

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

Offer introductory and intermediate level curriculum on the language and cultures/contributions of Spanish-speaking world areas, with focus on developing accuracy and oral/written fluency in culturally appropriate communication skills, as defined by ACTFL (American Council on the Teaching of Foreign Languages). The program strives to serve transfer students, those who wish to fulfill career objectives, and those who wish to create and/or deepen a sense of functionality and/or belonging within Spanish-speaking communities (in the United States and/or abroad).

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our mission statement aligns closely with the College's mission and all the Institutional Core Competencies. Our curriculum is designed to engage learners in self-reflection and critical thinking, to keep learners connected to one another, by exploring and valuing what each person brings to the learning process. Our program directs and keeps learners focused on and engaged with whatever their goal(s) may be: fulfill a transfer requirement, meet a professional objective, or create/deepen a sense of functionality and/or belonging within Spanish-speaking communities (in the United States and/or abroad). Our program directs and nurtures learners as they develop cultural competence and accuracy/fluency in linguistic expression (oral, written, non-verbal) so that learners can exercise creativity, sensitivity and global citizenship when communicating with speakers of diverse cultures and language ancestries.

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Asynchronous course offerings	To offer SPAN 1 asynchronously.	FT Spanish faculty.	Patricia Crespo Martín (FT Spanish @ Foothill College).		Course development on Canvas shell.	Actual delivery of the course in asynchronous mode.
SPAN 4-5-6	Offer SPAN 4-5-6 again	FT Spanish faculty.	Dean Debbie Lee	Host enrichment events (e.g., games, panel discussions), to build community and promote the study of Spanish.	Course development on Canvas shell.	Actual offering of the courses.
Low cost / zero cost textbook.	Create, adapt, and/or adopt low cost ~ zero cost teaching materials to replace the MyLab component of our current textbook, used in SPAN 1-2-3-4.	FT Spanish faculty.	Shagun Kaur / Cristina Moon (Chabot College)		Development of materials on Canvas shell.	Actual offering of SPAN 1 with low cost / zero cost textbook, then SPAN 2, SPAN 3, SPAN 4.

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

On the plus side, the restrictions (imposed by the Viability Committee) on offering our second-year courses (levels 4-5-6) are slowly being lifted, as SPAN 4 is now on the schedule for Winter 2024 (after seven years of not being offered). We hope for strong enrollment, since SPAN 4 is one of the electives on our new Certificate of Achievement in Spanish Language and Culture (effective Fall 2022). We hope to follow with SPAN 5 in the near future and eventually SPAN 6, so that we can create an Advanced Certificate of Achievement.

With trepidation, we await to see the effect of AB928 on our enrollment once the GE Articulation Patterns come into effect and World Language transfer requirements get eliminated.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends						
Intercultural/Internation Stu - Spanish-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	656	464	478	390	486	-25.9%
Enrollment	775	566	606	483	593	-23.5%
Sections	26	18	17	16	18	-30.8%
WSCH	1,291	943	1,010	805	988	-23.5%
FTES (end of term)	85	62	67	53	66	-22.4%
FTEF (end of term)	2.9	2.0	1.9	1.8	2.0	-31.1%
Productivity (WSCH/FTEF)	445	477	536	453	494	11.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

#### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Our Certificate of Achievement in Spanish Language and Culture became effective in Fall 2022, and has driven our enrollment in AY 2022-2023 to the highest figures since AY 2018-2019. The certificate aligns with our mission and goals: it documents the pursuit of language and cultural skills that provide students with a sense of functionality in Spanish, whether it be for use in their careers, in the pursuit of their majors in other disciplines, or in the exercise of creativity, sensitivity and global citizenship when communicating with speakers of diverse cultures and language ancestries.

# CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

## D. Course Success

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### Course Success

Spanish-FD

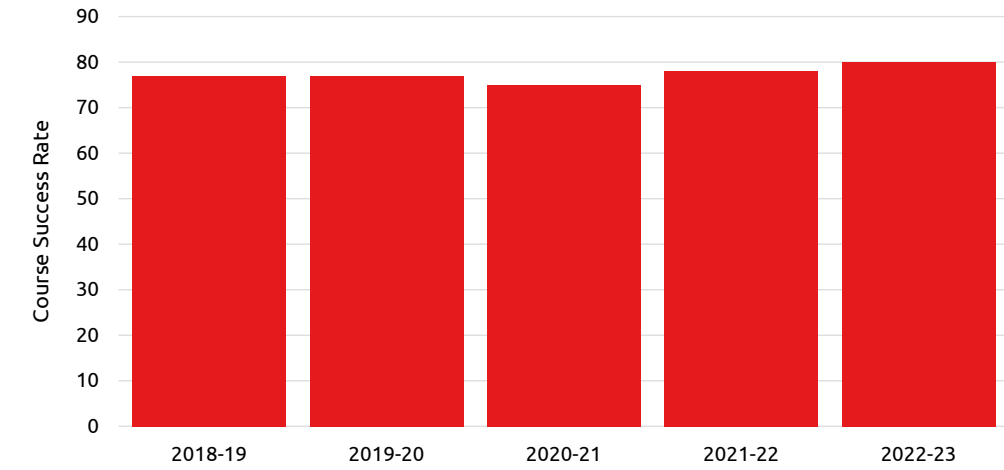
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	775	77%	595	566	77%	437	606	75%	455	483	78%	376	593	80%	474

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. Students who pursue the Certificate of Achievement in Spanish Language and Culture encourage other students to do the same. This drives motivation to succeed from one language level to the next. On the other hand, we have a lot of students who enroll in SPAN 1 after having completed one or more years in middle school and/or high school. They feel very comfortable in SPAN 1 and this sense of confidence in their skills often misleads them into neglecting attendance, in-class engagement, submission of assignments, etc. This, in turn, jeopardizes their success rate.
2. (#1) We work closely with Student Success Center in recruiting tutors and tutees (tutors visit our classes to recruit tutees). (#2) We submit requests for book vouchers to Financial Aid, on behalf of our students. (#3) Since our textbook uses an online platform that is not compatible with tablets/iPads, we help students apply for refurbished computers through OTI. (#4) We use the CONNECT Program. (#5) We offer office hours right after class (in person or by Zoom) to encourage students to 'check in' with questions and 'hang out' with peers. (#6) We assign Canvas group discussions in Spanish around personal topics, which builds community and results in students supporting one another. (#7) We offer one-on-one, oral evaluations with immediate feedback.
3. The data on the Inquiry Tool show that throughout 2020-2023, there are consistently higher success rates in SPAN 3 (+90%) than in SPAN 2 (81%) and in SPAN 1 (69.3%). Retention rates follow a similar trend: the highest in SPAN 3 (+94%) and SPAN 2 (92.4%) and somewhat lower in SPAN 1 (89.3%).
4. The data in (3) above shows that students who persevere to SPAN 3 do so with noticeably higher success rates than those who stop at SPAN 2 or only attempt SPAN 1.

## Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New Features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>  
Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Intercultural/Internation Stu - Spanish-FD						2022 Summer to 2023 Spring	
Number of sections: 18							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (Spanish-FD, 18 sections)	593	80%	80%	0			
Asian	157	90%	76%	+13			
Black	34	50%	82%	-32		11	
Filipinx	25	76%	80%	-4		2	
Latinx	242	76%	82%	-6		15	
Native American	N/A						
Pacific Islander	N/A						
Unknown ethnicity	24	92%	79%	+12			
White	104	81%	80%	+1			
Female	349	80%	80%	+1			
Male	231	79%	80%	-1		3	
Non-Binary	0						
Unknown gender	13	85%	80%	+5			
Foster youth	N/A						
Individuals with disabilities	32	81%	80%	+1			
Low Income	278	77%	83%	-6		16	
Not Low Income	315	83%	77%	+6			
Veterans	N/A						

<sup>1</sup>The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

there is no gap

there is a negative gap of 5-percentage points or less

there is a negative gap greater than 6 percentage points

there is a positive percentage point gap

not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. The biggest gap affects Black students (-32). Latinx students are at -6, and the gap for Filipinx students isn't statistically significant at -4. Unknown ethnicity students are at +12, almost the same as Asian students (+13), and White students are closest to no gap at +1. No data for Pacific Islander or Native American students.
2. The gap for Latinx students (-6) has slightly improved since 2020-2021 (c.f., -8). Most concerning is the gap that affects Black students. While it is good news that there has been a slight increase in enrollment (25 students in 2020-2021 vs. 34 students in 2021-2022), the statistically significant low success rate of 2021-2022 (52%) is now even lower (50%).
3. Low income students are at -6, which shows a slight improvement since 2019-2020 (c.f., -8). Individuals with disabilities are at +1. No data for foster youth, veterans, or non-binary students.
4. I chose to explore the group of individuals with disabilities, who are closest to no gap at +1. I chose this group because for years I've worked rather closely with DSS students and their counselors. It pleases me to see that they are at +1.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Teaching / Learning Strategies:

- Spend a few minutes at the beginning of each class, asking everyone to share (in Spanish, from a shared list of descriptive words) how they're feeling. As students share, provide them with simple phrases to support one another in Spanish (e.g., good luck, feel better, congrats). This empowers students to name their moods, physical states (hunger, exhaustion, illness), and concerns (busy day, broken car/computer, upcoming test or job interview) in the target language. Bringing this into the class and receiving empathy from peers and instructor, may help students avoid alienation and disconnect between what they're learning and how they're feeling.
- Encourage students to learn from one another by creating breakout group activities in Zoom classes, small group work in face-to-face instruction, and Canvas group discussions (in Spanish). Contextualize vocab/grammar into a personalized space that allows students to be themselves and interact with peers, thus giving opportunities for mutual support.
- Personalize teaching and learning with rich visuals (photos, video clips) and audio that represent individuals of diverse backgrounds in diverse contexts (places, activities). Caption the visuals and/or ask students to help you caption with practical phrases that are meaningful and ready to use in life outside the classroom: to ask/answer questions, make/fulfill requests, express personal opinion/reactions. Being empowered to concretely apply Spanish outside the classroom may drive the student's motivation and creativity.
- Conduct formative, one-on-one assessments (e.g., oral production) to provide immediate feedback to students on a regular basis and assess whether the student is making satisfactory progress or struggling. These 5 minute assessments provide space for the student and the instructor to touch base in real time and to briefly identify/brainstorm/follow up on issues like study strategies, attendance, missing assignments, low scores, etc...

2. Alignment with program's mission and goals.

- The above strategies are geared to create and deepen a sense of functionality in the language as well as belonging within a community of learners / Spanish speakers in other communities. They're also focused on developing cultural competence, sensitivity, and global citizenship when communicating with individuals/groups of diverse cultural and linguistic backgrounds.

## Trends in Awards

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## Degrees and Certificates by Ethnicity

Spanish-FD

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Award Group	Ethnicity	2022-23
Credit Certificate-Transcriptable	Latinx	2
	Unknown ethnicity	1
<b>Total</b>		<b>3</b>
<b>Total</b>		<b>3</b>

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Since becoming effective in Fall 2022, the Certificate of Achievement in Spanish Language and Culture has been awarded to 3 students, two of them identifying as Latinx.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. SPAN 4 is listed as one of the electives for the Certificate of Achievement in Spanish Language and Culture. The course was last offered in 2017. Fortunately, it's now on the Schedule of Classes for Winter 2024.
2. N/A
3. We'd love to create an Advanced Certificate of Achievement in Spanish Language and Culture, but this would require regularly offering SPAN 4, SPAN 5, and SPAN 6. SPAN 4 is now on the Schedule of Classes for Winter 2024 and we hope to build enough enrollment to start offering SPAN 5 (last offered in 2017).

## Staffing Trends

## Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.7	1.9	1.9	1.0	1.0	-63%
Full Time %	92.3%	93.7%	100.0%	56.3%	50.0%	-46%
Overload	0.1	0.0	0.0	0.0	0.0	-100%
Overload %	3.9%	0.0%	0.0%	0.0%	0.0%	-100%
Part Time Load	0.1	0.1	0.0	0.8	1.0	800%
Part Time %	3.8%	6.3%	0.0%	43.7%	50.0%	1,206%
Total FTEF	2.9	2.0	1.9	1.8	2.0	-31%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

### Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. Only one FT Spanish position in place since 2021-2022. New FT position approved by IPBT in 2022. Hiring process deferred for a year until enrollment increase was observed. New FT in Spanish hired, effective Fall 2023. For the time being, given current enrollment, the department is properly staffed.
2. N/A
3. N/A
4. One-on-one support from Spanish Department chair (e.g., regular brainstorming sessions, sharing teaching materials through Canvas shells).

### Assessment Cycle

#### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. There has been no dialogue. This is a very lonely process. I've been the only FT since fall 2021 and even though we hired two PT colleagues when Kimberly Vinall (FT) resigned in fall 2021, the process of onboarding the new faculty was complicated (due to glitches with textbook technology and the fact that both colleagues had full time jobs elsewhere) and there never was any time to look at SLOs together. One of those PT colleagues is now FT (hired Fall 2023) and in the near future, we will work on this together.
2. Nothing phenomenal. Just a little tweaking of assessment methods (e.g., revising questions).

### Dean/Manager Comments

The Spanish department has done a great job in bringing its enrollment back up to the level it was at nearly 4 years ago. This is phenomenal since this comes at a time when AB 928 (changes the "Language Other Than English" requirement from a UC transfer requirement to a UC graduation requirement) will go into effect and enrollment dipped during the pandemic years. The department is cognizant that they have to keep up with the quickly evolving wants from students. Some students want to learn in-person while others want the flexibility of taking classes online. By offering a variety of teaching modalities, the department is trying hard to meet the students' needs. The goal of creating asynchronous online Spanish courses is keeping in line with students' needs. The demand for asynchronous online Spanish courses at Foothill, our sister college, is huge. Offering asynchronous online courses at De Anza would allow students the choice to take it at Foothill or De Anza and would provide more opportunities for having a course taught using this modality. Working with one of the FT Spanish instructors at Foothill would also create greater coherency and consistency to the Spanish program. It would allow continuity to the students if they need to take courses at both institutions.

The other goal of looking into low cost textbooks is an admirable goal. The department is very aware of the increasing costs of Spanish textbooks and how the high price can be a barrier for students. They are also looking to coordinate their efforts with Foothill so that students can easily take classes at both institutions without worrying about continuity and consistency.

The faculty work very hard and well with the DSP & S department. They are to be commended for this work. The faculty in this department are very passionate about their teaching and do tremendous work.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.