

Comprehensive Program Review Report



Program Review - Spanish

Program Summary

2022-2023

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 2021-2022 the course success rate is 80.3%. 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. This will be our last year to use Rosetta Stone.

Considering the last three years of data, the success rates for Spanish courses went down from a 86.6% (2020-21), to 80.3% (2021-2022). The success rate for Span 1 increased from 78% (2021-2022). The success rates for Span 2 ranged from 83% (2021-2022). 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 last year data for the District. Hispanic success rate was 80.3. while White success rate r from 81.3, Multi-Ethnicity success rate was 90.6.. Span 2 dis-aggregated data shows that success rates ranged from 92.6 to a decrease of 82.9% for Hispanics last year rate was 81.1% and for Whites was 88.2%.

The Spanish Department's productivity increased from 12.53 in 2019-20 to 14.89 in 2021-2; the departmental FTES has decreased from 1to 162.06 to 130.38 over the past three years.

Due to the continuous requests from our students and the pandemic, in the Spring 2021, the Spanish program offered all online classes. On fall 2021, the Spanish department offered 11 online clases and 6 face-to-face classes. Our department recognizes the impact of online courses in relation to our program student success rate. In Spring 2022 Spanish department offered 9 online classes and 8 face-to face classes and one hybrid class. We are going to a "normal" semester. We are offering less classes online. The Spanish department is going to review our class schedule to offer online classes for each level because 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 flexible online courses in following semester 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.

Outcome cycle evaluation: Every course is scheduled for assessment on the established 3-year cycle. This semester we are assessing Spanish 1, 4, and 12. 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?: Continue increasing enrollment.

Enrollment in Spanish classes has decreased. During the covid-induce online classes in 20-21 academic year, we started with

162.06 FTES. By 2021-2022 academic year, enrollments were lower and the FTES decreased to 130.38, potentially as an after effect of covid.

To increase enrollment in all levels of Spanish, we aim to both recruit more students as well as improve retention so that more students progress through the levels of Spanish.

A) Out reach local high schools: We plan to reach out to Spanish teachers at local high schools with the hopes of setting up a day when we could meet with their students to tell them about COS's Spanish programs.

B) Meet with counseling staff at COS to clarify where our courses transfer to and what students could benefit from our courses. We will improve communication with the counseling staff with both increase enrollment

C) Advertise (possibly with a poster in hallways and social media) which courses transfer to which programs at various universities. Improve communication to try to prevent course scheduling conflicts with time and days.

Increase student success through individualized support.

Corroborate all faculty are implementing Rosetta Stone in their classes. Tutorial lab in Kern 738 has set a Spanish tutor for all Spanish levels.

More flexible office hours for students to come and get help for the instructor. We also provide students with individualized zoom meetings when they can't come to the office or for online students.

Kern 738

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.

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. Johnny has also provided tutors for our Spanish students.

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 main external challenge to be the impact of the Covid-19 pandemic which forced instructors to go to online classes. It was a struggle for both students and instructors. By Fall 2011 academic year, we transition to 50% face to face classes for Spanish 1. In Spring 2022, we went back to less face to face classes only 30% because of the pandemic. By this academic year all online classes were asynchronous.

Overall SLO Achievement: In 2021-2022 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: Overall 2021-2022 Courses success are:

Spanish 001 - 92%

Spanish 002 - 90%

Spanish 003 - 95%

Spanish 004 - 94%

Spanish 012 (not offered this school year)

Spanish 022 - 90%

Spanish 023 (fall 2021) 90%

Spanish 280 - 90%

Spanish 281 - 70%

Spanish 282 - 94%

Overall PLO Achievement: In 2021-2022, 6 AA-T degrees and 2 Interpreter Certificates were 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: There has not been no changes in the overall program.

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 1, 4 and 280. We will create the assessments online on canvas to be taken at the end of the semester for the online classes. 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.

Action: (2023)Support increased student enrollment

Increase enrollment in all Spanish classes. We aim to both recruit new students as well as improve retention.

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Implementation Timeline: 2022 - 2023

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Identify related course/program outcomes: District Objective 1.1. The District will increase FTES over the tree years. District Objective 2.1- increase the percentage of students who earn an associate degree and interpreter certificate. District Objective 2.2 - increase the number of students who transfer to a four-year institution.

Person(s) Responsible (Name and Position): Leticia Palos and Veronica Vidales

Rationale (With supporting data): Enrollment in Spanish classes has decreased. During the covid-induce online classes in 20-21 academic year, we started with 162.06 FTES. By 2021-2022 academic year, enrollments were lower and the FTES decreased to 130.38, potentially as an after effect of covid.

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Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

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

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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

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popular choice for students completing their Foreign Language requirement and we are limited in what we can offer.

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, 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.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action	
Updates	
Update Year: 2022 - 2023	08/30/2022
Status: Continue Action Next Year	
This action is continuing because we need a balance of face-to-face classes and online classes.	
Impact on District Objectives/Unit Outcomes (Not Required):	

Link Actions to District Objectives

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