Comprehensive Program Review Report

Program Review - Spanish

Program Summary

2021-2022

Prepared by: Veronica Vidales and Leticia Palos

What are the strengths of your area?: The Spanish Program is devoted to ensuring student success while fostering, cultural diversity awareness, an asset essential to living and working with diverse local and international community. Students can obtain an AA-T degree in Spanish or a Spanish Interpreter Certificate. Many students have benefited from our transfer coursework and are able to continue their education and transfer to a wide variety of universities. In 2020-2021 the course success rate is 85.6%. This was possible to our new textbook that help our students have quick access to an interactive v-text, authentic cultural modern videos, virtual chats, media resources, tutorials, Lab practice, and technical support readily available. Therefore, we were able to strengthen our Spanish curriculum and personalize our course to accommodate different student learning styles. In addition, we offer the convenient accessibility to Rosetta Stone. Students practiced and reinforced their language skills with the Rosetta Stone Software in the convenience of their own personal device. The evidence shows that students that used Rosetta Stone last year have a 81% to 86% higher possibility of completing the Spanish courses successfully.

Considering the last three years of data, the success rates for Spanish courses went from a 81% (2018-19), to 86% (2019-2020), and then 87.9% (2020-2021). The success rate for Span 1 increased from 79% (2018-2019) to 85% (2020-2021). The success rates for Span 2 ranged from 91% (2018-19) to 96% (2020-2021). The data continue to suggest that students who pass Span 1 are well prepared for Span 2. Dis-aggregated data indicates that success rates are better in nearly all ethnicity categories when compared to the entire department and when compared to the 3-year data for the District. Hispanic success rates in Span 1 ranged from 79.9-85.7% while White success rates ranged from 79.9-87.9%. Span 2 dis-aggregated data shows that success rates ranged from 91.2% to a small decrease of 90.3% for Hispanics and from 91.4% to an increase of 94.9% for Whites. This suggests an improvement this academic year compared to the last.

The Spanish Department's productivity increased from 12.16 in 2018-19 to 12.42 in 2019-20 to a small decrease of 12.20 in 2020-2021; the departmental FTES has increased from 172.74 to 17402 over the past three years. Success in the department increased over the past three year period from 81.8% (2018-2019), to 86.7% (2019-2020), and to 87.9% in 2020-2021.

Due to the continuous requests from our students, in the Spring 2020, the Spanish program offered the first Spanish 1 Hybrid course during the pandemic. Despite the fact that many students were forced to withdraw because of pandemic related issues, the course reached a satisfying success rate of 71%. Fall 2021 we scheduled 4 hybrid classes. Only one class had enough students to be taught. The other three were cancelled. Our department recognizes the impact of online courses in relation to our program student success rate. For example, these online courses provide students with more school or work schedule flexibility, alleviate possible transportation barriers for student that commute, and provide parents the opportunity to study from home while they take care of their family. For this reason, we plan to offer more online courses in Spring 2022 and be able to expand to all Spanish levels.

In 2020, 18 AA-T degrees and 15 Interpreter Certificates were awarded; The Spanish Program makes a valuable contribution to the community by producing quality Spanish Interpreters. Students who go on to become qualified interpreters in courts and in the medical field. Some graduates of our program have completed their MA degrees and work for COS as adjunct faculty. Other graduates teach in Community Colleges and local high schools in the Central Valley.

We have negotiated with the publisher and had obtained a reasonable price for the student. We decided to continue using our textbook for various reasons. For instance, cultural videos were outdated, too long and without captions.

Outcome cycle evaluation: Every course is scheduled for assessment on the established 3-year cycle. This semester we are assessing Spanish 2, 22, and 280. The department meets once at midterm (during dialogue day) and one at the end of the semester to assess and discuss the results. All instructors use the same assessments that we as a department have developed.

What improvements are needed?: The Spanish Lab scheduling could be improved to accommodate all students. Our students need more access to the Language Center in order to use technology and practice with the Rosetta Stone software. For this reason, there should be frequent dialogue and coordination between the Lab coordinator, ESL coordinator, Portuguese, and the Spanish department.
Corroborate all faculty are implementing Rosetta Stone in their classes. Due to the pandemic we didn't have communication with the ESL faculty about the access to the lab. We will establish communication this year. With the help of our new technician (Johnny), will make it easier to achieve this goal to set up the schedule for both departments.
Open communication with adjunct faculty and collaborate with materials for each chapter. We want to meet with our adjunct faculty every month to share materials for each chapter.
Describe any external opportunities or challenges.: The most significant external challenge to our division has been COVID-19. In March of 2020, the pandemic caused our on-campus activities to immediately came to an end and we quickly moved all of our courses online. Our online courses were synchronous and asynchronous. This caused faculty to adjust their teaching. Some of the faculty had to take a workshops to be qualify to teach online. Gratefully our new vtext provide us with our authentic cultural modern videos, virtual chats, media resources, tutorials, Lab practice, and technical support readily available. Therefore, we were able to strengthen our Spanish curriculum and personalize our course to accommodate different student learning styles. We moved all assessments to canvas.

Overall SLO Achievement: In 2020-2021 the course success rate for the Spanish program decreased from 86.3% in 2019-2020 to 85.6%. This is in part due to Covid-19 and going to online courses. In addition, the students had the convenience of lab accessibility where they also utilized the Rosetta Software. This demonstrates that the resources we requested were beneficial to students and it helped improve and increase student success.
Changes Based on SLO Achievement: Spanish 001 assessed 4 SLO's during the 2020-2021 year. The students met the expected competency
level in each.
Overall PLO Achievement: In 2021, 18 AA-T degrees and 15 Interpreter Certificates were awarded; and the number of certificates awarded. Some graduates of our program have completed their MA degrees and work for COS as adjunct faculty. Other graduates teach in Community Colleges and local high schools in the Central Valley.
Changes Based on PLO Achievement: No changes will be done at this time.
Outcome cycle evaluation: The three-year evaluation cycle for the Spanish Department appears to be effective. No changes to the cycle are being contemplated. Every course is scheduled for assessment on the established 3-year cycle. This semester we are assessing Spanish 2, 22, and 280 because due to the pandemic we were not able to do it. We will create the assessments online on canvas to be taken at the end of the semester. The department meets once at midterm (during dialogue day) and one at the end of the semester to assess and discuss the results. All instructors use the same assessments that we as a department have developed.

Related Documents:
2021-2022 Program review doc..pdf

Action: 2020-2021 Schedule more online/hybrid courses

We are going to work on our schedule of courses for Fall 2020. We want to offer online/hybrid courses to meet the demand of online/hybrid courses because of the pandemic and to be up to date with our new era.
Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
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Identify related course/program outcomes: District Objective 1.1 defines a goal of increasing enrollment 1.75% annually.
Spanish would like to return to the FTES it generated in earlier years when it was able to offer more classes.

District Objective 2.1: Increase the number of students who are transfer-prepared annually. Spanish 1 and 2 are among the most popular choice for students completing their Foreign Language requirement and we are limited in what we can offer.

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District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.

Spanish AA Degree and AA-T (Associate in Arts in Spanish for Transfer) Outcomes:
Transferring Content: At the end of this program, students will be able to transfer learned content to written forms appropriate for the course level with errors that do not interfere with communication.

Person(s) Responsible (Name and Position): Angela Sanchez, Cynthia Johnson, Veronica Vidales and Leticia Palos
Rationale (With supporting data): Due to the pandemic, we haven't collected data yet.
Spanish wants to take advantage of the current District Objectives for growth, better transfer rates, and increased degree completion as well as provide stable expansion to the Hanford or Tulare campuses. In Visalia, we want to add onlie/hybrid classes needed to meet student demand and raise FTES.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/19/2021
Status: Continue Action Next Year
On going with no hybrid classes.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2020-2021 Rosetta Stone (Continued Action)

Our data shows that when students use Rosetta Stone regularly their grades show significant improvement.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021
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Leave Blank:
Identify related course/program outcomes: Improves outcome 1 (oral skills). At the end of the program, students will be able to respond orally to a basic conversation in Spanish. The Rosetta Stone Catalyst attachment includes all the features and benefits of

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this program.

Person(s) Responsible (Name and Position): Veronica Vidales, Leticia Palos, Christopher Stillwell and Barbara Laird.

Rationale (With supporting data): Students success has increased when students continuously have access to Rosetta Stone practice. Final oral assessments indicated that students have demonstrated proficiency in producing the target language after practicing with Rosetta Stone throughout the semester.

Mission: Dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.

There are a lot of changes taking place based on AB705, especially as it relates to ESL. The overall purpose of AB 705 is to maximize the probability that a student will enter and successfully complete transfer-level coursework in English and math within a one year timeframe. In ESL, AB 705 requires that a student enrolled in ESL instruction will enter and complete degree and transfer requirements in English within a 3-year timeframe. Not only that, but AB 705 also suggests that institutions can require students enroll in additional concurrent support, including additional language support for ESL students, only if it is determined that the support will increase their likelihood of passing transfer-level English or mathematics course.

We at the Language Center provide assistance with sentence structure, grammar, and/or punctuation. We have four instructional specialists as well as seven tutors who are available to assist our students. There is tutoring available in Spanish and Portuguese. Data provided by Tableau Public, from the research office, suggests that the Language Center is a key piece in assisting students not only with their ESL, foreign language, and ASL, but also in helping increase the likelihood of success for students in ENGL courses. For example, data from the Fall 2018 and Spring 2019 highlight that the percentage of students who used the Language Center and obtained an A+ across the ENGL001, ENGL002, and ENGL004 courses was 7% compared to 4% of those who did not used the center. In addition, 27% of students who completed the ENGL001, ENGL002, and ENGL004 courses with a B used the center compared to 14% who did not use the center. In regards to a failing grade, 13% of students who completed the ENGL001, ENGL002, and ENGL004 courses with a D or F as a final grade attended the center compared to 17% of who did not use our services.

Moreover, numbers also indicate that 43% of students enrolled in SPAN001 between Fall 2018 and Spring 2019 used the center and obtained an A- compared to 7% who did not use the center. In addition, 21% of students who took SPAN001 during this same period and used the center obtained an A+ compared to 15% who did not use the center. Related to failing grades, only 7% of students who took SPAN001 during this same period and used the center obtained an F compared to 10% of students who did not use the center. There is no data for students taking Portuguese courses as they will start to use the center this academic year as part of their curriculum.

As it relates to ESL, the courses are scheduled with a "lab component" to it where students have scheduled "lab time" at the Language Center. It is this opportunity where students have instructional specialists as well as tutors available to them to work on activities that were assigned by the professor. In addition to this, we currently offer English conversation workshops as well as computer workshops for our ESL students. These were designed with the purpose of support our ESL courses as well as optimize the resources in the center. In addition to this, we find it necessary to have a program that can support all the different language areas, including the needs of ESL students. Rosetta Stone Catalyst provides a placement test for ESL students as well as assessments throughout the different levels. It is important to highlight that Rosetta Stone provides its levels aligned to the CASAS test and the Common European Framework of Reference for Languages (CEFR), an international standard for outlining language ability, which is one of the suggested methods of assessment and curriculum building from the Chancellor's office. This software also has the Advanced Business English portion embedded in the software, which will assist our population in making the transition into various career pathways from an early point on as the content will be tailored to learning the vocabulary related to a particular career pathway the student chooses. Our numbers show a need to address the No pass (NP) grade percentage across all of the ESL courses. Between Fall 2018 and Spring 2019, 48% of students who took ESL writing/grammar courses and received a NP did not attend the center. On the other hand, 13% of ESL students in our credit offerings, during this same period, who came to the center obtained a grade of an A compared to 2% who did not come.

At the Language Center we currently have limited licenses of Rosetta Stone, which are used by some of the SPAN001 students as they cannot all be using it at the same time. These licenses are expiring next year. On top of this, none of our ESL students have access to such software. This request for funds is for a site license of Rosetta Stone Catalyst based on our FTES at a price of $47,998. This will allow us to make use of approximately 10,000 licenses per year for the next three years. Compared to other quotes for a limited amount, this site license at would be our best option. For example, a total of 100 licenses for 3 years would be $33,360 and a total of 250 licenses for three years would be $59,400. Furthermore, there was a recent inquiry from one of the principals from the Sequoias Adult Education Consortium inquiring about the possibility of using Rosetta Stone as part of their adult education program. If we were to have it this site license, it would be is something that would certainly strengthen our partnership with them and a possibility in the next renewal phase of working on some budgetary arrangements after having seeing the benefits of using such software.

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It is necessary that we go one step at a time, but just like in business we live a volatile world and the best firms are those who have the resources in place and ready to face new challenges when they come. With this software request, we will be able to increase success across ESL and foreign language courses as well as prepare our students for various career pathways.

2020-2021 We will create a plan for usage of Rosetta Stone for all Spanish classes. Veronica Vidales and Leticia Palos have assigned licenses to their classes this semester. We will continue to encourage all instructors to assigned licenses to all their classes. On Dialogue Day in October, we will start planning.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/19/2021
Status: Continue Action Next Year

The Spanish Lab scheduling could be improved to accommodate all students. Our students need more access to the Language Center in order to use technology and practice with the Rosetta Stone software. For this reason, there should be frequent dialogue and coordination between the Lab coordinator, ESL coordinator, Portuguese, and the Spanish department. Corroborate all faculty are implementing Rosetta Stone in their classes. Due to the pandemic we didn't have communication with the ESL faculty about the access to the lab. We will establish communication this year. With the help of our new technician (Johnny), will make it easier to achieve this goal to set up the schedule for both departments.

Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Action: 2021-2022 Implement new strategies for scheduling classes and scheduling of faculty

We are going to work on our schedule of courses for fall 2022. We need to strategize how to offer online classes and face to face. We need to work with our adjunct faculty availability to schedule classes to accommodate the schedule for the needs of the students.

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Implementation Timeline: 2021 - 2022
Leave Blank:
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Person(s) Responsible (Name and Position): Angela Sanchez, Cynthia Johnson, Veronica Vidales, Leticia Palos
Rationale (With supporting data): The success rate for 2019-2020 face to face was 86.6%. This year we only had one hybrid class with a 92.6% success rate. On 2020-2021 class year, all classes were online due to the pandemic. The success rate was 87.7%. We don't have data to compare classes online vs. classes face to face. This semester we have 65% of classes online and 35% of classes face to face. We will be able to compare the success rate at the end of this semester.
Spanish wants to take advantage of the current District Objectives for growth, better transfer rates, and increased degree completion as well as provide stable expansion to the Hanford or Tulare campuses. In Visalia, we want to add online classes needed to meet student demand and raise FTES.

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