

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).
  - **RAPP feedback on Mission statement:** *“more clearly define students served.”* The feedback prompted us to revisit our Mission Statement with a new lens. We can add: The program strives to serve..... *students from diverse cultural, ethnic, racial, gender, religious, age, socioeconomic backgrounds as well as students with learning differences/needs.*
  - **RAPP feedback on Program goal #1:** *“find ways to link goal to Guided Pathways to ensure student learning and development.”* The department started offering asynchronous SPAN 1 effective in Fall 2024, with a resounding success in student enrollment, which led to the creation of two asynchronous SPAN 2 sections in Winter 2025 and one asynchronous SPAN 3 section projected for Spring 2025. We now see a connection with Guided Pathways in two areas: (1) Given the robust enrollment patterns that the asynchronous modality has generated, we are now able to offer the entire SPAN 1-2-3 sequence in consecutive quarters within one single academic year. This provides students with **a clear pathway** that was not possible before when our synchronous/face-to-face offerings were not as accessible to students’ scheduling needs. We are now able to streamline the path so that students can complete the sequence in consecutive quarters and thus fulfill their objectives swiftly (e.g., transfer requirements, completion of our Certificate of Achievement in Spanish Language and Culture. (2) By offering asynchronous courses, we are now able to **remove systemic obstacles** encountered by students with limiting schedules due to work, commute, and family obligations. An additional system obstacle that has been addressed is the pre-requisite clearance process, which is now simpler: due to recent legislation, placement exams have been eliminated and there is now flexibility for students to self-place in consultation with faculty.
  - **RAPP feedback on Program goal #3:** *“find ways to link goal to Guided Pathways to ensure student learning and development.”* Because of the many skills involved in learning a language, the World Languages field encounters unique challenges in finding high-quality, comprehensive OER materials. We have had interdepartmental conversations at De Anza and with Foothill colleagues and the consensus is that the current level of development of OER for the first-year sequence can’t measure up to what is offered by commercial publishers. We consider this to be an equity issue that can have a significantly negative impact on student success. That would explain why many of our peer institutions in the Bay Area are still using commercial textbooks. Anecdotal feedback from students who have taken Spanish courses with OER materials at other community colleges confirms our own professional assessment: students have reported frustrating

deficiencies in the navigation, quality, and effectiveness of the OER online exercise platforms that they have interacted with. We realize that the cost of textbooks is **a systemic obstacle**. For this reason, we conducted a thorough search of first-year titles, hoping to align with the Spanish Department at Foothill College (we have many students in common). Even though we didn't adopt the same textbook used at Foothill, we selected the most affordable title that meets our content standards and the needs voiced by our current students and our new population of asynchronous learners. Based on the long-term partnership between Foothill College and McGraw Hill, we were able to negotiate the same discounted price that has been in place at Foothill for several years. Students get 2-year access to the textbook and online homework platform after their 14-day trial expires. Moreover, the textbook is used in SPAN 1, SPAN 2, and SPAN 3, which makes the cost effective if we break it down by quarter (about \$32-35). We will keep our eyes open for further developments and improvements in OER materials.

- **RAPP feedback on Exploring Success Rates:** *“there needs to be more alignment between course success and program goals.”* Our program goal #1 (fulfilled in Fall 2024 by offering asynchronous SPAN 1) yielded unexpectedly high enrollment and retention rates (1 withdrawal, 5 drops, and 53 students remaining). We've even had to offer a second section of asynchronous SPAN 2 in Winter 2025 to accommodate for the unprecedented high demand: both sections filled! This is an encouraging trend (post CPR 2023) that aligns with Guided Pathways: by removing scheduling constraints from some of our course offerings, we have opened a venue for higher retention in SPAN 1. As seen in CPR 2023, SPAN 1 has historically been the level with the lowest retention rates, compared to SPAN 2 and SPAN 3.
- **RAPP feedback on Exploring Gaps in Successful Course Completion by Ethnicity:** *“no clear alignment between program mission goals and success rates articulated for all groups impacted by the equity gap.”* Upon reviewing our responses to CPR 2023, we noticed that we accidentally left out an answer to this question (#5)! Going forward, we will revise our program mission statement and goals to be more intentional in acknowledging the diverse populations that we have underserved, particularly, Black students. One of our goals might be to engage in conversation with the counselors of learning communities like Umoja and Men of Color to gain practical insights on how to better address the needs of these learners and hopefully increase their success rates.
- **RAPP feedback on Staffing Needs:** *“there should be some discussion on how current staffing will serve to improve success rates for disproportionately affected students.”* Viviana Alcázar (new FT hired in Fall 2023) is currently part of the staff of the Language and Communication Village. Viviana's duties include holding weekly office hours on site, mentoring one Student Ambassador per quarter, and co-hosting the weekly Language Café (a conversation group for multiple languages). This is opening supportive spaces on campus for students to join us in person to interact with other language learners and instructors. This may not reach all disproportionately affected students, but it does foster a sense of belonging to the campus community, which may in turn, increase success

rates for the overall student population. As of Winter 2025, the Student Success Center has also increased its number of Spanish tutors to two. We routinely arrange for tutors to visit our classes at the beginning of each quarter to encourage students to apply for tutoring.

- **RAPP feedback on SLO Assessment:** *“this program review did not address SLO’s at all. There must be a plan developed for assessing SLO’s.”* Major improvement in this area! SLO assessments have already been entered for SPAN 1 and half of the assessments for SPAN 2. By the end of Winter 2025, we expect to have entered the rest for SPAN 2, SPAN 3, and SPAN 4. There is now a fruitful dialogue between the department chair and the new 2023 FT hire Viviana Alcázar: much has been accomplished in the area of enhancements and backward design of assessments to better measure our SLOs.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

- The department is now fully staffed after hiring Viviana Alcázar, our second FT instructor, in Fall 2023. This has made a tangible difference in our ability: (1) to enhance/innovate our course offerings, and (2) to have a more meaningful (and sustainable) presence/participation in activities/tasks at the division and institutional levels. Program Review and SLO assessments have become fruitful, collaborative efforts, with rich dialogue and exploration of new venues.
- Since we are now offering more sections, we’ve had to hire an adjunct faculty member to occasionally cover the overflow sections
- Both FT faculty in the department are currently enrolled in the RSI (part II) course and we look forward to enhancing our strategies to regularly and substantially engage with the students enrolled in both our synchronous and asynchronous courses.
- Program Review data sheets for 2023-2024 show an increase in success rates for Black students from 50% (2022-2023) to 65% and with a similar enrollment count (34 in 2022-2023 vs. 31 in 2023-2024). This had been the most impacted group in 2022-2023 with a -32 percentage point gap (we were unable to generate a current figure for 2023-2024 using the Inquiry Tool). Success rates for Latinx students also increased, though slightly, from 76% (2022-2023) to 79%, with an additional increase in enrollment (from 242 to 256). We have no current data for low income students, a group that showed -6 percentage point gap in 2022-2023 (77% success rate).

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

- We have fulfilled and gone beyond program goal #1: SPAN 1 was offered asynchronously in Fall 2024. Two sections of asynchronous SPAN 2 are currently being offered in Winter 2025. One section of SPAN 3 will be offered asynchronously in Spring 2025.

- We have fulfilled program goal #2 by offering SPAN 4 twice since Winter 2024. The course hadn't been offered in six years and now it is part of the rotation of regularly offered courses. SPAN 4 has been offered by Zoom (Winter 2024) and in dual modality (asynchronously and by Zoom) in Fall 2024 in a planned effort to broaden enrollment options for students.
4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.
- Due to the high success of our new asynchronous offerings, we now face challenges related to close captioning (an accessibility requirement) of video lectures. Asynchronous video lectures by World Languages instructors are necessarily delivered in more than one language: English and the target language itself. Neither Zoom nor Canvas Studio have the capability to accurately process close captioning in two languages. It then becomes very challenging and extremely time-consuming for instructors to edit the captions to comply with accessibility requirements. We are in need of professional-grade tools/services, which will most likely involve a cost. Since the Mandarin Department is also offering asynchronous courses and facing the same challenge, this resource could be shared by instructors and would also provide an incentive to other World Language departments to offer asynchronous courses.
  - In Fall 2024, we submitted to the Curriculum Committee a petition to keep in the Course Catalog SPAN 5 (last offered in spring 2017) and SPAN 6 (last offered in spring 2012). We keenly hope that these two courses will be retained so that we can give our past and future SPAN 4 students the option to complete the second-year sequence, even if asynchronously. Being able to offer SPAN 4-5-6 on a regular basis would also allow us to set another goal: to create an **Advanced** Certificate of Achievement in Spanish Language and Culture. This would add to the momentum created by our existing (as of Fall 2022) Certificate of Achievement for students who complete SPAN 1-2-3.
  - If we can consistently offer the first- and second-year sequences long enough, this might justify the creation of an AA in Spanish / AA-T in Spanish. This would upgrade us to a competitive level vis-à-vis the peer institutions that already offer these degrees.
5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

No resources (personnel or instructional equipment) were requested, but the addition of the new FT faculty in Fall 2023 has allowed the department to expand its course offerings, goals, and service to students.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Having two FT instructors onboard has allowed the department to develop asynchronous courses, which in turn has expanded the enrollment options for students in disproportionately impacted groups and other underserved populations (e.g., students living in different time zones, students with variable/overloaded work schedules, student athletes, homebound students, students with social anxiety conditions). We can now serve more students, while continuing to support those whose learning needs are best met synchronously and/or in-face-to-face environments.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	Perform with some hesitation a variety of communicative tasks dealing with basic routines and day-to-day social situations in the present. Produce simple phrases or sentences related to personal experiences. Both orally and in writing basic errors may impede comprehensibility.
Method of Assessment of Learning Outcome (please elaborate)	In Spring 2024, SPAN 1 students submitted a video-recorded, end-of-quarter assignment with a partner. They crafted a scripted conversation around two assigned prompts. The goal was to reach a duration of 5 minutes in their conversation (including both prompts). The conversational scenarios contained a number of communicative tasks that reflected grammar structures and vocabulary covered throughout the quarter.
Summary of Assessment Results	9 pairs of students exceeded the required 5-minute duration: two pairs went beyond 5 mins 30 secs, and one pair even reached a duration of 6 mins 46 secs! 3 pairs of students recorded up to 4 mins 37 secs and were very close to meeting the 5-minute goal. Only one pair of students did not meet expectations because they submitted one of the two conversational scenarios, thus reaching a duration of 2 mins 56 seconds.

	The overall grade captures the performance of the students in the communicative functions assigned within each conversational scenario: 5 pairs achieved a perfect score (100%), 5 pairs were in the 90's%, 2 pairs in the high 80's%, and 1 one pair in the high 70's%.
Reflection on Results	<p>This project opened a space for students to creatively use their language skills in a meaningful conversation with a peer. It challenged them to achieve a goal of a 5 minute conversation, which is a milestone for a novice learner.</p> <p>Student participation/performance was successful: only one student (of 28) didn't submit. The rest performed with confidence at a very sophisticated, yet authentic, level that truly reflects achievement of oral production outcomes for SPAN 1.</p>
Strategies Implemented or Plan to be Implemented (aka: enhancements)	<p>The only enhancement might be to provide students with the opportunity to record with a non-member of the class to accommodate for students who may have scheduling limitations.</p> <p>Since we've switched to a different textbook as of Fall 2024, we're now experimenting with ways to adapt the previous conversational scenarios to the new sequence of vocabulary and grammar in the new textbook.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

This is a thoughtful and thorough program review for the Spanish Department. The review demonstrates remarkable progress and many notable accomplishments. Achieving the goals of offering Spanish 4 and implementing asynchronous online courses are significant. These accomplishments have expanded access and opportunities for our students, meeting their diverse needs while maintaining the department's commitment to academic excellence.

Addressing affordability of course materials is critical to supporting student success, and these efforts align with the college's broader goals of equity. I would also like to commend the department's efforts to strengthen communication and collaboration with Foothill as the consistency and alignment between the two Spanish departments benefits our students and the college community as a whole.

The increase in enrollments is a testament to the department's vitality and the value students see in these courses. Creating an advanced certificate in Spanish is a commendable initiative, as it has the potential to provide students with meaningful opportunities to deepen their language proficiency and cultural understanding, which may significantly enhance their personal, educational, and professional goals in an increasingly globalized world.

Lastly, developing a clear plan to assess SLO's for the department is laudable. This focus on assessment ensures that the department continues to provide rigorous and meaningful instruction, and allows for reflections on teaching pedagogy that may help increase the success rates for our disproportionately impacted student groups.

The department is doing excellent work and has done a nice job reflecting on their successes and goals.