



## Program Review All Fields

### Languages [1]

#### Main

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##### Overview

**Academic Year** 2022 - 2023

**Originator** Perez, David

**Division** Curriculum Division 10 - Liberal Arts and Sciences

**Department** Fine Arts

**Program** Languages

**Program Type** Instructional

#### Co-Contributors

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##### Contributor

- Janes, Jan
- Lystrup, Noah
- Maringer-Cantu, Jane
- Marques, Albert
- Richards, Grant

#### Program Mission and Accomplishments

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## Gavilan College Mission Statement

**Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.**

**Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).**

Highlights of the Spanish Program include being at or above Gavilan College standards. Our goals for the next three years are to continue to increase the use of technology, add more tutors and shorten our Immersion Program by adding a hybrid component. Additionally, we want to increase FTES by adding more courses and allowing our students to efficiently complete our Guided Pathway.

**On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list:**

### Response and follow-up to previous program reviews

- 1.
- 2.
- 3.

### Have the services of your program changed over the past three years? Please explain (300 words or less).

Yes. Due to the pandemic of 2019, we had to quickly adjust all our face-to-face courses to a complete online platform. We had been working with an online text, Portales from Vista Higher Learning, that excels at online teaching, so we quickly adopted it and had success implementing it for our students. Our students adapted well and had success. We created asynchronous courses that allowed for several activities to be interactive with their classmates, as well as interactive "avatars" to practice their oral proficiency as well as their written proficiency.

## Student and Program Outcomes

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### College Goal for Student Achievement

The following questions refer to data regarding student achievement.

**Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?**

The Spanish department success rate over the past three years is 12% higher compared to the overall success rate of Gavilan College. The average success rate was 82% while the college maintained a 70% success rate. Based on the previous PIPR report, we feel the percentages are accurate and will continue to be higher than the college average. The Spanish department continues to provide the needs to our general education students and the community at large.

**Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.**

**Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.**

### Path: Tableau - Program Review/ Equity - D2. One Year Persistence Rate

Our retention for the Spanish department has maintained a higher average than that of the college. We've maintained a 94% retention rate compared to the college, which was 72.2%.

### Success

**The following questions refer to data regarding student achievement.**

**What are your set goals for course success? Do your individual course and department rates meet this goal?**

**Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

**Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit**

We have set forth these goals:

1. Increase one-year persistence rates by 3% to 85%.
2. We will wait for the maps to be created to officially update the Spanish course SLOs to PLOs and ILOs.

**How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years (200 words or less)?**

**See Success and Retention dashboard in Tableau's Program Review section.**

Over the last three years, our area served a total Headcount of 544 students. We had a retention rate of 505 students for a retention rate of 93%. 458 students were successful, which gave us a success rate of 84%. We've been able to maintain a higher average of success and retention than the college average because of our updated curriculum incorporating more friendly online material, specifically Vista Higher Learning's online textbook materials.

## Equity

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Equity

**Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.**

**For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?**

**For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).**

**Please find Equity information in Tableau's Success and Retention dashboard.**

**Contact your support team for any needed assistance in using Tableau.**

Based on the data, we don't see disproportionate success among students, regardless of ethnicity, gender, or students with disabilities.

## **Our Equal Employment Opportunity (EEO) Plan States**

**"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."**

**What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?**

**Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.**

To be more inclusive for our diversified population we study 21 Spanish speaking countries that incorporate various ethnic groups, such as indigenous groups, African, Jewish and European influences. We discuss music, food, and art.

**Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?**

**Path: Tableau Program Review/ Equity D9. Course Success Rates Locate your department. Filter by Delivery Methods**

**Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?**

## **Learning and Area Outcome**

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**Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?**

**Are your SAOs mapped in curiQunet?**

Yes

**Are your SAOs up to date in curriQunet?**

Yes

**Have your SAOs been assessed in the last five years?**

Yes

**Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?**

Yes

**If you answered no to any of the above questions, what is your plan to bring your assessments into compliance (200 words or less)?**

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## Outcome Assessments

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### Services Area Outcomes (SAO)

**Review your SAOs data located in curriQunet. What is your department's acceptable achievement score goal for each outcome?**

Communicate Effectively - Language classes afford students the ability to communicate effectively by expanding their vocabulary and communication techniques and skills.

**Practice Social Responsibility - Several of the learning outcomes within the Spanish courses require students to broaden their cultural perspective by learning about Spanish-speaking countries.**

**Cultivate Well-Being - Our classes affirm and promote positive individual and communal identities.**

### Institutional Learning Outcomes (ILO)

**How do your SAO support the college ILOs? Be specific (200 words or less).**

Yes, we have assessed most of our PLOs in most of our classes, and the assessments have been good.

**Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them (200 words or less)?**

Yes the goals are being met.

## Curriculum and Course Offerings Analysis

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**Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).**

**Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).**

**Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).**

## Program and Resource Analysis

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**Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.**

### Program and Resource Analysis

1. **2019**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

487

**Full Time Faculty**

2

**Part Time Faculty**

3

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

2. **2018**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

565

**Full Time Faculty**

2

**Part Time Faculty**

3

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

3. **2020**

**How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?**

582

**Full Time Faculty**

2

**Part Time Faculty**

3

**Full Time Staff**

0

**Part Time Staff**

0

**Full Time Mgr/Admin**

0.00

**Part Time Mgr/Admin**

0.00

**Faculty Percentages****Percentage Full to Part Time Faculty**

Year:2018

FT = 40.00%

PT = 60.00%

Year:2019

FT = 40.00%

PT = 60.00%

Year:2020

FT = 40.00%

PT = 60.00%

**How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?**

We have no reassigned time, grant commitments or projected retirements.

**Additional Comments****Evaluation of Resource Allocations**

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**List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.**

**Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.**

**Did you receive additional funds?**

No

**Program Productivity**

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**Program Productivity Measurements**

**Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2021 - 2022**

**Total Number of student contacts**

540

**Total allocated budget****Total spending****Total cost per student (Student Contact/ Total Spending)****Year and Student count**

**Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.**

**Integrated Planning and Initiatives**

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**What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?**

The Spanish ADT and transfer degrees are mapped under guided pathways.

**Other Opportunities and Threats**

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**Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?**

n/a

**What are you discovering about instruction and/or services in this remote environment that you would want to maintain post-pandemic?**

**What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?**

**Additional Questions**

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**Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.**

**1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?**

The division does provide training.

**2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.**

No need at this moment.

**3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?**

Program is growing which is allowing our faculty to get more classes to teach.



#### 4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Our study abroad program has existed for over 35 years at Gavilan enriching the lives of students.

**Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.**

There needs to be better training and guidance. Have a workshop where we all done the report together with an expert. Or provide videos to help us better understand where to get the stats and documentation.

## Goals

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### Three-Year Program Plan Goals

#### 1. Increase enrollment and FTES of face to face courses by 5%

**Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

**Mission: We aspire to be purposeful by offering innovative teaching and learning to our diverse population.**

**Strategic Plan:** 1. Increase Achievement; 2. Improve Efficiency; 3. Improve Equity

Continue to offer our asynchronous courses as well as hybrid courses to give students the option of attending face-to-face classes and having a presence on campus to increase enrollment. This semester we successfully offered two hybrid classes that have maintained a good enrollment. To increase FTES, we want to add more courses.

#### **Proposed Activity to Achieve Goal\*\***

Offer more hybrid courses, and we will shorten our Immersion Program by adding a hybrid component and reducing the stay from four weeks to three weeks.

#### **Responsible Party**

David Perez, Albert Marques

#### **Fund amount requested. If a collaboration, what % required from each partner?**

50% each

#### **Total Three Year Resource Allocation Request**

0

#### **Timeline to Completion Month / Year**

August / 2026

#### **How Will You Evaluate Whether You Achieved Your Goal**

1. Survey to students to find out preferred modality, time of day when courses are offered to establish baseline. 2. Evaluate data and based on analysis, plan a new optimized schedule for the courses.

#### 2. Increase our tutoring services for our students by 5%

**Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

**Mission: We aspire to be equitable by providing equitable resources and opportunities for our diversified students.**

**Strategic Plan:** 1. Increase Achievement; 2. Improve Efficiency

**Proposed Activity to Achieve Goal\*\***

We will continue to incorporate the use of technology for all our courses to increase the tutoring services. We will work with the tutoring center to help recruit tutors.

**Responsible Party**

David Perez, Albert Marques

**Fund amount requested. If a collaboration, what % required from each partner?**

50% each

**Total Three Year Resource Allocation Request**

0

**Timeline to Completion Month / Year**

August / 2026

**How Will You Evaluate Whether You Achieved Your Goal**

1. Track the number of language students utilizing tutoring services to establish a baseline. 2. In two years, compare student retention and success based on increased services.

3. **Student usage of Guided Pathways will increase by 5% yearly.**

**Connection of Goal to Mission Statement, Strategic Plan ([http://www.gavilan.edu/administration/master\\_plan/docs/SP\\_GoalsStrategiesDraft-final.pdf](http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)) and SAO Results**

**Mission: We aspire to be equitable by providing equitable resources and opportunities for our diversified students.**

**Mission: We aspire to be equitable by providing equitable resources and opportunities for our diversified students.**

**Strategic Plan:** 1. Improve Achievement; 2. Improve Efficiency

**Proposed Activity to Achieve Goal\*\***

We want to develop a guide to allow our students to efficiently complete Guided Pathways.

**Responsible Party**

David Perez, Albert Marques

**Fund amount requested. If a collaboration, what % required from each partner?**

50% each; Staff time. We will need to collaborate with Guided Pathways counselors to implement this student plan.

**Total Three Year Resource Allocation Request**

0

**Timeline to Completion Month / Year**

August / 2026

**How Will You Evaluate Whether You Achieved Your Goal**

1. Track the number of students utilizing the Guided Pathways guide to establish a baseline. 2. In one year, evaluate the number of students efficiently completing Guided Pathways.

## Executive Summary

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**Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).**

The Spanish program offers classes at all levels. We offer classes for beginners and classes for Hispanic

speakers. We offer courses for the non-majors who need the GE and the majors who may want to transfer to 4-year institutions. Our study abroad program has Service Learning components, which help students learn Spanish, understand social aspects, live with a Spanish family which enhances cultural awareness, and history of the country.

Highlights of the Spanish Program include being at or above Gavilan College standards. Our goals for the next three years are to continue to increase the use of technology, add more tutors and shortening our Immersion Program by adding a hybrid component. Additionally, we want to increase FTES by adding more courses and allowing our students to efficiently complete Guided Pathways.

## Attach Files

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Attached File