Comprehensive Program Review Report

Program Review - Spanish

Program Summary

2023-2024

Prepared by: Veronica Vidales and Leticia Palos

What are the strengths of your area?: 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 2022-2023 the course success rate is 86%. We improved by 6% from last year. In addition, we offer the convenient accessibility to Rosetta Stone. This year will be our last year with 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 80% to 86% higher possibility of completing the Spanish courses successfully. Only about 50% of Spanish students were using the program.

Considering the last three years of data, the success rates for Spanish courses grew from a 80.3% (2022-22), to 86% (2022-2023). The success rate for Span 1 increased from 78% (2021-2022) to 85% (2022-23). The success rates for Span 2 also increased from 83% (2021-2022) to 91% (2022-23). 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 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 decreased from 14.89 in (2021-22) to 13.69 in 2022-23; the departmental FTES has decreased from 130.38 123.33 over the past years. One of the reasons is because students want free text book. We are working to create all Spanish courses to be OER.

Due to the continuous requests from our students, we will like to offer my hybrid and online classes. This classes have a great success rate and get full. 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. The Spanish department will like to offer one Spanish 2 online every semester. We don't offer a Spanish 2 online on the Fall semester and students are asking for one.

In Summer 2023, 2 AA-T degrees and 1 Interpreter Certificates were awarded. In Spring 2023, 8 AA-T degrees were awarded and 5 Interpreter Certificates. 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 year we are assessing Spanish 2, 22, and Spanish 282. 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. In 2022-2023 academic year, enrollments were lower and the FTES decreased to 123.33.

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 varies 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 ESS 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.
ESS
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.

2022-2023 Spanish 22 decreased in success rate from 93% in 2021 to 54%. Fall 2022: The grades were as follows: 7=A, 3=B,1=C and 7=F (these seven students disappeared). Spring 2023: The grades were as follows: 6=A, 1=B, 1=C, 1=F (this student disappeared). Leticia and I talked about the results, and she will continue offering individual support one on one to students. She increased the number of student support office hours. She is doing small groups activities to tour each other, small groups collaborative activities to improve student success. She will giving in class feedback and on canvas homework and on test to achieve a better success. The decline in the success rate was do to many students didn't attend class and got non-passing grade. Leticia communicated via email/inbox and talked in person to students who were notified to drop class before the last drop date and failed to do so. Based on the syllabus guidelines students will be dropped with prior notification and after exhaustive student support.

Describe any external opportunities or challenges.: The online instructors are now leading a statewide collaboration project among Spanish instructors in the California Community Colleges. The goal of the project is to develop an Open Educational Resources (OER) curriculum to be shared among all the CCCs offering. Leticia and I registered to two ZTC courses, Building a team: training OER support Staff and Teaching with OER and open Pedagogy for Equity. She and I work during summer, we work on our courses. We are trying to do more of their assignments on canvas and use a lot of the OER resources. Hopefully by Fall 2024, we will be free textbook cost.

Overall SLO Achievement: Overall SLO Achievement: In 2022-2023 the course success rate for the Spanish program stayed about the same in the 86%.

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 (not offered this school year)
Spanish 280 - 90%
Spanish 281 - 70%
Spanish 282 - 94%

Changes Based on SLO Achievement: Because of the level of students' performance regarding the current SLO's, there are no major changes planned. The current methodologies practiced by the faculty are effective.

Regarding Spanish 22, Leticia will implement more hands-on and diverse labs activities (Students will need to bring laptops to work closely on their V-text in class) Lodgepole 205 is equipped with computers and has made a great difference having students working on their v-texts this semester Fall 2023.

Overall PLO Achievement: In 2022-2023, 10 AA-T degrees and 6 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 year we are assessing Spanish 2, 22 and 281. 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: 2023-2024-Zero Textbook Cost and OER adoption in Spanish classes.

To Expand our ability to use OER and offer (Zero Textbook Cost) courses.

Leave Blank:
Implementation Timeline: 2023 - 2024
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Identify related course/program outcomes: Create a process to consistently and clearly identify courses with low or no textbooks/material costs and communicate that information to students; identify ways to support faculty's adoption of not or low cost textbooks/materials.
Person(s) Responsible (Name and Position): Leticia Palos and Veronica Vidales
Rationale (With supporting data): Leticia and I will be taking workshops to learn to create our classes into the EOR materials. Then share our materials with the adjunct faculty. We want the students to have no cost on textbooks and workbooks. The cost now for students is $100 per semester.
Priority: Medium
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 2.3 - By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage point with their first year.

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: (2023)Support increased student enrollment

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

Leave Blank:
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.
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 varies 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.

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

Update on Action

Updates

Update Year: 2023 - 2024   09/12/2023
Status: Continue Action Next Year
The Spanish department will continue to:
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 varies universities.
D) Improve communication to try to prevent course scheduling conflicts with time and days.
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 2.2 - 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.