Spanish have worked diligently with each other and adjunct faculty to promote enrollment in their classes, which has resulted in an increase of 425 percentage points. This improvement has resulted in the District's recruiting a full-time, tenure-track Spanish-language instructor for Fall 2018. Typically, enrollment in Spanish courses is good, especially the last course in the sequence for Spanish speakers, and is expected to continue to increase with additional full-time faculty. Spanish full-time faculty collaborate with adjuncts and encourage students to participate in tutorial support.

Kathy Mendelsohn, June 1, 2018
Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Beginning with academic year 14-15 both the college and the Spanish program began an upward trend in the number of awards granted.

Spanish shows the following trend:

<table>
<thead>
<tr>
<th>Year</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>4</td>
</tr>
<tr>
<td>15-16</td>
<td>13</td>
</tr>
<tr>
<td>16-17</td>
<td>21</td>
</tr>
</tbody>
</table>

Spanish experienced an increase of 225% in awards granted between 14-15 and 15-16. The college had an increase of 26% during the same academic year.

Then, Spanish experienced another increase of 62% between 15-16 and 16-17. The college experienced an increase of 0.3% during the same academic year.

While our program has largely been a feeder program, it is evident that there is significant growth in the number of awards granted in the last 3 academic years.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

We have created a flyer that informs students which courses would be more appropriate for them within our 3 series. The flyer also includes the importance of Spanish in the world and the advantages of studying Spanish. This flyer has been distributed to incoming students during our participation in Panther Prep Days and in Transfer Day/College Night. We have also distributed this flyer to counselors. Spanish courses are logically sequenced, therefore, students generally know which course follows. We also take the time in class to explain the differences between courses in each series.
Observing the Time & Units data, what insights do you get from the data in general?
The data shows that the median time to receive a degree in Spanish is 4.3 years, which is slightly lower than the college median. Also, the median number of units completed for a Spanish degree is 83, which is lower than that for the college.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?
The subject analysis tool shows that we have a good percentage of capacity in our program. Our percentage of capacity over the last 5 academic years is 86.1%. This data shows that there are enough sections being offered at the moment.

It is important to note that the program has experienced significant growth at the intermediate level over the last 5 years. Specifically, Spanish 3S went from one section being offered every semester to two sections per semester. Also, the demand for SPA 4S has increased dramatically. It went from being filled at 48% of capacity in Spring of 2012 to 113% in Spring of 2017. This is the only course where we are currently not offering enough sections to meet the demand.

We do notice a discrepancy in the data for the academic year 2014-2015. Our copy of PAWS during that same year only shows 22 sections being offered. However, there are 25 sections in the report. Therefore, we believe there is a problem with the data for this academic year. We have run the numbers internally and they seem to comply at 90% of capacity for this academic year.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?
In recent years, Spanish courses began to be offered in the late afternoon time-slot to determine if there was a need for this time frame. They proved to be very popular sections. Currently, the Spanish department gives students several date and time options in the morning, afternoon, and night settings. Starting this fall, we will be offering SPA 4S every semester (it was previously only offered in spring semesters). This will allow students to complete the degree in a more timely manner, without having to wait one semester to take SPA 4S.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.
There are several things we do to work with underprepared students. First, we make sure that students are informed about tutoring services available to them. To this end, tutors come into our classes to talk about the services they provide. Their contact and availability information is provided to students. This also allows students to get to know them and feel more comfortable in accessing these services. Also, as we get to know our students and their needs, we approach them individually and encourage them to avail themselves of office hours. We have found that students respond more to a personable approach. Tutoring resources have proven to be an invaluable resource for student success. For example, students who have been allowed to retake a failed exam after working with a tutor for a required
number of sessions have improved their grades.

### A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

There has been steady growth in the number of students transferring since 2011-2012. While the majority of students continue to transfer to a CSU, there was a significant increase in the number of students who transferred to a UC in 2015-2016 to 2016-2017 academic years.

What interactions do you have with students about transfer options? Please give examples.

Normally we encourage students to assess the language programs offered at the various institutions to which they plan to transfer in order to determine which is more in line with their professional and academic goals. We also encourage them to visit campuses whenever possible to get a feel for them.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

Our program learning outcomes prepare our students to acquire the needed writing skills to be successfull as they transfer to baccalaureate degree programs.

In our courses, students continously work on improving their writing and analytical skills. We also present authentic texts to ensure students are given the opportunity to broaden their cultural, literary, historical and artistic understanding of the Spanish-speaking world. Therefore, students leave our program with the needed skills and knowledge to be successful in their future studies.

### A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

We looked into many resources and there is not much data for Spanish. However, Spanish is a skill that is necessary and/or desired in many job fields. It improves the employability of students. Often times there is a monetary incentive to having higher level communication skills in Spanish. In particular, safety personnel, medical personnel, and court personnel with this language skill are in high demand and receive added compensation. Hartnell is one those of those employers offering stipends to its bilingual employees.

How and when do you inform students about prospective employment opportunities?

It is not typical that we receive information about employment opportunities. However, we do make announcements in class for tutoring and SI positions available on campus.
How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?

Our Spanish program learning outcomes align with various skills and knowledge needed to succeed in future employment. The Spanish program prepares students with the language skills needed to enter the local workforce where the ability to understand, read, and write Spanish is imperative and in high demand in so many areas of the labor market. As such, our students are prepared to be more competitive in their search for employment.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

Given the enrollment growth for SPA 4S (as described in section A.2) our recommendation beginning Fall 2018 is that this course be offered every semester.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

The Spanish program has experienced overall growth in awards granted. Also, the Spanish program consistently generates strong enrollments. Every semester the faculty work hard to schedule classes to meet the needs of morning, afternoon, and evening students.

Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

None of the previously scheduled activities were completed. These included the hiring of more faculty for our discipline. These requests have been ongoing for many years based on the data that has consistently shown the need for additional faculty. As a result, no measurable outcomes have been achieved.