

22-23 Annual Progress Report

Recommended actions for improvement identified in the 5-Year Self-Study.

We planned to expand our online course offerings to increase FTES. For example, by offering an entirely online AA degree. We also explored the creation of certificates and working with outreach to increase the appeal of content-specific courses like Spanish for Health Care Workers. Other courses like Spanish for the Green Industry or Spanish for the Restaurant Industry have been successful in the past. We considered offering them every other year and gauge their long-term interest.

At our elementary level, we have fewer F2F offerings every year. It is hard to offer a wide choice of time frames to attract more students if we don't know if the courses will fill.

Actions taken and progress made in accomplishing the improvement.

We are planning to offer Spanish 51 (Spanish for Health Care Workers) online but we are having a staffing problem. We will be offering Spanish 51 online for the first time on Winter 2023. Overall enrollment as of now is very strong, suggesting that we are positioned to continue to grow our online program. Also, the Spanish Department has been an active participant in Guided Pathways and Spanish has completed its degree mapping.

In addition:

1. We revised the AA to match the ADT by eliminating courses that needed to be stacked (Spanish 25A/B, Spanish 13A/B) and, instead, allowing students to enroll in cross-disciplinary courses, such as Ethnic Studies, for example.
2. We have applied for the creation of a Spanish Certificate that is transcriptable and stackable toward the AA degree.
3. We have partnered with Vanessa Santillan-Nieto, at the Writing and Learning Center, to create a Tutorial Program to serve our first-year students. This is a pilot program currently under evaluation. We have also created a Spanish Conversation Leaders Program, where student volunteers will help practice conversation in Spanish with any student at the college (It is not required that a student be taking Spanish to chat with the conversation volunteers.). We hope that our native speaker population will regard their Spanish skills as an asset to be proud of, and maybe consider getting a degree in Spanish as well.

Evidence used to evaluate progress.

(ex: What data are you using to make your progress judgment?)

It is too early to evaluate whether changes to the ADT and the AA will increase enrollment. This is an element that requires monitoring over the incoming years. As for the Tutorial Program, we are monitoring the students' attendance to gauge its effectiveness and long-term goals.

New trends, policies, or state initiatives that have impacted your actions for improvement.

The face-to-face Summer Program 2022 was canceled due to poor enrollment. It is the first time that the entire program fails to attract students. We attribute this to a post-pandemic effect. This program will be monitored next summer. The online Summer Program, however, continues to grow.

Most of our face-to-face courses are still taught synchronously, with only one or two face-to-face courses offered on campus. This trend seems to be the norm for the coming quarters: a mix of face-to-face and synchronous courses. On the other hand, the second year courses (Spanish 4, 6, 6) are offered completely online.

Actions needed/designed to address the area of work/improvement for new trends, policies, or state initiatives.

We will be focusing more on the establishment of the Spanish Certificate. The issue of abandoning the AA/ADT degree in Spanish is still under discussion by the Spanish Department and the Language Arts Division.

This form is completed and ready for acceptance.

Administrator's Name:

Date:

Comments: