Comprehensive Program Review Report

Program Review - Spanish

Program Summary

2020-2021

Prepared by: Leticia Palos and Veronica Vidales

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 2019-2020 the course success rate is 86%. This is mainly due to the acquisition of the latest edition of a new textbook designed to develop students' performance in critical reading, writing, speaking, and listening. In making this decision, we were certain that we could continue to improve our students' success. Our students would 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 of the Language Center where students practiced and reinforced their language skills with the Rosetta Stone Software. The evidence shows that students that used Rosetta Stone last year have a 81% to 86% higher possibility of completing the Spanish courses successfully.

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%. Our department recognizes the impact of hybrid and 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 hybrid and online courses in Fall 2021 and be able to expand to all Spanish levels.

In 2020, 19 AA-T degrees and 16 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.

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.

Improve student access to technology, lab access. There should be open and frequent coordination between the lab coordinator, ESL coordinator, Portuguese and the Spanish department to work together with lab scheduling in Lab 738 in order to accommodate all students. Hopefully in the future, with additional lab space on campus with coordination it would become possible. While progress has been made, we need to diversify our schedule of classes to ensure our students can fit these courses into their schedule. This will support the district's in the Guided Pathways efforts.

We have negotiated with the publisher and had obtained a reasonable price for the student. We spent a great amount of time researching different OER sources to support our Spanish curriculum. We decided to continue using our textbook for various reasons. For instance, cultural videos were outdated, too long and without captions. Materials were free only temporarily and they they required subscription. Materials did not offer practice activities or tutorials. At the present time, some Spanish instructors opted to use OER and are collaborating with the OER liaison, Araceli Romo Sanchez to find current and coincides

materials that supports our curriculum.

Describe any external opportunities or challenges.: The department continues implementing the use of Rosetta Stone to help students acquire the language in all levels of Spanish. On March 19,2020 Rosetta Stone Catalyst software was purchased at the cost of $52,987 for 10,000 licenses over a 3 years period. We are collaborating with the language lab to implement Rosetta Stone and help students with the process. At this time, we are in contact with Jayraj Laxman. The students had been issued a license so they can work on Rosetta Stone through the semester. We will encourage the instructors to use Rosetta Stone for the benefit of of the students.

Moreover, numbers also indicate that 43% of students enrolled in SPAN001 between 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.

Overall SLO Achievement: In 2019-2020 the course success rate for the Spanish program increased from 81 in 2018-2019 to 86%. This is in part due to the acquisition of a new textbook that provided a variety of online resources. 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: In the area of culture, more up-to-date free captioned videos, such as Youtube videos, and reading are being incorporated to reflect a percentage increase on students' comprehension. For example, during the school year 2018-2019 the percentage was 73%, and in 2019-20120 was 92%. As a result we achieved our goal.

We have succeeded in our program goal in the area of culture thanks to a new textbook and the new cultural materials implemented in our classes.

Overall PLO Achievement: In 2020, 19 AA-T degrees and 16 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 are done at this time.

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.

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
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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.

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.

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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 2.1 - 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

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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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 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

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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.

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:

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

Action: 2019-2020 Expand and Manage Course Offerings

Offer more sections of Spanish to meet the needs of the District and student demand as well as begin to employ the Spanish Placement Test District-wide with full time instructors.

Leave Blank: Continued Action
Implementation Timeline: 2019 - 2020
Leave Blank: 08/15/2016
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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.
Oral Response: At the end of this program, students will be able to respond orally at level with commensurate and well-pronounced vocabulary.
Comprehension: At the end of this program, students will be able to comprehend language learned at the course level by answering questions either in writing or orally with few errors that interfere with communication.
Spanish Culture: At the end of this program, students will be able to identify pervasive values of Spanish culture and relate this information in oral or written forms in either Spanish or English.

Spanish Interpreter Skill Certificate Outcomes:
Communication: At the end of this program, students will be able to communicate clearly and effectively in Spanish and English in both written and oral formats.
Professional Vocabulary: At the end of this program, students will be able to use the specific vocabulary of medical or legal professions.
Interpretation Techniques: At the end of this program, students will be able to use simultaneous and consecutive interpretation techniques and do sight and text translations to prepare them for the California State Bilingual Interpreters Oral Exam in Spanish.
Cultural Sensitivity: At the end of this program, students will demonstrate cultural sensitivity to persons and legal traditions involved in court proceedings.

Person(s) Responsible (Name and Position): Language Arts Division Chair; Dean of Arts and Letters
Rationale (With supporting data): 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 the additional classes needed to meet student demand and raise FTES.

Spanish 1 and 2 serve transfer students, but the Spanish department also prepares students for the Spanish Interpreter Certificate, important for medical and legal interpreters, and the Spanish AA and AA-T degrees. We want to expand our courses to help all these students. Specifically, hiring in Spanish would help toward District Objective 1.1: increasing enrollment by 1.75% annually (with increased enrollment, there has been increased demand for Foreign language transfer courses); 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); District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Faculty- New/Replacement - Hire one full-time Spanish instructor. (Active)

Why is this resource required for this action?: Spanish 1 and 2 serve transfer students, but the Spanish department also prepares students for the Spanish Interpreter Certificate, important for medical and legal interpreters, and the Spanish AA and AA-T degrees. With only two full-time faculty, there is not enough time for stable expansion to the Hanford or Tulare campuses, and in Visalia, no time to add the additional classes needed to meet student demand and raise FTES. Efficiency dropped dramatically after the retirement of one of the full-time faculty, indicative of the need to hire a replacement. Additionally, the Spanish Placement Test, which can more easily place students accurately, takes faculty hours to analyze and implement. In order to expand and manage these needs, another full-time faculty is necessary.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 100000

Related Documents:
2015 Faculty Hiring Template - LANG.pdf
SPAN.pdf

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FTES Comparison F2014-F2016.pdf
FTES Comparison Sp2015-Sp2017.pdf

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: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.