

PROGRAM REVIEW Fall 2022

Program: Spanish

Division: Arts and Humanities

Date: October 30 2022

Writer(s): Catherine Suárez and Hortencia Nevárez

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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1.The Spanish Department related to a Guided Pathway.
2.We decided to participate in the Credit for Prior Service program.
3.We are providing LOTE(Language other than English) tests and would like all LOTE tests for Spanish to go through the Spanish Department.
4.We have done several language evaluations for students applying to nursing schools.
5.We are discussing bringing back credit by examination for Spanish 1A and Spanish 1B.
6.We are working on a centralized place where students can take the Spanish placement assessment. We hope that it will be the Assessment Center.
7.For my Flex Project this year, I am studying Italian with a retired professor who lives in Italy through a program called Italki. I am a heritage speaker of Italian so I share many language-learning features with the students in my classes who are heritage speakers of Spanish. I chose to study Italian so that I could better define the needs of Heritage learners in my classes. So far, the experiment is working quite well.
8. I offer all of my classes with the Honors Project component. This semester, one of my students in Spanish 1B is doing a project about immigration to the Tri-Valley. She is interviewing Spanish speakers in Spanish and then transcribing the interviews. I work with her weekly. I am very proud of the progress she is making.

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1.Due to low enrollment, We had to cancel a Spanish for Spanish speakers class.
2.The general enrollment in face-to-face classes is low, which concerns the department for the next level of Spanish that should be fed by the beginning levels.
3.Spanish 2a/2b, taught as a combined class, is only taught every other semester so students have to wait a full semester to finish the sequence. It is not equitable for Spanish for Spanish speakers to be offered every semester and then to have Spanish 2a/2b, a cross-listed class only offered once a year, especially since the Spanish 2a/2b class sequence tends to service more students in general, and more students complete the Spanish 1a through Spanish 2B model. Some students are leaving Las Positas to take the 2a/2b class at other community colleges.
4.We do not have dedicated Spanish teaching rooms which makes it difficult to keep class sets of dictionaries, verb books, and other reference books that students need to use every day in class. It would be very helpful to have two rooms in the Classroom Building, such as room 1008 and room 1051. The Language Laboratory was never intended to be an actual classroom for teaching although it is currently being used that way.
5.We do not have a place on campus to advertise our department or to display information about our programs, including maps, posters, and other such realia.
6.We do not have general advertisements on campus and in our service area to promote our programs.
7. We do not have a budget for the department. I ask for one every time I write a Program Review.

Tab to add more lines as needed

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

In Spanish for non-speakers of Spanish, we have focused on non-binary language in Spanish and how it is and how it is not evolving. Students are learning that Spanish is a language that can be spoken in different ways, and that Spanglish also exists. We are using short films and art from artistic magazine such as BOMB, as well as newspapers from different Spanish-speaking countries as realia and many websites. We most recently looked at the GranShake Out in Puerto Rico. We are also helping students to persist more by sending emails to students each

time that they are absent from class, inviting them to persist and to stay in the class until the end of the semester.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

The Spanish Department shares some similar goals with the College Mission. Our classes are built to be inclusive and equitable centers for learning Spanish and the history and culture of the Spanish-speaking people. Our approach to teaching through using realia, literature, art, music, film, travel, and many other tangible forms of access to language, promotes life-long learning in our students. Some students continue to study Spanish after they leave Las Positas. They use Spanish at work, and they travel to places where Spanish is spoken.

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

_____ N/A

Plan	New	Continuing	Short term	Long term
Update outdated curriculum	X	X	X	
Request that Spanish 2a and Spanish 2b become 5-unit classes; they are currently 4-unit classes		x		x
Get funding to order class sets of College Edition Spanish Dictionaries and the 501 Spanish Verb Book	x			
Coordinate and communicate with the Counseling Department to try to repair the relationship between the Counseling Department and the Spanish Department so that students can be served better and so that the Spanish Program is promoted more with students.		x		x
Work on SLOs ,PSLOs, and other aspects of Student Learning Outcomes and assessment to catch up to where we need to be		x		x

Tab to add more lines as needed

F. 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 participate in the Persistence Project. Through that project, students are asked to fill out a survey. I also take informal surveys with my classes throughout the semester
What did you learn? Students do not tend to read Welcome Letters, Emails, and Canvas Announcements. In the last two years, I have found that students are not prepared for college so I need to frontload my courses, especially the online courses, with a lot of information that students in the past already knew how to do when they enrolled in the class.	Students prefer online classes right now; many of the students this year are underprepared for college classes, don't know who to use canvas, and don't make it their responsibility to figure out what the problem is.
How will you use the feedback? I will have to simplify my syllabus so that it is easier for students to find the information that they are looking for. I will have to read the syllabus in class at the beginning of the semester. I dislike taking time to do that, but for many students, this will be the only time that they interact with the syllabus. I will ask students how well they are understanding the material more often. That is actually how I begin each class now.	I will use the feedback to possibly update my class syllabus. I will also add more beginner information to my Welcome Letter for next Spring. One major problem is the textbook. Some students do not purchase it until the semester is almost over, but we use it, along with the workbook and online activities everyday. We need to find a better solution for the textbook bundle that we use. We like our current book. It seems that day students have more trouble purchasing the book than evening students. This statement comes from conversations that I had with the other Spanish teacher, Hortencia Nevarez. She said that in the evening she tends to have older students who do not complain about getting the textbook or its price.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____N/A

Barrier: The Spanish Department should be in charge of some specific duties such as LOTE assessing, speaking to students and filling-out nursing applications for students who want points for Spanish language proficiency on their application, and placing students in classes. The nursing evaluation also requires a letter on school letterhead with very specific statements that are more directed to a Spanish professor, not just a speaker of Spanish who happens to work at Las Positas College. The Spanish Department needs classrooms dedicated to Spanish teaching and learning where class sets of dictionaries and verb books can be kept for daily use. We also need a dedicated space to display student work and to advertise out classes, potential trips, and possible activities related to the department.	Suggestion: A conversation needs to take place with the Counseling Department about equity and continuity. If the above mentioned work is sometimes done by the Spanish Department, and other times in counseling, the message is that there is no consistency and there is no reason to choose one option over the other option. The Spanish professors have studied and prepared for this kind of evaluation. In most cases, language instructors have studied 13 to 15 years of language, literature, history and culture. We would never try to counsel a student or help them choose their classes because we did not study or prepare to do that for our career. There are two classrooms in the 1000 building that could be Spanish/ French/ ASL dedicated classrooms. Those rooms are 1008 and 1051.
The classrooms where languages are taught need to have lockable cabinets so that class collections of dictionaries and verb books, and other important reference materials can be locked away safely. The Language Department has never had a budget. WE need one so that we can purchase reference materials for our classes and other ancillary items to support student learning and success. The language classes have many DSPS students with accommodations. One very specific problem is the lack of notetakers. I have brought this problem to DSPS and	The Language Lab is currently a shell, It is not set up to be used as a language laboratory. To get it ready for use will be a big expense, but also an important expense. Language students should be able to actively use the lab to improve their speaking, listening, and comprehension skills.

Administration many times. For the 21 years that I have been teaching at Las Positas, note takers have never been provided by DSPS even though they list note taking as one of their services. Classroom teachers should not be responsible for finding note takers for students and students should not be expected to be note takers for their classmates.	
--	--

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2IYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle 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 are 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?
X Yes ____ No

- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

--

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2. X

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

We do not have a 3-year-plan at this time. We are planning to work on a new 3-year-plan this coming semester. Only some of the SLOs were entered and mapped. Our program is behind and needs to work this semester and next semester to catch up and to actually understand how the program works.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____30____%

- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Unfortunately, we do not have enough non-disaggregated data at this time to make any generalizations or conclusions. What I have observed in both online and face-to-face classes is that students who miss the first day or class, or who add the class late, do not tend to be successful in the class, and/or drop the class with a W. I also have observed that students who take a long time to purchase their textbook bundle usually end up taking a W in the class or failing the class. Most recently, I notice that students are absent a lot, sometimes for illness and sometimes for other reasons. Through my affiliation with the Persistence Project, I have decided to email each student each time that they are absent from class. I want to see if the email recognition from the professor that you were absent and that we missed you in class, makes a difference or improves attendance.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

We currently do not have enough data to reveal patterns of inequity. From my own observation, I know the price of our textbook bundle is an equity issue. I also think that the imbalance of offerings in our program is an equity problem. For example, in the Spanish for Spanish Speakers program, either Spanish 21 or Spanish 22 is offered every semester. In the Spanish program for non-speakers of Spanish, the third and fourth semesters are combined into one class that is cross-listed. It is only offered every other semester. This means that a student who takes Spanish 2a in the fall needs to wait until the next fall to take Spanish 2b, giving the student a break of a full semester and a summer from the language before they start to study it again. It also means that students might not take Spanish 2b at Las Positas because they can take it at another Community College where the class is offered in sequence every year. WE also need to alternate the time of day when singleton classes are offered. For example, There is only one Spanish 1B class. For the offering to be equitable, it should be offered on a rotating schedule during the day and during the night. The last time that I did that, I didn't have any night students from the evening section of Spanish 1A take the class. Also, all of the students in the class could have also taken the class during the day. We need to build a critical mass of evening students that would fill the evening 1B class as much as possible. The other class that I already do alternate in the Spanish 2a/2b cross listed class. This semester it is offered in the day, but next semester it will be offered at 6:00 pm so that evening students can enroll. It seems that when this class is online recently, it tends to have higher enrollment. The same is true for Spanish 1B.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

The way that the Spanish 2a, Spanish 2b cross listed class is offered makes it difficult for students to complete the sequence. The class used to only be offered in the Spring. It is now only offered in the fall. Spanish 2a and Spanish 2b are four units each. All of the other Spanish classes: Spanish 1A, Spanish 1B, Spanish 21, and Spanish 22 are five units. The Spanish 2a/2b class needs to have the same units as all of the other classes to make the classes equitable. This is something that the Department plans to work on updating in the next few semesters.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

Through informal discussions, we have discussed finding a less expensive textbook bundle. We have also discussed how to have better advertising for both Spanish programs so that we can recruit students in an easier and more direct way. We hope that the common assessment that

we are working on that will be given by the Assessment Center, will help us place students correctly in their classes and in their correct program. Spanish 21, 22, and 23 have not shown enough growth in all of the semesters that they have been offered. I think that the Spanish Department should focus on rebuilding the regular Spanish Program and put the Spanish for Spanish Speakers program on a back burner until Las Positas College can provide enough native speakers and heritage speakers to better fill the program. This program has had many semesters to build its numbers and it is not happening. Thirteen units is a lot to allocate to a program that is not showing success.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

X ☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ x ☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

I had trouble working on this section by myself and trying to create the different reports. I also had trouble earlier this summer when I was entering the assessment information for my classes to make the report card. I need to work with someone one-on-one in eLumen because I am confused by it.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

We plan to continue to focus on all forms of Spanish that are spoken. We also plan to expand upon the non binary language that is slowly evolving in Spanish, why it is accepted in the United States, and why it is still not accepted by the RAE, the Real Academica Española. We also plan to include more diversity in literature, music, and art, and to use real Spanish-language newspapers to have students experience language in an authentic learning pattern. For example, learning about statistics and then applying the information to a Great Shake Out website for Puerto Rico.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒X Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

☐X YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

Last year I frequently attended the help sessions for SLO work on Fridays via zoom. I made small accomplishments, but never finished the actual assignment due to confusion and frustration. I do not fully understand the SLO process, so I need a lot of one-on-one help. I felt uncomfortable during the sessions and even put down by the facilitator because I did not know what I was doing. The person who worked with me was extremely impatient and I felt dumb each time I asked a question or could not find the correct box to click on. I need one-on-one assistance with SLO work because I plainly do not understand it.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

We need to collect data more often. Possibly every semester. We need to spend more time reviewing the data so that we can make better observations about equity and student success.

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☒ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Last year I frequently attended the help sessions for SLO and SAO work on Fridays via zoom. I made small accomplishments, but never finished the actual assignment due to confusion and frustration on my part. I do not fully understand the SLO and the SAO process, so I need a lot of one-on-one assistance. I felt uncomfortable during the sessions and even put down because I did not know what I was doing. The person who worked with me was extremely impatient and I felt dumb each time I asked a question or could not find the right box to click on. I need one-on-one help with SLO work because I simply do not understand it.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
-

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

☒ X YES ☐ No

Course Name & Number
SPAN 1A CRN 20028 D01
SPAN 1B CRN 22292 S01
SPAN 2a CRN 22631 D01
SPAN 2b CRN 22632 D01
Independent Study Spanish 29

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ x ☐ No

Certificate or Degree
N/A

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ x ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

N/A

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____x_____ No

If yes, please provide details and the rationale

E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____X_____ No

Course Name & Number

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

I wish that the Program Review could be due closer to the Thanksgiving Holiday. I would also like to see proof that the Program Review process does actually determine College Planning Priorities and does actually allocate resources, and how often and how widely throughout the campus this happens. I understand that the final use of Program Review is to document fulfillment of accreditation requirements. To be truthful, I truly think that the accreditation requirement is the only reason why we complete Program Review. This is why I would like to request proof of the other listed uses for the document.

The following information is from the Spanish for Spanish Speakers Program. It is taught by Hortencia Nevarez. She decided to make her own comments about her program:

Program Review Comments for Spanish 21/22 and Spanish 1A Accomplishments and Challenges

Accomplishments: Accomplishment #1: Significant SLOs improvement for SPAN 21 in Spring 2022 and Fall 2021 due to the “Reflect, Edit, Discover, and Observe” process I incorporated into the courses. Please see the explanation of the REDO process below. In an effort to try to improve the SLOs of Spanish speakers, I adopted the “Reflect, Edit, Discover, and Observe” (REDO) process. When students do not meet the criteria of an assignment, they get the opportunity to REDO. This revision process allows student to process and learn instead of shutting down due to mistakes. Students that do not meet the criteria of the assignment get to edit their work after they receive feedback. An example of the feedback I give is: I believe you can do well in this class. You have good ideas. Re-read your essay. Please see my comments, and begin by editing your work one paragraph at a time. If you need/want to discuss the feedback with me, let me know. I can help you brainstorm as you prepare to make corrections. Doing revisions allows students to identify areas that need improvement. In addition, it gives students the opportunity to discover a new approach after reflecting on the feedback and editing their work. Students learn to observe patterns in their work and implement strategies that help them identify obstacles which impede their learning. When students feel comfortable and ready, they have the option to share their work in class, inviting their classmates to comment on their work. Bottom line, this technique empowers students; it helps them improve their critical and analytical skills and, consequently, makes them better learners. The results have been impressive. This process has awoken student awareness, and improved self- confidence. Accomplishment #2: Two non-heritage, non-native Spanish speakers, who had been in a Spanish immersion program growing up, completed Spanish 21 successfully in Spring 2021.

Accomplishment #3: At the end of the semester, in Spring 2021, a students told me that for the first time he had gotten straight A's. He thought it was due to the skills he learned in Spanish 21. He claimed to have learned to focus in Spanish 21 Accomplishment #4: A first generation college student from the first cohort graduated from UCLA and started a MPA at USC. He came back last semester to update me on his academic career and to ask for a reference letter. He claims Spanish 21 and 22 helped him improve his Spanish skills, get a job at the Mexican Consulate in Sacramento and get accepted to the USC Masters Program in Administration. Challenges: Challenge #1: The pandemic made things difficult for everyone. Failure to submit the DE Addendum for Spanish 22 on time, resulted on the cancellation of Spanish 22 on Fall 2020. Challenge #2: Spanish 21 was cancelled due to low enrollment in Fall 2022. A big institutional challenge Spanish 21 and 22 are facing is that counselors advise students against taking Spanish for Spanish Speakers. Students often tell me that they are happy they did not listen to their counselor when advised not to take Spanish for Spanish Speakers. According to students, their counselor thinks students do not need to take these Spanish courses because students already speak Spanish. This has been one major challenge – counseling does not seem to understand the value these courses add to the academic success of a Spanish speaker. Going forward: Spanish 21/22 I will continue using the REDO process for Spanish 21 and Spanish 22 once it gets back on the schedule. Spanish 1A: Accomplishment #1: I added a study session to allow students to show up, do homework, practice Spanish, share learning techniques with their classmates and, most importantly, create a sense of community. This opportunity has allowed students to get to know each other better and to form study groups. Accomplishment #2: I created supplemental study guides to help students focus on learning the material I cover biweekly. Student response to these guides has been quite positive. Students claim they find the study guides practical and

useful. Accomplishment #3: Teaching Spanish 1A online live via ConferZoom in the evening has worked out quite well for working students. Challenge #1: I tried the hybrid modality in the Spring 2022, but it did not work. Half the students wanted to attend class in person, and the other half wanted to take the class online live. As a consequence, I lost a good number of students last semester. Challenge #2: Evening students are mostly working students. They often complain about the fact that LPC does not offer a Spanish 1B evening class. As a consequence, we often lose students to other institutions which do offer more variety.