

**PROGRAM REVIEW UPDATE 2016-2017**

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**Program: Spanish**

**Division: Arts and Humanities**

**Date: 10/10/2016**

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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.

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Uses:** This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

**Time Frame:** This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "Not Applicable."
  - 3) Optional: Meet with your dean to review this document before October 10, 2016.
  - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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**Part One: Program Snapshot**

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

No.

**B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>**

None.

**C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).**

Since the last Program Review update, in Spanish 1B, instead of following the scope and sequence of the textbook, the instructor followed the suggested curriculum scope and sequence suggested by the State of California. Doing this allowed students to learn concepts earlier than they traditionally would. This provided students with more opportunities to practice the sequence of tenses and other important aspects of Spanish grammar. In addition, students were able to express themselves verbally with more vocabulary and structures that are more sophisticated. Unfortunately, textbook companies are not going to restructure their textbooks to meet the California Transfer Model. This means that instructors will have to continue to teach using the textbook outside of its suggested scope and sequence. Doing this causes great anxiety for some students because they see this as “skipping chapters”. In reality, the chapters are not what should guide the learning process; the curriculum should.

**D. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

The Spanish Department has lost sections in the past few years. It also does not have a budget to support program needs. As with all one-person departments, the one full-time instructor cannot teach a full load and coordinate the program without reassigned time. The Foreign Language Department is actually made up of ASL, French, Italian, and Spanish, but at the current time, without proper reassigned time, the one full-time instructor is only able to complete department work for her discipline.

**E. What are your most important plans (either new or continuing) for next year?**

The Department would like to offer the combined Spanish 2A/2B class every semester. Right now, it is only offered in the spring semester. Two classes were approved for native speakers of Spanish and Heritage speakers. The Department would like to begin offering these two courses beginning in 2018, but the classes would need to be new FTES. The Department cannot take FTES away from its already existing course offerings to support these two new classes.

**F. Instructional Programs: Detail your department’s plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.**

We do not have plans to do this at this time.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

**Planning Priorities for 2016-17**

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

N/A

H. Instructional programs: Did your program meet its program-set standard for successful course completion?  yes  no

(This data can be found here: <http://goo.gl/Ssfik2>)

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2ylZ>

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**Part Two: Course-Level SLO Assessment Schedule**

**THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.**

**Part Three: Assessment Results**  
**(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: Spanish 1A
Course SLO: By the end of the semester, students will write a 8- to -10- sentence paragraph in Spanish.
Describe the quantitative or qualitative results: Students who were able to write short, basic paragraphs at the beginning of the semester continued to develop their writing skills. By the end of the semester, these students were able to write an 8-to-10-sentence paragraph with acceptable introductory and concluding sentences. Students who had trouble writing a basic paragraph at the beginning of the semester showed less progress and growth. By the end of the semester, these students still could not write a complete paragraph. In addition, their paragraphs lacked introductory and concluding sentences.
Discuss any actions taken so far (and results, if known): Based on student scores, the instructor now spends more time having students practice forming introductory and concluding sentences. Students used phrases such as “Hola” and “Hasta luego” to begin and end their paragraphs. These phrases are not acceptable ways to begin or end a paragraph, and are very basic skills that the students learn the first week of class.
Discuss your action plan for the future: Students will complete a writing assignment for every lesson covered in Spanish 1A. The requirements for the writing assignment will become more involved and more difficult as students learn more vocabulary and are able to use more advanced grammatical structures.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

## Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

### Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

## Curriculum Map Directions

**Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.**

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

<b>Example: English Associate's Degree for Transfer</b>						
<b>Program Learning Outcomes</b>	<b>Required Courses in Degree/Certificate</b>					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

\*Including electives is optional.

Your Program's Map

Degree or Certificate:														
<b>Program Learning Outcomes (3-6 recommended)</b>	<b>Required Courses in Degree/Certificate</b>													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes                      No                      This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?