

## PROGRAM REVIEW Fall 2020

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**Program:** Spanish Department

**Division:** A&R

**Date:** November 8, 2020

**Writer(s):** Catherine Suárez

**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 be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

**Please note:** Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

**Time Frame:** This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

**Sections:** This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

**Topics:** The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

### **Instructions:**

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

### **Links:**

Program Review Home Page: [laspositascollege.edu/instructionalprogramreview](https://laspositascollege.edu/instructionalprogramreview)

Fall 2019 Program Reviews: [laspositascollege.edu/programreview/pr2019.php](https://laspositascollege.edu/programreview/pr2019.php)

Frequently Asked Questions: [laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php](https://laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php)

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## Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

### No Significant Changes Option

Contact person: \_\_\_\_\_ Catherine  
Suárez\_\_\_\_\_

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: \*\*Fall 2016-2017\_\_\_\_\_. I did not complete a Program Review last year or the year I was on Medical Leave.

**A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.**

The Foreign Language Department(Spanish and French), created a self-placement process for students that is online in Class-Webb. The self-placement allows students to place out of Spanish and French 1a, to be placed at a more advanced level without having to complete a written assessment that is graded by an instructor. The self-placement did not work correctly. As a result, I had to spend hours with students trying to figure out how to get them into the correct class. Some students became frustrated and gave up. Due to this problem, the Spanish 1B class lost three perspective students and the Spanish 2A class lost two perspective students. In a time of low enrollment, this is a big hit to an advanced level class.

Over the summer, I completed five DE Addendums to allow Spanish 1A, 1B, 2A, 2B and Spanish 21 (Spanish for Spanish Speakers) to be taught online. All of these class are taught synchronously. The online classes should only be taught during an emergency, such as COVID-10. In a normal semester, I would only suggest that Spanish 1A could be taught successfully fully online.

Before COVID, The Foreign Language Department had spoken with Amy Mattern about the Language Laboratory and the need for dedicated Spanish-language classrooms. The Language Laboratory was never intended to be a classroom, and is not a proper teaching and learning space for a class lecture. The Language Laboratory, when is becomes capitated to be used as a language lab, should ONLY be a language lab. Spanish lecture classes need to be taught in traditional classroom setting. Right now the Language Lab is only a "shell". It is not set up to be

used as lab. The Language Lab should have a regular weekly schedule, allowing students and language classes to use it as necessary. This means that there will have to be a Language Laboratory assistant available to run the lab. I do not know where in the budget there are funds to finish the Language Laboratory and an assistant, but the language Laboratory is a complete waste as it stands now.

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development	X	Technology Use

**B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.**

Teaching all classes online synchronously is a huge effort for both students and instructors. The way in which the classes are taught online is extremely different than how they are taught face-to-face. The instructors have had to shorten their syllabi, offer more time for assignments to be completed, and interact with students on a very different level due to COVID-19 fatigue. Another very serious challenge this past year is enrollment in advanced classes such as Spanish 1B, Spanish 2A, Spanish 2B, and Spanish 21 and 22 (Spanish for Spanish Speakers). The enrollment numbers were down and, for example, Spanish 22 was cancelled. The upper-level languages classes need to be allowed to run with lower numbers to allow students to complete the program in a timely manner, and to keep the Program consistent. For example, in the Spring, in place of teach Spanish 22, the second semester of the two-semester program, the instructor will teach Spanish 21. This is because Spanish 21 did not run in the Fall. Offering Spanish 21 in the Spring puts the program behind: Spanish 2q is taught in the Fall and Spanish 22 is taught in the Spring. The Spanish 2A/2B sequence is only a total of eight units, four units for part 2A, and four units for part 2B. This does not follow the normal sequence of the rest of the Spanish classes that are each worth five units. It is very important that the 2A/2B sequence be updated to ten units, 5 for each class. This is necessary because the highest level of Spanish needs to be provided the same amount of teaching and learning time as the rest of the classes.

uence				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources	X	Pedagogy	X	Student Equity

<b>x</b>	External Factors		Learning Support		Professional Development		Technology Use
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**C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research 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.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

**D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)**

<p>The Spanish Department hopes to not have to cancel any classes due to low enrollment. It is important that all advanced classes run: Spanish 1B, 2A, 2B and Spanish 21. If Spanish 21, for example, is cancelled again, that would be two semesters without offering the Spanish for Spanish Speakers Program. Also, if Spanish 2A/2B is not offered, students who took Spanish 2A in the Fall will not be able to finish the Spanish 2B sequence in the Spring. This will force them to wait until next Fall, 2021 to finish the sequence.</p>							
Mark an X before each area that is addressed in your response.				Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>			
	Community Partnerships/Outreach	<b>x</b>	Facilities, Supplies and Equipment, Software	<b>x</b>	LPC Planning Priorities	<b>x</b>	Services to Students

<b>x</b>	Course Offerings	<b>x</b>	Financial/Budgetary	<b>x</b>	LPC Collaborations		SLO/SAO Process
<b>x</b>	Curriculum Committee Items		Human Resources	<b>x</b>	Pedagogy	<b>x</b>	Student Equity
<b>x</b>	External Factors		Learning Support		Professional Development		Technology Use

## Section Two: Institutional Planning Topics (Required for All Programs)

**A. Equity [Student Equity and Achievement Committee]:** Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

**To promote equity in the Spanish Department, Spanish for Spanish Speakers and Spanish for Non-Spanish Speakers is offered. We also have a self-placement program for students which allows them to choose the correct level of Spanish to take without taking a written assessment. This semester during the inline teaching experience, many changes have been made to make the learning experience more equity-based. For example, students do not need to show their face or their background in ConferZoom. Also, students are provided with extensions on assignments and open-note, open-book exams,**

**B.**

**SLOs/SAOs [SLO Committee]:**

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### **B1: Instructional Programs with PSLOs**

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

**B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

In Spanish there is an AA-T, and a Certificate of Achievement.

Upon completion of the AA-T in Spanish, students are able to analyze and interpret Spanish texts according to their cultural, literary and/or linguistic content. • Upon completion of the AA-T in Spanish, students are able to demonstrate oral competence in the Spanish Language by using correct grammar, vocabulary, and appropriate register. • Upon completion of the AA-T in Spanish, students are able to demonstrate written competence in the Spanish language by using correct grammar, vocabulary, and appropriate register. • Upon completion of the AA-T in Spanish, students are able to have a clear understanding of the cultures of the Spanish speaking world.

Spanish Certificate of Achievement • Upon completion of the Certificate of Achievement in Spanish, students are able to analyze and interpret Spanish texts according to their cultural, literary and/or linguistic content. • Upon completion of the Certificate of Achievement in Spanish, students are able to demonstrate oral competence in the Spanish Language by using correct grammar, vocabulary, and appropriate register. • Upon completion of the Certificate of Achievement in Spanish, students are able to demonstrate written competence in the Spanish language by using correct grammar, vocabulary, and appropriate register. • Upon completion of the Certificate of Achievement in Spanish, students are able to have a clear understanding of the cultures of the Spanish-speaking world.

**B1b.  
In  
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**table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
I still need to map the CSLOS with Ann Hight.			

**B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**Analysis and discussion of the assessment date for the Spanish Department will be completed for the next Program Review. I still need to meet with Ann Hight to complete the three-year mapping for the Spanish Department.**

**B2: Instructional Programs without PSLOs or with Special Circumstances**

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)**

**B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

**B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**  
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021



**B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**

**B3: Non-Instructional Programs**

***In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).***

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

**B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.**

**B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to [mwiest@laspositascollege.edu](mailto:mwiest@laspositascollege.edu) and [ahight@laspositascollege.edu](mailto:ahight@laspositascollege.edu) )**

**B3c. When will analysis of the assessment data will be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.**



### **Section Three: Curriculum Review (Programs with Courses Only)**

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

**A. Title V Updates [Curriculum Committee]:** Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

We currently do not have any courses that need to be updated. The Italian Program is going to be deactivated.

**B. Degree/Certificate Updates [Curriculum Committee]:** Are there any programs requiring modification? List needed changes below.

We currently do not have any Degree/Certificate Updates needing modification, with the exception of changing the Spanish 2A/2B sequence from eight units to ten units.

**C. DE Courses/Degrees/Certificates [Distance Education Committee]:** 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.

All Spanish classes are currently offered online and the DE Addendums for each class have been submitted for review and approval. The only DE Addendum left to approve is for Spanish 21. I did not write a DE Addendum for Spanish 22 because it is not offered right now and will probably not be offered online in the future.