Pushing the Needle Toward Hispanic Student Success: Empowering Heritage Spanish Speakers Beyond Access Into Degree Completion
(VIDEO) Moreno Valley College
Demographics: Moreno Valley, CA

City of Moreno Valley 2012

- Hispanic: 55%
- White: 20%
- Asian: 6%
- American Indian: 1%
- African American: 18%

U. S. Department of Commerce: United States Census Bureau
Demographics: Moreno Valley College

Ethnicity in 2012

- 51% Hispanic
- 13% White
- 6% Other
- 7% Asian
- 23% African American

Source: MIS Referential Files and Datamart (Chancellor's Office)
The term heritage language has gained increasing currency in the United States since the 1990s. Used to refer to minority languages (i.e., languages other than English.

(Beaudrie & Fairclough, 2012)

Spanish Heritage Language has been viewed as a resource to bridge the Latino achievement gap.

(cf. Gándara and Contreras 2009)
According to the literature, What is a Heritage Language student?

“A language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English“

(Valdés, 2001, p. 38)
Spanish for Native/Heritage speakers: Course Goals

• Enrichment and formalization of speaking, reading and writing skills in Spanish.

• Intense review of grammar and linguistic terminology necessary to expand and enrich language skills.

• Introduction to diverse literary materials, writing styles and composition techniques. Intensive survey of Latino culture in the United States and in the Spanish-speaking world.
Spanish 3N: Spanish for Native/Heritage speakers: Course Objective

Designed for students with near-native fluency, having acquired the language in a non-academic environment, and having received minimal or no formal instruction in Spanish.
Why offer Spanish for Heritage speakers?

Valdés (1981, 19) envisioned a program for all Spanish speakers, a curriculum that would develop and enrich all language skills, and an overarching focus on developing wider communicative ability and enhanced self-image.
Why offer Spanish for Heritage speakers?

Valdés (1995, 1997) proposed three goals for Spanish Heritage Language teaching:

• The acquisition of a prestige variety of Spanish

• The transfer of literary skills from one language to another (Spanish/English or English/Spanish)

• The expansion of the bilingual range.
Why Offer Spanish for Heritage speakers?

• Teachers of Spanish Heritage Language are in a position that enables them to contribute to Latino educational achievement.

• She advises that order to fulfill this important role, they will need to progress beyond the traditional roles assigned to language teachers.

Carreira (2007)
(Video) Yesenia Bautista: A Journey through SPA-3N
Partnership with Academic Counselor

• How it all began

• What I do:
  ✓ STEM Services Presentation
  ✓ Invite students to schedule counseling appointments
  ✓ Invite students to attend Student Success Workshops

• Why Spanish 3N is different
(Video) Estevan Delgado: Should I meet with a Counselor?
Student Success Act of 2012

• New CA law that will help students:
  ✓ Complete Educational Goals and
  ✓ Bolster the California economy

• Students will need to:
  ✓ Declare program of study and
  ✓ Have a student education plan (abbreviated & comprehensive)

• Student Success Scorecard
Partnership with Board of Trustee Member

Model Standards of Good Practice for Trustee Boards.

In support of effective community college governance the board believes:

• That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community

*Adopted by ACCT Board of Directors, October 2000*
Advocating for the Community: Impact of Meeting a CC Trustee

- Shared Responsibility
- Role Model and Mentor
  - “Someone like them.”
  - “If she did it – so can I”
- Student Retention and Persistence
- Student Degree and/or Certificate Attainment
- Providing Successful Economic Opportunities
Advocating for the Community

Board Role in Student Success

- Provide and ensure Strategic Focus
  - Student success a Board priority

- Build a Culture of Evidence
  - Be curious. Engage in courageous conversations about data and student performance

- Support and Expect Doing Education Differently, and By Design
  - Focus on what can be done
  - High expectations

*California Leadership Alliance for Student Success.*
Adapted by presentations of co-directors.
Partnership with Board of Trustee member
(Video) Advocating for the Community: Impact of Meeting a CC Trustee:
Student BRENDA AYALA
Research Terminology: Key

RETENTION: Retention Rate refers to the students who stayed enrolled in the course until the end of the semester, regardless of their success (or lack thereof).

SUCCESS: Success Rate refers to the ratio of students earning an A, B, C or Passing grade to all students in the class.

PERSISTENCE: Persisting from the term they took the course to attending the next term.

Source: RCCD, Institutional Research, 2013
Retention Rate: SPA- 3N

Source: RCCD, Institutional Research, 2013
Success Rate: SPA-3N

Source: RCCD, Institutional Research, 2013
Quinto Success Rate: SPA-3N Students
Fall 2009 – Spring 2013

Source: RCCD, Institutional Research, 2013
Persistence Rates to Next Full Term
Quinto SPA-3N Students,
Fall 2009 – Spring 2013

Source: RCCD, Institutional Research, 2013
Selected Outcomes Rates all SPA-3N students earned between Fall 2009 and Spring 2013.

- Earned AA / AS Degree or Certificate: 13% (Non-Quinto), 21% (Quinto)
- Transfer Ready (Earned 60 Units with 2.0 or higher GPA): 18% (Non-Quinto), 24% (Quinto)

Source: RCCD, Institutional Research, 2013
(Video) The Journey from Moreno Valley College to UCLA: Julia Miranda
The future for teaching for Heritage speakers: Planning and Policy

“Need to communicate the benefits of Spanish heritage language education and ongoing successes beyond the realm of the language teaching profession”

“(Martínez, 2012)
The Future for Teaching for Heritage speakers: Planning and Policy

“Research on SHL programmatic and curricular issues is still in its infancy, possibilities for future research are extensive”

(Beaudrie, 2012)
To expand SHL programs in the U.S. scholars must enhance understanding of best practices in interrelated areas:

- Curriculum design and implementation
- Program design and evaluation of programs
- Effectiveness of instruction
- Teacher development

(Beaudrie, 2012)
(Video) Elvia Gallo: Student Panelist
A special thank you to our student director: Daniel Landin

Daniel Landin produced, filmed, and edited our individual student interviews.

He is an aspiring writer-director who has worked on several short films. He has studied film production at Riverside Community College, University of Southern California, and is finishing his bachelor’s degree at California State University, Fullerton. He is proud to be a part of this project.

He also worked on the Go Public Project documentary series. His film can be seen following this link: http://gopublicproject.org/2012/08/gustavo-alonso/
Thank You!

- Dr. Cythia Azari, Interim Chancellor, RCCD
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