

**NORCO COLLEGE  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW**

**Discipline/Unit: WORLD LANGUAGES**

*(If applicable)* **Program or Certificate: French, Japanese, Spanish//  
Spanish ADT (AA-T)**

*Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit*

**Contact Person: Dr. D. Hitchcock & Ms. A. Covarrubias**

**Due: April 20, 2016**

Please send an electronic copy in a word document to:

[programreview@norcollege.edu](mailto:programreview@norcollege.edu)



*Form Last Revised: March 2016*

**Norco College**

Web Resources: <http://www.rccd.edu/administration/educationalservices/ineffectiveness/Pages/ProgramReview.aspx>

# Annual Instructional Program Review Update

## Instructions

**\*Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted by April 20** or the first working day following the 20<sup>th</sup> in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

**For Program Review data, please go to the following link:**

<http://www.norcollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx>

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to [nicole.ramirez@norcollege.edu](mailto:nicole.ramirez@norcollege.edu) with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

**Norco: VP Business Services 951-372-7157**

## **Mission**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

## **Vision**

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

## **Strategic Plan: Goals and Objectives 2013-2018**

### **Goal 1: Increase Student Achievement and Success**

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

## **Goal 2: Improve the Quality of Student Life**

### Objectives:

1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

## **Goal 3: Increase Student Access**

### Objectives:

1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

## **Goal 4: Create Effective Community Partnerships**

### Objectives:

1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

## **Goal 5: Strengthen Student Learning**

### Objectives:

1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

## **Goal 6: Demonstrate Effective Planning Processes**

### Objectives:

1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

## **Goal 7: Strengthen Our Commitment To Our Employees**

### Objectives:

1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

# I. Norco College Annual Instructional Program Review Update

Unit: **WORLD LANGUAGES**  
Contact Person: **Hitchcock / Covarrubias**  
Date: **April 20, 2016**

## Trends and Relevant Data

### 1. How does your unit support the mission of the College?

The World Languages department at Norco College is committed to offering courses in three foreign languages (Spanish, French and Japanese). Our department offers an AA-T Transfer degree in Spanish and levels 1 and 2 of French and Japanese. Our program addresses the needs of those students who wish to transfer to a four-year institution to pursue a degree in Spanish, meet their academic requirements for transfer, as well as those students who wish to improve their linguistic and cultural knowledge in the target language.

### 2. Have there been any changes in the status of your unit? (if not, please indicate with an “N/A”)

- a. Has your unit shifted departments? No. French, Japanese and Spanish remain housed in the Art Humanities and World Languages, along with Art, Humanities, Philosophy, Music, Commercial Music, Dance, and Theatre.
- b. Have any new certificates or complete programs been created by your unit? The department possesses an AA-T in Studio Art, an AA-T in Philosophy, and an AA-T in Spanish. Course rotations have been established and followed to ensure degree completion in a two-year time period. There is no ‘sacrifice’ of any of the department’s disciplines in supporting those three degrees.
- c. Have activities in other units impacted your unit? For example, a new Multi Media Grant could cause greater demand for Art courses. Chairs are mindful to schedule classes to respond to the demand of those certificates and AA-Ts that include courses in the AHWL disciplines. In Spring 2015, French was reintroduced. One section of FRE-1 was offer in Fall 15, Winter 16, and Spring 16. In addition, FRE-2 was offered for the first time in Spring 16.  
The goal in to continue growing enrollment by offering 2 sections of FRE-1 in fall 16, one section of FRE-1 and one of FRE-2 in Spring 17. FRE-1 (Intermediate Conversation) will be offered in Fall 16.

3. List and discuss your retention and success rates as well as your efficiency. Please be aware that the data have been disaggregated for your analysis. Please list online, hybrid and face-to-face-data separately. What are the changes or significant trends in the data, including differences among gender, age and ethnicity? To what do you attribute these changes?

**FRENCH 1: Spring 2015 // 1 section Face to Face taught by Associate Faculty**

French 1 was re-introduced in Spring 2015 (one section/ face to face). Since data only stems from the one Spring 15 section, comments are not comparative. Retention is high for all three ethnic groups as well as across age groups. Females generated higher Success and Retention rates. It will be interesting to compare these numbers to those for Fall 2015 (one section) and Spring 2016 (one section).

**Retention:**

- Black students show a 100% retention rate, but a 0% Success. This number suggests a very low enrollment from this group.
- Latino students have a high 87.5% Retention rate. Latino students are typically enrolled in high numbers in French class.
- White students have the highest Retention rate with 90%.

**Success:**

- Latino students have a low 68.8% Success rate. This is surprising in comparison with the Retention rate.
- White students have the highest Success rate with 90%.

SLO assessment and additional data are necessary to provide a better interpretation of results.

**Efficiency:** Data is based on one section only. Efficiency of 506.914 is relatively high, but not significant.

OVERALL	2014-15	2014-15
	Success	Retention
<b>Total</b>	<b>71.4%</b>	<b>85.7%</b>
Black or African American	0.0%	100.0%
Hispanic/Latino	68.8%	87.5%
White	90.0%	90.0%
19 or less	64.3%	85.7%
20 to 24	72.7%	81.8%
25 to 29	100.0%	100.0%
35 to 39	100.0%	100.0%
Female	76.5%	88.2%
Male	70.0%	80.0%
Non-Respondent	0.0%	100.0%

**JAPANESE 1: Fall 2014 (2 sections face to face); Spring 2015 (1 section face to face) // taught by Associate Faculty**

Overall Success rates (58%) are consistently lower than retention rates (68%), more so for African American and Latino students ages 19 or less to 20 to 24.

**Retention:**

Black and Latino students show the lowest retention rates, which are lower as well that in 2013-2014. They are also lowest for students between age 30 and 34 and 20 to 24. These numbers are linked to the number of students enrolled from each group. In Japanese 1, emphasis is placed on the alphabets in the first weeks of the semester, which is sometimes challenging and discouraging for. Rates are higher for females than males.

**Success:**

Highest rates are for Asian, Hawaiian/Pacific Islanders, Two or more races. These numbers suggest individual students. Lowest rates are seen in Black (40%), Latino (50%), and White (56.3%). As these students represent higher enrollments, this suggests the overall success rates for JPN-1 are rather low. They have been increasing slightly since 2011-2012. Rates are higher for females than males.

Regular (possibly annually) SLO assessment, targeted assessment and collaboration between faculty could increase success and encourage retention.

**Efficiency (JPN-1 and JPN-2):** Total efficiency is satisfactory. Generally, efficiency is lower in the Spring, possibly due to the fact that in Spring, we offer one section of JPN-1 and one of JPN-2.

Term	Efficiency
Fall 2010	649.622
Spring 2011	495.695
Fall 2011	561.040
Spring 2012	527.994
Fall 2012	670.506
Spring 2013	498.826
Fall 2013	533.133
Spring 2014	501.905
Fall 2014	568.093
Spring 2015	489.434
<b>Total</b>	<b>547.692</b>



**JAPANESE 1: DATA**

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	46.3%	70.5%	48.9%	71.0%	54.5%	70.0%	59.8%	71.1%	58.0%	68.0%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	75.0%	85.7%	76.0%	80.0%	71.4%	85.7%	69.6%	78.3%	85.7%	85.7%
	Black or African American	17.6%	47.1%	40.0%	80.0%	100.0%	100.0%	100.0%	100.0%	40.0%	60.0%
	Hispanic/Latino	40.6%	63.8%	37.3%	65.7%	37.7%	54.7%	52.3%	68.2%	50.0%	63.8%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Two or More Races	83.3%	83.3%	33.3%	66.7%	87.5%	87.5%	62.5%	75.0%	100.0%	100.0%
	White	38.5%	80.8%	52.4%	76.2%	60.9%	78.3%	57.9%	63.2%	56.3%	62.5%
	Non-Respondent	50.0%	100.0%	66.7%	66.7%	50.0%	100.0%	0.0%	0.0%	50.0%	50.0%
<b>AGE</b>	19 or less	53.1%	75.5%	45.3%	68.6%	58.3%	77.8%	61.2%	75.5%	57.9%	71.9%
	20 to 24	34.1%	61.0%	60.0%	85.7%	44.8%	51.7%	59.5%	67.6%	56.8%	62.2%
	25 to 29	40.0%	60.0%	50.0%	50.0%	57.1%	71.4%	50.0%	50.0%	66.7%	66.7%
	30 to 34	0.0%	100.0%	0.0%	0.0%	100.0%	100.0%	75.0%	75.0%	50.0%	50.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
	40 to 49	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>GENDER</b>	Female	41.4%	65.5%	50.0%	67.9%	55.6%	71.1%	57.1%	68.6%	76.5%	85.3%
	Male	50.0%	73.3%	46.6%	72.6%	54.7%	70.3%	61.3%	72.6%	48.5%	59.1%
	Non-Respondent	0.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**JAPANESE 2: Spring 2015 (1 section face to face) // taught by Associate Faculty**

Overall Success rates (76.2%) are lower in 2014-2015 than retention rates (95.2%). This suggests students are more successful in JPN-2 than in JPN-1, which is typical for all languages.

**Retention:**

Asian students show the lowest retention rate (80%), which is lower than in 2013-2014. They are also lowest for students between age 30 and 34 and 20 to 24. These numbers are linked to the number of students enrolled from each group, which was probably low. Retention rates are 100% for Black, Latino, White and 2 or more Races. Students tend to say enrolled in level 2 of a language, either because of higher interest or higher motivation (UC transfer / specific major requirement).

**Success:**

Highest rates are for 2 or more Races (100%), Latino (81.8%), and Asian (80%). Whites have a 66.7% success rate, which is comparatively low, but higher than in 2013-2014. Blacks show a 0% rate, which suggests a low representation in enrollments. Significant increase for Latino (71.4% to 81.8%) from 2013-14 to 2014-15 is positive. Females and younger students have higher success rates.

**Efficiency (JPN-1 and JPN-2):** Total efficiency is satisfactory. Generally, efficiency is lower in the Spring possibly due to the fact that in Spring, we offer one section of JPN-1 and one of JPN-2.

Term	Efficiency
Fall 2010	649.622
Spring 2011	495.695
Fall 2011	561.040
Spring 2012	527.994
Fall 2012	670.506
Spring 2013	498.826
Fall 2013	533.133
Spring 2014	501.905
Fall 2014	568.093
Spring 2015	489.434
<b>Total</b>	<b>547.692</b>

**JAPANESE 2: DATA**

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	78.6%	92.9%	72.7%	84.8%	88.9%	88.9%	72.7%	72.7%	76.2%	95.2%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	100.0%	100.0%	72.7%	81.8%	100.0%	100.0%	100.0%	100.0%	80.0%	80.0%
	Black or African American	66.7%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
	Hispanic/Latino	71.4%	92.9%	87.5%	100.0%	81.8%	81.8%	71.4%	71.4%	81.8%	100.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	100.0%	100.0%	33.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	White	100.0%	100.0%	87.5%	87.5%	100.0%	100.0%	42.9%	42.9%	66.7%	100.0%
	Non-Respondent	50.0%	50.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
<b>AGE</b>	19 or less	83.3%	94.4%	71.4%	85.7%	92.3%	92.3%	61.5%	61.5%	86.7%	100.0%
	20 to 24	62.5%	87.5%	72.7%	81.8%	100.0%	100.0%	88.9%	88.9%	50.0%	83.3%
	25 to 29	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	40 to 49	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>GENDER</b>	Female	85.7%	100.0%	78.6%	92.9%	100.0%	100.0%	66.7%	66.7%	100.0%	100.0%
	Male	76.2%	90.5%	72.2%	83.3%	81.8%	81.8%	73.7%	73.7%	61.5%	92.3%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**SPANISH 1 (ADT Required Course): Fall 14: 6 sections // Spring 15: 7 sections// taught by 1 FT faculty and 7 Associate Faculty (all face to face)**

Overall Success rates (79.9%) are lower in 2014-15 than retention rates (90.4%); similar difference in 2013-14. There is also a **4% drop** for Success and 3% drop in Retention from 2013-14.

**Retention:** We choose to exclude results for Native Hawaiian, American Indian, Two or more Races and Non-Responsive, because they are likely to concern individual students.

- Asian students show the highest Retention rate (94%), which is slightly lower than in 2013-14 (93.9%).
- Latino students have a 93% rate, slightly lower than 2013-14 (95.1%): as Latino student often represent two third of the average SPA-1, these percentage is high and very positive.
- White students have an 87.1% rate, slightly lower than 2013-14 (89.5%).
- Black students have an 84.4% rate, significantly lower than 2013-14 (96.4%).
- Retention is higher in Males than Females: this is somewhat surprising, as it is not generally the case. Note that female students represent higher enrolments than males in SPA-1.
- Retention is higher in younger age groups (19 and under to 24) which is consistent with previous years. SPA-1 classes often have a majority of younger students (including High School).

The drop in Retention for Black students is reason for concern. It is important that faculty be aware of this. Enrollment of Black students in SPA-1 is a reality. It is crucial that faculty monitor their motivation, sense of belonging and connecting, and performance early in the semester.

As SPA-1 Faculty meets twice a year for SLO assessment, including this data will help develop awareness and focus in faculty.

**Success:** We choose to exclude results for Native Hawaiian, American Indian, Two or more Races and Non-Responsive, because they are likely to concern individual students.

- Asian students show the highest Success rate (88%), which is slightly lower than in 2013-14 (90.9%).
- Latino students have an 83.8% rate, slightly lower than 2013-14 (88.6%): as Latino student often represent two third of the average SPA-1, this percentage is satisfactory. Annual assessment must foster a growth in Success and focus on understanding why Success drops, even though by a small percentage.
- White students have a 72.3% rate, comparable to 2013-14 (72.8%).
- Black students have a 62.5% rate, significantly lower than 2013-14 (78.6%).
- Success is slightly higher in Females than Males: this is not surprising, as it is generally the case. Note that female students represent higher enrolments than males in SPA-1.
- Success is higher in younger age groups (19 and under to 29) which is consistent with previous years. SPA-1 classes often have a majority of young students (including High School).

Here again, the lowest Success rate is seen in Black students. Full time faculty could conduct a targeted assessment project focusing on Black students. Research in this field would also be beneficial:

- Is this a trend observable in secondary schools?
- Are Black students taking Spanish in High School or is our class their first experience in second language learning?
- Does data reflect a lesser need / motivation for Second Language due to career and/or academic paths?
- Are psychological and/or relational factors involved both for students and instructors?

**SPANISH 1: DATA**

OVERALL		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		77.9%	86.5%	81.9%	89.8%	81.0%	88.6%	83.6%	93.7%	79.9%	90.4%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	100.0%	100.0%	50.0%	50.0%	0.0%	0.0%	66.7%	66.7%
	Asian	83.3%	86.7%	87.1%	96.8%	86.0%	93.0%	90.9%	93.9%	88.0%	94.0%
	Black or African American	67.4%	80.4%	83.3%	87.5%	78.6%	82.1%	78.6%	96.4%	62.5%	84.4%
	Hispanic/Latino	82.5%	89.2%	86.4%	93.9%	85.8%	93.3%	88.6%	95.1%	83.8%	93.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	50.0%	100.0%	100.0%	100.0%
	Two or More Races	75.0%	83.3%	50.0%	78.6%	70.0%	90.0%	82.4%	100.0%	70.8%	75.0%
	White	73.4%	84.6%	75.6%	84.0%	73.0%	81.6%	72.8%	89.5%	72.3%	87.1%
	Non-Respondent	77.8%	86.7%	82.8%	82.8%	66.7%	66.7%	60.0%	80.0%	100.0%	100.0%
<b>AGE</b>	19 or less	77.1%	88.1%	83.5%	91.0%	80.8%	91.9%	86.2%	96.1%	79.4%	93.0%
	20 to 24	78.9%	85.4%	81.7%	92.2%	81.6%	86.9%	83.4%	93.5%	83.2%	91.3%
	25 to 29	72.5%	77.5%	83.3%	83.3%	76.7%	79.1%	78.0%	90.2%	83.8%	91.9%
	30 to 34	81.8%	90.9%	76.5%	82.4%	81.8%	86.4%	90.0%	90.0%	68.2%	72.7%
	35 to 39	75.0%	91.7%	84.2%	89.5%	100.0%	100.0%	73.3%	93.3%	66.7%	75.0%
	40 to 49	92.9%	92.9%	73.7%	78.9%	81.3%	93.8%	77.8%	77.8%	78.3%	87.0%
	50+	66.7%	83.3%	75.0%	75.0%	60.0%	80.0%	50.0%	83.3%	50.0%	66.7%
<b>GENDER</b>	Female	78.5%	87.2%	83.8%	88.8%	83.2%	90.1%	83.3%	92.4%	80.3%	89.0%
	Male	77.4%	85.7%	80.3%	91.9%	77.6%	86.2%	84.3%	95.4%	79.4%	92.2%
	Non-Respondent	50.0%	50.0%	0.0%	0.0%	100.0%	100.0%	50.0%	100.0%	75.0%	100.0%

**SPANISH 2 (ADT Required Course): Fall 14: 2 sections // Spring 15: 3 sections// taught by 1 FT faculty and 2 Associate Faculty (all face to face)**

Overall Success rates (82.4%) are significantly lower in 2014-15 than Retention rates (92.4%). In 2013-14, Success and Retention were less dissimilar numbers: 92.4% Success and 94.1% Retention. . There is a **significant 10% drop** for Success and 2% drop in Retention from 2013-14. Typically in Spring, we offer 2 sections of SPA-2. In Spring 2015, a third section was added late and taught by a brand new instructor to Norco College. It is possible students enrolled in that section because it was an open when others were full, and had a lesser interest in succeeding.

**Retention:** We choose to exclude results for Native Hawaiian, American Indian, Two or more Races and Non-Responsive, because they are likely to concern individual students.

- White students show the highest Retention rate (96.8%), which is significantly higher than in 2013-14 (85.7%).
- Latino students have a 90.5% rate, lower than 2013-14 (96.1%): as Latino students often represent the majority of SPA-2 enrollments, this percentage is high and very positive in spite of the drop from the previous year.
- Asian students have a 90% rate, slightly lower than 2013-14 (100%).
- Black students have an 87.5% rate, lower than 2013-14 (100%). This drop is most likely connected with larger enrollment.
- Retention is higher in Females than males: this is not surprising, as it is generally the case. Note there are generally more female students in SPA-2.
- Retention is higher in 2 age groups: 19 and under and 25 to 29 which is slightly different to previous years where 20 to 24 performed higher.

Even though slightly lower than the previous year, overall Retention rate is high and satisfactory.

**Success:** We choose to exclude results for Native Hawaiian, American Indian, and Non-Responsive, because they are likely to concern individual students.

- Asian students show the highest Success rate (90%), which is slightly lower than in 2013-14 (100%)
- White students have an 87.5% rate, slightly higher than 2013-14 (85.7%).
- Latino students have a 82.1% rate, significantly lower than 2013-14 (93.5%)
- Black students have a 75% rate, significantly lower than 2013-14 (100%), although that number suggested a low number of students enrolled. Black students perform significantly better in SPA-2 than in SPA-1
- Success is slightly higher in Females than Males: this is not surprising, as it is generally the case. Note that female students represent higher enrolments than males in SPA-2
- Even though percentages have dropped across all age groups since 2013-14, it is higher in 19 and under and 25 to 29 age groups, which is consistent with 2013-2014.

Overall Success rates (82.4%) are satisfactory. The 10% drop is a cause for concern. If the number of sections of SPA-2 is to increase, so is the connection between faculty and collaboration in SLO assessment to maintain homogeneity in approach and results.

**SPANISH 2: DATA**

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	85.6%	91.0%	83.3%	89.7%	90.0%	92.3%	92.4%	94.1%	82.4%	92.2%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Asian	85.7%	100.0%	83.3%	83.3%	100.0%	100.0%	100.0%	100.0%	90.0%	90.0%
	Black or African American	66.7%	75.0%	72.7%	81.8%	100.0%	100.0%	100.0%	100.0%	75.0%	87.5%
	Hispanic/Latino	90.1%	94.5%	81.8%	87.9%	89.2%	92.8%	93.5%	96.1%	82.1%	90.5%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Two or More Races	83.3%	100.0%	100.0%	100.0%	0.0%	0.0%	83.3%	83.3%	66.7%	100.0%
	White	81.0%	85.7%	84.8%	93.9%	86.7%	86.7%	85.7%	85.7%	87.1%	96.8%
	Non-Respondent	88.9%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>AGE</b>	19 or less	85.7%	91.1%	83.7%	93.9%	100.0%	100.0%	84.6%	88.5%	83.3%	93.3%
	20 to 24	87.3%	92.4%	82.7%	86.5%	89.2%	90.8%	95.7%	97.1%	81.0%	89.9%
	25 to 29	84.6%	92.3%	78.6%	85.7%	75.0%	87.5%	100.0%	100.0%	83.3%	94.4%
	30 to 34	71.4%	85.7%	100.0%	100.0%	83.3%	83.3%	100.0%	100.0%	90.9%	100.0%
	35 to 39	100.0%	100.0%	100.0%	100.0%	66.7%	66.7%	100.0%	100.0%	100.0%	100.0%
	40 to 49	100.0%	100.0%	83.3%	83.3%	100.0%	100.0%	80.0%	80.0%	87.5%	100.0%
	50+	33.3%	33.3%	100.0%	100.0%	100.0%	100.0%	50.0%	50.0%	50.0%	75.0%
<b>GENDER</b>	Female	87.2%	91.7%	85.9%	89.7%	90.5%	92.9%	87.7%	90.4%	83.3%	92.7%
	Male	82.8%	89.7%	79.2%	89.6%	88.9%	91.1%	100.0%	100.0%	80.0%	90.9%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%

**SPANISH 3 (ADT Required Course): Fall 14: 1 section taught by FT faculty// Spring 15: 1 section // taught by Associate Faculty (both face to face)**

Overall Success rates (87.5%) are significantly lower in 2014-15 than Retention rates (92.9%). In 2013-14, Success and Retention were less dissimilar numbers: 94.8% Success and 96.6% Retention. There is a **significant 7.3% drop** for Success and 3.7% drop in Retention from 2013-14. The cause for the 7.3% drop is to be considered. I have noticed that more students are placed in SPA-3 after taking the placement test. Those students either never took a Spanish course or last took one in high school. It is somewhat challenging for many of them to adapt to a grammar based approach if they have not taken SPA-2 and SPA-1. Methodology must be modified to adapt to those students' needs. As suggested by data, the majority of students enrolled are Latino. Students in SPA-3 are either Placement Test students, Spanish Major (ADT) and Minor.

**Retention:**

Asian, Black, and White students show the highest Retention rate (100%), which is identical to 2013-14 for Whites. There were no Asian or Black students in SPA-3 in 2013-14. These numbers suggested minimal enrollment for these groups.

- Latino students have a 91.5% Retention rate, lower than 2013-14 (95.8%): as Latino students represent the majority of SPA-3, these percentage is high and very positive.
- Retention is higher in Males than Females: this is somewhat surprising. Note that in SPA-3 and SPA-4, we have similar number of Males and Females students .
- Retention is higher in 2 age groups: 19 and under and 20 to 24 which is consistent with previous year. Note that older age groups are often more represented in SPA-3. than SPA-2 and SPA-1.

Even though slightly lower than the previous year, overall Retention rate is very high and satisfactory. Most students in SPA-3 are following the ADT rotation and remain enrolled.

**Success:** Asian, Black, and White students show the highest Retention rate (100%), which is identical to 2013-14 for Whites. There were no Asian or Black students in SPA-3 in 2013-14. These numbers suggested minimal enrollment for these groups.

- Latino students have an 85.1% rate, significantly lower than 2013-14 (93.8%).
- Success is higher in Males than Females: this is somewhat surprising. Success rates for females shows a 10.7% drop from 2013-14, with is significant. Note that in SPA-3 and SPA-4, we have similar number of Males and Females students Even though percentages have dropped across all groups since 2013-14, it is higher in 19 and under and 25 to 29 age groups, which is consistent to 2013-2014.
- Success is higher in 2 age groups: 19 and under and 20 to 24 which is consistent with previous year. Note that older age groups are often more represented in SPA-3 than SPA-2 and SPA-1.

In a major prep class, Success rates should show a steady increase, especially now that the Spanish ADT is gaining in popularity and has a sound rotation in place. The assessment of SPA-3 is completed in the Fall by FT faculty. The associate faculty teaching in the Spring does not complete assessment. It is possible that a better coordination between adjunct and full-time faculty could improve Success rates.



**SPANISH 3: DATA**

	OVERALL	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
	<b>Total</b>	91.5%	94.4%	83.9%	83.9%	96.4%	98.2%	94.8%	96.6%	87.5%	92.9%
<b>ETHNICITY</b>	American Indian or Alaska Native	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	66.7%	66.7%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
	Black or African American	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	Hispanic/Latino	93.6%	95.7%	88.0%	88.0%	97.5%	100.0%	93.8%	95.8%	85.1%	91.5%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	White	88.2%	94.1%	66.7%	66.7%	90.9%	90.9%	100.0%	100.0%	100.0%	100.0%
	Non-Respondent	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%
<b>AGE</b>	19 or less	89.7%	93.1%	88.9%	88.9%	100.0%	100.0%	91.7%	100.0%	81.8%	90.9%
	20 to 24	95.5%	100.0%	87.5%	87.5%	90.0%	95.0%	92.9%	92.9%	89.3%	92.9%
	25 to 29	81.8%	81.8%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	30 to 34	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	35 to 39	100.0%	100.0%	50.0%	50.0%	100.0%	100.0%	100.0%	100.0%	80.0%	80.0%
	40 to 49	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	100.0%
	50+	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%
<b>GENDER</b>	Female	93.6%	93.6%	81.0%	81.0%	94.9%	97.4%	92.3%	94.9%	81.6%	89.5%
	Male	87.5%	95.8%	88.9%	88.9%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Non-Respondent	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%

## **SPANISH 4 (ADT Required Course): Spring 2015 // 1 section taught by FT faculty (face to face)**

Spanish 4 was offered first in Spring 2014, as required to support the ADT. It is only offered once a year in the Spring. The quasi totality of students is either following the ADT pathway, or plans for transfer to a UC with a Spanish major/minor. The majority of students are Latino. Both Retention and Success rates have dropped slightly, which is a trend we observe for all classes and all languages. Enrollments are close to section cap of 32. Data for 2014-15 only reflect Latino and White students.

### **Retention:**

- Latino students have an 88.9% Retention rate, 93.1% in 2013-14. As Latino students represent the majority of SPA-4, the percentage remains high, but there is a slight drop. I recall that three students dropped with a W because of serious illness and/or family crisis. In a low cap section, this will cause for a significantly lower Retention rate in comparison with the previous year.
- For very low-enrolled White students, Retention is 100%. It was 66.7% in 2013-14. We must keep in mind that these numbers might only be based on one or two students.
- Retention is significantly higher in Females. SPA-3 and SPA-4 usually have similar numbers of Males and Females students, but there are occasionally more Females, which was the case in 2014-15. It is not uncommon to see more Females major in languages than Males, and aim for a career in second language education.
- Retention is higher for 20 to 24, which is consistent with previous year. SPA-4 students tend to be in their last semester at Norco College before transfer, and that is the last required ADT course. It is scheduled on the same day as SPA-8, an elective course for the ADT.

### **Success:**

- Latino students have an 88.9 % rate, only slightly lower than 2013-14 (89.7%).
- For very low-enrolled White students, Success is 100%. It is an increase over the 33.3% of 2013-14. We must keep in mind that these numbers might only be based on one or two students.
- Success is significantly higher for Females (94.7%) than for Males (75%). These were 89.5% for Females in 2013-14 and 90% for Males. Surprisingly, Success was significantly higher for Males in 2013-14 and slightly lower for Females in 2014-15. This 5.2% gain for Females is very positive.
- Success is higher for 20 to 24, which is consistent with previous year. It is slightly lower for younger students (75%). Other numbers provided suggest that the majority of students are from the 20 to 24 age group. SPA-4 students tend to be in their last semester at Norco College and that is the last required ADT course. It is scheduled on the same day as SPA-8, an elective for the ADT.

In comparison with other courses in the Spanish program, Spanish 4 is relatively 'new'. Data for this course indicate it has been successful. Ongoing assessment is necessary to ensure that Success and Retention rates keep increasing, along with the interest in and preparedness for the Spanish ADT. The great number of Latino students performs at high rates for this course, which is very positive for this demographic student group at Norco College.

**SPANISH 4: DATA**

OVERALL		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.7%	93.1%	88.9%	88.9%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	96.0%	96.0%	88.0%	88.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%	100.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
<b>AGE</b>	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	75.0%	75.0%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	94.1%	94.1%	89.5%	89.5%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
<b>GENDER</b>	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.5%	94.7%	94.7%	94.7%
	Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	90.0%	75.0%	75.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**SPANISH 8 (INTERMEDIATE CONVERSATION / ADT COURSE OPTION / Pre req. SPA-2):**  
**1 section in Spring taught by Associate Faculty**

Spanish 8 was first offered in Spring 2012. Since then it has been included in the ADT course rotation as an elective. We only offer SPA-8 once a year in the Spring. The quasi totality of SPA-8 students is either following the ADT pathway, or plans for transfer to a UC with a Spanish major/minor. The majority of students are Latino and heritage-Speakers. Occasionally, a very small number of non-major and non-Spanish speaker take the class. Both Retention and Success rates have increased from 2013-14, which I attribute to the seriousness of the SLO assessment completed by Associate Faculty for this course. Enrollments are close to section cap of 32. Data for 2014-15 only reflect Latino and White students.

**Retention:**

- Latino students have a 95.2% Retention rate, 92.9% in 2013-14. As Latino students represent the majority of SPA-4, this percentage is high and higher than the previous year. I noticed that a great number of students in SPA-4 are also taking SPA-8. The two sections are scheduled back to back on T and TH mornings. This fosters a strong peer support and we noticed that attendance has been more consistent in both classes.
- For very low-enrolled White students, Retention is 100%. It was 83.3% in 2013-14. We must keep in mind that these numbers might only be based on one or two students.
- Retention is significantly higher in Males (100%) and higher in 2013-14 (90.9%). It was 94.1% for Females the previous year, versus 95% in 2014-15.
- Retention is 100% for all age groups in 2014-15. SPA-8 students tend to be in their last semester at Norco College before transfer, and that is the last opportunity to complete the ADT courses.

Retention rates are very high and have increased. This shows the success of the program and scheduling. SPA-8 is the most popular of the 3 elective courses in the ADT. The same Associate Faculty teaches and assessed it, thus refining methodology.

**Success:**

- Latino students show a 100 % Success rate and a 11.1% increase from 2013-14. This success is most likely due to changes made after assessment and consistency in themes seen in both SPA-4 and SPA-8.
- For very low-enrolled White students, Success is 100%. It is an increase over the 33.3% of 2013-14. We must keep in mind that these numbers might only be based on one or two students.
- Success is higher for Males (100%) than for Females (95%). These were 82.4% for Females in 2013-14 and 90.9% for Males. Surprisingly, Success is higher for Males. This percentage gain of 12.6% for Females is very positive.
- Success is 100% for all age groups in 2014-15.

Success rates are very high and have increased. Additional assessment will continue to strengthen the quality of this course and generate positive results.

**SPANISH 8: DATA**

OVERALL		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		0.0%	0.0%	92.0%	96.0%	0.0%	0.0%	85.7%	92.9%	95.2%	95.2%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Hispanic/Latino	0.0%	0.0%	94.4%	100.0%	0.0%	0.0%	88.9%	94.4%	100.0%	100.0%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	White	0.0%	0.0%	80.0%	80.0%	0.0%	0.0%	66.7%	83.3%	100.0%	100.0%
	Non-Respondent	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>AGE</b>	19 or less	0.0%	0.0%	66.7%	100.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%
	20 to 24	0.0%	0.0%	93.8%	93.8%	0.0%	0.0%	94.4%	94.4%	100.0%	100.0%
	25 to 29	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	50.0%	100.0%	100.0%	100.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	100.0%
	50+	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
<b>GENDER</b>	Female	0.0%	0.0%	92.3%	92.3%	0.0%	0.0%	82.4%	94.1%	95.0%	95.0%
	Male	0.0%	0.0%	91.7%	100.0%	0.0%	0.0%	90.9%	90.9%	100.0%	100.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**SPANISH 11 (Culture & Civilization Of Spain / ADT COURSE OPTION) NO Pre req. / taught in English**  
**1 section in Spring taught by Associate Faculty**

Spanish 11 was first offered in Fall 2014. Since then it has been included in the ADT course rotation as an elective. We only offer SPA-11 once a year every other Fall. The quasi totality of SPA-8 students is either following the ADT pathway, or plans for transfer to a UC with a Spanish major/minor.

The majority of students are Latino and heritage-Speakers. Occasionally, a very small number of non-major and non-Spanish speaker take the class. This course and all accompanying materials are in English, which can represent a challenge for some students. The course content is of significant interest for Spanish majors/minors, but several students who are about to complete the ADT are surprised by a course that is not taught in Spanish. The material covered is very challenging and required certain knowledge of History, which students might lack or not expect for a Spanish course.

For the instructor, it is a real challenge to keep information in English, often requiring a translation, where all students are Spanish speakers. There is some disconnect with the rest of the program.

Both Retention and Success rates are very low: Retention 63% and Success 44.4%. This can be due to the above mentioned factors and to the fact that the instructor was teaching it for the first time. Since then, a thorough assessment has been conducted and several substantial changes will be made when it is offered again in Fall 2016. Enrollments are close to section cap of 32. Data for 2014-15 only reflect Latino and White students.

Retention:

- Latino students show a 61.9% Retention rate. This is very low and can be connected to the above-mentioned factors.
- For White students, Retention is 50%.
- Retention is higher for Males (70%) than for Females (58.8%).
- Retention is higher for students in the 20 to 24 age group.

Success:

- Latino students show a 52.4% Success rate. This is very low and can be connected to the above-mentioned factors.
- For White students, Success is 25%.
- Success is lower for Males (40%) than for Females (47%).
- Success is higher for students in the 20 to 24 age group.

Further assessment and preparation for this class is necessary to support a significant increase in both Retention and Success.

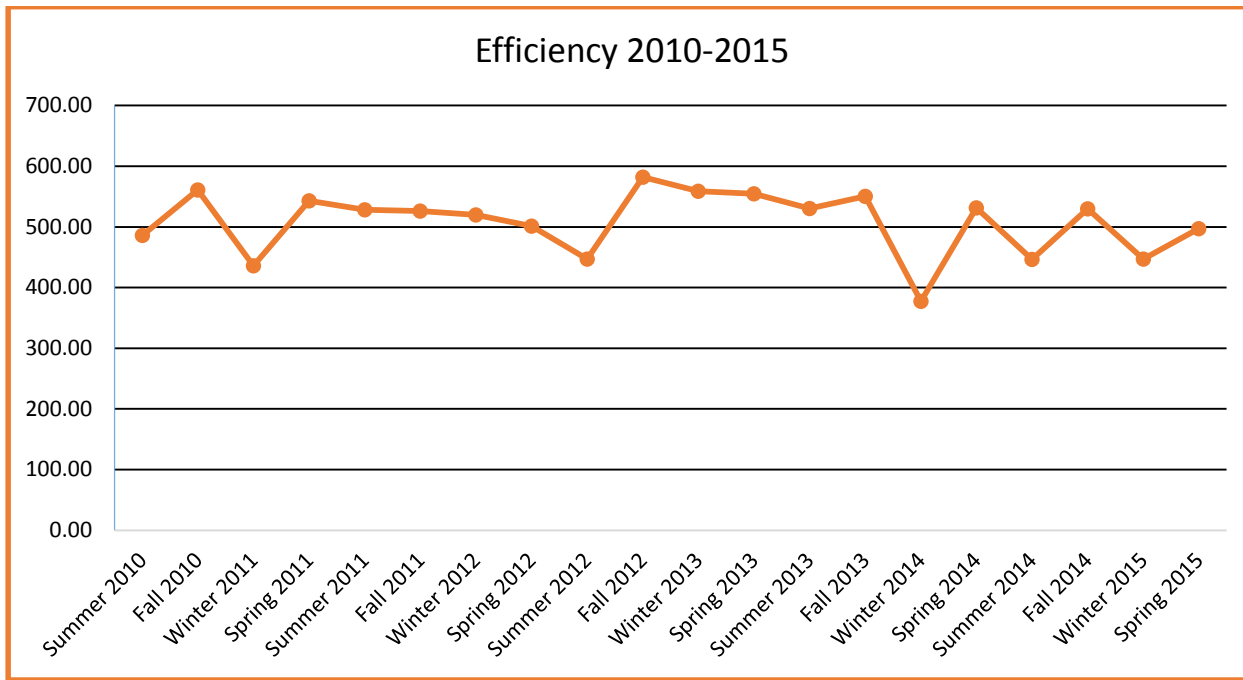
**SPANISH 11: DATA**

OVERALL		2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
<b>Total</b>		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	44.4%	63.0%
<b>ETHNICITY</b>	American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	Hispanic/Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	52.4%	61.9%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	50.0%
	Non-Respondent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>AGE</b>	19 or less	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%
	20 to 24	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58.3%	66.7%
	25 to 29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	30 to 34	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	35 to 39	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	40 to 49	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	50+	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	<b>GENDER</b>	Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	47.1%
Male		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	70.0%
Non-Respondent		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## SPANISH: EFFICIENCY RATES

Term	Efficiency
Summer 2010	485.938
Fall 2010	560.814
Winter 2011	435.860
Spring 2011	543.045
Summer 2011	528.046
Fall 2011	526.283
Winter 2012	519.958
Spring 2012	501.479
Summer 2012	447.091
Fall 2012	582.194
Winter 2013	558.622
Spring 2013	554.715
Summer 2013	530.472
Fall 2013	550.308
Winter 2014	377.589
Spring 2014	531.520
Summer 2014	446.700
Fall 2014	529.817
Winter 2015	446.935
Spring 2015	497.302
<b>Total</b>	<b>529.831</b>





In general Efficiency rates for all Spanish courses offered Fall/ Spring and Summer/Winter are satisfactory given our section caps of 32. Rates are naturally lower in the intersessions and in the Spring semesters, which is a common trend. There is a drop by 20.491 from Fall 13 to Fall 14. There is a drop by 34.218 from Spring 14 and Spring 15. This can be due to the addition of sections and of faculty, since one associate faculty can only teach one section (5 units + 18 hours lab= 0.38).

**4. List the resources that you received in the last year as a result of program review. How did the resources impact student learning? If you requested resources and did not receive them, how did it impact your unit?**

Request for new student laptops to replace those purchased in 2011 was not filled.  
 With the constant advance in technology, students are surprised at the laptops provided in the lab.  
 Connection to the Internet is very slow, which occasionally delays student work.

**5. What annual goals does your unit have for 2016-2017 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the [Strategic Plan/Educational Master Plan](#)?**

List the goals of your unit for 2016-2017	Define activity(s) linked to the goal	Briefly explain the relationship of goal to mission and Strategic Plan/Educational Master Plan (see above)	Indicate if goal is limited to Distance Education
<p><b>SPA-1 and SPA-2:</b></p> <p>Continue yearly assessment of of all sections in Fall.</p>	<p><b>All SPA-1 and SPA-2 Faculty</b></p> <ul style="list-style-type: none"> <li>- Pre and Post assessment Faculty meetings</li> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> ongoing assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that ongoing assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve students' language acquisition.</p> <p><b>Goal 7:</b> the World Language Faculty is comprised of two FT and 10 Associate Faculty instructors. The quality of our programs and of students experience with us is intimately linked to the well-being of all faculty, and in particular, of PT instructors. Participation in assessment as proved that PT faculty feels more engaged,</p>	<p><b>NA</b></p>

		respected and understand the importance of their work for the college. It also fosters great energy and the sense of belonging to a team with a common purpose.	
<p><b>SPA-3:</b></p> <p>Assessment loop is closed However, faculty will continue ongoing assessment on a yearly basis.</p>	<p><b>FT Faculty</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> ongoing assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that ongoing assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve students' language acquisition.</p>	NA
<p><b>SPA-8:</b></p> <p>SLO # 6 assessment for SPA-8 (Initial Spring 2015).</p>	<p><b>PT Faculty</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that ongoing assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve students' language acquisition.</p>	NA
<p><b>SPA-4:</b></p> <p>All 3 SLOs assessed in Spring 2015 to be re-assessed in Spring 16 because of new textbook. Faculty will most likely set up an ongoing assessment, as for SAP-1, 2, and 3.</p>	<p><b>FT Faculty</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> ongoing assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that ongoing assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve</p>	NA

		students' language acquisition.	
<p><b>SPA-11:</b></p> <p>Second assessment for must be completed in Fall 16 (first assessment was completed in Fall 2015)</p>	<p><b>PT Faculty</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve students' language acquisition.</p>	NA
<p><b>FRE-1:</b></p> <p>Second assessment must be completed in Fall 2016. Both sections to be assessed. As for SPA-1, 2, 3, and 4, FRE-1 will be assessed on a yearly basis.</p>	<p><b>FT Faculty</b></p> <ul style="list-style-type: none"> <li>- Collect and analyze data</li> <li>- Identify necessary changes</li> <li>- Enter in TracDat</li> </ul>	<p><b>Goal 1:</b> ongoing assessment insures that faculty focuses on providing students with the right resources (methodology, assessment, course materials) to generate retention and success.</p> <p><b>Goal 5:</b> there is no doubt that ongoing assessment and awareness of students' performance is essential to strengthening student learning. Weaknesses are identified and faculty is able to modify teaching methodology to improve students' language acquisition.</p>	NA
<p><b>Outreach to feeder High Schools</b></p>	<p><b>FT Faculty</b></p> <ul style="list-style-type: none"> <li>- Connect with Language Faculty at CNUSD feeder schools to inform them on our program and ADT</li> <li>- Encourage continuity and student transfer to Norco College</li> </ul>	<p><b>Goal 2:</b> A sense of direction, purpose, and early academic focus in students improve their experience as a new college student</p> <p><b>Goal 3:</b> providing access to all students is a first step to ensure retention and success. It has been verified that students with a clear academic purpose are more successful in completing and transferring.</p>	NA
<p>Increase number of students who pursue the <b>Spanish ADT</b></p>	<p><b>ALL Spanish Faculty</b></p> <ul style="list-style-type: none"> <li>- Inform Spanish students on the ADT and mentor them through completion</li> </ul>	<p><b>Goal 1:</b> Students committed to a specific academic and transfer path such as the ADT</p>	NA

<p>at Norco College</p>	<p>process</p> <ul style="list-style-type: none"> <li>- Keep connection with ADT students who have transferred out</li> <li>- Work with counseling and Transfer Center to maintain accurate information on CSU transfer requirements, CID status, and specific CSU curriculum</li> </ul>	<p>are more successful, focused and remain on that path</p> <p><b>Goal 2:</b> making all information available to students who have declared an academic path, as well as accompanying them through the process improves the overall quality of their experience as a NC student</p> <p><b>Goal 3:</b> providing access to all students is a first step to ensure retention and success. It has been verified that students with a clear academic purpose are more successful in completing and transferring.</p> <p><b>Goal 4:</b> CNUSD is our community. Establishing a positive and supportive relationship with faculty in the 9-12 would be beneficial to students who aim to continue their education at Norco College.</p>	
<p><b>New Curriculum:</b> Develop an intro to conversation (SPA / FRE) (Long Term)</p>	<p><b>FT Faculty</b></p> <p>Create two new courses:</p> <ul style="list-style-type: none"> <li>- Beginning Conversation Spanish</li> <li>- Beginning Conversation French</li> </ul>	<p><b>Goal 1:</b> this additional course with SPA-1 as pre-req. will offer students an option to strengthen their speaking skills at an early stage of acquisition; this will generate a better performance and retention for higher level courses.</p>	<p>NA</p>
<p>Develop <b>FLEX activities</b> for World Language Faculty</p>	<p><b>FT Faculty</b></p> <p>Identify topics of interest for Language Faculty and develop workshops</p>	<p><b>Goal 5:</b> workshops focusing on assessment, student learning styles, language teaching methodology, ADT, and many additional topics, provide substantial tools for faculty. Faculty will gain in preparedness, which leads to strengthening student learning.</p> <p><b>Goal 7:</b> the World Language Faculty is</p>	<p>Possible</p>

		comprised of two FT and 10 Associate Faculty instructors. Identifying useful topics and offering workshops will continue to strengthen the team connection established through SLO assessment.	
Continue working closely with <b>Tutoring Center</b>	<p align="center"><b>FT Faculty</b></p> <ul style="list-style-type: none"> <li>- Maintain awareness of tutoring needs for world language students</li> <li>- Identify students who may be talented tutors</li> <li>- Facilitate CAT tutors for faculty who would like to have one in their class(es)</li> </ul>	<p><b>Goal 1:</b> tutors and CAT tutors working closely with students have proved to have a great positive impact on student retention and success.</p> <p><b>Goal 2:</b> students greatly benefit from the support of and connection with peers. Tutors and CAT provide much more than academic support and often provide insight and resources as well as mentoring.</p> <p><b>Goal 3:</b> providing access to all students is a first step to ensure retention and success. It has been verified that students with a clear academic purpose are more successful in completing and transferring.</p>	NA

*\*Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for "other needs."*

# Norco College Annual Instructional Program Review Update

Unit: **WORLD LANGUAGES**  
 Contact Person: **Hitchcock / Covarrubias**  
 Date: **April 20, 2016**

## Current Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
<b>FRENCH</b>	<b>1</b>	<b>1</b>
<b>JAPANESE</b>	<b>0</b>	<b>2</b>
<b>SPANISH</b>	<b>2</b>	<b>7-8</b>

Classified Staff Employed in the Unit		
Staff Title	Full-time staff (give number)	Part-time staff (give number)

## 7. Staff Needs

### NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)<sup>1</sup>

<p><b>List Staff Positions Needed for Academic Year 2016-2017</b>  <b>Please justify and explain each faculty request as they pertain to the goals listed in item #3. Place titles on list in order (rank) or importance. Please state if the request impacts Distance Education.</b></p>	<p><b>Indicate (N) = New or (R) = Replacement</b></p>	<p><b>Number of years requested</b></p>	<p><b>Annual TCP*</b></p>
<p><b>1. NA</b>  <u>Justification:</u></p>			
<p><b>2.</b>  <u>Justification:</u></p>			
<p><b>3.</b>  <u>Justification:</u></p>			
<p><b>4.</b>  <u>Justification:</u></p>			
<p><b>5.</b>  <u>Justification:</u></p>			
<p><b>6.</b>  <u>Justification:</u></p>			

\* TCP = “**Total Cost of Position**” for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for “New” Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract. Requests for staff and administrators will be sent to the [Business and Facilities Planning Council](#). Requests for faculty will be sent to the [Academic Planning Council](#)

<sup>1</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.



**8. Equipment (including technology) Not Covered by Current Budget<sup>2</sup>**

<b>List Equipment or Equipment Repair Needed for Academic Year 2016-2017</b> Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance. Please state if the request impacts Distance Education.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				<b>EMP GOALS</b>
		Number of years requested	Cost per item	Number Requested	Total Cost of Request	
<b>1. Replace student laptops in Language Lab Classroom</b>  Justification: <b>Current laptops were purchased in 2011</b>	<b>Instructional</b>	<b>2</b>	<b>\$400</b>	<b>32</b>	<b>\$12,800</b>	<b>Goals 1, 2, 4, 5, 6</b>
<b>2. Replace student chairs in Language Lab Classroom</b> Justification: <b>Current chairs purchased in 2009. Many are damaged.</b>	<b>Instructional</b>	<b>1</b>	<b>\$88</b>	<b>22</b>	<b>\$1,936</b>	<b>Goals 1, 2, 4, 5, 6</b>
<b>3.</b> Justification:						
<b>4.</b> Justification:						

\* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

\*\* These requests are sent to the [Business and Facilities Planning Council](#).

<sup>2</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**9. Professional or Organizational Development Needs Not Covered by Current Budget\*<sup>3</sup>**

<b>List Professional Development Needs for Academic Year 2016-2017.</b> Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences. Please state if the request impacts Distance Education.	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<b>1. NA</b> <u>Justification:</u>				
<b>2.</b> <u>Justification:</u>				
<b>3.</b> <u>Justification:</u>				
<b>4.</b> <u>Justification:</u>				
<b>5.</b> <u>Justification:</u>				
<b>6.</b> <u>Justification:</u>				

\*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

\*\* These requests are sent to the [Professional Development Committee](#) for review.

<sup>3</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**10. Student Support Services, Library, and Learning Resource Center (see definition below\*)** Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college<sup>4</sup>

<p align="center"><b>List Student Support Services Needs for Academic Year 2016-2017</b></p> <p align="center">Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Please state if the request impacts Distance Education.</p>	<p align="center"><b>EMP GOALS</b></p>
<p><b>1. NA</b> <u>Justification:</u></p>	
<p><b>2.</b> <u>Justification:</u></p>	
<p><b>3.</b> <u>Justification:</u></p>	
<p><b>4.</b> <u>Justification:</u></p>	
<p><b>5.</b> <u>Justification:</u></p>	
<p><b>6.</b> <u>Justification:</u></p>	

\*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

\*\* These requests are sent to the [Student Services Planning Council](#) and the [Library Advisory Committee](#).

<sup>4</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

**11. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget<sup>5</sup>**

**\*\* For immediate hazards, contact your supervisor \*\***

<p align="center"><b>List Other Needs that do not fit elsewhere.</b></p> <p>Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*			
	Cost per item	Number Requested	Total Cost of Request	EMP Goals
<p><b>1. NA</b> <u>Justification:</u></p>				
<p><b>2.</b> <u>Justification:</u></p>				
<p><b>3.</b> <u>Justification:</u></p>				
<p><b>4.</b> <u>Justification:</u></p>				
<p><b>5.</b> <u>Justification:</u></p>				
<p><b>6.</b> <u>Justification:</u></p>				

These requests are sent to the [Business and Facilities Planning Council](#), but are not ranked. They are further reviewed as funding becomes available.

<sup>5</sup> If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

## Rubric for Annual Instructional Program Review - Part I only

Discipline:

Contact Person:

Reviewer:

Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
<b>1. Retention, success, and efficiency rates have been identified and reflected upon.</b>	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
<b>2. Previous recourse requests stated and impact discussed.</b>	No resource requests discussed	Limited discussion of resource requests or limited attempt to link to student learning.	Resources discussed and clear attempt to identify student impact	Resources discussed and substantial attempt to identify student impact OR No resources were requested.
<b>3. There are annual goals for refining and improving program practices.</b>	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
<b>4. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data.</b>	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
<b>5. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.</b>	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
<b>6. Resource requests have reasons identified and completed data fields, including estimated dollar amount.</b>	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
<b>7. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests.</b>	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
<b>Column scores</b>				

Additional comments:

## II. Norco College - Annual Assessment Update

### USE ASSESSMENT DATA FROM fall 2014-spr 15

**Purpose** –An annual review provides an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming years. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at [sarah.burnett@norcollege.edu](mailto:sarah.burnett@norcollege.edu), or Greg Aycock at [greg.aycock@norcollege.edu](mailto:greg.aycock@norcollege.edu), or talk to your NAC representative.

**Note:** All 2014-15 Reports are available on TracDat. Due to their excessive length, we have not inserted them in the present document. They can also be emailed to the PR evaluator(s) upon request.

SPANISH 1	FALL 2014
SPANISH 2	FALL 2014
SPANISH 3	FALL 2014
SPANISH 11	FALL 2014
JAPANESE 1	FALL 2014
SPANISH 8	SPRING 2015
SPANISH 4	SPRING 2015

1. Identify where you are in the cycle of SLO assessment for each course you assessed in fall 2014 - spring 2015. Each response will be individualized; this means each completed column might look a little different. You may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment and you haven't yet completed any follow-up or improvement activities. (Add rows to the chart as needed.)

Course number	SLO Initial Assessments	Semester assessed	Entered into TracDat fields  Yes or No	SLOs with <b>Changes Made</b> to course  Identify which SLOs for had Changes Made identified, & simple reasoning	Plan for completing identified <b>Changes</b>  Identify semester & basic plan of action	SLOs not needing Changes (assumed loop-closed)  Provide clear reasoning as to why loop closed	SLOs involved in <b>Loop-Closing</b> assessment  Indicate semester initial assessment was started and semester when loop was closed. Provide rationale for why you consider the assessment loop is closed
<b>SPA-1</b>	ALL: 1, 2, 3	Fall 14	YES	<p><b><u>SLO#1: Reading</u></b> <b>CHANGES:</b>            * Additional reading section in the Multiple Choice portion of the exam.            * Language changes from Spanish to English in Written Exam for the Reading section to avoid wrong results due to students answering in Spanish.</p> <p><b><u>SLO#2: Speaking</u></b> <b>CHANGE:</b> To the Oral Exam (to be piloted by FT faculty in Winter 2015).            * Shorter list of questions to prepare.            * In addition, add a part B: instructor will ask questions based on a photo to obtain spontaneous responses.</p> <p><b><u>SLO#2: Writing</u></b> <b>CHANGES:</b>            * Writing portion of the Final will be completed on a Template (no longer on separate page) to make it easier on students and faculty.            * Rewrite the Word Bank section of the Final Exam: This section will be</p>	<p>SPRING 15</p> <p>FALL 15 new assessment</p>	<p>ALL: 1, 2, 3 Even though 80% bench mark was met, changes were made to teaching methodology, Final Written and Oral exams.</p>	<p>ONGOING</p>

				<p>divided into 2 and will ask for 5 additional sentences</p> <p><b>SLO#3: Culture</b>  <u>CHANGE to Final Exam:</u>  * Modify formatting and of the Culture Compare and Contrast section of the Written Exam</p> <p><u>CHANGE to Teaching Methodology:</u>  * Include more Reading and Culture activities in class, lab, and homework</p>			
<b>SPA-2</b>	ALL: 1, 2, 3	Fall 14	YES	<p><b>SLO#2: Speaking</b>  <u>CHANGE: To the Oral Exam (to be piloted by FT faculty in Winter 2015).</u>  * Shorter list of questions to prepare.  * In addition, add a part B: instructor will ask questions based on a photo to obtain spontaneous responses.</p> <p><b>SLO#2: Writing</b>  <u>CHANGES: Changes to Written Final Exam</u>  * Writing portion of the Final will be completed on a Template (no longer on separate page) to make it easier on students and faculty  * Section ESTUDIAR: Reformat as a paragraph, not separate sentences  * Word Bank: divide activity into 2 sections, one for PRETERITE sentences, the other for IMPERFECT  * Writing Sample: do not offer 2 topics, but one</p> <p><u>CHANGES: TO Methodology</u>  * Increase writing practice opportunities throughout the semester</p> <p><b>SLO#3: Culture</b>  <u>CHANGE to Final Exam:</u>  * Modify formatting and of the Culture Compare and Contrast section of the Written Exam</p> <p><u>CHANGE to Teaching</u></p>	<p>SPRING 15</p> <p>FALL 15 new assessment</p>	<p>ALL: 1, 2, 3</p> <p>Even though 80% bench mark was met, changes were made to teaching methodology, Final Written and Oral exams</p>	ONGOING



				<u>Methodology:</u> * Include more Reading and Culture activities in class, lab, and homework			
<b>SPA-3</b>	ALL: 1, 2, 3	Fall 14	YES	NA	SPRING 15 (no assessment)  FALL 15 new assessment	<u>All 3 SLOs: NO CHANGES</u> Changes made to the exams and methodology after the Fall 13 assessment has generated significant changes and notable improvement. No changes are required at this time. Assessment needed in Fall 2015.	ONGOING
<b>SPA-11</b>		Fall 14	YES	<b>SLO # 3</b> SLO#3 was not fulfilled. I had assigned a PowerPoint presentation based on SLO#3 but the assignment did not fully cover this SLO. <b>Changes made to teaching methodology and assessment:</b> For future classes, to satisfy SLO# 3, I will re-organize class materials in order to be more specific on the topic. I assigned an oral presentation for SLO#3 about topics from Spain but these topics or directions on this assignment were irrelevant to this SLO. I will create a rubric based on this PowerPoint presentation of a total of 100 points. <b>CHANGES to Final Exam:</b> Exam duration is not enough for students to complete the current exam. I need to reduce multiple choice questions and assign less essay questions.	FALL 16 Second assessment required		Second assessment for loop closing in Fall 16
<b>SPA-4</b>	ALL: 1,2,3	Spring 15	YES	ALL: 1, 2, 3	SPRING 16 new assessment	<u>All 3 SLOs: NO CHANGE</u> Changes made after Spring 14 assessment (Textbook and Methodology) has generated significant changes and notable improvement. No changes are required at this time. Assessment needed in Spring 2016.	ONGOING

<b>SPA-8</b>	ALL: 1, 2, 3, 4, 5, 6	Spring 15	YES	<p><u>CHANGE to Assignment:</u>  <u>Me interesa article:</u> will probably assign this category in a different format: twice a month or change the strategy. Students brought same articles, news or hand-wrote something from an article at the last minute from their phone.  As far as SLO#6, I felt that students executed the assignment at their best potential. There were wonderful essays, with great ideas, comparisons and critical thinking. The class is only one hour and 30 mins, I feel that students perhaps do not have enough time to express all their thoughts due to time limitation. In the future, I will assign less questions from 5 to 3 and see if the responses improve.  The results were very close to the percentages that I expected. At the beginning of the Spring semester, I had several students that ended up dropping the course due to their frustration to realize that their skills were not to the intermediate level of this class. I do recommend a beginning conversation Spanish course in the future.</p>	SPRING 16 (optional/ faculty will decide)		Possible ONGOING
<b>JPA-1</b>		Fall 2014	YES	<p><u>SLO #1: (LISTENING):</u>  Listening is usually to be easier than speaking, but it may not be true for this exam because to answer the questions assessing listening, students need to use productive skill. It is my regret not to have enough time to design problems to assess purely listening skills, as I stated in the previous report.</p>		<p><u>SLO #2: (SPEAKING)</u>  Like the previous assessment, Speaking was the highest percentage as 87 %. Students were well trained in greeting in Japanese, and this was part of the oral exam. Students were well prepared: greeting in Japanese orally was very familiar to them, which contributed to high scores again this time.  - 10% increase</p>	

						<p>- Benchmark reached <u>SLO#2 (WRITING)</u> Writing generated the lowest percentage as 72 %, which was expected for the complex writing system. Still, this category also showed the biggest improvement as 10% up.</p> <p><u>SLO#3 (CULTURE)</u> All questions were from the cultural notes in the textbook and / or the ones discussed in class, as well as in the previous exams. This time my students were more prepared due to integrating cultural questions to my assessment not only the oral and final exam but also regular chapter exams.</p> <p>- 6% increase from Spring 14</p>	
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2. a) How many Program Level Outcome **initial** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

To provide you with supportive information for this section, the following GE and AOE assessments were conducted in 2014-15:  
 Initial assessment for GE PLO Information Competency and Technology Literacy  
 Closing Loop for GE PLO Self Development and Global Awareness  
 A Closing the Loop Assessment for AOE in Humanity, Philosophy and The Arts  
 A Closing the Loop Assessment for AOE in Social and Behavioral Sciences

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
	<b>SPANISH ADT</b> (Initial Fall 2014)		

b) How many Program Level Outcome **loop-closing** assessments were you involved in **fall 2014 - spring 2015**? Indicate a total number per column. Name the AOE, ADT, GE and/or Certificate program.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

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3. Please describe any **Changes** you made in a course or a program in response to an assessment. Reflect on the impact you determine the changes may have had on student learning, student engagement, and/or your teaching. (Add rows as needed)

<b>Course</b>	<b>Changes Made</b> Please click on "Choose an item & select from the drop down menu – content can be modified to suit your needs. Type in "other" approach taken	<b>Impact of changes on student learning, engagement, and/or teaching</b>
<b>SPA-1</b>	Increased in-class activities/exercises/worksheets to practice content	In a lower level language class, students do not develop speaking skills at the same rate as they develop other language skills. As part of our Spanish 1 final oral assessment, we provide students with a set of questions that they must answer and practice before the examination date. It is hard to truly assess students' ability to speak in the target language because students tend to memorize the answers to the questions given in advanced. In an effort to help students develop their Spanish speaking skills, I have incorporated an in-class activity where students select several questions from the oral final exam questionnaire to interview a classmate over a period of several weeks. Students interview a classmate using as many questions from the given list. Students are given 15 minutes a week to conduct their interview of each other. At the end of the course, students conduct an oral presentation of each other where they share their findings with the rest of the class. I have noticed that this activity not only decreases students' anxiety to speak in the target language but helps students build stronger peer to peer relationships.
<b>SPA-2</b>	Direct Instruction on study skills, expected competencies	Students tend to struggle more to complete writing activities that require them to complete paragraphs with missing conjugated verbs. In Spanish 2, they are able to use different verb tenses, which they know how to conjugate, but fail to select correctly in a given context. When practicing in class, I work at lowering stress/test anxiety asking students to identify 5 steps to tackle a write-in activity. They 'break' down the task, which allows them to use what they have studied in relation with a problem. They learn a technique that they can use during tests and exams. I found students really enjoyed the process and consider making a more integral part of in-class practice.
<b>SPA-3</b>	Increased in-class activities/exercises/worksheets to practice content	I used to teach Accentuation Rules in Spanish 4. Students asked me to explain them on several occasions and I decided to introduce them earlier. They were explained, a handout was provided and I followed with in class (lab) activities throughout the term. I noticed the difficulty was 'demystified' for students and this generated an immediate improvement in their writing skills. I provided such activities as extra credit.
<b>SPA-4</b>	Increased in-class	When I first taught SPA-4 (Spring 14), I assigned compositions without having students turn

	activities/exercises/worksheets to practice content	in an outline. I now teach how to write an outline and assign it for points. I check outlines and return them before students set to write their essay. Students expressed that they appreciate the opportunity to have the outlined checked. I have noticed more structure and a significant improvement in content.
<b>SPA-8</b>		NA: First assessment for instructor
<b>SPA-11</b>		NA: First assessment for instructor
<b>JPN-1</b>	In-class activities Content Focus	<u>SLO#3 (CULTURE)</u> All questions were from the cultural notes in the textbook and / or the ones discussed in class, as well as in the previous exams. This time my students were more prepared due to integrating cultural questions to my assessment not only the oral and final exam but also regular chapter exams.

4. Identify any assessments that indicate a modification should be made to the Course Outlines of Record (COR), the Student Learning Outcomes (SLO), or Program Level Outcomes. State the modification.

Identify COR, SLO or PLO to modify	State Suggested Modification	Reasoning
NA	NA	NA

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future? (For a more complete answer, please include any meeting dates, agenda, and/or minutes, emails between faculty members, conversations captured in college, department, or discipline meetings – include these data as an Appendix at the end of this document).  
 Yes: Spanish Faculty, and Japanese faculty, meets twice a year, at the beginning of Fall and at the beginning of Spring. Assessment for SPA1 and SPA-2 is completed as a group on an annual basis. Changes identified after assessment stem from all faculty comments. TracDat Reports are completed by FT faculty and shared with Associate Faculty via email.

6. Did any of your assessments indicate that your discipline or program would benefit from specific resources in order to support student learning, and/or faculty development? If so, please explain. **No.**

<b>Resources</b> State the resources identified to support student learning and/or faculty development	<b>Assessment</b> Name the assessment(s) that indicated resources are needed Identify course, SLO & semester	<b>Reasoning</b> Briefly explain what you learned in the assessment that indicates the resource might be beneficial

7. What additional support, training, etc. do you need in the coming year regarding assessment?  
**None.**

## Scoring Rubric for Annual Program Review of Assessment (Part II only)

Assessment Unit Name: \_\_\_\_\_ Average score \_\_\_\_\_

	0	1	2	3	Comments
<b>Initial SLO assessments</b>	No evidence provided  0	Limited evidence of on-going SLO assessment (1 incomplete assessment – Plan but no results)  1	Clear evidence of on-going SLO assessment (1 complete assessment)  2	Clear and robust evidence of on-going SLO assessment (2 or more complete assessments)  3	
<b>Loop Closing Assessments</b>	No evidence provided  0	Limited evidence of Loop-closing assessment (Course identified as “loop-closed”, but no Change Plan identified, or reasoning provided)  1	Clear evidence of loop-closing (At least 1 Change Made plan in place, or clear reasoning of “loop closed” for at least 1 initial assessment)  2	Clear and robust evidence of loop-closing (Multiple Change Made Plans in place, or very clear justification for “loop closed” for multiple initial assessments)  3	
<b>Assessment input into TracDAT</b>	No assessments in TracDat format or Repository  0	Assessment completed are in word/pdf in Document Repository  1	Assessments identified have Assessment Plan, but not all have Results  2	All identified assessments have a complete report (Plan and Results) in TracDat data field)  3	
<b>Attempts to improve student learning</b>	No indication of any changes made to any courses, and no clarification provided  0	No attempts to change any courses, teaching approaches, and <b>no</b> clarification or reasoning as to why not  1	Evidence of an attempt to implement a change in a course or teaching approach provided, <b>or</b> simple clarifying statement regarding why no specific improvement is needed  2	Multiple attempts made to implement changes to courses or teaching approaches, <b>or</b> clear and supported clarification why no improvement is needed  3	
<b>Dialogue across the discipline</b>	No dialogue or attempt to communicate results  0	Limited demonstration of dialogue or communication within the discipline, department, college  1	Clear demonstration of dialogue and sharing of assessment within discipline, department, or college  2	Robust and systematic dialogue and communication demonstrated within discipline, department, or college  3	
<b>Participation in PLO assessment (bonus points averaged into total score)</b>		Engagement in at least 1 initial PLO assessment <b>and/or</b> Engagement in at least 1 PLO closing-the-loop assessment fall ‘14-spr ‘15  1			
<b>Total for Each Column</b>					