

Instructional Comprehensive Program Review: Spanish Program Review

Cover

Overview

Title Spanish Program Review

Year of Last Comprehensive Review Fall 2016

Year of Last Mini Update, if applicable

Originator Jacome-Thompson, Sara

Area Dean Robert Gutierrez

Division

Language Arts

Department

Foreign Language

Subject

- SPAN - Spanish

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses with no Degree or Certification

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Solorzano, Carmen

Overview

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

Related Assessments

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The EVC Foreign Language Department has its roots back to 1975, beginning with six offered courses in French (Elementary, Intermediate, and Conversational), German (E, I and C), Greek (C), Japanese (C), Portuguese (C), and Spanish (E, I, and C). These courses were scaled back in 1976 to only French (E, I and C) and Spanish (E, I and C), with a total of 17 sections offered. In French, the courses covered two levels of Language Acquisition and one level of conversation. In Spanish, the courses covered skills for native and non-native speakers and a course in specific cultures of Spain and Latin America. In 1994, one section of ASL (American Sign Language) was added to course offerings, although not listed as part of the Foreign Language Department (FLD). ASL was integrated into the Foreign Language Department in 2004 and offered introductory and intermediate courses. In 1999, Vietnamese E and C were offered for the very first time at EVC. Lastly, the Spanish Translation and Interpreting Program courses were first offered in spring 2013. EVC offers 11 sections per semester: six for Spanish 1A, four for Spanish 1B, and one for Spanish 20A or 20B (Spanish for Heritage Speakers).

Instructional methods in the Foreign Language Department at EVC consistently reflect the current National Standards for Foreign Language Teaching as defined by the American Council for the Teaching of Foreign Languages (<http://www.actfl.org/>). Foreign Language course offerings allow students to acquire specific linguistic skills through updated textbooks, authentic materials, and social practices that enrich the students' learning experience.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

1. Student-Centered: We provided access to quality and efficient programs and services to ensure student success by:

- Access: We made our classes accessible by offering face-to-face, hybrid, online, morning, evening.
- Curriculum and Programs: We are creating a sub-division of the Spanish Department by branching the Translation and Interpreting Program into its own Department. We also collaborated with the Vietnamese Department to create the Vietnamese Translation and Interpreting Program.
- Services: We increased tutoring referrals and services for students to improve retention and success.

2. Community Engagement: We transformed the college image and enhanced partnerships with community, business, and educational institutions. Areas of focus are:

- Increase Visibility: we participated in marketing activities for our Translation and Interpreting Program via radio, visits to high schools, malls, Spanish-speaking magazines, and EVC's website. We also reached out to our community to increase translation and interpreting services. For our Spanish courses, we advertised via posters and email.
- Develop Strategic Partnerships: The Foreign Language Department has worked in partnership with institutions and organizations such as San Jose State University, San Jose City College, Santa Clara County Court, California School for the Deaf, and the deaf community to establish a network of partnerships that harvest reciprocal benefits for students and the community. We also extended our course offerings in the Translation and Interpreting Program at Lincoln High School. We are continuing our collaboration with San Jose East Side Union School District's College Connection Academy (CCA). The department also provided student field trips to provide real-life experiences in the community.
- Building Campus Community: The Foreign Language Department encourages students to participate in campus-wide activities and events of academic and cultural relevance, such as Spooktacular, Enlace's 5 de Mayo celebrations, and Speaker Series. It also encourages all faculty to attend professional development days, workshops, and conferences.

3. Organizational Transformation: We created a trusting environment where everyone is valued and empowered. Areas of focus are:

- Student Access: we provide classes at a convenient time for college and high school students that allow them to fulfill foreign language requirements to transfer and graduate. Our Translation and Interpreting Program is offered in evenings in order to give our working student population the opportunity to obtain their Translation and Interpreting certificate. The Spanish program collaborated with EVC's Honors, Tutoring, and Disabilities Support Program among other student programs. Our online courses are constantly being tested for accessibility of every activity, document, assignment, and lesson delivery methods.
- Employee Development: all faculty members were encouraged to attend PPD, Language Arts Division meetings, department meetings to collaborate and discuss growth and development in and outside of the classroom.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**
 - Spanish 1A, taught by Professor Sara Jacome-Thomson, has completed the online peer review process and earned a batch of approval for the California Virtual Campus Education Initiative. Now all in California can sign up for Professor Jacome-Thomson's class and fulfill their foreign language requirements.
 - All instructors have received training to teach courses in different online modalities. Our instructors are now teaching face-to-face, hybrid and asynchronous courses. All students and those with special needs and/or schedule limitations can now take our courses and improve their opportunities of becoming proficient in Spanish and fulfilling transfer requirements.
 - All Spanish courses have been approved by ACCC and can be taught face-to-face, hybrid, and asynchronously.
 - San Jose East Side Union School District's College Connection Academy (CCA) high school students are currently fulfilling their foreign language UC and CSU (California State University) transferring requirements through our Spanish 1A, and 1B courses.
 - Courses for the ADT (Associate Degree for Transfers) in Spanish have been developed and updated. They are pending ACCC approval. Once accepted, the documentation to begin the Degree will begin.
 - Expansion of Translation and Interpreting Program. The Translation and Interpreting Program has grown and is recruiting students every semester and we are beginning new cohorts every semester.
- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

No resources were received from our last program review.

- **5. Please describe where you would like your program to be three years from now (Program goals) and how the college mission, strategic Initiatives and student success.**
 - In three years, we would like to increase our course visibility and accessibility by earning the approval of more Spanish courses into the California Virtual Campus Education Initiative.
 - Continue the goals of launching the ADT (Associate Degree for Transfers) (Associate Degree for Transfers) (Associate Degree for Transfers) in Spanish and offer the Degree.
 - Begin to create courses in legal and medical terminology.
 - Continue our partnership with San Jose East Side Union School District's College Connection Academy (CCA) high school.
 - Continue to support the Translation and Interpreting Program in Spanish and Vietnamese.

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'20 average		71.10%		

Courses with no Degree or Certification

Program Success Rate 74.33%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 68.92%

Recommendation: 90% of the 2 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 71%

- **Is your program success rate higher or lower than the campus?**

The average of our program success rate from 2015-2020, closely matches the campus success rate. We are currently higher than the campus by 3.2%.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

The above success rate confirms that our faculty in the Spanish Department is committed to diversity and equity and motivates students to achieve their academic goals. Our faculty is student-oriented and strives to improve their pedagogy and technological skills, inclusiveness, and lesson delivery. Student evaluations of their instructors also support the idea that students feel welcome and that they have a sense of belonging in our classes.

- **Is the current program success rate higher than the program set standard?**

As of Fall 2020, our program success rate increased from to 68.92% of our course baseline success rate to 74.33%, which is slightly higher than our campus success of 71%. Due to the ongoing pandemic, we would like to establish our success goal at EVC's Institution's Set Standard for Success (71%) by our next Program Review.

- **How close is the program to meeting the program success goal?**

We have met the success goal and EVC's Institution's Set Standard for Success.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

N/A

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian**
Program Average Total Enrolled
2.000
Program Success Rate
75.000
- **Asian**
Program Average Total Enrolled
78.000
Program Success Rate
76.060
- **Black or African American**
Program Average Total Enrolled
7.000
Program Success Rate
53.820
- **Hawaiin/Pacific Islander**
Program Average Total Enrolled
3.000
Program Success Rate
78.700
- **Hispanic**
Program Average Total Enrolled
207.000
Program Success Rate
74.710
- **Two or More Races**
Program Average Total Enrolled
9.000
Program Success Rate
59.270
- **Unknown**
Program Average Total Enrolled
40.000

Program Success Rate

76.550

- **White**

Program Average Total Enrolled

20.000

Program Success Rate

60.090

Success Rates: Measures by Gender

- **Female**

Program Average Total Enrolled

228.000

Program Success Rate

76.950

- **Male**

Program Average Total Enrolled

111.000

Program Success Rate

66.210

- **No Value Entered**

Program Average Total Enrolled

4.000

Program Success Rate

80.300

Success Rates: Measures by Age

- **17 & Below**

Program Average Total Enrolled

46.000

Program Success Rate

82.370

- **18-24**

Program Average Total Enrolled

160.000

Program Success Rate

68.440

- **25-39**

Program Average Total Enrolled

85.000

Program Success Rate

73.380

- **40 & Over**

Program Average Total Enrolled

51.000

Program Success Rate

80.450

- **Unknown**

Program Average Total Enrolled

2.000

Program Success Rate

25.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Equity gaps identified with respect to disaggregated success rates are: Black or African American, multiracial, and white students require more resources to succeed.

Our program will address these equity gaps by:

- Finding ways to partner with UMOJA-AFFIRM so instructors can understand the challenges African American students face and ways to help them succeed. Also, by reminding students of the culturally relevant resources available to them, incorporate assignments and promote events that are culturally meaningful.
 - Invite UMOJA-AFFIRM counselors to Spanish classrooms to help promote the Program and motivate students to succeed in Spanish.
 - Continue to utilize the Early Alert program.
 - Alert students in Canvas CMS (Course Management System) of their current grade and ways to obtain free online and on-campus tutoring as well as attend office hours.
- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**
 - Ethnicity: Black or African American, Two or More Races, and White students are performing below our program set standard.
 - Gender: Male students are performing below our program set standard.
 - Age: Students ages 18-24 and students of unknown age are performing below our program set standard

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

- Spanish Face to Face Courses

- Spanish Online Courses

At the face-to-face level, the student success rate had its lowest decline in the Spring of 2016 with 67.2%, but showed a gradual increase that reached its highest point in the Spring of 2019 at 86.6%. Spanish online courses, on the other hand, fluctuated. Course success rates increased to 64% during the Spring of 2016 but declined gradually during the Spring of 2017 and began to increase until it reached its highest point of 71% during the fall of 2018. It declined to 60% in the spring of 2019 to increase again to 65% in the fall of 2019. Our goal is to increase success above completion rates as well as increase faculty training and support for online instruction.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Related Assessments

Student Enrollment Type: Day or Evening Student

- **Day: 4721 - 51.130%**

Program Average Headcount

141.000

Program Percentage of Total

48.320

- **Day & Evening: 3111 - 33.690%**

Program Average Headcount

89.000

Program Percentage of Total

30.330

- **Evening: 1061 - 11.490%**

Program Average Headcount

32.000

Program Percentage of Total

10.840

- **Unknown: 341 - 3.700%**

Program Average Headcount

31.000

Program Percentage of Total

10.520

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.450%**

Program Average Headcount

77.000

Program Percentage of Total

26.230

- **Half Time or less than half time: 6214 - 67.280%**

Program Average Headcount

194.000

Program Percentage of Total

66.240

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Based on the data, The Spanish Department Day Enrollment has the highest rate: 48.32, which is an increase of 2.62% from the last program Review of 45.7% and it is slightly lower than EVC's average of 51.3%. The day and evening enrollment rate has decreased by 9.35%. That was from 39.68% during the last Program Review to 30.33%.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

our program shows a higher percentage of full-time students (26.23%) than that of EVC (24.4%). Part-time or less than half-time students represent our biggest population with 66.24%, which is only below EVC's by 1.04%. The last variable labeled as "unknown" could be in part the Spanish online courses, which present an enrollment increase of 5.69% (10.52%) from our last Program Review rate of 4.83%. This may explain the decrease in evening courses.

- **c. Based on the data, would you recommend any changes?**

No changes are recommended at this time.

Student Demographics - Headcount

Related Assessments

Student Demographic: Gender

- **Female: 5022 - 54.390%**
Program Headcount
 188.000
Program Percentage of Total
 63.930
- **Male: 4176 - 45.220%**
Program Headcount
 103.000
Program Percentage of Total
 35.440
- **No Value Entered: 36 - 0.390%**
Program Headcount
 2.000
Program Percentage of Total
 0.750

Student Demographic: Age

- **17 & Below: 465 - 5.000%**
Program Headcount
 45.000
Program Percentage of Total
 15.530
- **18-24: 5542 - 59.990%**
Program Headcount
 150.000

Program Percentage of Total

51.380

- **25-39: 2214 - 24.010%**

Program Headcount

64.000

Program Percentage of Total

21.840

- **40 & Over: 1006 - 10.900%**

Program Headcount

33.000

Program Percentage of Total

11.180

- **Unknown: 9 - 0.100%**

Program Headcount

2.000

Program Percentage of Total

0.540

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 45 - 0.480%**

Program Headcount

2.000

Program Percentage of Total

0.570

- **Asian: 3675 - 39.790%**

Program Headcount

58.000

Program Percentage of Total

19.640

- **Black or African American: 218 - 2.360%**

Program Headcount

6.000

Program Percentage of Total

2.260

- **Hawaiin/Pacific Islander: 38 - 0.410%**

Program Headcount

2.000

Program Percentage of Total

0.760

- **Hispanic: 3650 - 39.500%**

Program Headcount

166.000

Program Percentage of Total

56.730

- **Two or More Races: 245 - 2.650%**

Program Headcount

8.000

Program Percentage of Total

2.750

- **Unknown: 773 - 8.390%**

Program Headcount

32.000

Program Percentage of Total

11.090

- **White: 591 - 6.420%**

Program Headcount

19.000

Program Percentage of Total

6.560

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The total program headcount is slightly fluctuating, showing an average of 289 students, as shown between 2014-2018. The headcount increases mostly in the Fall, which could be due to most students completing Spanish 1A in the Fall and fulfilling transferring requirements to CSU (California State University). The Spanish Department will invite counselors to the classroom to promote their educational plan and keep students informed of counseling services.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

There is a noted increase in enrollment among female students. Overall, campus female students are a consistent 9.17% higher than males as compared to 10% from the last program review. Female students' enrollment is 27.74% higher than male students at the department level and 9.54% higher than EVC. Male enrollment is lower at 35.44%.

The percentages of ethnic groups represented in the Spanish Department shows the largest percentage of students identifying as Hispanics with 56.73% (which has increased 18.7% from the 38% of last Program Review), followed by Asian (which has decreased 1.4%

from the 21% of the last program review) groups. Our lowest enrollment comes from American Indian and Hawaiian/Pacific Islanders. Our older students aged 40 and over are proportionally smaller than the rest.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

To shorten the age gap and enroll more students aged 40 and above, our program can intervene by offering more online and hybrid or/and evening classes. To enroll more American Indian and Hawaiian/Pacific Islander, and for male students, our program can connect with ASPIRE, ENLACE, UMOJA programs, Veteran's Freedom Center to expand ideas on how such students perceive Spanish courses and what can be done to improve enrollment.

Institutional Effectiveness (5 year average, see Summary Tab)

EVC Capacity: 62.49% EVC Productivity: 14.72

Program Capacity

62.21%

Program Productivity

11.40

Is your capacity rate higher or lower then the campus?

Our capacity is almost identical to our campus. There is only a 0.28% difference.

Is your productivity goal higher or lower than the campus?

Our productivity goal is 3.32% lower than the campus.

If the program capacity and/or productivity is lower than the campus, please provide rationale:

Our productivity goal is lower than the campus, with lower productivity in the Spring than in the Fall semesters but slightly increasing over time. There could be due two factor affecting the decrease: one factor is that the school year starts in the Fall and the other factor is that to transfer to a CSU, students need only to take Spanish 1A or Spanish 20A which fulfills and completes their general education requirement. The only reasons why a student would choose to continue their Spanish courses in the Spring semester is if they wish to fulfill a UC requirement or because they are fulfilling a personal goal of further learning a foreign language.

Curriculum

Related Assessments

Courses with no Degree or Certification

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

COURSE NO.	COURSE TITLE	LAST UPDATED	EXPECTED DATE OF REVIEW COMPLETION

SPAN 001A	Spanish 001A Elementary Spanish	2020	Completed
SPAN 001B	Spanish 001B Elementary Spanish	2022	Currently in review
SPAN 02A	Spanish 02A Intermediate Spanish	2021	Deactivation launched 3-17-22.
SPAN 02B	Spanish 02B Intermediate Spanish	2021	Deactivation launched 3-17-22.
SPAN 20A	Spanish 020A Spanish for Heritage Speakers I	2021	Completed
SPAN 20B	Spanish 020B Spanish for Heritage Speakers II	2020	Completed
SPAN 91A	Conversational Spanish I	2020	Deactivation launched 3-17-22.
SPAN 91B	Conversational Spanish I	2021	Deactivation launched 3-17-22
SPAN 038	Introduction to Spanish Linguistics	In Review	New course in review and going through curriculum process for approval.
SPAN 039	Introduction to Spanish and Latin American Literature	In Review	New course in review and going through curriculum process for approval.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

The Spanish department currently offers 4 courses designed to help students obtain their general education requirements. Spanish 1A, 1B, 20A, 20B, 2A, and 2B are courses that satisfy General Education requirements are CSU and UC transferable. Spanish 2A and 2B have not been offered in the past but will become an option once the ADT in Spanish is completed. Spanish 91A and 91B are conversational courses that may satisfy the needs of students interested in traveling, work-related activities, and communication in general within Spanish-speaking communities. These last two courses have also been used for professional development. One of the reasons why it has not been offered consistently is due to demand fluctuation leading to low enrollment.

The courses have not been offered for at least two years are: SPAN 2A, 2B, 91A and 91B. Deactivation was launched in Spring 2022. They are in review.

COURSE NO.	COURSE TITLE	STUDENT NEED/DISCIPLINE RELEVANCE			
		GENERAL EDUCATION	CSU TRANSFERABLE	UC TRANSFERABLE	EVC CERTIFICATE
SPAN 001A	Spanish 001A Elementary Spanish	Yes	Yes	Yes	No
SPAN 001B	Spanish 001B Elementary Spanish	Yes	Yes	Yes	No
SPAN 02A	Spanish 02A Intermediate Spanish	Yes	Yes	Yes	No
SPAN 02B	Spanish 02B Intermediate Spanish	Yes	Yes	Yes	No
SPAN 20A	Spanish 020A Spanish for Spanish Speakers	Yes	Yes	Yes	No
SPAN 20B	Spanish 020B Spanish for Spanish Speakers	Yes	Yes	Yes	No
SPAN 91A	Conversational Spanish I	No	Yes	No	No
SPAN 91B	Conversational Spanish II	No	Yes	No	No

- 3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

N/A

- 4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?
 - Distance Education: Most Spanish instructors have taken the EDIT 022 course and we currently offer online, hybrid, and face-to-face web-enhanced courses to increase student success and retention.
 - We strive to maintain constant communication with our students outside of our classroom, via Zoom, email, Canvas CMS, as well as through face-to-face and virtual office hours through chat and Zoom.

- Spanish instructors meet at least once a month to exchange ideas and collaborate, allowing more uniformity in our goals and students' teaching experience.
 - We have made pedagogy more effective through Spanish e-texts and applications such as Conjuguemos (<https://conjuguemos.com/>), websites, and CMS tools and activities that will help students improve their grammar and communicative skills and improve instructor's classroom management and lesson delivery.
 - The department has offered courses with Honors contract options.
 - We encourage and take students to virtual and face-to-face campus events.
- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

Future plans for the Spanish department include the completion of the Spanish Associate Degree for Transfer, and Spanish courses for health, law enforcement, and Spanish for education that could supplement the Translation and Interpreting Program.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

All Foreign Language courses are articulated with the CSU system. All courses except for conversational courses are articulated with the UC system.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>)). Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

N/A

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

All Spanish courses currently have SLOs that are being evaluated through several types of assessments. For the Spanish 1A and 1B courses we use formative and summative assessments that include the following components: compositions, oral presentations, reading excerpts, listening activities, maps, and fact sheets, as well as vocabulary and grammar activities. Both formative summative assessments are graded through quizzes, rubrics, grammar practice activities, cultural, historical, and geographical readings, and presentations, and listening and oral assignments.

For Spanish 20A and 20B, our formative and summative assessments include the following components: a composition, texts of various genres to be analyzed, paragraphs to be edited, a map and fact sheet, as well as vocabulary and grammar activities. Both formative summative assessments are graded through quizzes, rubrics, grammar practice activities, cultural, historical, and geographical readings, and presentations, and listening and oral assignments.

We assessed all Student Learning Outcomes for Spanish 1A, 1B, 20A, and 20B.

Spanish 2A and 2B, 91A, 91B, 038, and 039 are not being offered now but will be part of the ADT in Spanish.

The Spanish program overall has a success rate of 74.33%.

The Spanish Program in the face-to-face modality has a success rate of 76.33%.

The Spanish Program in the online modality has a success rate of 58.88%.

Future plans include improvement of online course delivery through EVC online teaching courses, increase promotion and use of online tutoring, office hours, and offering our courses in hybrid modality.

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**
 - For Spanish 1A our previous SLO 3 had to do with students locating Spanish Speaking countries and their capitals on a map. Due to how limiting the SLO was and the decreasing number of students completing the assessment, we decided to change the SLO to "Describe some cultural, historical or geographical aspects of the Spanish Speaking communities covered in the course," and added more formative and summative activities and assessments and increase the interest to this important outcome.
 - Regarding Spanish 1A SLO 4, "Identify self-monitoring strategies that aid in the acquisition of Spanish at the novice-low to novice-mid proficiency level." we were giving students a discussion during the beginning and at the end of the semester where students had to evaluate their own learning process and identify challenges, pitfalls and successes. Unfortunately,

students were not replying to the end of the semester discussion perhaps due to being preoccupied with finals. With this in mind, we decided to add a reflection at the end of every week so students can evaluate their own learning. This is still a work in progress, but we are hoping to turn it into more regular assignments and see better results with this metacognitive outcome in the future.

- Regarding 20A SLO 2, "Support and defend his/her opinion and analyze issues pertinent to Spanish speaking communities, using the appropriate register in Spanish at an intermediate-low proficiency level, and within the contexts covered in the course." We helped students better understand the word "register" and introduced them to various online resources like www.rae.com (<http://www.rae.com/>) and www.wordreference.com (<http://www.word/>) so that they could expand their vocabulary and support their opinions using an appropriate register. Students enjoyed learning about the online resources and about the different registers. We hope to continue exploring new ideas as it was a good learning experience for the students.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Blanca Ezquerro M.A. and B.A. in Spanish with a minor in Business Administration from SJSU and A.A. in Business Administration from EVC.

Area of Expertise: Elementary and Intermediate Spanish; Conversational Spanish for beginners and intermediate; Spanish for Spanish Speaking and English and Spanish translations of programs, documents, and flyers for communities and organizations.

How her position contributes to the success of the program: As a Spanish professor, I have a master's degree in Spanish. I have taught Spanish face-to-face, online, hybrid, and independent studies. I included Service Learning in my classes and, thanks to this program, she has been to El Salvador and Oaxaca with students to provide service and resources to underserved communities in those countries.

EVC has a special place in my heart because I graduated from EVC and transferred to SJSU. Shortly after graduating, I began teaching at EVC and working with the community, almost simultaneously. For more than 20 years, teaching at EVC and working with the community has been very rewarding to me because I have the opportunity to teach and share resources with my students and underserved communities, regardless of age, gender, and/or immigration status.

I have worked with organizations such as Stanford School of Medicine, Lucile Packard, PIQUE (Parent Institute of Quality Education), Santa Clara Family Health Plan, and Community Health Partnership. Through these organizations, I have been able to reach, educate and assist communities by informing and sharing low or no-cost health programs; new health programs available to them; educational tools and resources available to families. It is sad to know that most families are unaware of the educational and health-related resources available to them.

Professional Development in the Past Six Years: I have taken courses, webinars, and training offered by various educational and community organizations. I attend program division and professional development meetings.

Sara Jácome-Thompson M.A. in Spanish, B.A. in Applied Linguistics with an emphasis in Translation

Area of Expertise: Spanish for non-native speakers; Intermediate and Advanced Spanish; Conversational Spanish; Spanish for Heritage Speakers; English to Spanish translator; online instructor. She has also taught Differential Methodologies in Translation, Advanced Translation Workshop, and EFL courses UANL (<https://www.uanl.mx/en/>) in Mexico.

How Her Position Contributes to Program Success: For the last five years, Professor Jácome-Thompson has contributed to the Spanish Department by teaching face-to-face and online courses. In May 2020, she was awarded, along with Dr. Nasreen Rahim and 5 other EVC instructors from the Distance Ed Committee, the Distinguished Faculty of the Year Award for helping EVC colleagues and students during the COVID-19 remote learning transition. She continues to work with other faculty members by mentoring and observing their classes, sharing and looking for ways to improve teaching and learning using technology and the latest pedagogy. She is currently working towards her online teaching certificate.

Professional Development in the Past Six Years: In August 2019, Professor Jácome-Thompson took the POQR course and obtained the badge to become a Peer Online Course Reviewer (POQR).

In October 2020, she completed the EVC OEI Review Program and her Spanish 1A course became OEI aligned. As a POQR, she has co-reviewed 10 courses from different disciplines. Professor Jácome-Thompson has maintained membership with the Northern California Translators Association and the California Language Teacher Association. She is also a member of the EVC Distance Education Committee and works as a freelance translator, simultaneous interpreter, and Spanish tutor. In return, she uses her experience to help students become life-long foreign language learners and world citizens.

María Esperanza Outeiriño-Feijóo: M.A in Spanish, M.A in Applied Linguistics, T.E.S.O.L, B.A. in English. Spanish Interpreter and Translator. Certified Healthcare Interpreter.

Areas of Expertise: Elementary Spanish, Intermediate Spanish, Conversational Spanish, English as a Second Language, Spanish Translation and Interpreting, Sight Translation, Consecutive and Simultaneous Interpreting.

How Her Position Contributes to Program Success: Professor Outeiriño has been teaching Spanish and ESL at Evergreen Valley College since Fall 2014. In 2018, she starts teaching in the Spanish Translation and Interpreting Program. She has more than twenty years of experience teaching Spanish and English as a Second Language at different levels in various private and public institutions, including different community colleges. Professor Outeiriño has been using what she has learned from her teaching and translation and interpreting experience, both inside and outside the classroom; working collaboratively with colleagues and supervisors on curriculum design, drafting of Student Learning Outcomes, and assessment.

Professional Development in the last Six Years: During the last six years, Professor Outeiriño has completed the certificate program in Spanish Translation and Interpreting at Evergreen Valley College, and has also become a CHIA Certified Healthcare Interpreter. She has participated in

different conferences and seminars for interpreters that have helped her to stay current in the profession, sharing that knowledge with the Spanish Translation and Interpreting faculty and students.

Claudia Schalesky M.A. in Spanish, B.A. in Spanish and German; Spanish Interpreter and Translator. Certified Healthcare Interpreter.

Area of Expertise: Elementary Spanish and Intermediate Spanish; Conversational Spanish for beginners and intermediate; Spanish for Heritage Speakers; Advanced Spanish Grammar classes with a focus on Translation and Interpreting and Consecutive Interpreting Courses in Spanish Translation and Interpreting; Translation from English to Spanish; Elementary and Intermediate German.

How Her Position Contributes to Program Success: Professor Schalesky is a native of Peru and is the Program Coordinator and lead faculty member for the Translation and Interpreting Program. She has been teaching at EVC since 2007 and has taught extensively all level classes of Spanish that the department offers, including all translation and consecutive courses in the T&I Program. She established standing workshops for graduating students to further support their efforts to take the Legal State Exams and Federal Medical Exams.

Professional Development in the Past Six Years: Professor Schalesky has continued to expand her knowledge of the Spanish language and culture and translation and interpreting, by becoming a CHIA Certified Healthcare Interpreter, and attending different workshops sponsored by the Northern California Translators Association related to the translation and interpreting fields by the California Healthcare Interpreting Association and the Orange County Department of Education. She continues her membership of the American Translators Association, the Northern California Translators Association, and the California Healthcare Interpreting Association. She collaborated with faculty to develop the Vietnamese Translation and Interpreting Program at EVC and the Mandarin Translation and Interpreting Program at De Anza Community College. She collaborated to establish a foundation account at the District Office for T&I students and led efforts to expand volunteer and employment opportunities for graduating T&I students. She joined efforts to establish the Bay Area California Community Colleges Consortium (BACCC) for the Translation and Interpreting Program. She is also a freelance translator from English to Spanish.

Carmen Solórzano: M.A. in Spanish, B.A. in Spanish with a minor in Business Administration

Area of Expertise: Elementary Spanish, Intermediate Spanish; Conversational Spanish for beginners and intermediate; Elementary and Intermediate Spanish for Heritage Speakers; Sight Translation; Simultaneous Interpreting.

How Her Position Contributes to Program Success: Professor Solórzano has been teaching courses in the Spanish Department since 2005 and in the Translation and Interpreting Program since 2018. She has taught face-to-face, hybrid, synchronous, asynchronous, and dual-enrollment classes. Her collaboration with faculty members within and outside of the Language Arts Division includes serving on two Tenure Review Committees and mentoring and observing faculty members, along with updating curriculum, SLO assessment reporting, and Program Review for the Spanish Department and the Translation and Interpreting Program.

Professional Development in the Past Six Years: Professor Solórzano completed the certificate program in Spanish Translation and Interpreting at EVC and has continued attending workshops and conferences in related fields. She served as a senator in the EVC Academic Senate and the District Academic Senate. She collaborated with faculty to develop the Vietnamese Translation and Interpreting Program at EVC and the Mandarin Translation and Interpreting Program at De Anza

Community College. She collaborated to establish a foundation account at the District Office for T&I students and expanded volunteer and employment opportunities for graduating T&I students. She joined efforts to establish the Bay Area California Community Colleges Consortium (BACCC) for the Translation and Interpreting Program. **Julio Valenzuela M. A. in Spanish Area of Expertise:** Elementary Spanish for non-native and heritage speakers; Spanish Literature and Latin American culture.

How My Position Contributes to Program Success: Before deciding to pursue my Master's degree in Spanish, I worked for six years in San Diego, California, at a nonprofit organization, Barrio Logan College Institute, empowering and supporting the academic dreams of first-generation students and their families excel through education. While serving my community and being a first-generation student myself, I decided to fulfill my educational goals by attending graduate school. I graduated from San José State University with my Master's degree in Spanish in 2014. Since then, I have had the blessing of serving as an Adjunct Professor at Evergreen Valley Community College. I'm about to complete my eighth year of teaching. I continue to implement the idea of sowing hope in students' lives through education and academic empowerment. In my first three semesters as an Adjunct Professor, I have had the blessing to count on the support of all my colleagues, especially of Professor Carmen Solórzano, to whom I'm very grateful. Besides teaching and allowing students to appreciate the richness of the Spanish language and the appreciation of Latin American culture, I also seek and motivate students to continue with their careers and academic goals. I have put myself as a resource for them, sharing in-class scholarship opportunities, writing letters of recommendation for their academic success; my way to give back the support I once received from teachers and my counselors in the past. Also, during my first year as an instructor, I realized that students needed additional help beyond their academic needs. While occasionally, I began to refer students to our campus counseling department. I decided to take my career path a step further to continue to be present and empathically in the lives of our youth and families by attending Santa Clara University and graduating with a Master's Degree in Counseling Psychology in 2019. My dream is to continue to plant seeds of hope in the lives of our students and community.

Professional Development in the Past Six Years: Upon graduating from Santa Clara University, I had the opportunity to travel to Perú and provide counseling services to abandoned children. This experience changed my life and reminded me of the importance of offering services "con el corazón" from the heart and valuing the small things we sometimes take for granted. Similarly, that same year, I traveled with the University of San Francisco to McAllen, Texas, to provide counseling services to children who were separated from their families at the Texas border detention centers. Therefore, my experience working with nonprofit organizations and specifically with low-income families has motivated me to continue spreading "esperanza" (hope) by supporting the needs of my community and others. Serving students from various ethnicities and ages here at Evergreen Valley Community College and being a Latino bilingual therapist motivates me to become a better human being to hold the space for others. My goal is to continue empowering families and students and become an instrument of social justice as a professor and counselor.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Spanish instructors are currently receiving training in the current CMS through EVC's ongoing online teaching courses for instructors. Our department's current needs include:

- funds for subscriptions to scholarly magazines, software, and foreign language-related videos.
- professional development funds to attend conferences for foreign language and online instruction.
- laptops and writing tablets for online instructors.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The fund 10 budget includes the salaries for 3 full-time Spanish instructors.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

There are currently no funds allocated for the Spanish Program.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

At this moment an essential tool for teaching is laptops and writing tablets.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next six years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin