

**Academic Program Evaluation – SPANISH FOR NON-NATIVE SPEAKER**  
**Division – ALLS**  
**Department - HWL**

**A.A. DEGREE: SPANISH NON-NATIVE SPEAKER:**  
REQUIRED COURSES: SPAN 100, 110, 200, 210, 223  
ACCEPTABLE COURSES FOR MAJOR: 222, 225, 262

**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**

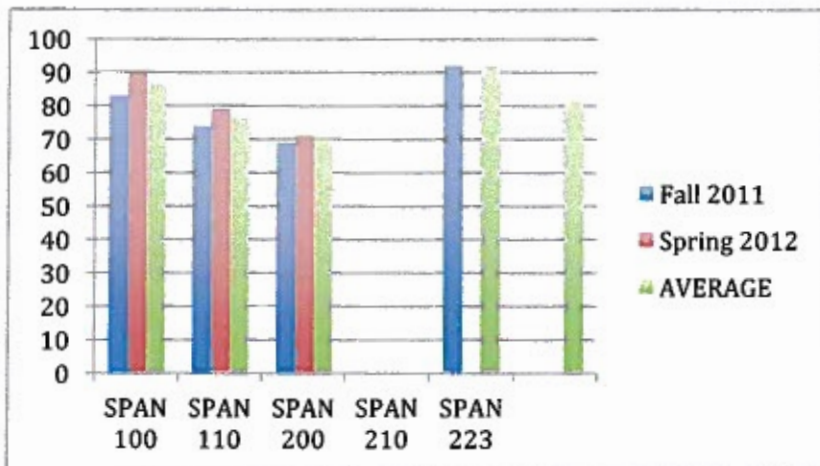
The most important success we have experienced in the Spanish for Non-Native Speakers is the updating of all course outlines of record in CurriCunet. In addition, all SLOs have been identified and we have been consistent in completing the Cycle Assessments.

Another great success has been the training of our adjunct faculty in the MySpanish Lab from Pearson. We have entered into an Educational Partnership with Pearson to assess our Heritage speakers enrolled in our Span 100 and Span 110 classes. We are hoping that our Partnership, which includes a special pricing for our students with the collaboration of the IVC Bookstore, will help us improve our success rates overall.

Another success was that we slightly improved our overall success rate from 60% in the fall 2011 semester to 62% in the spring 2012. This is not a significant improvement but it gives us hope that we can do better in the next academic year.

	Fall 2011	Spring 2012
SPAN 100	70	71
SPAN 110	53	63
SPAN 200	48	54
SPAN 210		
SPAN 223	69	
	<b>60</b>	<b>62.66</b>

We can also consider a success that we have a stable retention rate with an average of 80%.



### Curriculum

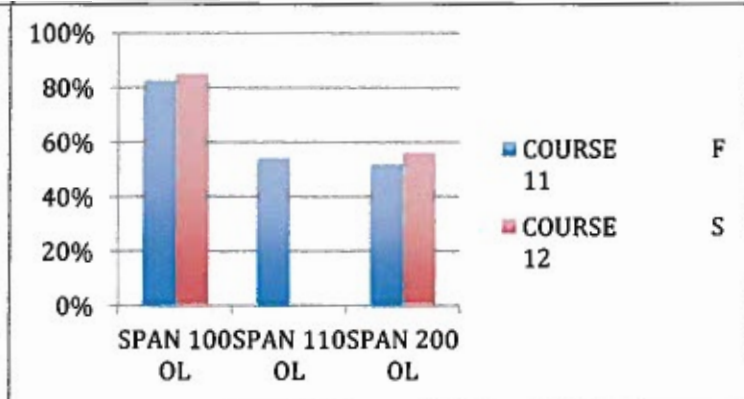
Since the previous Program Review, we determined that changes to curriculum were needed to better serve some of our students. As a result, we have created two new Elementary Spanish for Heritage Speaker courses that would benefit our Heritage Speaker population and also our non-heritage speakers. The 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 three of our core courses from the Spanish for Non-Native Speakers Program (Span 100, 110, 200) have been adapted to an online delivery mode. A success in this area is that we have been improving our success rates in Span 100 and Span 200 online. During the fall 2011 semester the success rate for Span 100 online was 57% and in the spring 2012 it went up to 71%. This is a significant improvement and we hope we can continue the upward trajectory. We also experience a slight improvement in Span 200 from 32% to 52%. This is a 20% improvement but we are aware that is too low and that we have to work harder if we want to really improve our success rate to a percentage that we can feel is beneficial for our students.

We experienced a similar situation with our retention rates in our online classes. The graph below shows a slight improvement in our retention rates in Span 100 and Span 200 online. We did not offer Span 110 online in Spring 2012 so we can't see an improvement. The red bars represent the spring 2012 semester.



We will be redesigning our online courses to improve the learning experience of our students and hence, our retention and success rates.

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

### **Program's Health.**

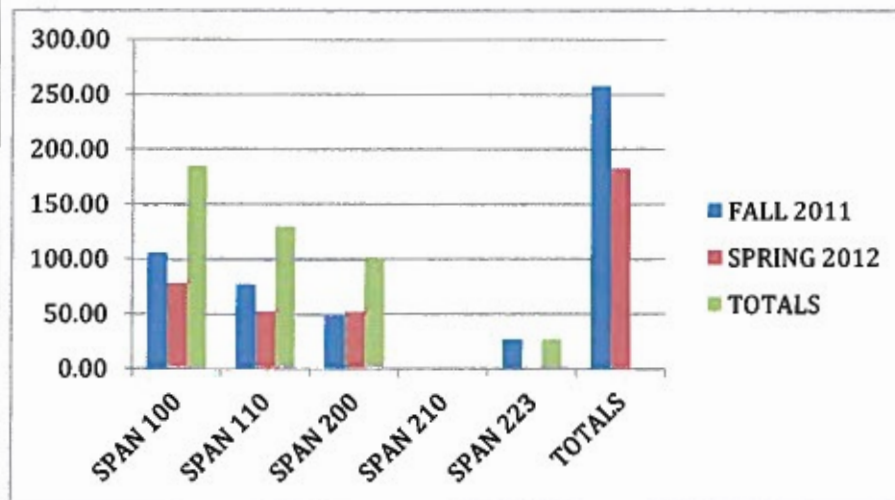
The Spanish Department has three fulltime faculty members and eleven part time instructors. In an effort to continue providing quality of education, our entire part time faculty has been evaluated and about 75% of them participate in the SLO Cycle Assessment process. Furthermore, part time instructors 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 Non-Native Speaker's program is a bit complex to explain. If we only take into account degrees conferred, then the program is in a weak stage. However, our core courses maintain a good health if we consider enrollment and fill rate. However, we did experience a decline in student enrollment in the spring 2012 semester when compared to the fall 2011 semester; we went from 257 to 182 students. The decline in student enrollment in the spring 2012 semester can be explained by:

- Cutting one section from our offerings during the spring due to our budget situation.
- The implementation of the drop policy for non-payment of fees within 5 days of enrollment and the waitlist system.

- This in turn, generates a whole set of related problems that include students giving up after learning that they were dropped, students not showing up to crash classes because of the waitlist, students preferring to take classes in other institutions such as the University of Phoenix, Xochicalco and CETyS universities in Mexicali, among other things.
- Heritage speakers registered in Spanish 100 and 110 and leaving after taking placement exam. This affects those non-heritage speakers that really need the class but it was closed during the registration period with students that did not belong there.

As a result, our enrollment decreased as shown in the following graph:



### **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 14 during the fall 2010 and spring 2011 academic year, and even in the fall 2011 but in the spring 2012 semester it went slightly down.



<b>Courses</b>	<b>FALL 2011</b>	<b>SP 2012</b>
<b>SPAN 100</b>	13.77	10.14
<b>SPAN 110</b>	13.33	13.52
<b>SPAN 200</b>	12.47	13.11
<b>SPAN 210</b>		
<b>SPAN 223</b>	12.96	
<b>AVERAGE</b>	13.1325	12.25666667

The Spanish for Non-Native Speakers program had not offered Span 210 for many years. With the IVUP students needing different levels of Spanish, we are offering it for the first time in the spring 2013 semester. It is too early to make any judgments on whether including Span 210 regularly as part of our regular schedule will translate in more students interested in declaring themselves Spanish majors. However, we are closely monitoring what possible changes will be coming with this.

### **Student Learning Outcomes and Program Learning Outcomes**

<b>Course</b>	<b># Credits</b>	<b># SLOs Identified</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>
SPAN 100	5	5	1 & 2	1 & 2	3
SPAN 110	5	5	3	3	4
SPAN 200	5	5	0	1	1
SPAN 210	5	5	NA	NA	NA
SPAN 223	4	4	3	NA	1

### **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.**

Spanish 225: Introduction to Spanish American Literature is a class that requires students to demonstrate all the skills learned in previous courses. In this class all Institution Learning Outcomes, as well as the Program Learning Outcomes, are assessed in different ways. For the purpose of assessing the first PLO (Analyze and evaluate literary texts through writing) students were asked to choose a literary text written by a Spanish American author. Students were told from the beginning of the course about this important assignment and class time was allocated to guide students through the thought and writing process associated with analytical essays. One week before the end of the semester, students turned in their essays. Out of 26 students enrolled after the drop deadline, 24 students turned in their essay. All of the essays received a passing score and the data shows that students are able to analyze and evaluate literary texts.

The success of this learning program level learning outcome shows that students can develop critical thinking skills when the appropriate amount of exercises and assignments are given to them. We shared the methodology used in this class with other instructors where essays are required so that we can in future assessments; we can include data across the program.

### **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. Overall the success rate of SLOs have been above average.

### **Future Goals of Program**

- 1) As is the case with our Spanish for Native Speaker's program, the most immediate challenge is our success rates. We will work this year to improve our success rate 5-10% in our core Spanish courses.
- 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).
- 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.