

Academic Program Evaluation – SPANISH FOR NATIVE SPEAKER
Division – ALLS
Department - HWL
SPAN COURSES - A.A DEGREE

A.A. DEGREE: SPANISH NATIVE SPEAKER MAJOR:

REQUIRED COURSES: SPAN 220 221, 222, 223, 225, SPAN/HUM 262

ACCEPTABLE COURSES FOR MAJOR: HIST/LAS 130, 131, 132

PROGRAM COMPLETION

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
N/A	4

Recent Enrollment Demand: High Medium Low

Projection for Future Demand: Growing Stable Declining

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

Successes

The most important success we have experienced during the past academic year was an increase in our success and retention rates. After our last Program Review, we have been working to increase our success and retention rates in our Spanish for Native Speakers program, particularly in our core Spanish courses. One of our goals in the past program Review was to improve our success rate by 10% and we worked hard at obtaining that goal. We implemented some modifications to some of our classes; we analyzed data in SLOs and made some adjustments to our teaching. As a result, we have been successful in increasing our success rates in all of our individual courses and in the Program in general. The average success rate for all the core Spanish courses of the program increased from 58.3% in the fall 2011 to 71.3% in the spring 2012. The jump from 58.3% to 71.3% represents an increase of 13.3%, higher than the goal we had since last Comprehensive Program Review. In average, all courses individually also increased their success rate. [See the table below.](#)

	Fall 2010	Spring 2011	AVR 2010-11	Fall 2011	Spring 2012	AVRG 2011-12
SPAN 220	63	60	61.5	69	63	66
SPAN 221	67	82	74.5	88	80	84

SPAN 222	67	37	52	68	73	70.5
SPAN 223	61		61	69		69
SPAN 225		48	48		73	73
SPAN 262	53		53		67	67
			58.33333333			71.58333333

Although our success rate is still low (71.58%), this is a significant increase overall. This was possible to a collective effort of all instructors and their willingness to meet and discuss success and retention rates data and SLOs from our courses.

Our retention rates also improved from 80.50% to 88.08%, an improvement of almost 8%.

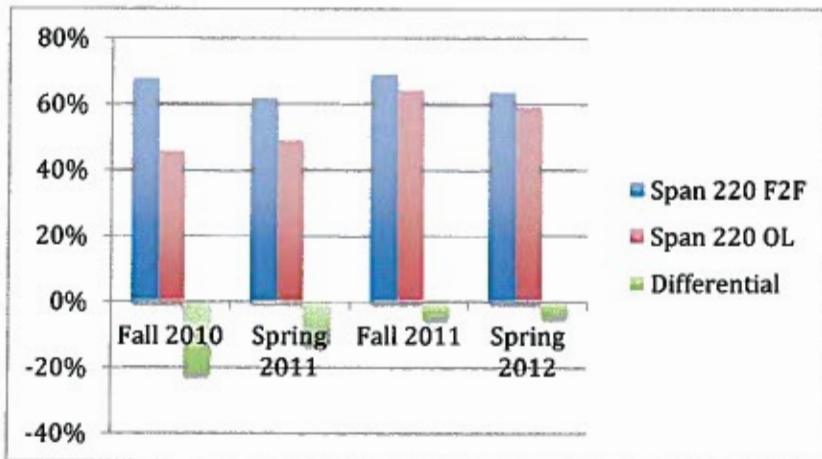
Curriculum

Since the previous Program Review, we determined that changes to curriculum were needed to better serve some of our students. As a result, we have created two new Elementary Spanish for Heritage Speaker courses that would benefit our Heritage Speaker population. The two new courses are in CurricuNet and we expect them to be offered in the Fall 2014 semester. The need for these courses stems from misplacement of Heritage students in Span 100 and Span 110 primarily. Some of those Heritage Speakers (those with at least an Intermediate proficiency level in Spanish) should be registering in Span 220: Bilingual Spanish I. However, a significant number of them register in Elementary Spanish courses that are not designed for this type of student. As a consequence, non-Heritage speakers feel intimidated and at a disadvantage when they share the classroom with Heritage speakers whom they assume to be fluent in Spanish. This type of problem was made evident in the spring 2012 semester when the parents of one student enrolled in Spanish 110 complained to the Accrediting Commission of Community and Junior Colleges (ACCJC) that Spanish classes at IVC were conducted completely in Spanish and, among other things, that in our Elementary Spanish classes 99% of students were native speakers of Spanish. We were able to prove that those allegations were false but this was the perfect opportunity to begin the creation of those two new courses and rethink our programs.

Delivery modes

Currently only one of our core courses from the Spanish for Native Speakers Program (Span 220) has been adapted to an online delivery mode. During the spring 2011 semester we gathered to analyze the success and retention rates of our online

courses vis-à-vis our traditionally delivered courses. As is customary in this type of comparisons, the traditionally delivered classes had a higher success rate than the online delivery classes, however, we worked on lowering the differential and in the 2011-2012 academic year, we were able to lower the differential to only -5% in our Spanish 220 courses as seen in the graph below.



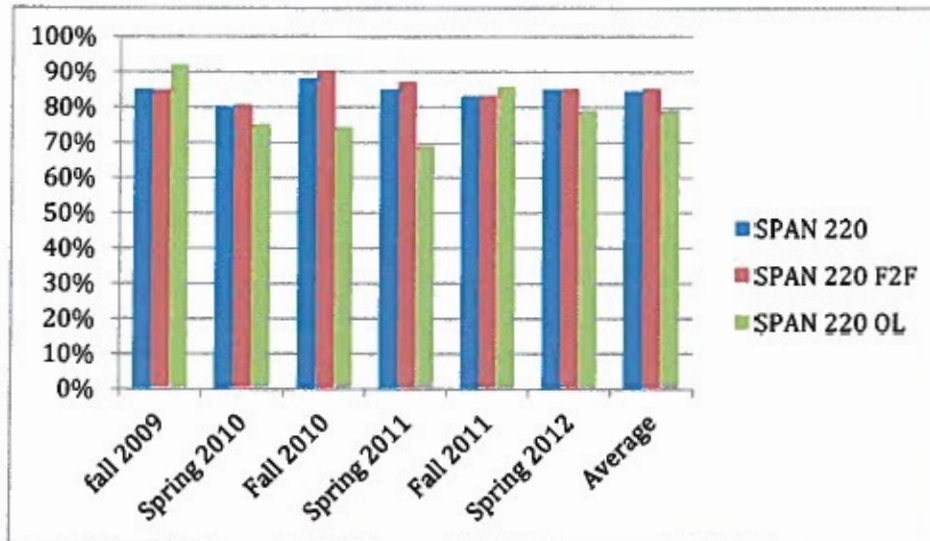
The graph shows that we have been able to lower the differential from a -22% to a stable -5% in the fall 2011-spring 2012 academic year.

We have a similar situation with the retention rates in that the face-to-face classes have higher retention rates than the online classes. However, during the fall 2011 and spring 2012 semesters, the differential has gone down to only -6% in average. Currently, IVC has suspended all online instruction but we feel that we are ready to offer one more course from our Program to online delivery mode.

Completion Rates

Courses	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Average
SPAN 220 F2F	90%	87%	83%	85%	85%

SPAN 220 OL	74%	69%	86%	79%	79%
Differential	-19%	-18%	3%	-6%	-6%



With the move to Blackboard for our course management systems, we hope that success rates will increase in Spanish 220 since now students don't have to purchase a supersite code for web-assignments and homework. Since the Publisher increased the price of the passcode (code that grants access to online activities) from \$45 to \$60, we decided not to use its Supersite and create our own assignments using Blackboard. Further, we are working in writing a book that will eventually replace the books used in Span 220 and Span 221. The idea is that the book will be able to be downloaded for free or for a minimum cost so that students can have access to a textbook and be better prepared for class.

Summary of Program "Health" Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

Program's Health.

The Spanish Department has three fulltime faculty members and eleven part time instructors. In an effort to continue providing quality of education, our entire part time faculty has been evaluated and about 75% of them participate in the SLO Cycle Assessment process. Furthermore, part time instructors have been attending Department's meetings and trainings in *Imagina* Supersite, *Experience Spanish* and MySpanishLab, and Blackboard. In addition, all our course outlines have been updated in CurriCunet to reflect recent additions of SLOs.

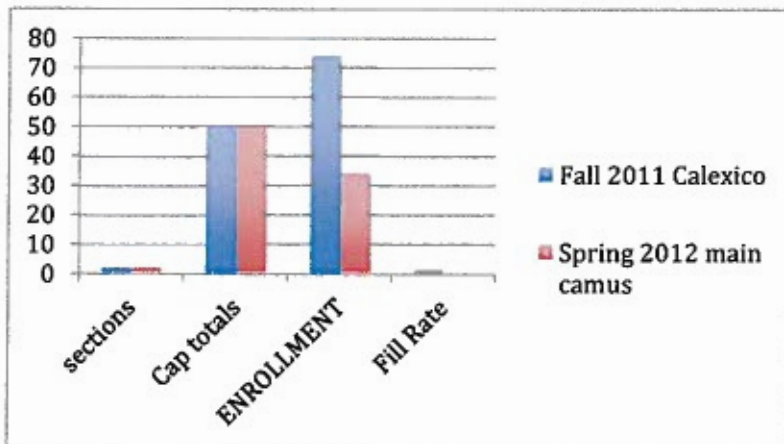
The health of the Spanish for Native Speaker's program is strong as demonstrated by the enrollment and fill rate below.

Course	Class Cap	Enrollment/# Sections						Fill Rate						Wait Lists 1/8/13
		F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12	
SPAN 220	25	344 - 12	311 - 12	329 - 12	350 - 12	345 - 12	268 - 12	114.7%	113.1%	109.7%	127.3%	115.0%	89.3%	2
SPAN 220 F2F		307 - 11	283 - 11	294 - 11	311 - 11	317 - 11	239 - 11		102.9%	106.9%	113.1%	115.3%	86.9%	
SPAN 220 OL		37 - 1	28 - 1	35 - 1	39 - 1	28 - 1	29 - 1	148.0%	112.0%	140.0%	156.0%	112.0%	116.0%	
SPAN 221	25	55 - 2	70 - 2	57 - 2	52 - 2	56 - 2	50 - 2	110.0%	122.0%	114.0%	102.0%	112.0%	100.0%	2
SPAN 222	20	30 - 1	24 - 1	30 - 1	27 - 1	34 - 1	30 - 1	150.0%	96.0%	150.0%	108.0%	136.0%	120.0%	
SPAN 223	25	27 - 1		31 - 1		26 - 1		108.0%		114.0%		104.0%		
SPAN 225	25		33 - 1		23 - 1		30 - 1		113.0%		92.0%		120.0%	
SPAN/HUM 262	25	21 - 1	18 - 1	24 - 1	15 - 1		21 - 1	84.0%	72.0%	96.0%	60.0%		84.0%	1
HIST/LAS 130	40	49 - 2		50 - 1				122.5%		125.0%				
HIST/LAS 131	40		38 - 1		36 - 1				95.0%		90.0%			1
HISTLAS 132	40				43 - 1		45 - 1				107.5%		87.5%	

However, with regard to enrollment, the spring 2012 semester experienced a decline in students when compared to the fall 2011 semester; we went from 461 to 399. Also it declined from the 2010-2011 Academic year from 928 students to 860 in the 2011-2012 academic year as a whole. This decrease has a number of explanations:

- We cut two sections from our offerings during the last academic year due to our budget situation.

- The implementation of the drop policy for non-payment of fees within 5 days of enrollment.
- In addition, during the spring 2012 semester the enrollment of our most popular course, span 220, was negatively impacted when these classes were moved from the Extended campus in Calexico to the main campus. As a direct result, two of our evening classes had significantly low enrollment due to a poor communication strategy on the part of the college and a lack of the means of transportation for those students in Calexico. To illustrate this point the following data should be considered: in the fall 2011 semester we offered 2 Spanish classes in the Calexico campus with a total enrollment of 74 students which translates to a 148% fill rate (max. enrollment 50). In contrast, in the Spring 2012 semester we transferred those 2 sections to the main campus (the transfer was done a couple of weeks before the start of the semester and with a poor communication strategy) with a resulting enrollment of 34 students or a 68% fill rate. In addition, the transferring of 2 Span 220 evening classes up to the main campus also impacted our planned schedule since we normally only offer one evening section of Span 220 in the main campus.



Productivity.

Our program has only three full time instructors but one of them is also the coordinator of the World Languages and Speech Communication Department, therefore, he only teaches 10 or 12 units per semester. All of our classes have a cap of 25 but most of

the time we surpass the cap in every class. Our productivity had been stable in the 13 and even 15 but it went down considerably in the spring 2012.

This decrease in productivity from 14.18 to 11.97 can also be explained by the move from Calexico to the main campus, which affected our fill rates considerably, and the fact that we offered 25 instead of 26 sections due to budget cuts.

TERM	FILL		SECTIONS	MASS CAP	AVG. CLASS		FTEF	PRODUCTIVITY
	Enrollment	RATE			CAP	FTES		
FALL 2011	707	108.70%	26	650	27.19	116.7	8.23	14.18
SPRING 2012	581	92.60%	25	625	23.24	94.08	7.86	11.97

Student Learning Outcomes and Program Learning Outcomes

Course	# Credits	# SLOs Identified	Fall 2011	Spring 2012	Fall 2012
SPAN 220	5	5	2	5	5
SPAN 221	5	5	1	NA	5
SPAN 222	3	3	1	1	NA
SPAN 223	4	4	3	NA	1
SPAN 225	3	3	NA	2	NA
SPAN 262	3	3	NA	1,2 & 3	NA

Student Learning Outcomes Assessment-

Our department has worked very hard to comply with all SLO and PLO requirements. We have created and identified SLOs for all of our courses. In addition, we updated SLOs in CurriCunet and met in various occasions to discuss SLOs during the Fall 2011 and Spring 2012 academic year. In fact, during the spring 2012 semester the WLSC department faculty met monthly to discuss findings during their cycle assessments. Additionally, the Spanish department also met separately to work on the PLOs

and to assess the fall 2011 and spring 2012 student learning outcomes. Some part time faculty members attended these meetings as well.

Program Learning Outcome Assessment.

Our first Program Learning Outcome (Organize and effectively communicate personal information in Spanish through writing) was assessed in the spring 2012 semester. The Spanish for Non-native speakers program has not that many students. Few students taking the Elementary and Intermediate Spanish courses continue beyond that point. For that reason, we gathered data emanated from our Span 200 classes (Intermediate Spanish I) as a way to assess our PLOs. In one of our classes, students were asked to write about a personal obstacle they had overcome in their lives and/or write a personal opinion paper about the environment in the Imperial Valley (air, water, pollution, etc.). It is important to underscore that there was a significant improvement between the first and final drafts. Students needed a significant amount of work in the grammar and content components of their first drafts. The instructor wrote correction quotes and comments and students had a period three weeks to make corrections to their essays. This proved to be extremely helpful for students and for their grades. All of their students were able to "Organize and effectively communicate personal information in Spanish through writing."

Success Rate of Student Learning Outcomes.

The assessment of SLOs has proven to be a positive experience for collegiality and for improving success rates in our courses by concentrating our attention to specific student learning outcomes. We have been able to share the weak spots in our classes by analyzing specific assignments that deal with communication skills, global awareness, personal responsibility, etc. At the same time, we have been able to pinpoint the areas where we are doing a good job. I believe that after a few years of analyzing the data, we are now in a stage where we feel we can use it for the benefit of our students. A perfect example of this is the improvement of our success rates during the 2011-2012 academic year after discussing data and modifying the way we cover certain grammatical points or verb tenses.

Future Goals of Program

- 1) The most immediate challenge is our success rate, although we were able to increase our success retention rate this past academic calendar, we are barely above the 70% success rate. Therefore, we will work on increasing our overall success rate by 5% for the next Academic Program Review.
- 2) We are currently analyzing our program and some changes are in the near future.
 - Offer two new Elementary Spanish for Heritage Speakers (I and II) by the fall 2014 semester.
 - Modify course outline or records for Span 100, 110, 200 and 210 (descriptions and content in some cases).
 - Modify course outline of record for Span 220 and Span 221 (name and description of courses).
 - Create and textbooks and web assignments in Blackboard for Spanish 220 and Spanish 221.
- 3) We would also like to hire a new full time faculty member and
- 4) Explore the possibility of having a Language Lab for our students.

Resource requests from annual program review

Adapt the old Assessment Center into a World Languages Lab that could be shared with French, Spanish, American Sign Language, Arabic and perhaps ESL. We need to have more money for conference travel and professional development. Our budget is only \$500.00 that has to be shared among 7 full time professors. We would like to add a new full time instructor, since Alicia Ortega retired 4 years ago; we have not replaced that position. Approximate resource request \$100.000 for both Spanish Programs.