

Instructional Program Review Report

Sierra College, 2017-18

Department/Program Name: Spanish

Date Submitted: 2/12/2018

Submitted By: Sara Casler (chair Fall 17) and Marga Kelly (chair Spring 18)

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The foundational goals of the Spanish Department are to prepare our students for competency in reading comprehension, written expression, listening comprehension and oral expression in the Spanish language, all within the cultural contexts of the Spanish-speaking world. If students complete the Spanish AA or AA-T, they will be prepared to complete a Spanish major at a four-year institution. If students complete the Spanish for the Healthcare Professions Skills Certificate, they will be prepared to interact with patients in a variety of healthcare settings.

The Spanish Department faculty also strives to share the rich Hispanic culture with our college and local community through instruction and by hosting and participating in events. We also work to connect Latino students to their heritage by helping them to become not only orally proficient, but also competent in writing Spanish.

California's Spanish-speaking population continues to increase and the business world continues to be more and more global, therefore it is the Spanish Department's philosophy that our program should prepare all students to be functionally bilingual in any career or profession they pursue.

Catalog Introduction for Spanish Department: The active part that the United States is now taking in world affairs makes it desirable that a greater number of Americans than ever before have knowledge of foreign languages and cultures. In the most recent census of California 43.5% of our population speaks a language other than English at home, and U.S. census projections show the Hispanic community growing across the nation. For this reason, students will benefit from learning Spanish in preparation for any career. The acquisition of desired practical communication skills is the primary objective of the Spanish program at Sierra College. Courses are organized around grammatical themes imbedded in cultural topics, requiring critical thinking, analysis, and practical application. Instruction in the Communicative Method integrates the five key learning objectives of Speaking, Listening, Reading, Writing and Cultural Competence.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college’s programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate’s and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment.”

The Spanish Department of Sierra College contributes to the district’s mission in many ways, most significantly perhaps, by preparing students to engage with our nation’s fastest growing community and California’s majority, the Hispanic population, no matter the student’s chosen career path. Additionally, our department is preparing to meet the needs of our diverse student body by transitioning our face-to-face and online courses to follow Universal Design to provide accessibility for all students. Our department actively supports Latinx students by sponsoring and co-sponsoring events that educate the community about their heritage and cultures, and by welcoming heritage speakers and their unique needs into our Spanish program. The Spanish department further supports the district’s mission with two degree programs, a Spanish for the Healthcare Professions Skills Certificate, by helping students meet transfer requirements, and providing avenues for life-long learning. Below is the map linking the Spanish Department’s Program Student Learning Outcomes with the Sierra College Institutional Student Learning Outcomes.

Sierra College
Mapping PSLOs to ISLOs
Department: Spanish

PSLO A: Improve listening skills in Spanish and draw reasonable inferences from observations.	Institutional Student Learning Outcomes							
	Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
	<input type="checkbox"/> Read	<input checked="" type="checkbox"/> Listen	<input type="checkbox"/> Demonstrate Technical Literacy	<input type="checkbox"/> Apply Technology	<input type="checkbox"/> Inquire	<input checked="" type="checkbox"/> Analyze	<input type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Diversity
	<input type="checkbox"/> Write	<input type="checkbox"/> Dialogue	<input checked="" type="checkbox"/> Access Information	<input type="checkbox"/> Evaluate & Examine Information	<input checked="" type="checkbox"/> Problem Solve	<input type="checkbox"/> Express	<input type="checkbox"/> Sustainability Global Awareness	<input type="checkbox"/> Personal Responsibility

PSLO B: Improve reading skills in Spanish while examining important contributions to Spanish language literature.	Institutional Student Learning Outcomes							
	Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
	<input checked="" type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Demonstrate Technical Literacy	<input type="checkbox"/> Apply Technology	<input type="checkbox"/> Inquire	<input checked="" type="checkbox"/> Analyze	<input type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Diversity
<input type="checkbox"/> Write	<input type="checkbox"/> Dialogue	<input checked="" type="checkbox"/> Access Information	<input checked="" type="checkbox"/> Evaluate & Examine Information	<input checked="" type="checkbox"/> Problem Solve	<input type="checkbox"/> Express	<input type="checkbox"/> Sustainability Global Awareness	<input type="checkbox"/> Personal Responsibility	

PSLO C: Improve writing skills in Spanish while examining new ideas from the Spanish-speaking world.	Institutional Student Learning Outcomes							
	Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
	<input type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Demonstrate Technical Literacy	<input type="checkbox"/> Apply Technology	<input type="checkbox"/> Inquire	<input type="checkbox"/> Analyze	<input type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Diversity
<input checked="" type="checkbox"/> Write	<input type="checkbox"/> Dialogue	<input type="checkbox"/> Access Information	<input checked="" type="checkbox"/> Evaluate & Examine Information	<input checked="" type="checkbox"/> Problem Solve	<input checked="" type="checkbox"/> Express	<input type="checkbox"/> Sustainability Global Awareness	<input type="checkbox"/> Personal Responsibility	

PSLO D: Improve speaking skills in Spanish and develop problem-solving skills by working productively with others.	Institutional Student Learning Outcomes							
	Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
	<input type="checkbox"/> Read	<input type="checkbox"/> Listen	<input type="checkbox"/> Demonstrate Technical Literacy	<input type="checkbox"/> Apply Technology	<input type="checkbox"/> Inquire	<input type="checkbox"/> Analyze	<input type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Diversity
<input type="checkbox"/> Write	<input checked="" type="checkbox"/> Dialogue	<input type="checkbox"/> Access Information	<input type="checkbox"/> Evaluate & Examine Information	<input checked="" type="checkbox"/> Problem Solve	<input checked="" type="checkbox"/> Express	<input type="checkbox"/> Sustainability Global Awareness	<input type="checkbox"/> Personal Responsibility	

PSLO E: Cultivate an openness to new ideas and an informed appreciation of	Institutional Student Learning Outcomes							
	Communication		Technology & Information Competency		Critical & Creative Thinking		Citizenship	
	<input checked="" type="checkbox"/> Read	<input checked="" type="checkbox"/> Listen	<input type="checkbox"/> Demonstrate Technical Literacy	<input type="checkbox"/> Apply Technology	<input checked="" type="checkbox"/> Inquire	<input checked="" type="checkbox"/> Analyze	<input checked="" type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Diversity

Spanish-speaking cultures.	<input checked="" type="checkbox"/> Write	<input checked="" type="checkbox"/> Dialogue	<input type="checkbox"/> Access Information	<input checked="" type="checkbox"/> Evaluate & Examine Information	<input checked="" type="checkbox"/> Problem Solve	<input checked="" type="checkbox"/> Express	<input checked="" type="checkbox"/> Sustainability Global Awareness	<input checked="" type="checkbox"/> Personal Responsibility
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1c) Program offerings align with which of the following mission categories (check all that apply):

- Transfer Career Technical Education
 Basic Skills Personal Development/Enrichment Lifelong Learning

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
 - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

The Spanish Department has worked diligently to align at all points our Student Learning Outcomes across our courses, program, and degree, and then tie these to the Institutional Student Learning Outcomes. We have been consistent and thorough in our assessment of SLOs, and after each assessment we meet to discuss the results. We have used the results to inform our decisions at every level: in adapting our assessments for future semesters; in deciding to search out new texts; in the creation of uniform syllabi across our department; in the creation of uniform rubrics for evaluating SLO assessments and other course outcomes; and in deciding the future course of our department. Of particular note, we decided to create a Foundational Spanish Language Program and strive for the uniform preparation of our students.

Brief Overview of Foundational Spanish Language Program:

- Common texts at each level
- Common syllabi offered in SPAN 1, 2, 3, and 4 (created and distributed by department chair, but faculty can adapt to their teaching style)
- Common formative assessments: a fulltime faculty member has access to each section of the textbook's companion website so that we can conduct SLO assessments from within the program.
- Shared rubrics for each course's assessment of written and oral evaluations
- Encourage collaboration on summative assessments, projects, etc.
- Department Canvas course to promote collaboration and sharing (all instructors can contribute)

The Spanish Department offers six courses for transfer, two degrees and one skills certificate.

- 16 Spanish AA-T degrees have been awarded in the first three years of the program
- 3 Spanish AA degrees have been awarded in first semester of the program (Spring 17)
- The Spanish for Healthcare Skills Certificate is new; therefore, no certificates have been awarded
- Each term we average around 60 declared AA-T majors; we currently have 5 declared AA majors; 2 Skills Certificate earners
- Five of our transferable courses are required for our degree: SPAN 1, 2, 3, 4, and 17
- SPAN 20, Spanish for the Healthcare Professions is also transferable

- Specifically, at NCC, the Spanish Department supports the Sierra College signature program of the Ghidotti Early College High School by instructing the majority of their students
- The Spanish Department contributes greatly to degree completion and transfer to four-year institutions: Spanish continues to rank in the top third of all departments for completion.
- The Spanish department has conducted extensive research into census data and labor market demand for bilingual workers in California. The following is an excerpt from a longitudinal study titled *Language Projections: 2010 to 2020 Presented at the Federal Forecasters Conference*, Washington, DC, April 21, 2011 Hyon B. Shin, Social, Economic, and Housing Statistics Division, U.S. Census Bureau Jennifer M. Ortman, Population Division, U.S. Census Bureau
(http://www.census.gov/hhes/socdemo/language/data/acs/Shin_Ortman_FFC2011_paper.pdf)
“Since 1980, the percentage of the population who reported speaking a language other than English at home rose from 23.1 million speakers to 57.1 million speakers in 2009... The largest numeric increase in the population speaking a language other than English at home was for Spanish speakers (increased by 24.4 million speakers) ... Spanish is projected to remain the most commonly spoken nonEnglish language.”
The California Quick Facts from U.S. census data reports that between 2009 and 2013, 43.7% of Californians over age 5 speak a language other than English at home. This is compared against 20.7% in the greater U.S. population (<http://quickfacts.census.gov/qfd/states/06000.html>)

The Spanish Department also contributes greatly to the Lifelong Learning goals of many students. We often have students who study Spanish for personal interest, to prepare for mission trips, to help them retain healthy brain function as they age, and to enhance their participation in the cultures of the Spanish-speaking world.

Finally, the discussion and evaluation of SLO results, along with the planning for all outcomes will continue to shape our department decisions and planning.

- 1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

The Spanish Department enriches the college’s campus culture and community image in additional ways. The following is a list of examples:

- Assisting in the planning of, and participation in People and Cultures Days
- Expansion of *Semana Latina* to the NCC campus and Nevada County community
- Expansion of the Latino/a Film Series to the NCC campus
- Support and instruction for Ghidotti Early College High School, including their freshman orientation each summer
- Collaboration with Colfax High School’s dual credit Spanish program (Rocklin High School is currently developing a course for dual credit)
- Full-time and part-time faculty representation at regional and national conferences
- Full-time and part-time faculty participation and representation in shared governance committees
- Cultural enrichment for Sierra College students through instruction and exploration of Hispanic culture
- Full-time instructor sits on the Board of Trustees for a local private school
- NCC Spanish department collaboration with Bell Hill Academy (a dual immersion school) for student internships, independent study projects, volunteer opportunities, and co-hosted event for *Semana Latina* (largest attendance in the history of the Multipurpose Center at NCC).

2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

The Spanish Department is committed to maintaining curricular currency.

All Spanish courses have regularly assessed Student Learning Outcomes that are tied to both our Program Student Learning Outcomes and the Institutional Student Learning Outcomes. The Spanish Department follows a three-year cycle (included below after part 2.b) in assessing SLOs in all courses, and we discuss and evaluate the results in our department Planning and Assessment days (as well as in other department meetings). Finally, we have an established pattern and process to systematically review texts and observe trends in our field, which are in turn incorporated into our curricula. We have delayed our textbook review process for 18 months because we see big changes occurring in Foreign Language instructional materials, namely many are going 100% digital. There are new developments for Open Educational Resources (OER) that may dramatically change how we share instructional content with students and we felt it best to let the dust settle before we jump in and try unproven materials. One full-time instructor is exploring these resources as part of her tenure objectives, and several part-time instructors are participating in the OER course provided through Distance Learning.

In 2016-2017 we archived two courses that were not in high demand (SPAN 15 and 16), and we also updated our SPAN 17 curriculum to reflect changes in the curriculum process. In the same year, our faculty members participated in the 5-year cycle to review and vet the Spanish courses in the Course Identification Numbering System (C-ID).

We are preparing for our upcoming Curriculum Review cycle (2018-2019) by collecting feedback on how our courses are helping students meet the Student Learning Outcomes, and looking for areas for improvement.

As of fall 2014, we are proud to offer a Spanish AA-T at Sierra College. Since then we have had 16 graduates and we currently have about 60 students pursuing the major. In Spring 2017 our Spanish AA was approved, and three students graduated with the degree that same semester.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

The Spanish Department has eagerly participated in R4S from its inception. We have sent representation to various meetings, attended workshops, and continue to collaborate in the reengineering process. Specifically, our department participated in the MAPs workdays and we adjusted our annual course offerings to reflect our degree and certificate MAPs. We participated in the Business Process Analysis for scheduling, and we have also participated in surveys for Interest Areas. We are supporting the larger R4S movement by offering as many sections of SPAN 1 as needed (the course most often required for transfer) to meet student demand. In the last several terms we have opened additional online sections when waitlists reached capacity.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

The Spanish Department has been assessing Student Learning Outcomes since the college first requested that all courses be assessed. (Erik Cooper explained that SLO assessment data is lagging due to changes in personnel and

therefore the Spanish DSR does not reflect our currency with SLO assessments.) Through the first years of SLO assessment, we tried a few different methods of assessment (individual instructors using embedded assessments, employing scantrons across sections, etc.). One of the take-aways of these early experiments was that we needed a clear and practical way to uniformly assess our courses. This, and other influences, led us to change our Elementary and Intermediate Spanish textbooks.

In our Elementary Spanish courses (SPAN 1 and 2) we use our textbook’s companion website to conduct our assessments. This allows us to assign the assessment and see results across all modes of teaching. We initially only assessed face-to-face classes this way, but after establishing a baseline we began using the same assessments for online classes as well. Most often our criteria have been met, but on the occasions where they have not been met, we have discussed and analyzed the results. We then revise the assessment for the next cycle.

In our other courses (SPAN 3, 4, 17, and 20) we do individual assessments since there are only one or two sections per semester. In this case we ask the instructor to use one of his or her embedded assignments or evaluations and simply send us the results along with a brief analysis. These assessments and their results have led us to create standard rubrics for written and oral assessments across our program (not just for SLO assessment).

Over the last few years we have establish a baseline from which to compare results from assessment to assessment and going forward we expect to see clearer patterns which will influence our program decisions.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

3-year Department Assessment Plan

Place an X in the semester that a course will be assessed. At least one CSLO needs to be assessed for that course in that semester. Not all sections of the course need to be assessed. At the end of the 3-year plan, the cycle starts again.

Course	Fall 16	Sp 17	Fall 17	Sp 18	Fall 18	Sp 19
SPAN 1		X				X
SPAN 2			X		X	
SPAN 3				X		X
SPAN 4					X	
SPAN 17				X		
SPAN 20	X		X			
Course Name & Number						

2c) Professional development: Please describe how your department’s individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

The Spanish Department is very active in providing professional development to its faculty. Of particular note, in the past four years we have risen from one online instructor to nine qualified online instructors with more in process. The following is a partial list of Flex activities offered to Foreign Language or Spanish faculty in recent semesters:

- Planning and Assessment Days
- Department Meetings (two-three per semester)
- Vista Higher Learning Technology Training

- Development for Online Instruction of Spanish
- Best Practices for Teaching Foreign Language Online
- Ongoing Collaborative Textbook Review Process (rubric development, publisher presentations, selection meeting)
- Encouragement to attend regional conferences and trainings

Additionally, we have created a department Canvas course for collaboration and sharing amongst our instructors. All of these activities directly prepare our instructors for successful instruction and offer them inspiration and support for trying new techniques and technologies.

Individually our instructors attend various conferences; they stay up-to-date with our field and current events in the Spanish-speaking world by reading, watching TV, and participating in various cultures (local and abroad); and our instructors complete professional development courses. These activities directly aid in the success and retention of our students by maintaining the relevancy and currency of our instructors' skills and knowledge. The following is a partial list of conferences and other activities attended in the last three years:

- Teaching Proficiency through Reading and Storytelling
- McGraw-Hill Symposium for Digital Development of Elementary Spanish
- Duolingo and Pearson Development Conference
- American Council for Teaching Foreign Languages (ACTFL)
- Travel to Costa Rica
- Travel to Spain
- Venezuela Lecture by Dr. Miguel Tinker Salas
- Stanford Conference on Incorporating Immigration into Curriculum Using Primary Sources
- Accessibility training
- Growth Mindset training
- Googlify My Classroom

Partial list of service projects completed by Spanish faculty

- Volunteer translations for Simplicon©, an educational tool for teaching social sciences (this has turned into a sabbatical project for one of our full-time instructors)
- Created Spanish curriculum for the Diocese of Sacramento Catholic Church

Partial list of professional development courses completed by full-time and part-time faculty:

- Week-long training to facilitate Instructional Skills Workshop
- Week-long training to teach in the RISE program
- Intensive Spanish Grammar classes from Centro Panamericano de Idiomas
- Behavior is Language, University of Pacific
- Understanding Aggression: Coping with Aggressive Behavior in the Classroom, University of Pacific
- Online French 1 and 2, Chabot Community College
- Instructional Skills Workshop
- Scholarship of Technology Learning Institute
- Sierra Online Summit
- Applying the OEI Course Design Rubric to Your Online Classes
- Formative Assessments in Foreign Languages

Our instructors bring all their knowledge to our students in their classes, and additionally through various out of class activities such as People and Culture Days, Semana Latina at NCC, *Tertulias* (conversation groups), small group tutoring, and standalone activities such as building a public *Ofrenda* (interactive altar) in the NCC library for Day of the Dead.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

Overall Spanish Department Retention and Success

The Spanish department continues to have very consistent retention and success numbers. Our three-year Retention average of 85% is up 3% from our last Program Review cycle, and is on par with the district average (85%). Our three-year Success average of 73% is up 2% from our last Program Review cycle, and is equal to the district average (73%). Starting Fall 14 we began to teach SPAN 1 in five units, and starting in Spring 15 both SPAN 1 and 2 became five-unit courses. We are pleased that there are no noticeable negative effects to retention or success, rather it appears there is a slight increase (as noted above). We are very gratified with these averages given the level of difficulty in our five-unit, CSU and UC transfer preparatory courses.

When we examine Retention and Success by Ethnicity and Equity Population we see students who are not finding success in our program. The Spanish Department wants to help these students attain success. We will request that all Spanish instructors use Starfish regularly to keep counselors up-to-date with student progress. We will also personally reach out to students to encourage them to work with their instructors and use tutoring and other support services. At NCC we are using PASS Peer Tutors in some sections and this helps with individual student success. The department would like to work with counseling to see if there are sections at Rocklin that could benefit from the use of PASS Peer Tutors as well.

As a side note to retention and success, we experimented with hybrid courses over several semesters, but found that students struggled with the concept and they thought of it as "half a class." For that reason, we are only offering face-to-face and online courses. If hybrid courses become a greater part of the Sierra College culture, we can try them again.

Individual Courses

While our composite averages for retention and success match those of the district, when examined at the course level, other retention and success patterns come to light. SPAN 1 has an average success rate of 70.3%, the lowest of all our courses. We offer more sections of SPAN 1 than of any other course, and it is the first course in our sequence. For many students, SPAN 1 is their first experience of learning a foreign language at the college level and they struggle to find the best study methods for learning a foreign language. As students move into higher levels, the success rate improves: SPAN 2 76.9%; SPAN 3 75.2%; SPAN 4 87%; SPAN 17 86.3%; and SPAN 20

90%. Similarly, our retention averages improve with each level: SPAN 1 84.4%; SPAN 2 86 %; SPAN 3 83.5%; SPAN 4 90.3%; SPAN 17 90.4%; and SPAN 20 100%. While it is logical that success rates improve with each successive level, these data inform us that there is room to improve the overall success rate for students enrolled in SPAN 1. PLAN TO IMPROVE – ideas: study skills embedded in course, more emphasis on tutoring services, PASS Peer tutors, required flashcards, reduction in required vocabulary themes (lec. 5, for example).

Online Retention and Success

Until Spring 14 the Spanish department had only one online instructor. Since then more instructors have trained to teach hybrid and online sections for us. Eight instructors are approved to teach 1-5 of our courses, and by Fall 18 all of our courses will be available online (periodically). Prior to 2015, our online retention waffled between 63% and 87% (a three-year average of 74%) and our success waffled between 44% and 69% (a three-year average of 59%). With more instructors now teaching, along with robust support for and collaboration among our online instructors, we are seeing stabilization that is very close to the success and retention of our face-to-face classes. Our three-year average for Online Retention is 83% (district retention in Spring 17 was 83%), and our three-year average for Online Success is 71% (district success in Spring 17 was 67%).

Spanish Department Retention and Success Reflected in Student Learning Outcomes

The trends in retention and success are reflected in the strong results of our SLO assessments. Both the retention and success rate and our SLO results follow a pattern of increasing success as the level of the Spanish course increases. This could be due to the possibility that students that take higher Spanish level courses have a greater interest in the subject and motivation to succeed.

- 3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

The Spanish Department's enrollment trends mirror the ups and downs of the district's enrollment trends over the last three years. The Spanish department expected declines in enrollment since California State University Sacramento eliminated the foreign language requirement for all Bachelor of Science degrees in the summer of 2013. The effect was slower than anticipated but we seem to have found our new normal around the 15-16 school year. Since the decline was anticipated we proactively reconfigured our schedule to be as efficient as possible. We experimented with creative scheduling (Saturday classes, hybrid classes, early morning classes, more online offerings, etc.) and over several semesters have found a new pattern that best responds to student demand and is increasing our efficiency (as evidenced in the increase from our lowest efficiency of 301 in Fall 15 to 333 in Spring 17). According to Research and Planning, the highest efficiency the Spanish department can earn with a 25-student per class limit is 375 (compared to the district average of 449). We continue to aggressively right-size our schedule by eliminating low enrolled sections, increasing online offerings where demand is high, and as more scheduling tools become available we will better predict which classes are needed in which semester. With these steps, we expect to see our efficiency increase over the coming semesters.

Enrollments by Location

- Rocklin has steadily declined after Sacramento State University eliminated the requirement of foreign language for all science majors. We believe that our recent enrollments in the 16-17 year have stabilized and we do not expect anything more than normal semester to semester fluctuations.
- Tahoe Truckee has offered one or two sections of SPAN 1 per year (no more than one section per semester). As of Spring 18 we have hired a new instructor who lives in Truckee and teaches for the local high school. We hope that his connections with the community will help him enhance enrollments. SPAN 1, 2, 3, 4, and 17 are available online (and SPAN 20 will be offered online in Fall 18), so TT students have

access to our full program when they wish to advance. We are interested in exploring synchronous, multi-location instruction to give TT students the option for a virtual face-to-face experience, rather than only offering online classes for SPAN 2-20.

- The Nevada County campus has also seen declines in enrollment, mostly due to the change in transfer requirements for CSUS science majors. NCC enjoys a steadier enrollment from the Ghidotti High School students, but with the decline in transfer students we have needed to schedule more judiciously while accommodating the high school pattern (SPAN 1 in fall, SPAN 2 in spring). There is one expected anomaly; Ghidotti will be changing their scheduling pattern such that high school students will take their foreign language in the junior year rather than in the sophomore year. This means that in the 18-19 school year we will have lower enrollments, but then we will return to normal in the 19-20 year. The Spanish Department is working closely with the high school and the NCC Administration to reduce sections for the one year.
- As discussed above, we are balancing our decrease in face-to-face enrollments with the high demand for online offerings. In recent semesters, we have added online sections to accommodate full waitlists when asked by the Instruction Office. Knowing that demand for online courses are likely to remain high or increase, the Spanish Department feels that we need to meet with our dean and representatives of the Instruction Office, DLIT Committee, and possibly SCFA to determine how to effectively serve students while balancing current online loading limitations for full-time instructors. We will continue to use SLO assessments to monitor the quality of our courses and programs, in particular to assure ourselves that our online courses match the success of our face-to-face courses.

The Spanish department perpetually works to strengthen our program. We have responded to the request from counselors and students to offer a traditional Spanish AA in addition to our AA-T, and after a year and half at the Chancellor's office, the second degree was approved in Spring 17. In that same semester, three students were able to earn the degree. This degree is directed at students who wish to become proficient in the language for their current career.

Similarly, we also developed a new course, SPAN 20 Spanish for the Healthcare Professions, as well as an accompanying Skills Certificate for Spanish for the Healthcare Professions. We have struggled to find enrollments for this course despite marketing campaigns and recruitment, but we feel there is great potential to meet the need for bilingual healthcare providers. We are going to offer SPAN 20 online in Fall 18 to see if we can expand the enrollments. Once we attain better enrollments, we will move forward with our long-term plan to build a well-rounded certificate program: Spanish for the Professions. The thought is to offer the following on a rotating basis: Spanish for Healthcare, Spanish for Law Enforcement, Spanish for Education, and Spanish for Business. If we do not see improved demand for these courses we will revisit our structure (requiring SPAN 1 and 2 as prerequisites for these Intermediate level courses) and consider making the profession oriented classes Elementary level courses.

We continue to work with our deans to balance our face-to-face and online offerings, to follow the degree maps created during the R4S process, and to right-size our program for increased efficiency.

3c) Productivity: Comment on how the program contributes to overall district productivity.

Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

As mentioned earlier, Spanish classes are capped at 25 students due to pedagogical reasons, a fact which means our efficiency rate will always be lower than the district average (375 is the maximum efficiency for foreign language). As we have faced decreased enrollments we have diligently worked to balance section reductions with adequate offerings. While it has been challenging to know how to schedule as we adjusted to two major outside changes (the elimination of the CSUS Bachelor of Science requirement for foreign languages and the C-ID curricula changes that necessitated the increase in units for SPAN 1 and 2), we are seeing improvements in our efficiency rate. In spring 17 we attained 333 and we will continue to aim for 375.

The Spanish department does not rollover previous schedules, rather we carefully examine lessons learned from previous semesters to best anticipate student demand when creating new schedules. We look at our year as a whole, anticipating student progress through the major and following the patterns established by the degree maps. As always, we will work closely with our deans (department, NCC and TT) to schedule for greatest efficiency.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

Evaluation

One of the Spanish Department's strengths is working to complete goals. Since the inception of Tracdat we have used the site to outline goals and document actions taken. This has helped us achieve large goals such as the creation of a Spanish AA-T degree, a Spanish AA degree, and the Spanish for the Healthcare Professions course and Skills Certificate.

Plan to Maintain and Increase Effectiveness

Our plans to maintain and increase effectiveness are tied to our department goals (listed under part 4a). In particular, we are focused on increasing Retention and Success in SPAN 1, targeting equity groups highlighted in the Spanish Department Dashboard and ePAR. Steps in our plan include:

- Making all courses accessible to students with disabilities
- Adding PASS Peer Tutors to SPAN 1 classes
- Imbedding foreign language studies skills into SPAN 1 curriculum
- Requesting all Spanish faculty to consistently use Starfish

Impacts of R4S

There are several impacts from the R4S initiatives, both challenging and encouraging. We are encouraged to see the college as a whole examine how we can best serve students, and support students in achieving their goals. The new Dashboards are extremely helpful in revealing specific areas for improvement within each program, degree or certificate, and course. The Dashboards have helped us identify which area of our program needs the most support, and which areas are doing well. At times, we have felt that we didn't know what to do with our SLO assessment data, but when we combine the results of those assessments with our Dashboard data, the focus becomes clearer.

For the Spanish Department, the challenging impacts from the R4S initiatives are twofold. First, in an effort to reduce bottle necks in student progress, the Instruction Office has asked us to open more online sections for multiple semesters in a row. We feel challenged to keep pace with the demand, and we are concerned that if we grow too quickly, some of the quality of our courses may be sacrificed. We feel that we need assistance from our deans, the Instruction Office, the Research and Planning Office, and the DLIT Committee, to verify the consistent quality of our courses in all formats, as well as determining the right balance of online and face-to-face offerings. Also, the College and SCFA need to examine the rule that full-time faculty are limited in how many online units they can teach. In the Spanish Department, our two biggest courses are 5-unit classes (SPAN 1 and 2), therefore we have to carefully load both our full-time and our part-time instructors to manage loading limits across the fall and spring semesters. We have been recruiting and supporting the development of more online part-time instructors, but even so, we do not have enough qualified and/or available instructors (due to loading limits) to meet student demand. We had to turn down the Instruction Office request to add another online section of SPAN 1 in Spring 18.

The second challenge stems from the impact of identifying our students who struggle the most in our classes. We are glad to identify them, but the Spanish faculty need more professional development for addressing equity

concerns, especially in SPAN 1. In the resource request area, we are asking for PASS Peer Tutors for SPAN 1, and professional development for improving student success with equity populations.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

As demonstrated in the sections above, the Spanish Department strives to be effective, relevant, and current in all that it does. We are constantly developing our program to best serve our students and the current needs of the community. Based on our SLO assessment analysis and R4S initiatives, our goals for the next three years are to:

1. **Make all classes accessible for students with disabilities:** Full-time faculty will receive training and then assist all part-time instructors in making their courses accessible.
2. **Write curriculum for Spanish for Law Enforcement:** Meet with Administration of Justice to see how we could best serve their students; write curriculum Fall 18; submit to Curriculum Committee Spring 19; offer Fall 19
3. **Create Spanish for the Law Enforcement Professions Skills Certificate program:** Offer Fall 19
4. **Offer all courses online:** SPAN 20 will be offered online Fall 18. This completes our catalog of online offerings. We will continue to work with our deans to determine the correct number of sections to be offered online each semester.
5. **Decrease Time to Awards for Spanish AA-T majors:** Communicate with and host an event to connect with majors each semester to encourage them to stay on track and complete their degrees as quickly as possible. The current average for Spanish AA-T majors is 5.06 years to completion, while the District's average is 3.71 years. The average time to completion for the Spanish AA is slightly better than the District average: 3.67 to 3.82.
6. **Develop and Assess Student Learning Outcomes:** ongoing
7. **Expand visibility and participation of the Spanish department on the various Sierra College campuses and the larger surrounding communities:** ongoing
8. **Provide ongoing Professional Development for Spanish faculty:** ongoing

The Spanish Department currently offers six courses, all of which have Student Learning Outcomes (made available to students online and in all course syllabi), and all courses are regularly assessed with the results documented. As explained earlier, we also have Program Outcomes which are linked to our degree outcomes, course outcomes, and the Institutional Learning Outcomes.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The full-time Spanish faculty is spread thin with full instructional loads, heavy department needs (accessibility for all sections, course and certificate creation, administration of the Foundational Spanish Language Program, etc.), shared governance, and with community and regional representation. There are some needs that have to be postponed (such as the writing of new curriculum that our community desires, a Spanish club, etc.) and others that are done only minimally (such as campus events and Spanish Conversation Table). For these reasons and those outlined in the following paragraph (from our ePAR Justifications), the Spanish Department requests one full-time instructor for the Rocklin campus.

In our most recent DSR the three-year average Spanish Faculty Ratio is FULL-TIME (34%) VS. PART-TIME (66%). Even with one additional full-time instructor we would still not reach the District's average of 49.8%. This faculty member will have teaching assignments in Rocklin and will help develop new courses and programs for the department and meet our primary goals of making all courses accessible for students with disabilities and creating a course and skills certificate of Spanish for the Law Enforcement Professions. Our department at the present time has two full-time instructors in Rocklin and one full-time instructor at NCC. We currently have 13 part-time instructors, many of whom are teaching a maximum load of ten units (60%) in Rocklin and NCC. Our three-year average is 30 sections per semester. An additional full-time instructor presence on the Rocklin campus is very important and also critical to meet the high demand for Spanish classes.

Earlier in this report we mentioned that SPAN 1 has an average success rate of 70.3%, the lowest of all our courses. We offer more sections of SPAN 1 than of any other course, and it is the first course in our sequence for Spanish majors and the Spanish for the Healthcare Professions Skills Certificate. For many students, SPAN 1 is their first experience of learning a foreign language at the college level and they struggle to find the best study methods for learning a foreign language. The Spanish department requests PASS Peer Tutors for SPAN 1, especially in sections where the Counseling Office identifies students facing disproportionate impacts.

Additionally, we request support for professional development training for addressing equity concerns.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The Spanish Department's facility needs are currently met.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
	X	X	X		X		

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The Spanish Department of Sierra College is vibrant, adaptive, and proactive. Our instructors welcome change with innovation and creativity. After adapting to the reduced enrollments due to the CSUS changes to foreign language requirements, we feel that we have both maintained the heart of our program and have created avenues to develop a new core of students (those who wish to enhance their career with Spanish). We have been very successful in transitioning a number of our declining face-to-face sections to the waitlisted online environment. Our faculty aim to be among the most prepared for the digital age of education by ongoing training (of ourselves and for others) and participation in conferences for online foreign language instruction.

Among the strengths of the Spanish program is the Foundational Spanish Language Program, born out of the Student Learning Outcomes assessment cycle. This program (defined in section 1d) provides consistency for our students between instructors, between levels, and in clearly defined outcomes. It provides support to our instructors with clearly defined program and course outcomes, as well as a plethora of support materials including shared syllabi, shared evaluations, and common rubrics.

Another strength is our dedication to professional development for ourselves and others (including instructors from other California community colleges). We frequently host Flex activities to demonstrate new technologies, different teaching methodologies, or explore pedagogical and andragogic topics. Sometimes these workshops are led by outside presenters, but we also regularly encourage our faculty members to lead a workshop based on their expertise and thereby recognize and capitalize on our strengths. Their strengths are evidenced by the fact that in the last two years we've lost two of our excellent instructors to full-time positions at other community colleges.

Our greatest challenge is our need for a full-time instructor on the Rocklin campus. We currently rely too heavily on part-time instructors who cannot share in many of the demands of our department. We have recently lost one of our excellent online instructors to full-time employment elsewhere, leaving us to scramble for more online instructors. In fact, we had to ask the same instructor to take one class in Spring 18 and we still can't meet student demand. We want to complete the following goals in a timely manner and then move on to the next projects (such as the development of a series of courses for heritage speakers of Spanish - a request from our Puente students), all while maintaining excellent instruction, engagement in shared governance, and greater representation in the college and local communities.

1. Make all classes accessible for students with disabilities
2. Write curriculum for Spanish for Law Enforcement
3. Create Spanish for the Law Enforcement Professions Skills Certificate program
4. Offer all courses online
5. Decrease Time to Awards for Spanish AA-T majors
6. Develop and Assess Student Learning Outcomes
7. Expand visibility and participation of the Spanish department on the various Sierra College campuses and the larger surrounding communities
8. Provide ongoing Professional Development for Spanish faculty

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

Sara Casler and Marga Kelly, Spanish Department Chairs, are the primary authors of this document. We have asked for and incorporated our dean, Anne Fleischmann's, feedback and suggestions. We have also asked for assistance from Christine Sabin and have incorporated her feedback. We will email a draft copy to our part-time instructors in advance of the Spring 18 Planning and Assessment Day during which we will work on the final draft. The student voice is incorporated in our goals and initiatives which are inspired by our ongoing assessment of SLOs and our conversations with students.