

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Elvira L. Coffin	Spanish	Full-time Faculty
Patricia Crespo-Martin	Spanish	Full-time Faculty

Number of Full Time Faculty:

Number of Part Time Faculty:

Please list all existing Classified positions: *Example: Administrative Assistant I*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Our online program has been growing steadily. It has doubled its number of students in the last two years.

Students who pass our classes reach the SLO's.

One of our students who took Spanish 1-2 online and then went on to graduate with an AA in Spanish was the student commencement speaker last year. She addressed the audience in Spanish. We were very proud of her achievement with us.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The demand online has increased and we have offered more classes. Spanish 3 has now become a hybrid class. We continued working on specialized classes, like Spanish for the Green Industry and Spanish for Health Care Workers. Our club continues to be a comfortable space for students to practice their Spanish and meet students from other levels. It encourages them to continue with their Spanish classes.

We are working on offering a class for current tutors of Spanish and students who are considering a career in Spanish.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

In our hybrid and F2F classes the success level has improved 2% compared to last year. Online classes success rates have also improved when compared to two years ago but they went down slightly compared to last year and it's at 68%. We are exploring new books that can improve success online without impacting our f2f classes. It's important that it can be used seamlessly between the online and the f2f classes.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
 "Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

In order to help our underserved students we are looking at less expensive books. The main obstacle to changing books is finding one that is user-friendly for online students who are not computer-savvy. It also has to be a book that can transition easily between online and f2f, so that students can have the choice to attend either format.
 This year we just started using NetTutor online, to give students more choices. Right now they can be tutored at the TLC and at the Club. The Division has allocated money to pay for a Spanish tutor at the TLC.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Offer New Course Training for Spanish Tutors Span 192	Spring 2019	

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Spanish program has been a feature of the college for many decades proceeding my tenure as dean of the division. The current faculty in the program have needed to respond to many changes in enrollment, teaching modality, and curriculum (ADT and TMC) that have impacted the program dramatically in the last few years, and they have risen to this challenge adroitly and with determination. In the past three years, they have deployed new classes and new modalities to reach a broader population of students, including bringing Spanish 1 and 2 entirely online and teaching Spanish 3 as a hybrid, and they have developed and taught new classes for the OH program, the allied health programs, and entry-level Spanish conversation classes. During all of these challenges the faculty have maintained their determination to arrest declines in enrollment in the core program and ensure we are meeting the needs of all students with Spanish language interests and needs.

4B. Areas of concern, if any:

The enrollment challenges for the program remain, however, and it is clear that if enrollment trends do not reverse the program does not have enough load to support three full-time Spanish faculty.

4C. Recommendations for improvement:

Some ideas I have been thinking about that we might try:

Since some faculty cannot or will not teach online or hybrid classes, could we explore team taught courses where one faculty handles a face to face portion of the class and another provides the online instruction. We could put Spanish into our GE Fridays at Sunnyvale, for example.

What if we flipped our approach to the advanced Spanish courses, Spanish 4, 5,6. Right now we have two types of enrollment in Spanish. Students taking Spanish 1 and 2 who do so primarily for transfer, and students who take Spanish 3, 4, 5, and 6 who are interested in the degree and/or Spanish fluency.

I believe there is an audience for advanced Spanish courses online beyond those we reach locally. We will always have a core group of students who will take Spanish 1 and 2 on campus, but could we increase enrollments in the advanced classes if we move them entirely online.

We have always had an interest in teaching Spanish for heritage speakers, but have never found much of an audience for such a class on campus or Middlefield/Sunnyvale. But maybe that's because we are not offering the course near to the population of students who would take it. We might explore off site locations to offer this course.

Japanese used to have some success with the Japanese for business leaders class. Could we retool a class like this and say offer it four times a quarter, with the class restarting with a new student population every three weeks. We could schedule it Thursday night for three hours every three weeks. A schedule like this would make the class equivalent to a 3-unit class in a 12-week quarter.

I realize that there is an ineffable quality to face to face instruction that is nearly impossible to duplicate in an online class. And I recognize that there are legitimate critiques about the density of online instruction that are particularly germane to the acquisition of a foreign language.

But I also recognize that if it were not for our online offerings in Spanish, the conversations we are now having about the Spanish program would have happened a lot sooner.

If we cannot find a way to reverse the declining enrollments in the program, then I have to recommend that we start discussing the selective reduction of the program until it meets student demand. I do not see a way around this.

I think it is imperative at this point to figure out what we will need to do to teach out the program as it currently exists, and shift our focus to teaching only those Spanish courses that have a track record of filling to capacity.

To be clear, the faculty have tried; they really have tried. But we are not getting traction of these efforts and without that and with the college pivoting to productivity to blunt the impact of declining enrollment, I do not see how we can continue to endure this trend much beyond next year.

4D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.