



# Program Review - Overall Report

Instructional: World Languages

# Data Review

2021 - 2024

## Overall Trends

### What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

As part of our analysis, we looked at 4 ethnic groups (Hispanic, Asian, Black/AA, and White). As the Spanish courses and program constitutes the bulk of the World Languages we offer, we are providing a more detailed analysis for Spanish than for French (4 sections per academic year) and Chinese (2 sections per academic year).

See below table that reflects data from 2017-2021.

#### SPANISH RETENTION - ALL GROUPS:

All ethnicities	17-18	18-19	19-20 Covid	20-21 Covid
<b>By Gender</b>				
<b>FEMALES</b>	92.7%	90.9%	87.4%	89.9%
<b>MALES</b>	89.7%	92.5%	85.6%	81.2%
<b>Enrollment numbers</b>	775/709	747/684	<b>815/707</b>	462/401
<b>Enrolled/Retained (Females+ Males)</b>				(possibly missing Spring 21 data?)

The online switch due to the pandemic at the beginning of the Spring 20 semester most likely generated a slight drop in retention rates, but it must be noted that the rates were high for all ethnicities.

## Data Review

### Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

## Data Review

### BLACK/AA - RETENTION:

Black/ AA	17-18	18-19	19-20	20-21
FEMALES	78.3%	80%	89.3%	87%
MALES	84.2%	92.2%	78.9%	66%

We observe a strong increase between 17/18 and 18/19, especially for male students. We attribute this change to training and conversations around equity gaps and culturally responsive teaching sponsored by FT faculty. Until Fall 19, World Languages faculty as a whole, FT and PT would meet twice a year around course and program assessment work. Those meetings included culturally sound pedagogy. Over the 4 academic year span, retention rates for Black/AA males and females were satisfactory with exception of the 20-21 (Covid) academic year for male students. It must be noted that the drop in percentage is paired with a high drop in enrollment, again, especially for male students. It is possible that the pandemic is having a much higher damaging impact on the Black and AA population, for economic, health, technology-related, and societal reasons. It particularly affects male students who are often the main provider for a family or for themselves. The 66% retention rate for Black / AA males in 20/21 is a great concern to us and will be shared with associate faculty so that intentional and proactive care be provided.

### HISPANIC - RETENTION:

HISPANIC	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	94.6%	90.6%	88.6%	89.2%
MALES	92.3%	91.2%	86.4%	80.4%

Over the 4 academic year span, retention rates for Hispanic students are consistently higher, and slightly higher for females. It must be noted that female enrollment figures are higher than male enrollment. The online switch due to the pandemic at the beginning of the Spring 20 semester most likely generated a slight drop in retention rates at first for females, but it stabilized in 20-21. There is a 10% drop for males between 18-19 and 20-21, which we attribute to Hispanic males having to provide for family and take the place of a parent no longer able to work. Females more often having a parenting/ supportive parent role were more able to continue their classes online from home while taking care of children/ siblings. (This analysis stems from conversations we have had with students)

### ASIAN - RETENTION:

ASIAN	17-18	18-19	19-20 Covid	20-21 Covid
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## Data Review

FEMALES	95.7%	97%	91.7%	89.7%
MALES	87.5%	91.7%	87%	88%

Over the 4 academic year span, retention rates for Asian students are consistently high, and noticeably higher for females. We observe a drop from 18/19 to 19/20 due to the online switch and the pandemic, but, for both male and female, it stabilized in 20/21. The initial drop affected males more than females as observed above for other ethnic groups and possibly for similar reasons.

### WHITE - RETENTION:

WHITE	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	88.5%	92.4%	80.2%	94%
MALES	84.7%	96.6%	84.1%	83.3%

Overall, for that past 4 years, retention rates for White students have been relatively high, higher for females when compared to male students. As for other ethnic groups, we see a drop by over 10% between 18/19 and 19/20. However, the drop stabilized in 20/21 for males but we see a 14% increase for females. We may attribute this to the possibility that White female students were not as negatively impacted by the current situation for economic, family, and technology-related reasons.

### SPANISH SUCCESS - ALL GROUPS:

All ethnicities	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	83.8%	84.4%	79.8%	Not available
MALES	82.6%	82.1%	75.1%	Not available

### BLACK/AA - SUCCESS:

Black/ AA	17-18	18-19	19-20	20-21
FEMALES	65.2%	80%	67.9%	Not available
MALES	63.2%	81%	68.4%	Not available

## Data Review

We observe a strong increase between 17/18 and 18/19, especially for male students. We attribute this change to training and conversations around equity gaps and culturally responsive teaching sponsored by FT faculty. Until Fall 19, World Languages faculty as a whole, FT and PT, would meet twice a year around course and program assessment work. Those meetings included culturally sound pedagogy training and conversations.

In 17/18 success rates for Black/AA males and females were considerably low and concerning. The 15%+ jump from 17/18 to 19/20, as explained above, is due to a conscious change in pedagogy. Regrettably, rates have dropped again (as well as enrollment figures) under the pandemic, with no significant difference between male and female students. It is a fact that the pandemic is having a much higher damaging impact on the Black and AA community, for economic, health, technology-related, and societal reasons. The 67.9% and 68.4% in 19/20 is great concern to us and will be shared with associate faculty so that intentional and proactive care be provided. Not having data for 20/21 does not allow us to see if the drop continued or stabilized. Data will be obtained and reflected upon as soon as available.

### HISPANIC - SUCCESS:

HISPANIC	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	86.1%	84.4%	81.9%	Not available
MALES	85.2%	82.3%	75.9%	Not available

Over the 4 academic year span, success rates for Hispanic students are consistently higher, and slightly higher for females. It must be noted that female enrollment figures are higher than for male enrollment. The online switch due to the pandemic at the beginning of the Spring 20 semester most likely generated a slight drop in success rates at first for females, but it stabilized in 20-21. There is a 6.5% drop for males between 18-19 and 20-21, which we attribute to Hispanic males having to provide for family and take the place of a parent no longer able to work. Females more often having a parenting/ supportive parent role were more able to continue their classes online from home while taking care of children/ siblings. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### ASIAN - SUCCESS:

ASIAN	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	95.7%	93.9%	88.9%	Not available
MALES	87.5%	79.2%	78.3%	Not available

## Data Review

Over the 4 academic year span, success rates for Asian students are consistently high, and noticeably higher for females. We observe a drop from 18/19 to 19/20 higher for females (around 5%) than for male students. This drop is due to the online switch and the pandemic. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### WHITE - SUCCESS:

WHITE	17-18	18-19	19-20 Covid	20-21 Covid
FEMALES	77%	81%	71.9%	Not available
MALES	79.2%	82.8%	72.7%	Not available

Overall, for that past 4 years, success rates for White students have been relatively low, higher for males. As for other ethnic groups, we see a drop by 10% between 18/19 and 19/20 due to the online switch and the pandemic. Overall, for that past 4 years, success rates for White students have been relatively high, higher for females. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### FRENCH - RETENTION

All ethnicities	17-18	18-19	19-20 Covid	20-21 Covid
AA				
Asian				
Hispanics				
Whites				
FEMALES	90.4%	91.5%	78.3%	Not available
MALES	74.4%	80%	84.4%	Not available

Overall, for that past 4 years, retention rates are satisfactory but noticeably higher for female students. However, the drop in 19/20 due to the pandemic and online switch appears have affected females more than male students who gained almost 5%. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### FRENCH SUCCESS

All ethnicities	17-18	18-19	19-20 Covid	20-21 Covid
AA				
Asian				

## Data Review

	Hispanic	White		
FEMALES	82.7%	76.3%	73.9%	Not available
MALES	<b>65.1%</b>	71.1%	81.3%	Not available

Overall, for that past 4 years, success rates for female students have been on a downward trend, while we see the opposite for males. However, the drop in 19/20 due to the pandemic and online switch appears have affected females more than male students who gained almost 10%. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### CHINESE RETENTION (LANGUAGE INTRODUCED IN FALL 19)

All ethnicities	19-20 Covid	20-21 Covid
AA		
Asian		
Hispanic		
White		
FEMALES	80%	Not available
MALES	84.8%	Not available

For the first academic year Chinese was offered at NC, retention rates were high, and higher for males. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

### CHINESE SUCCESS (LANGUAGE INTRODUCED IN FALL 19)

All ethnicities	19-20 Covid	20-21 Covid
AA		
Asian		
Hispanic		
White		
FEMALES	72.5%	Not available



## Data Review

MALES

66.7%

Not available

For the first academic year Chinese was offered at NC, success rates were low and noticeably lower for males than for females (close to 6%). The reason for low numbers could be related to the fact that Chinese is a new language at NC and very challenging to master. Not having data for 20/21 does not allow us to see if the drop continued or stabilized.

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

The retention and success rates among Black/AA student population had improved during the 18-19 academic year. Unfortunately, it has dropped again during the pandemic. This situation is of great concern to us and we will continue to address this issue with our adjunct faculty. Our goal is to engage in meaningful conversations related to equity gaps as soon as we return to campus. We plan to share this data with our associate faculty immediately.

**Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

# Assessment Review

2021 - 2024

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## Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

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**Which Disciplines are included in this Assessment?**

Spanish

**What percent of SLOs in the disciplines you identified above have been assessed?**

100%

**Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).**

All have been assessed

## Section 2: Mapping Status (Based on Dashboard - Mapping Status)

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**Are all SLOs mapped to at least one PLO?**

Yes

**If all SLOs are not mapped to at least one PLOs, please explain why.**

Not applicable

**Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)**

Yes

**If the appropriate SLOs are not mapped to GELOs, please explain why.**

Not applicable

## Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

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**Which Programs are included in this Assessment?**

Spanish ADT

**Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.**

PLO 1 and 2 - Spanish ADT

**To what do you attribute this success?**

As a discipline, we work on creating assignments that assess the specific PLOs. FT faculty meet with adjunct faculty to review results and make necessary changes. In addition, we assess our core courses on a yearly basis. We assess the elective courses every other year.

**Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.**

None- All achieved benchmarks.

**If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?**

N/A

## Assessment Review

### Section 4: Alignment to Career and Transfer

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**Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.**

All ADT courses prepare students in the areas of Spanish syntax, morphology, linguistics, literature, and culture which are the pillars of the bachelors degree in Spanish. Students acquire high intermediate level in the areas of listening, speaking, reading, and writing. In addition, students develop a profound understanding of the cultures of the Spanish speaking world.

**Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).**

We recommend our Spanish majors to serve as tutors at the LRC.

**Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).**

Over the years, we have created and maintained a close relationship with CSUSB. As part of that partnership, our students connect with CSUSB faculty and students before they even transfer, making for a smoother transition between Norco College and CSUSB.

**Review current PLOs. Do the outcomes listed above align with the current program outcomes?**

Yes, they do.

## Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

Offer a wider variety of scheduling formats: face to face; hybrid; online; short term and full semester. Due to Covid, we decided to offer eight-week course that prove to be highly popular. We will continue to offer 8-week courses in order to address the needs of those who want accelerated courses.

#### **What are your plans/goals (3-year) regarding this goal?**

Aside from offering a variety of scheduling formats, we plan to address the need to offer courses on site at the local high school where Norco College has a partnership.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Our experience indicates that students have been performing well in an online environment. Even though data is not available yet for (2020-2021), our observations is that enrollment and retention were equal to or higher than in previous years.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

EMP GOAL 2. Implement Guided Pathways framework.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- a) As part of supporting this goal, we have collaborated actively with the School of Arts to maintain clear pathways for Spanish major (ADT). We have offered informational meetings facilitated by a counselor to help students have a clear understanding of transfer requirements. In addition, we constantly mentor current students and former students when they inquire about future educational and career goals.
- b) We have also completed the Data Coach Training and are now the data coaches for our department (AHWL).
- c) To ensure ongoing development of cultural competence, we have attended workshops, conferences, and completed CORA courses. Both of us (full-time Spanish faculty) are members of the Racial Justice Taskforce. One of us serves as faculty representative on a Guided Pathway Project Team (Cultural Competency) for 2020-2021.

## Program Review: Part 1

### **What are your plans/goals (3-year) regarding this goal?**

- a) We are committed to continue to offer informational meetings in fall and spring of every year. If the current public health situation allows, we plan to bring our "end of the year celebration" back in spring 2022. Our goal is to also offer recorded (videos) information modules that can be shared with students via Canvas in order to attract a wider audience.
- b) We will continue to develop knowledge in data assessment by attending available workshops.
- c) We will continue to develop a deeper understanding in the areas of equity and anti-racism to better serve our student population.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Dr. Hitchcock serves as faculty lead on the Guided Pathway Project Team for Cultural Competency.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

## EMP GOAL 3. Close all student equity gaps.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

- a) As a discipline, we actively engaged in conversations around data interpretation.
- b) We have addressed equity gaps in our course and program assessment and have sought solutions in our pedagogy and assessment.
- c) We have selected and are using course materials that are culturally competent.
- d) We have completed training (both FT and Associate faculty) to further develop cultural competence.

#### **What are your plans/goals (3-year) regarding this goal?**

- a) As soon as the health situation improves, we will resume meeting as a discipline (full-time and adjunct faculty) to continue conversations on institution equity gaps.
- b) We will continue to analyze disaggregated data in order to improve our pedagogy and student experience.
- c) We are committed to ongoing education (both FT and Associate faculty) to further develop cultural competence.
- d) Ensure that adjunct faculty selection clearly focuses on equity and anti-racism by updating our equity interview questions.

## Program Review: Part 1

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Our course and program assessment looks at students' performance as a whole. We have not conducted differential assessment in connection to specific assessment groups. It would be interesting to do so in the future. However, we have met with associate faculty and shared a presentation based on CORA training in fall 2018 (Teaching Men of Color). Retention and Success data for Black/AA students show very noticeable increase in the 18-19 year.

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

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### **GOALS AND ACTIVITIES**

#### **What are you doing now in support of this goal?**

We have attended presentations and completed training that relate to equity framework.

#### **What are your plans/goals (3-year) regarding this goal?**

- Continue to engage in conversations to implement equity framework as it relates to pedagogy improvement.
- Identify and complete additional trainings that support culturally relevant and supportive teaching.

### **EVIDENCE**

#### **Do you have assessment data or other evidence that relates to this goal?**

Both FT faculty completed CORA trainings and are certified (Teaching Men of Color: Microaggressions; Black Minds Matter). In addition Dr. Hitchcock presented on Microaggressions twice at FLEX, and in Winter 21, for the LRC tutors. Both FT faculty shared CORA course content with associate faculty in Fall 18.

Certificates of completion available upon request.

FT faculty has also attended workshops offered by lead faculty in "Equity Minded Community of Practice".

### **RESOURCES**

#### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes

## Program Review: Part 1

### EMP GOAL 5. Reduce working poverty and the skills gap.

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#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

- a) We have worked with our publisher rep to lower the price of our textbook and online code.
- b) In partnership with the publisher, we grant students a free two-week access to course material as they wait for financial aid disbursement.
- c) Whenever possible, we do not require a textbook (SPA-8).
- d) We support our students, in particular first-generation students through active mentoring.
- e) We have shared ongoing scholarship announcements and encouraged students to apply.

##### **What are your plans/goals (3-year) regarding this goal?**

- a) We will continue to pursue alternate and more affordable course materials.
- b) We will continue to mentor and support students, in particular first-generation students.
- c) We will continue to share ongoing scholarship announcements and other opportunities available to students.

#### **EVIDENCE**

##### **Do you have assessment data or other evidence that relates to this goal?**

ISB and lower price quotes are available upon request, as well a list of courses not requiring a textbook.

#### **RESOURCES**

##### **Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

No

### EMP GOAL 6. Pursue, develop, & sustain collaborative partnerships.

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#### **GOALS AND ACTIVITIES**

##### **What are you doing now in support of this goal?**

- a) We have been collaborating with our discipline's colleagues from RCC and MVC to update and improve curriculum (2020-2021) and to select Full Time and Associate faculty.
- b) We collaborate with the School of Arts and attend events when scheduled.
- c) We have worked closely with the Foreign Languages faculty at CSUSB to ensure a smooth transition of our Spanish ADT students for when they transfer. In collaboration with our department, CSUSB hosted their first Open Day for Norco College incoming students in Spring 2019.
- d) We maintain communication with alumni whom we invite to informational meetings as needed.

##### **What are your plans/goals (3-year) regarding this goal?**

- a) We will initiate collaboration with feeder high schools as soon as health conditions permit.
- b) We will continue to foster collaboration with CSUSB Foreign Languages and resume in-person collaboration as soon as the public health situation allows.
- c) We will Initiate collaboration with UCR in order to offer our students more options.

## Program Review: Part 1

d) We will continue to nurture our relationship with former Spanish major Alumni to provide connections between former and current students

### **EVIDENCE**

**Do you have assessment data or other evidence that relates to this goal?**

See agenda from CSUSB - Open Day Visit in document repository

### **RESOURCES**

**Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)**

Yes



## Program Review Part 2

2021 - 2024

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### Curriculum

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**Are all your courses current (within four years)?**

Yes

**What percentage of your courses are out of date?**

0%

**If you have courses that are not current, are they in the curriculum process?**

N/A

**For out of date courses that are not already in progress of updating, what is your plan?**

All of our courses have been revised.

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

No

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

FALL SEMESTER: Provide trainings to learn how to use the platform

SPRING SEMESTER:

It is crucial to us to have more time to complete our program review. Having early access (first week in spring) would help us in the following ways:

1. Include adjunct faculty in this process to afford them with the experience.
2. Provide more substance in our comments.
3. More time to examine the data in order to make needed changes.

**What questions do we need to ask to understand your program plans, goals, needs?**

There must be 3 mandatory questions Drelated to addressing equity as it is one of our institutional priorities.

- a. What professional DEI + Anti-racism development trainings, if any, has your discipline or unit participated in and/ or completed in order to better support student learning?
- b. What changes has your discipline/unit made to address institution gaps based on what was learned in those trainings?
- c. What additional professional DEI + Anti-racism development trainings does your discipline/unit need, or would like to see offered, to support equity and cultural competency in your program/unit?

**What types of data do you need to support your program plans, goals, needs?**

Data provided meets our needs.

## Program Review Part 2

**If there are any supporting documents you would like to attach, please attach them here.**

# Resource Requests

2021 - 2024

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**What resources do we already have?**

We have 2 full-time faculty, classroom materials, and department budget for our programs

**What resources do you need?**

Resources for professional development focusing on Equity and Anti-Racism are essential to us for closing equity gaps and support all students.

**Request related to EMP goal or Assessment?**

EMP Goal 3,EMP Goal 2,EMP Goal 4,EMP Goal 5

**\$ Amount Requested**

2,500

**Resource Type**

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

**Potential Funding Source(s)**

Equity

**The evidence to support this request can be found in:**

Data Review,Program Review: Part 1

**This request for my area is Priority #:**

1

## Submission

2021 - 2024

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**All parts of my Program Review have been completed and it is ready for review**

Yes