

PROGRAM REVIEW Fall 2021

Program: Foreign Language Department

Division: A & H

Date: November 1, 2021

Writer(s): Catherine Suárez

SLO/SAO Point-Person: Catherine Suárez

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1The language classes are inclusive and learning-centered;	X		
2 The language classes are equity-focused, for example use of proper pronouns, nouns and adjectives;	X		
3 The language classes are part of the path to student transfer and/ or degree completion;	X		
4The language classes provide opportunities for students to become engaged participants in the current events, history, and linguistic revolution;		X	
5 The language classes encourage and celebrate life-long learning;			X
6 The language classes allow students to learn about and to participate in civic, social, and environmental responsibility;			X

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1			
2			
3			
4			
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

_____N/A

Plan	New	Continuing	Short term	Long term
Raise the percentage of students that successfully pass from level one to level two in ASL, French, and Spanish	X			X
Create a language statement for all three languages to support inclusion and equity, similar to what the English Department currently has.	x			x
Identify textbooks that cost less for all levels of Spanish	X		X	X
Include language equity in Spanish classes as it becomes available. For example: él, ella, and now elle to represent he/him. She/her and, they/them.				

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

_____N/A

Campus system or Committee	How has it benefitted your students?
I participated on the Academic Senate for several years.	Participating on the Academic Senate allowed me to be well-informed about all of the programs that report to the Academic Senate, as well as other initiatives that would benefit my students.
I participated in the Persistence Project	I have learned to check on students more often than before. I send more general emails to the entire class, and also send individual emails to students who have misses to days of class(a week of class). Most students respond and appreciate that I have checked up on them.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	I used informal voting in my classes and conversations to do outreach to students.
What did you learn?	Students would rather take Spanish classes online, and students want a less expensive textbook bundle. I also learned that many

	students do not know how to plan and schedule for a 5-unit class, setting them up for challenges early on in the semester.
How will you use the feedback?	I will use it to try to find a less expensive textbook bundle. I also want to find a better approach to helping students schedule their time for a 5-unit class. AS far as offering classes face-to-face vs. online, I have to follow the guidelines.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- Did your program meet its program-set standard for successful course completion?
___yes ___x___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

The Spanish Department has a problem with retention of students, especially at the Spanish 1A level. The classes are smaller at the Spanish 1B and Spanish 2A/2B level, but there are less drops and Ws in the more advanced classes.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____100____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ☒ YES _____ No

AA-T: Upon completion of the AA-T in Spanish, students are able to analyze and interpret Spanish texts according to their cultural literacy and/ or linguistic content; demonstrate oral competence in the Spanish language by using correct grammar, vocabulary, and appropriate register; demonstrate written competence in the Spanish language by using correct grammar, vocabulary, and appropriate register; to have a clear understanding of the cultures of the Spanish-speaking world.

Spanish- Certificate of Achievement: Upon completion of the Spanish Certificate of Achievement in Spanish, students are able to analyze and interpret Spanish texts according to their cultural, literary and/ or linguistic content; demonstrate oral competence in the Spanish language by using correct grammar, vocabulary, and appropriate register; demonstrate written competence in the Spanish language by using correct grammar, vocabulary, and appropriate register; have a clear understanding of the cultures of the Spanish-speaking world.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

No, it was not.

(6) List changes that you plan on making to improve student learning and address inequities.

The Spanish Department would like to use a less expensive textbook bundle that all students can afford from the beginning of the semester for all levels of Spanish.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

There are three Spanish one classes taught by two different instructors. One instructor uses the entire textbook bundle that includes the chapters of the book, the workbook, and the online work, tests and quizzes that correspond to the textbook. The other instructor does not use the online portion of the bubble. This poses a challenge in both Spanish 1A and Spanish 1B because the students who do not use the online practice do not have that very important practice in Spanish 1A, and they also do not follow the Fotonovela story online that spans the entire length of the textbook. Another challenge is maintaining students in Spanish 1A classes so that there are enough students to continue on with Spanish 1B, Spanish 2A, and Spanish 2B. Statistics show that the final numbers of students in the Spanish 1A classes at the end of the semester differ greatly.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
____YES ____X____No

Not at this time.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:
Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

☒ YES ☐ No

Course Name & Number
SPAN 23, Introduction to Spanish Literature needed a Distance Education Proposal.

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

☐ YES ☒ No

Certificate or Degree
None at this time.

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful

None at this time.

D. Does your program plan to create any new courses or programs this year?

____YES ☒ No

If yes, please provide details and the rationale

None at this time.

Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?