Spanish

Summary of Program Review:

A. Major Findings

1. Strengths:

- There was an enrollment increase in upper level courses. (I.A.1)
- Average class sizes saw more increase than decrease. (I.A.2)
- Retention and course completion rates didn't vary by delivery mode (1.B.3)
- Assessments have been regular

2. Areas for Improvement:

- There was an enrollment decrease in beginning courses. (I.A.1)
- The average of retention rates is quite close to the institutional average, but successful course completion rates fall below the institutional average. (I.B.1)

3. Projected Program Growth, Stability, or Viability:

Viability. The program is not thriving at its current state. However, it was thriving in our last report, prior to the pandemic, and is currently showing signs of regaining pre-pandemic vitality.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Spanish program helps NVC students prepare for evolving roles in a diverse world by providing students with communication skills necessary to communicate in Spanish, a language used by others in their own community and abroad. The program serves students by building their general communication skills, by providing them with transfer credit and by serving the community with valuable classes for community members that teach them a new language or strengthen skills in their native language.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- A new emphasis in helping Spanish language learners build language skills they can use in their own community: Spanish 130 and Spanish 90, this summer
- We built and are now offering a new course (Span 270)
- We hosted a successful study abroad program in Salamanca, Spain, Summer 2023
- Updated placement testing to include online links for students and a DocuSign form

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Worked collaboratively with ESL department so both English and Spanish language learners can benefit from practicing together

- Currently working with Calistoga Unified School district to build up a summer language program at NVC. We are beginning with one 1-week mini-course this summer.
- We have built up ZTC materials, and now offer an number of courses with zero textbook costs, making courses more accessible to all students

C. New Objectives/Goals:

- Continue to build ZTC materials
- Grow community outreach classes such as Span 90 and Span 130
- Update degree requirements through curriculum committee to reflect new class (Span 270)
- Continue study abroad program

D. Description of Process Used to Ensure "Inclusive Program Review"

The lead writer analyzed and made the first draft of the program review, to begin the process. It was then shared with all members of the department in a Google Doc. Collaboration was strongly encouraged from all members. All faculty were specifically asked to share ideas for unit level initiatives.

Program Review Report Fall 2023

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Spanish
Degrees/Certificates	Spanish: AA-T Spanish for Non-Heritage Speakers: AA Spanish for Heritage Speakers: AA
Courses	SPAN-90
	SPAN-110
	SPAN-111
	SPAN-120
	SPAN-121
	SPAN-130
	SPAN-131
	SPAN-240
	SPAN-241
	SPAN-280
	SPAN-281
	SPAN-282

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	**339**	**278**	**229**	**-32.4%**
Across the Institution	**7,193**	**6,653**	**6,155**	**-14.4%**
SPAN-90	--	--	--	--
SPAN-110	56	49	--	-100%
SPAN-111	21	10	--	-100%
SPAN-120	181	119	110	-39.2%
SPAN-121	52	46	35	-32.7%
SPAN-130	--	--	20	N/A
SPAN-131	--	--	--	--
SPAN-240	14	19	24	71.4%
SPAN-241	10	19	18	80.0%
SPAN-280	27	25	22	-18.5%
SPAN-281	17	15	17	0%
SPAN-282	15	17	17	13.3%
Within the Program	**393**	**319**	**263**	**-33.1%**
Across the Institution	**30,381**	**25,212**	**23,473**	**-22.7%**
Source: SQL Queries for Fall 2023 Program Review				

RPIE Analysis: The number of students enrolled (headcount) in the Spanish Program decreased by 32.4% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the Spanish Program decreased by 33.1%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% (± 10%) between 2020-2021 and 2022-2023:

Courses with an enrollment increase:

- *SPAN-241 (80.0%)*
- *SPAN-240 (71.4%)*
- *SPAN-282 (13.3%)*

Courses with an enrollment decrease:

- *SPAN-110 (-100%)*
- *SPAN-111 (-100%)*
- *SPAN-120 (-39.2%)*
- *SPAN-121 (-32.7%)*
- *SPAN-280 (-18.5%)*

Program Reflection:

These numbers reflect some ongoing adaptations and changes within our program. One of our goals from the last program review was to increase enrollment in our higher-level classes, which is what has happened. That

may be partially due to better course placement procedures as students enroll in our classes. In the past, students would enroll in beginning classes, and it was difficult to get them placed in the proper level. Now Spanish classes are all late-start classes and we have all students take our placement test during the first week of classes, so when Spanish classes begin, we have already begun moving students to the proper level.
These numbers also reflect changes made due to Covid and the change that moving fully online caused in the type of student enrolling in Spanish courses. In 2021, we realized that not enough students from Spanish 110 were continuing on to 111 to warrant holding the class and we were forced to cancel Span 111. This caused the 110 students to have to take Span 120 in order to earn the number of units needed for transfer credit. It was becoming a disservice to students to offer Span 110 when we were not able to offer them the second half of the class. To better meet student needs, we canceled 110 and 111 courses. Span 110 and 111 were often taken by students who wished to learn Spanish for personal enrichment, a demographic that stopped taking our classes during covid. As a means to draw these students back, we added Span 130, which is also a 3-unit class, but one aimed at conversation and not taken predominately for transfer credit, like Span 120.
A significant number of Spanish classes only have one section per semester. Before 2020, these classes were mostly held on campus in person, and if a student could not attend the specific time the course was offered, they were not able to enroll. Since 2020, these courses have been offered in an online asynchronous format, which makes them available to all students and can account for the enrollment increases of Span 240, 241 and 282. Enrollment in Spanish in the period of study before 2020 had remained stable as it was decreasing across the institution. This draws the question of what about this period would cause such a significant drop in a program that was stable previously.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
SPAN-110	3	18.7	3	16.3	--	N/A	17.5	N/A
SPAN-111	2	10.5	1	10.0	--	N/A	10.3	N/A
SPAN-120	9	20.1	6	19.8	6	18.3	19.5	-8.8%
SPAN-121	2	26.0	2	23.0	2	17.5	22.2	-32.7%
SPAN-130	--	N/A	--	N/A	1	20.0	20.0	N/A
SPAN-240	1	14.0	1	19.0	1	24.0	19.0	71.4%
SPAN-241	1	10.0	1	19.0	1	18.0	15.7	80.0%
SPAN-280	1	27.0	1	25.0	1	22.0	24.7	-18.5%
SPAN-281	1	17.0	1	15.0	1	17.0	16.3	0%
SPAN-282	1	15.0	1	17.0	1	17.0	16.3	13.3%
Program Average*	**21**	**18.7**	**17**	**18.8**	**14**	**18.8**	**18.8**	**0.4%**
Institutional Average*	**1,199**	**25.3**	**1,112**	**22.7**	**1,009**	**23.3**	**23.8**	**-8.2%**

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Spanish Program has claimed an average of 18.8 students per section. The average class size in the program is lower than the average class size of 23.8 students per section across the institution during this period. Average class size in the program remained stable between 2020-2021 and 2022-2023 (increasing 0.4%). Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2020-2021 and 2022-2023:

Course with an increase in average class size:

- *SPAN-241 (80.0%)*
- *SPAN-240 (71.4%)*
- *SPAN-282 (13.3%)*

Courses with decreases in average class size:

- *SPAN-121 (-32.7%)*
- *SPAN-280 (-18.5%)*

Program Reflection:

Whereas average class size in Spanish is slightly smaller than institutional levels for this period, average class sizes in Spanish are growing. Growth in these classes increased very slightly during this period, but class size in the institution as a whole was decreasing. It is also worth noting that the two classes with a decrease in class size, Spanish 121 and Span 280 both have full classes this semester (at 23 and 32 students, respectively). Additionally, due to the nature of foreign language courses, Spanish classes are capped between 25 and 28 students. There is still room to grow our classes, but an average of 19 students per class is not necessarily low for a foreign language course.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2020-2021	393	585	67.2%
2021-2022	319	473	67.4%
2022-2023	263	389	67.6%
Three-Year Program Total	**975**	**1,447**	**67.4%**
Productivity			
	FTES	**FTEF**	**Productivity**
2020-2021	59.2	6.2	9.5
2021-2022	48.1	5.0	9.6
2022-2023	43.7	4.4	9.9
Three-Year Program Total	**151.0**	**15.6**	**9.7**

Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

RPIE Analysis: Between 2020-2021 and 2022-2023, the fill rate within the Spanish Program was consistent, ranging from 67.2% to 67.6%. (The fill rate has not been calculated at the institutional level.) The rate across the three years was 67.4%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a slight increase in fill rate (due to a slightly higher rate of decrease in capacity). Between 2021-2022 and 2022-2023, , both enrollment and capacity decreased, resulting in a slight increase in fill rate (due to a slightly higher rate of decrease in capacity).

Productivity within the Spanish Program ranged from 9.5 to 9.9 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 9.7 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Fill rates in the Spanish program are lower than those of the institution. Productivity and fill rates remained consistent over the three year period.

4. Labor Market Demand

This section does not apply to the Spanish Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Course	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below

SPAN-110	83.7%		X	51.9%		***X***
SPAN-111	77.4%		***X***	58.1%		X
SPAN-120	88.3%		X	61.8%		X
SPAN-121	87.9%		X	75.8%	***X***	
SPAN-130	80.0%		X	65.0%	--	
SPAN-240	87.7%		X	66.7%	X	
SPAN-241	95.6%	X		75.6%	X	
SPAN-280	97.3%	***X***		65.8%	X	
SPAN-281	100%	***X***		73.5%	X	
SPAN-282	93.9%	X		63.3%		X
Program Level	89.1%			**64.5%**		
Institutional Level	90.0%			72.7%		

Source: SQL Queries for Fall 2023 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Spanish Program reflected the retention rate at the institutional level. The retention rate for SPAN-111 was significantly lower than the program-level rate. The retention rates for SPAN-280 and SPAN-281 were significantly higher than the program-level rate. The retention rate for the Spanish Program falls within the first quartile (Q1) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Spanish is among the lowest 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Spanish Program was significantly lower than the rate at the institutional level. The successful course completion rate for SPAN-110 was significantly lower than the program-level rate. The successful course completion rate for SPAN-121 was significantly higher than the program-level rate. The successful course completion rate for Spanish falls within the first quartile (Q1) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Spanish is among the lowest 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (24.6%) was significantly higher than the difference at the institutional level (17.3%). This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following Spanish courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- *SPAN-110 (31.8%)*
- *SPAN-280 (31.5%)*
- *SPAN-282 (30.6%)*

- *SPAN-120 (26.5%)*
- *SPAN-281 (26.5%)*
- *SPAN-240 (21.0%)*
- *SPAN-241 (20.0%)*
- *SPAN-111 (19.3%)*

Program Reflection:

The retention rate for the Spanish program has been close to the level of the college on average, with the most beginning levels at the lowest levels of retention and the more advanced classes higher than the college average. Span 110 & 111 are part A and B of Spanish 120, so they cover the same course material, either split into two semesters, or held in one. Spanish 130 is also a beginning class (a conversation class), with no prerequisites. Five unit language classes are quite demanding, and entry-level students are often unaware of the time and effort it takes to learn a language. Therefore, it makes sense that the beginning levels would have the lowest retention and successful course completion rates. Once students are more comfortable with what it means to learn a language, the retention and successful course completion rates are much higher. The exception to that pattern is Spanish 282, which is a literature class held completely in Spanish. Spanish 282 is the highest-level course offered in our program, and is offered as a college prep course, meaning that it is expected to be the most demanding course we offer. Our retention and successful course completion rates for Span 282 should be higher. We can use this opportunity to find ways to help students be more successful in the course.

We can also explore ways to retain students and help them successfully complete our beginning courses. One possible reason students are struggling is that materials are not adequate to help them succeed. They often express frustration with their online textbook, which is very grammar and rule-driven, rather than communication based. The pedagogical approach of many of the materials is to point out what students do wrong and what they do not know, rather than giving them adequate input and helping them build confidence in speaking. We are currently looking into new entry-level materials that will help students build confidence as they strengthen and develop communication skills.

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	89.2%	87.7%	45.9%	65.9%
Pacific Islander	*	86.7%		
Latinx/Hispanic			***62.8%***	69.0%
19 or Younger			***64.1%***	71.0%
First-Generation			***59.6%***	69.7%
Not Disabled/Not Reported			***64.2%***	72.5%

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.

Within the Spanish Program, the retention rate among African American/Black students was higher than the rate at the institutional level. (The difference was not statistically significant.) [Due to the low number of Pacific Islanders enrolled in the Modern Languages Program over the past three years, this analysis does not include comparison of program-level and institution-level retention rates for Pacific Islanders.]

Within the Spanish Program, the successful course completion rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students, students 19 and younger, first-generation students, and students without a disability reported were significantly lower than the corresponding rates at the institutional level.

These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were lower than the rates at the institutional level, although the differences at the program level were statistically significant for both retention and successful course completion. (See Section I.B.1 above.)

Program Reflection:

Retention rates for African American / Black students in Spanish classes was higher than the institutional average, but it's concerning that successful course completion rates were lower, making the disparity between the two quite large. More needs to be done to help these students succeed. We can put more emphasis on Afro-Latino cultures in our courses, as well as reaching out to students early on who may be falling behind in our courses.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
Online vs. Hybrid		85.6%	85.0%		60.0%	65.0%

Source: SQL Queries for Fall 2023 Program Review
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: Over the past three years, one course within the Spanish Program has been offered through at least two delivery modes within the same academic year. In 2022-2023, SPAN-120 was offered through online and hybrid formats. This analysis focuses on program-level rates. Since SPAN-120 was the only course to be offered through multiple delivery modes, the program-level rates mirror the rates in SPAN-120.

Within the Spanish Program:

- *The retention rate in online sections reflected the retention rate in hybrid sections. (The difference was not statistically significant.)*
- *The successful course completion rate in online sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*

Program Reflection:

Retention rates for online and hybrid Span 120 classes are almost identical. Successful course completion rates for hybrid classes are only very slightly higher than online rates. Delivery mode does not appear to be a factor in these particular courses during this review period. This can be attributed to the fact that our Spanish instructors have experience teaching online, and are able to offer students a well-prepared course, geared for their success and close to the experience of an in-person class that meets in person once per week (hybrid).
More information is needed as to what types of online instruction may be the most successful. The online courses include both asynchronous courses and synchronous courses where students met over Zoom.

C. Student Achievement

1. Program Completion

	2020-2021	2021-2022	2022-2023
Degrees			
Spanish: AA-T	2	3	1
Spanish for Non-Heritage Speakers: AA	1	1	3
Spanish for Heritage Speakers: AA	2	5	3
Institutional: AA-T Degrees	**145**	**132**	**92**
Institutional: AA Degrees	**73**	**83**	**79**

Source: SQL Queries for Fall 2023 Program Review

RPIE Analysis: The number of AA-T degrees conferred by the Spanish Program decreased by 50.0% between 2020-2021 and 2022-2023. Over the same period, the number of AA-T degrees conferred by the institution decreased by 36.6%. The Spanish Program accounted for 1.4% of the AA-T degrees conferred in 2020-2021 and 1.1% of those conferred in 2022-2023.

The number of AA degrees conferred by the Spanish Program increased by 100% between 2020-2021 and 2022-2023. Over the same period, the number of AA degrees conferred by the institution

increased by 8.2%. The Spanish Program accounted for 4.1% of the AA degrees conferred in 2020-2021 and 7.6% of those conferred in 2022-2023.

Program Reflection:

Due to the small size of the Spanish program, it is difficult to note any real trends in program completion. During this period, there were 6 total graduates of the AA-T degree, 5 of Non Heritage AA, and 10 for Heritage Speakers. It is interesting to note that in our last review, those same totals were (in order) 13, 0 and 11. The total are very similar 21, vs 23 total graduates over each of the three years, but preference during this period was split more evenly between the degrees.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Spanish Program, as it is not within Career Technical Education or Health Occupations.

II. CURRICULUM

A. Courses

III. Subject	Course Number	Date of Last Review & Approval by Curriculum Committee *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite* *Yes/No* & Date of Last Review	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* & Academic Year Anticipated	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
SPAN	90	6/12/2014 (BOT)	No	NS 24/25		
SPAN	110	8/1/2009 (BOT)	No	NS 24/25		
SPAN	111	1/28/2011 (BOT)	Yes	NS 24/25		
SPAN	120	5/12/2009 (BOT)	No	NS 24/25		
SPAN	121	2/7/2020 (CC)	Yes			
SPAN	130	Cannot find	No	NS 24/25		
SPAN	131	Cannot find	No	NS 24/25		
SPAN	240	10/18/2019 (CC)	Yes			
SPAN	241	11/15/2019 (CC)	Yes			
SPAN	270	3/4/2022 (CC) New	No			
SPAN	280	6/8/2020 (CC)	Yes			
SPAN	281	2/7/2020 (CC)	Yes			
SPAN	282	12/8/2017 (CC)	No	NS 24/25		

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation *Yes/No*	In Need of Revision+ *and/or Missing Documentation* & Academic Year Anticipated	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
Spanish: AA-T	12/2013	Yes	Yes 23/24		
Spanish for Heritage Speakers: AA	3/2008	Yes	Yes 23/24		
Spanish for Non-Heritage Speakers: AA	3/2008	Yes	Yes 23/24		

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The courses in our program are being taught regularly, and materials are also updated regularly. A handful of courses haven't been reviewed by the curriculum committee recently, and therefore will be sent to the curriculum committee over the next couple years (see dates in table). Most courses require a non-substantive change that would include updating course materials and catalog descriptions. We are planning on changing the number and possibly the title for two of our courses (Span 130 and 131) because the current numbers are confusing for students. Spanish 130 is an entry-level conversation class, but because the number is higher than our other entry-level classes, students don't realize they are eligible to register.
We have added a new course (Spanish 270) to our program this year, and we will be updating the degrees to include the new course. Spanish 130 and 131 will also be added to the degrees as optional prerequisites.

IV. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
12	10	11	83%	92%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Spanish Program (General)	3	2	3	67%	100%
Spanish: AA-T	Learning outcomes associated with/specific to each degree program are not listed in Nuventive.				
Spanish for Non-Heritage Speakers: AA					
Spanish for Heritage Speakers: AA					

Program Reflection:

All courses were assessed over the past 6 years, and the majority of courses were assessed over the last 4. We have an excel file with a rotating course assessment system that we will continue to follow to ensure that all courses are assessed. Program, Course and Learning outcomes are concise and as consistent as possible through our different level courses, which aids in assessment.

B. Summary of Learning Outcomes Assessment Findings and Actions

Courses were assessed using a variety of types of assessments, including writing or speaking exams and oral presentations. Here are some comments from instructors who assessed the different levels:

Span 110/111: Half of the students demonstrated a good outcome in oral session…It seems that some students were challenged and overwhelmed by the full online format and were not able to finish the semester and complete all work that would prepare them for the oral assessment.
Span 120: Most students who turned in the assignment were able to "create and communicate thoughts, ideas, and information effectively." Those who did not score high failed to do so because they didn't follow the instructions or didn't complete the activity.
Span 121: The majority of students who completed this activity scored "strong."
Span 240/241: 71% of students scored "strong." All students who participated scored "strong" or "meets expectations."
Span 280/281: Students excelled in the first part of the exam. Second half was mixed.

Program Reflection:

In most assessments, the majority (70% or above) of students passed the exam. A handful of these assessments took place soon after the shift to online classes as students were adjusting to the online format, and in those cases a few instructors mentioned that students were either doing exceptionally well or not participating at all, and therefore failing due to lack of participation. Most assessments include raw data of how many students passed vs. failed the assessment, and in the future I would like to encourage faculty to add more information about the assessment itself to help us better track student progress. We currently have a new tracking system (Nuventive) that will hopefully help us better monitor assessment in the future.

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

Program: Spanish

- Continue Placement Testing & work more closely with counselors to ensure proper placement
- Training and collaborating with colleagues
- Sharing of online teaching materials
- Work with Viticulture programs and businesses
- High School Outreach (for classes and study abroad)
- Work more closely with Hispanic students (including Puente program)
- Use of Starfish Early Alert System
- Update Span 130 & 131 Curriculum

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Since the last review we have:

- updated placement testing to include online links for students and a DocuSign form
- continued collaboration with colleagues and sharing of online teaching materials
- advertised to high schools about Spanish classes and study abroad programs
- held a successful study abroad program in Salamanca, Spain in summer 2023
- begun teaching a new course (Spanish 270)
- worked with the ESL department to host regular language exchange programs

B. Recent Improvements

We have improved the enrollment process for advanced students, including heritage speakers. We added a link to a placement test on a page that students will see when registering. We also created a form students can fill out to request the placement test take place of the prerequisite. In order to make placement flow faster at the start of the semester, we now email all students registered in Spanish classes one week prior to classes starting. This has improved the process of placing all students in the proper level.

C. Effective Practices

- Reaching out to HS students consistently to help build future Spanish classes and study abroad programs.

VI. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ● Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- There was an enrollment increase in upper level courses. (I.A.1)
- Average class sizes saw more increase than decrease. (I.A.2)
- Retention and course completion rates didn't vary by delivery mode (1.B.3)
- There was an enrollment decrease in beginning courses. (I.A.1)
- The average of retention rates is quite close to the institutional average, but successful course completion rates fall below the institutional average. (I.B.1)

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**

VII. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

Currently our Spanish / ESL language exchange program is set up semester by semester between the ESL and Spanish instructors. We do not have the staffing needed to properly run the program, so some semesters it works out and others it doesn't. It is probably the most impactful program we have ever implemented in foreign language program because it allows students to have a hands-on experience gaining confidence in speaking a foreign language and teaching their native language. It currently requires instructors to go above and beyond and work extra hours. In the future, we would like access to staff (adjunct instructors or even student tutors) to be present to run the language exchange for a few hours each week. This would positively impact a large amount of students because of the joining of two programs.

In the Spanish program, we currently have some courses that use zero cost materials. This increases accessibility for students, gives us flexibility within our program to focus on areas our students need the most instruction and increases student success rates. Since foreign language courses require large amounts of language input, creating courses is especially taxing. It requires editing content so students have access to videos and language rather than just printed text. Instructors need training and funding to collaborate with other instructors to create and organize such materials.

Napa Valley is home to a large Hispanic population, and this creates a lot of community interest in learning Spanish. We are currently offering conversation classes and a study abroad program to help meet this need. However, we will be starting a summer language program as well and need help getting the word out to the community that our college can meet their language learning needs.

B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/ Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need

SPANISH FALL 2023

Completed by Supervising Administrator:

Robert Harris

Date:

11/09/2023

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Spanish program has seen its share of successes and challenges. The higher level courses have enjoyed an increase in enrollments while the overall rates of enrollment, retention, and success are steady….although not at higher levels that may be expected.

The program has worked closely with the ESL program in recent years to reach more students and to provide greater access to college-level Spanish education.

The program is well positioned relative to its assessment patterns. The faculty, both full-time and part-time are eager and willing to adapt the program/courses to better serve the needs of the student and the community at-large.

The International Program has enjoyed success by providing opportunity for college credit while learning in a foreign country where the primary language is Spanish. Most recently in Spain during Summer 2023.

The program actively assesses student competency levels prior to the start of the semester to ensure that students are placed in the proper level of Spanish class, rather than what they (the student) may perceive as an “easier” path.

Areas of concern, if any:

There has been a dip in some areas, specifically in the lower-level courses. Retention rates are level yet flat. The program is also reviewing the need for specific lower-level courses available for transfer.

Recommendations for improvement:

The faculty are encouraged to continually, and critically, assess the Course Outlines of Record to ensure that the appropriate standard of instruction is offered for the appropriate level of course. The program faculty continue to adapt and offer both the academic Spanish courses as well as the conversational Spanish courses that prepare the typical student to become comfortable in conversation.

Additional information regarding resources:

Providing appropriate levels of library resources (e.g., course texts, content lib guides) is important as more students return to campus.

PROGRAM: *Spanish*
PLANNING YEARS: **2024-2025 through 2026-2027**

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Identify the Program/Service undergoing review.	*Describe each unit-level initiative (as briefly as possible).*	*Use the drop-down menu to identify the academic year each initiative will be implemented.*	*If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience*	*Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart*	*Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.*
Spanish (and ESL)	Grow Spanish / ESL Language Exchange Program	2023-2024 (Current)	Increased student success rates and retention for both Spanish and ESL programs.	A staff member or adjunct instructor to lead exchange groups. This could also be a past student, hired as a tutor, 5-10 hours per week for 14 weeks of the semester.	Staffing
Spanish	Continue to convert course materials to ZTC.	2024-2025	Improvement in accessibilty issues--would elimate textbook costs. Also increase in student success rates with resources focused on our particular students' needs.	Trainings, grants/funding. Faculty will need access to conferences and trainings as they become available, as well as grants or other funding.	Other
Spanish	Grow community outreach classes such as Span 90 and Span 130	2024-2025	Increased enrollment rates	Funding needed to advertise to community, especially in fields of education and healthcare.	Other
Spanish	Build & promote study abroad programs	2024-2025	Increased enrollment rates and improvement in student experience	Funding needed to advertise to community, especially in fields of education and healthcare.	Other