Academic Program Review



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| **ACADEMIC YEAR** | 2014-2015 | Basic Skills  Transfer  Career Technical Education (CTE) |
| **PROGRAM** | Spanish for Native Speakers | |
| **DESCRIPTION/PURPOSE** |  | |
| **DIVISION** | Arts, Letters and Learning Services | |
| **DEPARTMENT** | World Languages and Speech Communication | |
| **SUBMITTED BY:** | Dr. José Salvador Ruiz | |

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| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

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| **1** | **PAST PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  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. | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| Met | | Partially Met | Not Met |  |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  We have not been able to increase our success rate by 5% but we were successful in exceeded our goal of 75% success rate in Span 221. Its success rate varies from 80% to 91%. This type of success impacts positively student achievement. | | | |  |

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| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**   * 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. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The Department partially met this goal. We created two Elementary Spanish for Heritage Speakers classes but they are currently in CurricuNet waiting approval. However, the recent decrease in enrollment trends in Spanish forces us to reconsider approving the courses. We need to first study the potential impact of both classes in student enrollment. We did not modify the course outline of record for Span 100, 110, 200 and 210. We did modify the outline of record for Span 220 but not for Span 221. We did create an important number of assignments in Blackboard for Span 220 and Span 221. In addition, Dr. José Ruiz wrote a textbook for Span 220 during his sabbatical. This textbook will be ready to use for Span 220 courses in the fall 2014 semester. | | | | |

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| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) | |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  We would also like to hire a new full time faculty member and explore the possibility of having a Language Lab for our students. | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 | |
| Met | | Partially Met | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Even though the Department lost one of her full time members three years ago, we have not been able to replace that position due to financial crisis.  We stop considering the possibility of requesting a new Language Lab since most of our scheduling problems in the lab have been solved due to changes in the ESL program (which holds some of its classes in the lab). | | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education. Narrative only. ***Submit electronic excel file with graphs or trend data***.
3. **Enrollment and Fill Rates**

**Discuss the trends in enrollment and fill rate for each program by day and evening at the program level.**

There has been a decrease in enrollment and fill rates in the past three years in general, although we still maintain a good fill rate. For our day time offerings in the spring semesters we have an average of 10.333 sections with a fill rate of 95.02%. Our extended day sections have been reduced significantly due to cancellations. In the spring 2012 we offered 5 sections and by the spring 2014 we were only offering one. As a consequence, the fill rate has drop considerably as well, from 71% in the spring 2012 to 39.29% in the spring 2014. This is directly related to the closure of the extended campus in Calexico. Also, early class cancellations affect our enrollment and fill rates. We normally schedule a Span 100 class and a Span 220 class during the evenings because Native speakers register in Span 100 classes and we need to send them to an appropriate class level (Span 220). When we cancel evening Span 220 classes before the semester begins, those native speakers registered in Span 100 have to find a class at a different time and day. Our online courses have good enrollment and good fill rates. We have an average of 109.79% fill rate.

During the fall semesters, as it is expected, we have a good enrollment and better fill rates in our day time classes. In the past three fall semesters we have an average of 13 sections, 324 students with a fill rate of 99.53%. Our extended offerings have been reduced to half but we maintain a good enrollment (72.3% students for two sections) and an excellent fill rate, 102.3%.

Our online courses during the fall are also doing great in terms of enrollment and fill rate; we offered only one section with 116% fill rate.

1. **Productivity**

**What are the trends in productivity? [[1]](#footnote-1)**

We currently have a 361.46 productivity, which is below the state goal of 525. All of our classes have a cap of 28 students. However, it would be counterproductive to increase the cap for the purpose of having a productivity closer to the goal of 525. We are already beyond the ideal class cap for Language courses and to increase the cap would affect the quality of education our students receive.

1. **Success and Retention**

**Discuss the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.**

Our overall success rate in the past three years is 61.18% in our day classes. This rate increases for our extended day classes to 72.73% and decreases significantly in our online classes to 56.90%. We are working towards getting better success rates by monitoring student progress and attendance. Our success rate has been negatively impacted by those students stop attending our classes and did not drop themselves nor were they dropped by instructors. This is partially explained by the gap between our success and retention rates.

Our retention rate in our day classes is 81.43%, followed by a 72.73% in our extended day classes and 77.59% in our online classes.

1. **Success and Retention by Ethnicity**

**Discuss the success and retention rates by demographic diversity of students.**

This program is designed for Natives speakers who, by definition, are Hispanic students. Our success rate for Hispanic students is 67.5% and our retention rate is 85.66%. The other or non-responsive category success rate is 63.66% and our retention rate is 82.33%.

1. **Degrees and Certificates**

**Discuss the trends in the number of degrees and/or certificates awarded.**

In the last three years, we have awarded only seven Associate of Arts in Spanish. This number is low when compared with other majors at IVC like English. However, most of IVC students that are studying Spanish (to become Spanish teachers for example) do not declare their majors in Spanish, rather they just complete the necessary courses to transfer to SDSU or declare they major as University Studies. In order to change that trend, we are planning to streamline our majors to incentivize more students to declare their major in Spanish. Currently our major is 26 units, and students prefer to just take the few courses needed to transfer.

1. **Program Changes**

**What program changes, if any, do you expect to have a positive effect on students?**

We are working on the new ATD for Spanish and making changes to our Spanish AA as well. We will be streamlining our Spanish for Native Speakers Program (from 26 to units) and possibly inactivating our Spanish for Non-Native Speakers program (29 units) and we are currently working on creating the Associate of Arts in Spanish for Transfer (19-20 units) in the near future. This will attract more Native Speakers students who are currently studying Spanish but do not declare themselves as majors because they prefer to transfer sooner rather than later. In addition, those non-Native Speakers will find much more appealing to transfer with an Associate of Arts in Spanish for Transfer that only requires of them 20 units rather than 29.

1. **Summarize revisions, additions, deletions, and alternate delivery methods to courses and/or program based on the last program review**.

Two of our full time professors have completed the online training offered through @one and are currently offering online courses. In addition, four part time instructors are taking these courses in order to be ready to teach online and hybrid courses. We will pilot our first Span 220 hybrid course in the spring 2015, we are very interested in finding out how students respond to this course.

1. **Evaluate the program’s viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes.**

Although enrollment has been declining due to the closure of the extended campus and early cancellations; the program has a 97% fill rate as a whole. We will continue to closely monitor our enrollment in Span 220, which historically has been our most popular course.

Program completion is low because students prefer to transfer sooner rather than later. With the future changes to our Program and the implementation of the Associate of Arts in Spanish for Transfer, we are confident that our program completion rate will increase.

As was the case in the last Program Review, we are concern about the quality of outcomes. We are aware of our low success rate and want to address this problem. We should be persistent in inviting students to our office hours and we should also be working closely with student services to provide tutoring for our students.

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

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| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:**  Increase the number of graduates in Spanish | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:**  Modify current Spanish for Non-Native speaker’s program from 29 to 20 units. | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| 1. Hold a meeting to decide core courses in program | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| 1. Submit changes to Curriculum Committee | | | | | | | |
| **Timeline:** Spring 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **C.** Offer modified program | | | | | | | |
| **Timeline:** Fall 2015 | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured?**  We will see how many students graduate in Program Review data | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?**  New streamlined program will attract more students | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Spanish Department faculty | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
| **A**. | | | | | | | |
| **Timeline:** | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Timeline:** | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **C.** | | | | | | | |
| **Timeline:** | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured?** | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** | | | | | | | | |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. | | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **3** | | | **2015-2016 PROGRAM GOAL #3**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** | | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** | | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | | |
| Facilities  Marketing  Technology  Professional Development  Staffing | | | | | | | |
| **Task(s)** | | | | | | | |
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| **Timeline:** | | | | | | | |
| **Expense Type** | | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **B.** | | | | | | | |
| **Timeline:** | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
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| **Timeline:** | | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured?** | | | | | | | | |
| **How will the completion of tasks identified improve student/program success?** | | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?** | | | | | | | | |

1. (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525. [↑](#footnote-ref-1)