

To further improve student success, individual instructors plan to work on reading techniques, such as dedicating more class time to reading together and contextualizing literature, and to use assessment measures in the future that separate reading from cultural competency. Department faculty discussed possible collaborations with ENGL, HIST, THEA, ARTH instructors to offer more avenues for increasing students' interest in reading.

Spanish instructors expressed concerns about the number of native Spanish speakers that are enrolling in SPAN 120. Students who are highly skilled in the language are demonstrating less willingness to complete their homework and are not growing and learning as they would at an appropriate level. Since this review, emphasis has been placed on our placement test, and higher level courses were scheduled as late-start classes to give students time to be placed in the appropriate level.

Continuing in the future, program faculty plan to inform their SPAN 120 students of placement options as soon as possible (by emailing rosters of students even before classes begin). Faculty believe more students will enroll in SPAN 121 and/or heritage speaker courses as a result. Faculty also plan to work more closely with counselors to help achieve better course placement.

#### **Program Reflection:**

We have found through our assessments that the majority of students are regularly meeting SLO's. They generally have high speaking and reading comprehension levels, but need regular and consistent practice speaking and writing. It may be challenging with the rise of online classes to be sure students are getting the speaking practice they need, and this is a topic we plan to cover in our department meetings as we grow our online offerings.

It was noted that there is a desire to meet together more frequently as a department to facilitate brainstorming and sharing of ideas pertaining to SLO's and assessment. This has been much more achievable since Zoom became a mainstream meeting modality as of Spring 2020.

#### IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ☐ Viability  
☒ Stability  
☐ Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

1A.1 Headcount and enrollment in the Spanish Program increased over the past 3 years, while decreasing across the institution.  
1A.2 Average class size in our program decreased, but at a very similar level as the institution.  
1A.3 Fill rates in the Spanish program are lower than those of the institution. Productivity remained consistent over the three year period.  
1B.1 Retention and course completion rates average right about the same level as the institution. Individually, one course rated far lower, while there were a number of other courses with significantly higher rates.  
1B.2 Successful course completion rates of Black/African American Students was lower than that of the institution, while those rates of Hispanic and First Generation students were slightly higher.  
1B.3 Retention rates for online classes were about the same as the institution, but successful course completion rates for online classes were higher than that of the institution and higher than the face to face rates.  
1C.1 The number of graduates in the AA-T degree has remained fairly stable, with a slight drop in the Heritage Speakers AA degree.  
2A & B Course curriculum is being updated regularly, as are program degree offerings.  
3A Assessment is occurring regularly, and the findings are positive.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Spanish

Plan Years: 2017-2020

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Continue Placement Testing & work more closely with counselors to ensure proper placement	1B.1 Retention and successful course completion rates	2020-2023	1B.1 Retention and successful course completion rates

Training and collaborating with colleagues	1B.1	Monthly Department Meetings 2020-2023	Retention and Successful Course Completion Rates
Sharing of online teaching materials	1B.3	Monthly Department Meetings 2020-2023	Retention and Successful Course Completion Rates in online classes
Work with Viticulture programs and businesses	1A.3	During 2020-2023	Fill Rates
High School Outreach (for classes and study abroad)	1A.3	During 2020-2023	Fill Rates
Work more closely with Hispanic students (including Puente program)	1B2	During 2020-2023	Student Equity
Use of Starfish Early Alert System	1B.2	Begin training during Spring 2020	Retention rates of Hispanic and First Generation Students
Update Span 130 & 131 Curriculum	2A	During 2020-2023	Curriculum Data

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

#### **Description of Current Program Resources Relative to Plan:**

The Spanish department is in need of tutoring services for students. Similar to the writing or math centers, our language program could greatly benefit from the services of tutors (especially hiring student tutors). This would also help improve retention rates of First Generation Students, and minority populations. Tutors could also help host language exchange groups which would benefit both Spanish and ESL programs.

## **V. PROGRAM HIGHLIGHTS**

### **A. Recent Improvements**

- Placement test and late-start classes

In order to properly place students coming into our program from various levels and backgrounds, we have streamlined the process using a placement test. Since students often need individualized instruction on placement, courses that are higher than entry level are offered as late-start courses. We also are encouraging instructors to reach out through email before classes start to help students ensure they are registered in the proper course.

- Online adaptations

Most of our Spanish courses were previously approved for Distance Education prior to Spring 2020, when the college moved all courses online. However, not all courses were being offered online yet, and adaptations for online instruction were made quickly and efficiently.

- Span 130 offerings

Spanish 130 (Conversation) was offered on campus in Spring 2020, and was quite popular. We are hoping to continue to offer this class in person in the future, as well as on our study abroad programs.

- Study Abroad

Summer of 2019 included a Study Abroad program to Salamanca, Spain. For the summer of 2020 we also had enough interest generated among students to send another group, but the trip was postponed due to Covid-19.

- ESL Collaboration

During 2019-2020 we collaborated with the ESL department, and held regular Language Exchange Meetings, where ESL students could practice English in a trade with Spanish language students practicing their Spanish.

- New PT hires

Two new Part- time adjuncts were hired during this 3 year period.

### **B. Effective Practices**

- Study Abroad
- Collaboration with Modern Languages instructors
- Regular Assessment
- A variety of teaching methods are used to address different learning styles of students

## Feedback and Follow-up Form

### Completed by Supervising Administrator:

Senior Dean, Maria L. Villagomez

### Date:

11.17.2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Innovation:** The Spanish program faculty is engaging in innovative ways by which to meet student demand and need and, as a result, it is increasing its FTEs.
- **Student-Focused:** Through reflection and analysis, the SPAN program remains focused on supporting students who can benefit from additional assistance. Offering tutoring, increasing class offering options and collaborating with other departments are all ways that increase our SPAN students' probability of success and goal-attainment. Bravo to SPAN!

Areas of concern, if any:

None identified

Recommendations for improvement:

- Continue the collaboration across disciplines beyond ESL. SPAN is a discipline that allows for cross-discipline curricular innovations (Film Studies, Counseling, CTE, English, Viticulture, Library, etc.) including Learning Communities.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	None identified
Personnel: Classified	Tutors to support language students
Personnel: Admin/Confidential	None identified
Instructional Equipment	None identified
Instructional Technology	None identified
Facilities	Maintain clean classrooms
Operating Budget	Some funds to support marketing/promoting efforts
Professional Development/ Training	Some funds to support professional development
Library & Learning Materials	Some funds for books for our reserve section to support SPAN students (dictionaries and e-resources, for example)

