De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name
   Spanish Department / Intercultural and International Studies (IIS) Division

2. Name of individual(s) completing the form:
   Viviana Alcázar

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   The Spanish department thoroughly addressed the feedback from the Comprehensive Program Review (CPR) provided by RAPP, and received the following commendation: "The Program Review is exemplary and should be used as a model."

   The RAPP Feedback Form for the Program Review Annual Update (2023-2024) listed the following three comments. The Spanish department has begun to engage with them as described below:

   Comment #1: Improving Black Students Success

   What resources can the college provide to help accelerate your growth around improving black student success?

   The Spanish department continues to be more intentional in acknowledging the diverse and underserved student populations we serve, particularly Black students.

   We recently engaged in conversations with Charles Van Meurs and Jesus Ruelas, counselors for the Men of Color Community (MC2), to gain practical insights on how to better address the needs of these learners and hopefully increase their success rates.

   Based on our conversation, we highlight the following suggestions offered by the counselors that we hope to implement in our classes and pedagogy in the future:

   - Invite MC2 counselors to visit our Spanish classes to connect with students and share the resources available through these learning communities.
   - Work with the Student Success Center to consistently prioritize the hiring of at least one male Spanish tutor (ideally from an underserved and underrepresented population) to support students in our classes, particularly male Black students.
   - Consider developing a volunteer student teaching assistant (TA) opportunity in the Spanish department. For Spanish classes that have a volunteer student TA, prioritize

recruiting a student from an underserved and underrepresented population to serve in this role. This is intended to increase the sense of belonging and engagement for all students, particularly underrepresented students.

Comment #2: Captioning Issues

Recommend connecting with DSPS and Online Education Office regarding captioning issues.

The Program Review Annual Update (2023-2024) highlighted a unique challenge experienced by World Languages instructors teaching asynchronous classes. Asynchronous video lectures in World Languages are delivered in more than one language: English and the target language itself. Neither Zoom nor Canvas Studio currently has the capability to accurately process closed captioning in two languages. The Spanish department also highlighted this challenge during RSI Part I and II courses/training.

Over Summer 2025, the Spanish department consistently connected with the Online Education Center to explore possibilities to address this challenge. Instructional Designer Shawn Valcarcel offered a pathway using SRT (SubRip Subtitle) file, a popular subtitle file format that allows adding captions to videos uploaded into Canvas Studio. However, this option is still rather time-consuming for instructors.

At the beginning of Fall 2025, the Spanish department connected with DSPS counselor Esther Halwani, and Alternate Media Specialist Deborah Armstrong. Counselor Halwani and Alternate Media Specialist Armstrong did not have suggestions to address the issues with closed captioning in two languages. Counselor Halwani connected us with the DHH program, which suggested YouTube as a pathway to add closed captioning, and referred us back to the Online Education Center.

The Spanish department will continue exploring options and engaging in conversations with the hope of finding the right tool(s) in the future.

Comment #3: Asynchronous Course Data and Success Rate

We're interested in how asynchronous courses have not only expanded access for disproportionately impacted students but have increased course success. We would like to see the data for DI students in these sections, because we think this is an important accomplishment!

Program Review Data Sheets are available for 2024-2025 only using the Student Success Analytics tool. This was the first year the Spanish department offered SPAN 1-2-3 asynchronously. Below is the Success Rates by Ethnicity data for SPAN 1 and SPAN 2, as these are the two most popular courses with the highest number of sections and enrollment.

Data for 2024-2025 Spanish 1 Asynchronous (three classes per year, one per quarter: SPAN 1 60Z):
Asian (29 students, 97% success rate), Black (5 students, 100% success rate), FilipinX (8 students, 89% success rate), LatinX (64 students, 96% success rate), Native American (1 student, 100% success rate), Unknown ethnicity (6 students, 100% success rate) and White (19 students, 83% success rate). *Total enrollment:* 132 students with an overall 94% success rate.

Data for 2024-2025 Spanish 2 Asynchronous (three classes per year: SPAN 2 60Z and 61Z in Winter 2025, and SPAN 2 60Z in Spring 2025):

SPAN 2 60Z (two classes combined: Winter 2025 and Spring 2025):
Asian (16 students, 89% success rate), Black (2 students, 100% success rate), FilipinX (5 students, 89% success rate), LatinX (27 students, 100% success rate), Unknown ethnicity (3 students, 100% success rate) and White (16 students, 100% success rate). *Total enrollment:* 69 students with an overall 97% success rate.

SPAN 2 61Z (one class: Winter 2025):
Asian (12 students, 92% success rate), Black (1 students, 100% success rate), FilipinX (2 students, 100% success rate), LatinX (13 students, 100% success rate), and White (6 students, 100% success rate). *Total enrollment:* 34 students with an overall 97% success rate.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

- The department first offered SPAN 1 asynchronously in Fall 2024. Since then, we have transitioned to offering SPAN 1-2-3-4 asynchronously. We are scheduled to offer SPAN 5 in Winter 2026 and SPAN 6 in Spring 2026. The transition to a full sequence of asynchronous courses has yielded high enrollment and has increased the number of sections offered from 6 to 8 on a quarterly basis.

- In addition to fully asynchronous courses, the Spanish department continues to offer synchronous (SPAN 1-2-3) and in-person (SPAN 1) classes acknowledging the diverse needs and learning styles of our students.

- Full-time faculty member Lizardi-Folley retired in Summer 2025 after 24 years of service at De Anza. The department now has one full-time faculty member, Viviana Alcázar, who is also serving as Department Chair.

- Since we are offering more sections and we only have one full-time faculty member, the department now relies on two to three excellent adjunct faculty members per quarter to cover the remaining sections.

- As a result of the growth in the number of Spanish course and students taking them, the Student Success Center has increased its number of Spanish tutors from one to three as of Spring 2025. We continue to arrange for tutors to visit our classes at the beginning of each quarter to encourage students to apply for tutoring.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Goal #1: Asynchronous goal offering	To offer SPAN1 asynchronously	Full-time Spanish faculty	Full-time and adjunct faculty at Foothill and other divisions/departments at De Anza offering asynchronous courses (e.g., ESL).	Course development on Canvas shell	Actual delivery of the course in the asynchronous mode.	We have fulfilled and exceeded Goal #1. We are projected to offer SPAN 1-2-3-4-5-6 in 2025-2026.
Goal #2: SPAN 4-5-6	To offer SPAN 4-5-6 again after a hiatus of at least seven years.	Full-time Spanish faculty	Adjunct faculty at Foothill and IIS Dean	Course development on Canvas shell	Actual development and delivery of the courses	We have taught SPAN 4 for three quarters starting in Winter 2024. We are projected to teach SPAN 5 in Winter

						2026 and SPAN 6 in Spring 2026.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
New Goal #1: Create AA-T in Spanish	To apply for and add an AA-T in Spanish	Full-time Spanish faculty	Christa Steiner (Evaluation Specialist at De Anza), other divisions/departments for elective courses and IIS Dean	Actual submission of the New Certificate/Degree Program Form to the Curriculum Committee	Successful review and approval of the AA-T in Spanish by the Curriculum Committee at De Anza, The FHDA Board of Trustees and the State Chancellor's Office Curriculum Inventory
New Goal #2: Advanced Certificate of Achievement in Spanish	To apply for and add an Advanced Certificate of Achievement in Spanish	Full-time Spanish faculty	IIS Full-time and adjunct faculty who have successfully created Advanced Certificates of Achievement in other languages, other divisions/departme	Actual submission of the New Certificate/Degree Program Form to the Curriculum Committee	Successful review and approval of the Advanced Certificate of Achievement in

Language and Culture	Language and Culture		nts for elective courses and IIS Dean		Spanish Language and Culture by the Curriculum Committee at De Anza, The FHDA Board of Trustees and the State Chancellor's Office Curriculum Inventory

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Personnel Needs:

The Comprehensive Program Review (CPR) included a new full-time position approved in 2022, which was successfully hired in Fall 2023. From Fall 2023 until Summer 2025, the Spanish department had two full-time faculty members. However, full-time faculty member Lizardi-Folley retired by the end of Summer 2025. Currently, there is only one full-time position.

As of Fall 2025, the Spanish full-time faculty member and the IIS Dean continue to monitor trends that might impact (positively and negatively) matriculation and the request for a second full- time Spanish position (e.g. consistent enrollment in courses (in-person, synchronous and asynchronous), new general education requirements (IGETC and Cal-GETC), dual enrollment, credit for prior learning, non-credit courses, etc.). Currently, the department is supported by three excellent adjunct faculty members.

Instructional Needs:

The Spanish department continues to explore tools to address the need for accurate closed captioning (an accessibility requirement) in two languages simultaneously (English and target language of instruction).

After conversations with the Online Education Center, DSPS, DHH and professional networks, a tool that meets currents needs does not seem to be available. However, if a future tool meets the closed captioning needs of multiple language departments, we will connect with the IIS Dean to explore this option and request financial resources to access it.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

   The Spanish department continues to explore best ways to serve disproportionately impacted students. Since Fall 2024, the Spanish department has developed a full sequence of asynchronous courses (SPAN 1-2-3-4). These courses have expanded enrollment options for all students, including disproportionately impacted and underserved populations (e.g., students with variable/overloaded work and life schedules, student athletes, students living in distant locations and different time zones, students with social anxiety conditions, and homebound students). The Spanish department is now serving more students while still offering synchronous and in-person classes to meet the needs of diverse learners.

   Additionally, asynchronous courses have connected the Spanish department more closely with Guided Pathways. In one academic cycle, students now have a clear pathway to continue taking Spanish courses, which was not always possible when our offerings were only synchronous and in-person. In this way, the Spanish department has removed some of the systemic obstacles encountered by students with limiting or unpredictable work schedules.

   Adding the AA-T in Spanish and the Advanced Certificate of Achievement in Spanish Language and Culture will provide another clear pathway for students who want to complete the two-year sequence (SPAN 1-2-3-4-5-6). These students can obtain the Advanced Certificate and/or the AA-T for professional development and/or to transfer to a four-year institution to pursue a major or minor in Spanish.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

(Same SLO included in 2023-2024 Program Review Annual Update)

Learning Outcome (SLO, AUO, SSLO)	Perform with some hesitation a variety of communicative tasks dealing with basic routines and day-to-day social situations in the present. Produce simple phrases or sentences related to personal experiences. Both orally and in writing basic errors may impede comprehensibility.
Method of Assessment of Learning Outcome (please elaborate)	In Spring 2024, SPAN 1 students submitted a video-recorded, end-of-quarter assignment with a partner. They crafted a scripted conversation around two assigned prompts. The goal was to reach a duration of 5 minutes in their conversation (including both prompts). The conversational scenarios contained a number of communicative tasks that reflected grammar structures and vocabulary covered throughout the quarter.
Summary of Assessment Results	9 pairs of students exceeded the required 5-minute duration: two pairs went beyond 5 mins 30 secs, and one pair even reached a duration of 6 mins 46 secs! 3 pairs of students recorded up to 4 mins 37 secs and were very close to meeting the 5-minute goal. Only one pair of students did not meet expectations because they submitted one of the two conversational scenarios, thus reaching a duration of 2 mins 56 seconds. The overall grade captures the performance of the students in the communicative functions assigned within each conversational scenario: 5 pairs achieved a perfect score (100%), 5 pairs were in the 90's%, 2 pairs in the high 80's%, and 1 one pair in the high 70's%.
Reflection on Results	This project opened a space for students to creatively use their language skills in a meaningful conversation with a peer. It challenged them to achieve a goal of a 5-minute conversation, which is a milestone for a novice learner. Student participation/performance was successful: only one student (of 28) didn't submit. The rest performed with confidence at a very sophisticated, yet authentic, level that truly reflects achievement of oral production outcomes for SPAN 1.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	The only enhancement might be to provide students with the opportunity to record with a non-member of the class to accommodate for students who may have scheduling limitations. Since we've switched to a different textbook as of Fall 2024, we're now experimenting with ways to adapt the previous conversational scenarios to the new sequence of vocabulary and grammar in the new textbook.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The program review submitted by the Spanish Department reflects a highly thoughtful, data-informed, and forward-looking approach to program advancement. The department has demonstrated significant progress over the past year, directly addressing the concerns previously identified by RAPP, while also pursuing new opportunities that benefit students and the institution. I appreciate the department's willingness to explore instructional strategies aimed at strengthening the success of Black students and look forward to seeing the impact of these efforts. Additionally, I am hopeful that the department can identify a sustainable and timely solution for ensuring closed captioning of instructional videos.

The department's strong instructional outcomes are particularly notable. The asynchronous online Spanish courses have achieved success rates exceeding 90 percent, surpassing all other modalities. This accomplishment reflects both pedagogical innovation and a commitment to expanding access for students with diverse scheduling needs. The upward trend in certificate completion provides evidence of student demand. Awarding three certificates in Spanish Language and Culture in 2022–23, seven in 2023-24, and nine in 2024–25 shows meaningful growth and increased momentum in this department.

The reestablishment and expansion of course offerings through SPAN 5 and 6, including the successful return of 4, 5, and 6 after a multi-year gap, represents an important milestone in rebuilding a full Spanish curriculum. The department's plans to pursue an advanced Spanish certificate and an Associate's Degree for Transfer in Spanish are both timely and commendable. The AD-T, as the only world language ADT available in the California Community Colleges system, offers a critical transfer pathway for students planning to continue at CSU campuses.

This year presents uncertainty for the World Languages across the state. The implementation of the new CalGETC GE pattern starting this fall now limits Spanish courses that satisfy the Arts and Humanities GE area to levels 3 and above, representing a significant shift from the previous CSU GE structure that recognized all course levels. In addition, AB 928 has reclassified the Language Other Than English requirement from a UC transfer requirement to a UC graduation requirement. The long-term impact of these statewide changes remains to be seen, and continued monitoring will be critical to understanding their effects on enrollment and student pathways.

Overall, this program review highlights a department that is continuously improving, responsive to institutional goals, and deeply committed to student success. The Spanish Department is strongly commended for its achievements and its strategic vision for future growth.

11. Vice President/Associate Vice President Comments:

The Spanish Department continues to demonstrate exemplary leadership in instructional innovation, equity, and student success. The expansion to a full asynchronous sequence from SPAN 1 through SPAN 6 has significantly increased access and produced exceptional success rates exceeding 90 percent across disproportionately impacted student groups. Growth in certificate completion reflects strong student demand and pathway momentum. The

department's collaboration with MC2, the Student Success Center, and tutoring services strengthens belonging and academic support for underrepresented students. The planned launch of an AA-T in Spanish and an Advanced Certificate of Achievement will further strengthen transfer and professional pathways. Continued monitoring of CalGETC impacts will be essential to sustaining enrollment and access.