

**Program: Spanish**

**Division: A & H**

**Date: November 4, 2024**

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**SLO/SAO Point-Person: Catherine Suárez**

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**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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

**Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

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## Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

**Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs? Yes.
- Did they relate to guided pathways? Yes.
- Were they in support of the colleges [equity definition](#)? Yes.
- Did they connect to any of the college [planning priorities](#)? Yes.
- Did you receive any positive/negative feedback from students? Yes.
- Are there any innovations or new processes you'd like to integrate? Yes.
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)? I am not sure

For the 23-24 academic year, the Spanish Department has several accomplishments to report. One very big accomplishment is the updated curriculum for Spanish 1a, Spanish 1b, Spanish 2a, Spanish 2b, and the deactivation of Spanish 29, an independent study class with an option for .5 to 2 units in value. In addition, and in alignment with many of the conversations at the LPC GE Task Force meetings, I have decided to lower the unit values for two of the Spanish-for-Spanish-Speakers class from 5 units to 4 units. The two classes are Spanish 21 and Spanish 22. Making this change in units will directly align these classes with Spanish 2a and Spanish 2b while at the same time allowing students to take a four-unit class in an area where they do not need to take a five-unit class. The extra unit has caused students to not choose to take Spanish 21 or Spanish 22 because they are not interested in the extra cost or the extra work. The Las Positas College Spanish program offers an Associate in Arts in Spanish for Transfer Degree and a Certificate of Achievement in Spanish. Both the degree and the certificate in Spanish relate directly to guided pathways. They are fully mapped out and aligned. I also continue to practice the work that we are taught through participation in the Persistence Project. For all of my classes, I email each student who is absent on a given day to remind them that attending class every day is important and that when they are absent, the class is not the same and we miss them. I also send emails to any student with a C- or lower several times a semester to invite them to meet with me to review their grade and to attend office hours on a regular basis. Our class curriculum is designed to fully support equity "through continuous evaluation and improvement of all services (to our students)" because "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." For example, since 2021 I have incorporated binary and non-binary grammar and vocabulary in my class lessons, and I most recently added it to the class outlines for Spanish 1a, Spanish 1b, Spanish 2a, and Spanish 2b. The Spanish Department has been "working on increasing student success and completion through change in practices and processes and removing barriers" as related to the College Planning Priorities for the 2024-2025 year. An example of how the Spanish Department connected accomplishments to college-planning priorities is that we have accepted students into classes even though they are late to register, sometimes by one or two weeks. In the past, our findings have been that students who start late do not finish the class. We are now trying to guide these latecomers from the first day that they arrive, allowing them to make up work that was already assigned before their arrival. My findings are that more and more students are successful and finish the semester, even though they started the semester late.

Student feedback is among the most important input we can receive. I encourage feedback after tests, activities, projects, at mid-semester and at the end of the semester. For example, last semester, students in Spanish 1a wanted to change the days their homework assignments were due. We had a discussion in class followed by a vote. The students themselves came up with the new homework calendar. I was 100% against it because I didn't think it allowed for constant learning structure. The students were more interested in the days of the week when the work would be due than if a real structure was involved in the planning. We went with their vote and changed the due dates for the work. The original due days were Tuesdays and Thursdays by 11:59 pm. The new due dates chosen by the students were Tuesday and Sunday by 11:59 pm. I would really like to integrate a no-cost or low-cost OER textbook as soon as possible for all levels of Spanish from Spanish 1a through Spanish 2b. I will have to speak to Hortencia Nevarez about the possibility of using an OER textbook for Spanish 21, Spanish 22, and Spanish 23. One very big change that I would like to see happen as soon as possible is to offer the combined Spanish 2a/2b class both in the fall and spring semesters. Right now, the class is only offered one time each academic year, usually in the spring. This inconsistency in semesters causes problems for students who are trying to complete the 1a through 2b sequence. Students have to wait a full summer and a full fall semester until the second half of the class is offered the following spring. This causes some of our students to take the class at Chabot or at other colleges, and that means that we lose those students. The rest of the students wait to take the 2b level and doing this puts them behind according to their SEP (Student Education Plan). The Spanish Department offers a Spanish for Spanish Speaker program that is made up of three classes: Spanish 21, Spanish 22, and Spanish 23. To date, no student has successfully completed the program. This is due to several reasons. The first reason is that historically Spanish 21 and Spanish 22 have not had high enrolments. When Spanish 21 does not have a good number of students finish the course, this makes the next class, Spanish 22 small unless there are students who take Spanish 22 first and then go back to take Spanish 21 later. The Spanish 23 class, worth 3 units, has never been taught. Amy Mattern and I have been watching the Spanish for Spanish speakers' program with the concern that it will not be able to continue due to low enrollment and the inability to allow students to complete the three-class series. I am currently participating in the Global Engagement Task Force to create a Travel/ Study program for Las Positas College. It is my hope that this new program will entice perspective students to travel and then decide to enroll in a Spanish class, or vice versa. I am also participating in the upcoming Las Positas College A&H Expo this coming Thursday. I hope to interact with many possible future Spanish students at that event. I will also attend the ESL Open House as I did last year to encourage students in the ESL program to consider studying a language. Last spring it was wonderful to have a new Spanish instructor on board for the evening synchronous Spanish 1a class. The usual part-time instructor suddenly let me know that she was not going to be available to teach right before the beginning of the fall semester of 2023. I had to scramble to cover classes and ended up having to cancel my Spanish 1b class to be able to teach her evening Spanish 1a class. The entire semester was a disaster, and it really hurt the numbers in the Spanish 1b class, causing us to suddenly drop the class. That semester was very difficult and stressful. For the spring semester, the Spanish Department was lucky to be able to hire Daysi Valle to teach the Spanish 1a evening class. She did a wonderful job teaching with the entire textbook, hardcopies and online work, and the students really enjoyed her approach to teaching. I hope that we can offer Daysi another class to teach in the near future. It would be wonderful and so refreshing to grow the Spanish Department and to invite another great instructor to work with our students. I joined the Allies to Accomplices (A2A): Community of Practice and Action (formerly White Allyship Community of Practice) several semesters ago. We meet on a monthly basis to discuss topics of equity. Participation in this community of practice has widened my understandings of white privilege, racism, classism, and equity. I am also participating in monthly webinars

through ACTFL (American Council on the Teaching of Foreign Languages), such as Anticolonial/Antiracist Approaches to 'Cultures' and 'Communities, and Linguistic Justice: Black, Indigenous, and Queer Languageing. I have attended two of these workshops so far this year. They are extraordinary. I would like to be able to share them with my students. I would like to be able to offer a fully online asynchronous Spanish 1a class in the near future. The Spanish Department currently offers face-to-face and synchronous classes. It would be interesting to see if a fully online course brings up our enrollment or not. It would also be exciting if Daysi Valle could teach that class. Based on her performance in teaching the synchronous Spanish 1a class, I think that she would do an optimal job of teaching a full online class. I am interested in learning more about the high school program CCAP where students in high school take Spanish at their own school from a Las Positas Spanish instructor. I have discussed this program many times with my dean, Amy Mattern, and she is also in contact with the district liaison from Pleasanton. There is a plan for Daysi and me to observe the AP Spanish classes at Foothill High School to get an idea of their scope and sequence. From there, we would create a class for Heritage Speakers that would help to prepare them to pass the AP Spanish Language exam and the AP Spanish Literature exam. I would like to have Daysi Valle be the lead instructor for this project. The Spanish Department shares some similar goals with the College Mission. Our classes are designed to be inclusive and equitable centers for learning Spanish and the histories and cultures of the Spanish-speaking peoples. 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, they travel to places where Spanish is spoken, and they maintain friendships and family ties through the language.

N/A\_\_\_\_\_

## **B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

One of the biggest challenges that we face right now is enrolments and how many students are registering for our classes. Two semesters ago, I had to cancel my Spanish 1b class because it was scheduled at the same day and time as the Spanish 1a class that part-time instructor Hortencia Nevarez was scheduled to teach. In the summer and very close to the beginning of the semester, and without any explanation whatsoever, Hortencia let Amy Mattern know that she would not be able to teach the fall semester. This completely changed my schedule and set the Spanish 1b students back by a semester because the class had to be cancelled. The same thing happened for the spring semester. Without an explanation, Hortencia was unable to teach her scheduled class. This time Daysi Valle taught the class in her absence. This current fall 2024 semester has also been a disaster for students and for me. My Spanish 1b class was again cancelled, this time for low enrollment. I am very concerned about the size of the Spanish 1b class for the coming spring semester. I also really enjoyed having a department mate to work with and to bounce ideas off of when Daysi Valle taught the evening 1a class last spring. We did a lot of planning together, looked over the textbook, used all parts of the textbook so that students would get the most value out of it. We tabled together at different events, and worked side by side like a cohesive department works together. I have very rarely had that experience in the Spanish Department, and it is really lonely to work and teach like that. Another challenge for the Spanish Department is that we don't have enough FTEF to offer Spanish 2a and Spanish

2b, a combined class, every semester. Students who take the first half of the class in the fall must wait until next fall to take the second half. Successful programs do not run that way, and students should never have to go to another school to fill in what our college doesn't offer them. The entire sequence from Spanish 1a through Spanish 2b should be able to be completed in four consecutive semesters. In the Spanish for Spanish Speakers program, there are two 5-unit classes, Spanish 21 and Spanish 22, and one 3-unit class. Sometimes the registration for the first two classes is low so the class gets cancelled. Spanish 23 has never been taught. I plan to request a change in units from Spanish 21 and Spanish 23 from 5 units each to 4 units each. This is the explanation. I had help with this part of the narrative from a very patient Rafael Valle:

First, let's begin by identifying the following general education requirements.

1. CSU GE Area C - Arts and Humanities
  - a. C1 Arts
  - b. C2 Humanities
2. IGETC Area 3 - Arts and Humanities
  - a. 3A Arts
  - b. 3B Humanities

Students are required to complete 9 units in the above areas. Keep in mind that we are referring to transfer students.

Here's the catch:

3 units must come from Area C1 or 3A - Arts, and 3 units must come from Area C2 or 3B - Humanities. The final 3 units can come from either side.

Spanish is classified under CSU GE Area C2 and IGETC Area 3B. It's worth noting that this will change to CALGETC in the fall of 2025. As far as we know, Spanish will remain in the same areas, meaning students will still have to make the same choices.

Example:

Student A

Completed MUS 5 (3 units - area C1 or 3A)

Completed HIST 7 (3 units - area C2 or 3B)

Students still need 3 more units to meet this requirement, which can come from either C1 or 3A, or from C2 or 3B. They might prefer not to take a 5-unit course, as that would exceed the requirement by 2 units. In fact, even a 4-unit course would result in one extra unit. In our experience, students do not mind too much when we are talking about 1 extra unit.

I've attached the links for the CSUGE and IGETC for your reference

1. CSUGE: <https://www.laspositascollege.edu/lpcarticulation/assets/docs/csugeb-chart-2024-2025.pdf>
2. IGETC: <https://laspositascollege.edu/lpcarticulation/assets/docs/igetc-chart-2024-2025.pdf>

Here is the same explanation generated from AI:

### **CSU Area C2 (Humanities)**

- **Alignment with Learning Objectives:** Area C2 focuses on the study of literature, philosophy, and foreign languages. A 4-unit Spanish course can fulfill this requirement by providing students with a deeper understanding of Spanish language and culture, which enriches their humanities education.
- **Cultural Context:** The course can incorporate cultural studies, literature, and historical context, ensuring students gain a well-rounded perspective that aligns with the goals of Area C2.

**IGETC Area 3B (Language Other than English)**

- **Language Proficiency:** Area 3B requires students to demonstrate proficiency in a language other than English. A 4-unit Spanish class can effectively meet this requirement by focusing on language skills, grammar, vocabulary, and conversational practice.
- **Transferability:** This structure helps ensure that students can transfer their credits to CSU or UC institutions, as the 4-unit format is often compatible with the requirements of both systems, making it easier for students to navigate their educational paths.

By offering a 4-unit Spanish course, community colleges can ensure that students not only fulfill these specific general education requirements but also enhance their overall academic experience through language and cultural immersion.

N/A\_\_\_\_\_

**C. Planning: What are your program's most important plans, either new or continuing?** We want to figure out how to maximize enrollment in all our classes while at the same time not offering our classes at the same times as other key classes so that we do not compete for students. We want to make sure that our classes do not conflict with Middle College or Puente because we need students from those programs in our classes. I would love to work with Puente to determine which level of Spanish would be the best one to “Puentify.” I would also like to attend Puente training. For students who have taken Spanish 21 and Spanish 22 in the Spanish for Spanish Speakers' sequence, I would really like to be able to offer Spanish 23 so that they can finish the program. I plan to make Spanish 1b a Credit-by-Exam option just like Spanish 1a. I would like to return to offering study-travel experiences for students. I used to take students to Spain, Mexico, and Cuba before COVID. This winter, in January, I am planning to go on a trip to Peru, Costa Rica, and Guatemala through a tour operator that specializes in student travel to determine if I would like to use their services in the future. I will continue to participate in activities such as the A & H Expo and the ESL open house to recruit new students for the Spanish program. I will also continue working with the Global Engagement Task Force headed by Katie Eagen. I will also continue to be the lead person for the AI Task Force. My work with both of those task forces enriches what I do in my classroom with my students.

N/A\_\_\_\_\_

**D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers: Funding and more FTEF

The Spanish Department has lost quite a bit of FTEF over the past eight years or so. We need to be able to gain back that FTEF so that we can offer an asynchronous Spanish 1a class, so that we can offer Spanish 2a/2b every semester, and so that we can offer Spanish conversation classes as we once did. Chabot offers conversation classes. Many times, conversation classes are a gateway into the regular sequence of classes. My students who

could not take Spanish 2a/2b this semester are taking conversational Spanish through Community Education this semester. If we had had the classes they needed, these students would be enrolled in them right now. I have also chosen to open my classes up to auditing.

Suggestions: I would like to have a place inside a building where information and announcements about the World Languages Department could be posted. I would also like to have several banners around campus to highlight the World Languages Program. It would be wonderful to have classrooms that are dedicated to World Languages where instructors could leave their frequently used items. Teaching a language is “messy.” We use a lot of realia that we end up dragging back and forth from the classroom to our cars or our offices. Just today I lugged four pieces of art, three books, and “things you find in an office” to my classroom. If I don’t finish the lesson in one class period, I have to lug the realia back to class the next time we meet.

N/A\_\_\_\_\_

### E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes X      No \_\_\_\_\_
  
2. Comments (Optional): I have updated Spanish 1a, Spanish 1b, Spanish 2a, and Spanish 2b. These are required updates. I will also be updating Spanish 21 and Spanish 22 to lower the units for both classes from 5 to 4. This decision has been made after much conversation with Amy Mattern, Craig Kutil, Hortencia Nevarez, Rafael Valle (Puente), and me. I also participated in the Las Positas College GE Task Force where we discussed lowering units for certain classes to make them more feasible for students. I plan to re-submit a Spanish 29 Independent Study class worth 2 units for student travel-study experiences.
  
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes \_\_\_\_\_      No X \_\_\_\_\_
  
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

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## Section 2: Data Analysis – Quantitative and Qualitative

**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 and reach out to [the IR team.](#))**

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

Here are some observations I made based on IR data for the Spanish Department:

1. For the fall semester of 2023 and the Spring semester of 2024, the enrollment is very similar with a headcount of 69 in the Fall and 65 in the Spring. The fall 2023 semester is not a typical one because Spanish 1b, a class that is offered every semester, was canceled so that I could teach Spanish 1a.
2. Most of our students in the fall of 2023 are freshmen, (51%) with <30 units for the Spring 2024 semester. 42% of the students are freshmen with <30 units.
3. Many of our students, 34%, are part-time students taking between 6 and 11.5 units per semester.
4. Distance Education is more popular than face-to-face classes. For example, 39% of students took online classes in fall of 2023 and only 16% of students took face-to-face classes. This percentage does not represent a typical semester since Spanish 1a was canceled that semester so that I could teach Spanish 1a. In the spring semester, 35% of students enrolled in distance education and 23% enrolled in face-to-face classes. This semester I had to cancel Spanish 1B to teach Spanish 1A because the two classes were scheduled at the same time. I was not expecting the part-time instructor to not teach that semester.
5. In the fall of 2023, 7% of our students had a goal of intellectual and cultural personal development and in spring of 2024, 11% of our students took Spanish for personal development. They are life-long learners!
6. Fill rates are traditionally higher in the fall than in the spring. For example, the fall of 2023 fill-rate was at 69% and the spring of 2024 fill-rate was at 47%.
7. Most of our students gave the goal of transfer. For example, in the fall semester of 2023 62% of the students planned to transfer and, in the spring of 2024, 52% planned to transfer.
8. Many students who take Spanish are continuing students. They represented 43% of the students enrolled in Spanish classes in the fall of 2023 and 66% of the students enrolled in the spring of 2024.

9. I am concerned that we might have grade inflation. We do not have any failing grades (F). 41% of the students received an A, 19% received a B, and 11% received a C. The distribution of grades is not even and there are many students with an A.

10. Most of the students taking Spanish classes in the fall of 2023 were female. (39 females and 23 males). Something interesting happened in the spring semester of 2024. The number of male students increased, and the number of female students decreased (32 females and 29 males).

11. Most of the students who take Spanish are from two race-ethnicity groups, Latino and White. IN the fall semester of 2023 27 Latino students were enrolled in Spanish and 20 White students. In the spring of 2024, there were 30 Latino students, and 18 White students enrolled in the program. I am very concerned about the numbers of other ethnicity groups such as Pacific Islander, Native American, Filipino, Asian, and African American students who have no representation or very little representation in our classes. We need to change what we are doing to recruit students from these race-ethnicity groups.

12. Most of our students are 19 years old and younger. Followed by students who are between 40 and 49 years old. In the fall of 2022, there were 81 students who were 19 years old or younger and 61 students who were 40 to 49 years of age. That is the most updated data that the Spanish Department has for Key Demographics and Outcomes.

13. Forty-seven percent of the students in Spanish classes plan to transfer to a college or university after attending Las Positas College and 8 percent of the students take Spanish to fulfill a personal development goal.

14. For the Fall 2023 semester, the fill-rate for Spanish classes was 69% and, in the spring of 2024, it was 47%. Enrollment numbers were almost equal between the two semesters with 69 students enrolled in the fall 2023 semester and 65 students enrolled in the spring 2024 semester. I had to cancel my Spanish 1b class in the fall to teach Spanish 1a. Usually, there would be information from Spanish 1b included in this data.

**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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes  No

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

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## Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here](#).

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- XXC1: 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)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
  - 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.
  - If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.
1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes  No

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - N/A  %
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data. We were not able to collect data in eLumen for

this data period because the part-time instructor in Spanish told Amy and me that she would not be available to teach for both the fall and the spring semesters that year. I had to cancel my Spanish 1b class to be able to teach her class as well as my other classes. The second semester we hired Daysi Valle and she taught the evening Spanish 1a class. I spent over 80 hours (about 7 days) mentoring Daysi before the spring semester and during the spring semester. We also worked together since we had a class in common. This took some extra time that I might of had for working in eLumen.

5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

The price of our textbook has long been a topic of equity because it is so expensive. The textbook we use, Vistas, 7<sup>th</sup> Edition, is wonderful. It divides student work into learning and practice in hardcopy format and online format. Each semester a few students cannot afford the textbook bundle. Without the bundle, these students cannot complete the online work which is a significant amount of their chapter grade. We cover six chapters per semester. Many times, in the past, I have purchased textbook bundles for students who could not afford it. I have also tried to secure textbook scholarships from Las Positas in the past. This year I went directly back to the Vistas publisher to request two textbook scholarships. I had done this before and was told no. This year the two scholarships were granted. I want to eventually find an OER textbook so that all students can take the class and not have to worry about the price of the book. In addition to this problem, one of the part-time instructors in Spanish does not use the online component to the textbook even though the students in their class purchase the entire bundle. This means that the students are not experiencing the entire learning process that the book and online work provide. I feel terrible that students are purchasing an expensive textbook and are only using the hardcopy elements of it to learn. Last semester we had the opportunity to have another part-time instructor teach a Spanish 1a night class. This instructor used the entire textbook, focusing on both the hardcopy and the online materials. Everyone in her class, with the exception of one student, purchased an online copy of the textbook which is less expensive than the hardcopy. I was so pleased to know that all of the students were able to pay for the less expensive bundle and that the instructor used the online component as much as the hardcopy. This is my goal for this textbook until I can identify an OER textbook for all Spanish classes at Las Positas College.

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

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes \_\_\_X\_\_\_ 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](#).*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. I was unable to complete the CSLO assessment process for Fall 2023 and Spring 2024 because I taught an overload in the fall because the part-time faculty who teaches Spanish did not teach that semester. In the spring semester, I mentored the new part-time instructor who took the place of the usual part-time instructor who was also unavailable to teach last spring. In a one-person department, not everything can get done on time or if you must teach an overload, or mentor a new faculty member. The situation was not shared with me early enough to allow for proper planning before it happened. I had to cancel one of my classes to teach the part-time instructor's class. This cancellation negatively affected the flow from Spanish 1a to Spanish 1b and from Spanish 1b to Spanish 2a.

### **C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)  
Will all courses be assessed by June 2026?  
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](#).*
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. [Based on discussion with others in your area](#), what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. 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.

#### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have? I would prefer to have the due date of the Program Review be a Friday instead of a Monday. I also need a lot of help with section on data analysis. It would be great to have classes throughout the fall semester to focus on data and how to interpret it. I know that in the past there have been study sessions and flex day opportunities dedicated to data analysis. What I am suggesting is an opportunity that, for example, begins in September and ends in November. There could be one-hour lessons every month up until November.