Preparing for Program Review - Spanish

Program Review - Spanish

Prepared by: Veronica Vidales

What are the strengths of your area?: Success rate for Spanish 1. According to 2014 PR Data Metric, from 2010-2013 our success rate for Spanish 1 has improved from 75% to 79%. We have one of the best success rates in our division. This is because of various reasons. One is the coordination between the two full time instructors and the seven adjuncts. We get together to talk about our lesson plans during convocation and at the beginning of each semester. We use the same book so all the students learn the same curriculum. We develop and write the test for the SLOs. All of our classes are transferable and articulated at the CSU and UC level. In 2012 there were 18 interpreter certificates awarded. In 2013 there were only seven certificates awarded. There are less AA degrees in Spanish awarded. In 2012 there were three degrees awarded and in 2013 there were four.

What improvements are needed?: In 2010-2011 there was a 20% reduction of FTEs generated since that year—and this is due to several section being cut form the schedule. Since then, we haven’t recovered. Now we have three campuses, but we are not generating the same FTEs as 2010-2011. We need to increase the number of classes to obtain the same FTEs as four years ago.

Placement test.
One of our main concerns is that students are not being placed in the right courses. A great number of the students come to Spanish 1 with two years or more of Spanish from high school. They should be in Spanish 2 or 3, but they are block from doing so when they register. This results in low enrollment in Spanish 2 in Tulare and in Hanford campuses. Some students speak Spanish at home and should be placed in Spanish for Spanish Speakers, but they still go to Spanish 1. We want to create a placement test to resolve this problem. Currently, we are doing individual overrides to place the students in the right classes. The students obtain an override form from their counselors. They come to our office. The students take an oral and written test. We correct the test and based on his/her results, we place the student. Then the students take the form back to admissions and records. The forms are processed one at a time during registration and at the first three weeks of every semester. By the time many of those students are properly placed they have lost valuable time in the proper class. This is too time consuming. We only can test during our office hours or by appointment. According to our Mission Statement “College of the Sequoias affirms that our mission is to help our diverse students population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry with in our region,” we want to help the students have the least obstacles possible to succeed in their education here at our college. As a result, our plan is to create a placement test to solve this problem.

Describe any external opportunities or challenges.: The students bring a variety of Spanish experiences (high school classes and their homes) poses a challenge for our area to get the students into the right level of Spanish when they first come to COS.

Overall Outcome Achievement: Program assessments:
We completed our initial assessment of the two programs housed within this academic unit, the Spanish Transfer Model Curriculum (TMC) AA degree and the Spanish Interpreter Certificate. We were able to assess the internal consistency of both programs by mapping the course outcomes to the program outcomes. We were satisfied by the results of this mapping and the process called our attention to a few aspects of these programs that we would have otherwise missed. We learned that Nutrition 20 only have one outcome that matched our (TMC) AA degree. We have to substitute History 23 to Ethnic Studies 3 because History 23 is not long offered.

Course assessments
The result of course outcome assessment from all Spanish courses is fairly consistent with our expectations. We would like to maintain the rate in the culture competency. We only need to increase the rate in one area that is culture. The culture part of our assessment, we only obtained 69%. This was due to the curriculum of the textbook we were using. The culture part of each chapter was based on a reading at the end of the chapter. The students didn’t like those readings. Now that we change editions the culture curriculum is very different. It comes in videos and in small section through the chapter.

Changes based on outcome
Programs: For the Interpreter Certificate, we articulated one improvement. We change the requirement for English 251 to English 1 because the written state test is all in English now. For the Spanish AA degree, we discovered through the mapping assessment that some of the courses that had been included in our degree did not map well. We learned that Nutrition 20 only have one outcome that matched our (TMC) AA degree. We have to substitute History 23 to Ethnic Studies 3 because History 23 is not long offered. We will change before next cycle assessment is complete.

Courses: Last year we revised the course outcomes to congruent with our textbook. We have developed and adopted new course outcomes for all of our classes. This past year we assessed the first set of courses. Our results were very good except in the area of culture competency. We have adopted a new edition of the textbook that deals more with this concept. We will visit this section in three years.
Outcome cycle evaluation: Program: We have established a three-year cycle for assessing Program Outcomes. The Program will next be evaluated in Spring 2016.

Courses. Every course is scheduled for assessment on an established 3-year cycle. The Department meets once at midterm (during dialogue day) and once at the end of the semester to assess and discuss the results. All the instructors use the same assessments that we as a department have developed.

Action: Develop a Spanish Placement Test

Faculty will work with consultants in a series of workshops who will guide them in developing a placement test.

Implementation Timeline: 2015 - 2016

- Start Date: 01/03/2015
- Completion Date: 02/14/2015
- Status: New Action

Identify related course/program outcomes:

Spanish 1

Person(s) Responsible (Name and Position):
Veronica Vidales, Spanish Instructor and Leticia Palos, Spanish Instructor

Rationale (With supporting data):
Rationale (with supporting data): The students bring a variety of experiences with Spanish (high school classes and their homes) which poses a challenge for our area to get the students into the right level of Spanish when they first come to COS. At the beginning of each semester, we do more than 30 overrides. The students have to get the override form from their counselors and then they go looking for us to sign their form. When the students come to our office, we have to give them an oral and written test. This takes about an hour for each student. The first two weeks of the semester are very overwhelming. We correct the test and based on his/her results, we place the student. Then the students take the form back to admissions and records. The forms are processed one at a time during registration and at the first three weeks of every semester. By the time many of those students are properly placed they have lost valuable time in the proper class. By having a test that the counselors can give it to the students and be placed in the right level. It will eliminate the overrides, test, and the entire running around of the students. The students will be placed in the right class and they will not lose valuable class time. It will also help us with the incoming students that have knowledge of Spanish already be placed in an upper level and not in Spanish 1.

Priority: High
Safety Issue: No
External Mandate: No

Add Resource Request for Action

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| Above-base funding to pay for a series of workshops led by consultants from the CCWP. Funding is necessary to pay for the Resource Type:  
Non-instructional equipment  
CENTRAL CALIFORNIA WORLD LANGUAGE PROJECT  
CCWLP  
FACULTY ADVISOR: Dr. Saúl Jiménez-Sandoval  
SITE DIRECTOR: Elsa Castillo  
SITE CO-DIRECTOR: Nancy Pérez (El Diamante High School, Visalia)  
The Central California World Language Project (CCWLP) is a collaborative, regional project designed to promote year-round professional development programs for World Language educators. This project is a part of the California World Language Project (CWLP) - a network that consists of seven regional sites that offer content-specific professional development programs at all scholastic levels. These programs are designed to strengthen educators’ understanding of the basic pedagogical standards contained in the World Language Content Standard, the California Common Core Literacy Standards for Technical Subject and the English Language Development Standards. | With the help of the CCWLP, we will create a placement test for the students. There will be consultants who will lead the workshops. be 5 instructors attending the workshops. There will be five workshops of eight hours each. This is the program that is going to help us create the test. | Non-instructional equipment | Yes |