

# COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Forms

Round Three 2012-2016

MORENO VALLEY COLLEGE

**WORLD LANGUAGES** FACULTY

Lisa Conyers, Ph.D.

Rosario Mercado, Ph.D.

Bonavita Quinto-MacCallum, Ph.D.

**RCCD** | RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

**Office of Educational Services**

Web Resources:

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

Need Help? Contact: Carolyn Quin, MVC (carolyn.quin@mvc.edu)  
Rita Chenoweth, RCC (rita.chenoweth@rcc.edu) or  
Alexis Gray (norcollege.edu)  
David Torres at [David.Torres@rccd.edu](mailto:David.Torres@rccd.edu) is available for current data

Template Last Revised: February 2013

# Comprehensive Instructional Program Review Document

## Fall 2013

### A. Mission and Relationship to the College(s)

The mission of the **World** Language Program of the Moreno Valley College is to provide high quality comprehensive language instruction to a diverse student body, focusing on student-centered learning and real-world application of **World** language skills. We are committed to the growth of our program in response to the needs and interests of our community.

The Spanish discipline provides university-transfer curriculum, with “locally responsive” scheduling of course sections designed for non-native and native-speakers of Spanish. The discipline also provides cultural competency support to career and technical education programs on campus, especially as related to health and human services, as well as to student organizations.

This mission is in alignment with the Moreno Valley College Mission that responds to the educational needs of its region. Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. The Spanish discipline responds to the needs of the region through scheduling, offers baccalaureate transfer curriculum, and provides cultural support to professional curriculum.

Alignment with the disciplines of World Languages of the Riverside Community College District is assured through our commitment to the growth of our programs in response to the needs and interests of our greater community, and to keeping abreast of evolving methodologies and emerging technologies. All RCCD language programs seek to facilitate cultural awareness and to prepare students to be confident, successful members of our modern, diverse society.

### B. History

Since the last review the Moreno Valley Campus has become an accredited institution by meeting all the mandatory requirements stipulated by the Accrediting Commission for Community and Junior Colleges (ACCJC). In January 2010, Moreno Valley Campus was granted full-college status, becoming Moreno Valley College. Our College is committed to serving a diverse student population. Students may take Spanish courses to fulfill requirements to transfer to a four-year university, earn an Associate of Arts (AA) degree, obtain a certificate, or study for personal enrichment. All courses are fully articulated with the California State University (CSU), the University of California (UC), and private institutions representing our transfer agreements. Students earn a conventional letter grade, or may take courses on a Credit/No Credit basis. The Credit/No Credit method is popular

with adults taking a language course for their personal enrichment.

Enrollment in **World Language** courses continues to grow at Moreno Valley College. In Fall 2011, **World Language** courses enjoyed high enrollments as indicated by a fill rate of 109%. In Spring 2013, the fill rate was 95 percent. In response to demand for Spanish 1 courses, in Spring of 2013 two Spanish 1 courses were added.

Due to the growing Spanish-speaking population at Moreno Valley College, rescheduling of the evening Spanish 3N course (Spanish for Native Speakers) to late afternoon was carried out to meet the needs of day students and of school employees seeking to improve their knowledge of the Spanish language. With the continued growth of Hispanics in Moreno Valley and Moreno Valley College, in Fall 2012 an additional Spanish 3N evening course to replace a previously eliminated evening course was offered. The demand for 3N continues, with waiting lists of 30+ students for Fall 2013.

Due to budget constraints, Summer session offerings of 2011, 2012, 2013--two Spanish 1 courses each Session---have been modest in comparison to Fall and Spring semesters although these courses have typically provided a good pipeline for upper level (Spanish 2 and 3) courses. Also due to budget limitations, Moreno Valley College has not offered **World Language** courses during the Winter intersessions.

The **World Language Program** has taken advantage of the latest technology by adding distance learning courses to its curriculum. As of Fall 2011, we continue to offer traditional face-to-face courses and have added web-enhanced courses and hybrid courses. We also offer courses scheduled in alternative formats for non-traditional students, such as two days per week or one day per week.

Our discipline continues to explore technologically enhanced materials and is currently discussing the possibility of adopting an online textbook. In Summer 2013, an online textbook for Spanish 1 was piloted which features lessons and activities designed to improve communication skills and achieve consistent learning outcomes. Sequenced online learning modules offer guided instruction and practice accompanied by individualized learning support and assessment to ensure that students master concepts and come to class ready to communicate. This online methodology supports a guided lesson plan that begins with an interactive presentation, continues with tutorials and adaptive lessons, and culminates in a set of applied activities. Through layered feedback, students complete an online readiness check that tests whether they understand the English grammar that correlates with the Spanish grammar that they will learn in each chapter and which then links them to animated grammar tutorials for the instruction they need. The publishing company Pearson assisted the department in surveying the students at the end of the Summer session regarding their experience with the online textbook. The Spanish faculty will convene a meeting at the end of October 2013 to discuss the Summer 2013 pilot of Unidos and the possibility of the adoption of a new textbook for Spanish 1 and 2. Our conversations will be expanded to include discipline representatives from the Riverside District. Our objective is to meet the varying academic and professional needs of our College population.

At Moreno Valley College, the goal ongoing has been to provide our students access to a fully equipped language laboratory. Equipment and supply estimates for the proposed laboratory have been submitted by way of the annual program review process since 2009. While some discussion occurred during Spring 2012, no concrete progress has been made and there are no plans in place for a fully equipped language laboratory.

On August 16, 2013, Riverside Community College District received formal approval from the California Community Colleges Chancellor's Office for an A.A.-T. Approved by District Curriculum Chair on 11/01/13 degree (Associate in Arts in Spanish for Transfer). This accomplishment was realized through collaboration among Spanish faculty representing Moreno Valley College, Riverside City College, and Norco College.

1. What were the goals and recommendations in the unit's last program review (if any) and how has the unit responded to those goals and recommendations?

One of the goals in the 2009 Program Review was to increase course offerings. This was accomplished by adding three additional Spanish 1 courses and an additional Spanish 3N (Spanish for Native Speakers) course. This increase was necessary to meet the needs of our community. As of Fall 2013, there are three full-time instructors and five part-time instructors teaching Spanish.

A secondary goal was to provide a fully-equipped language lab. While discussion and planning have taken place, there are still no concrete plans for acquiring such a lab. At this time, each instructor integrates the lab component into his/her courses. The lab component is taught by the lecture instructor of record or by an adjunct faculty member in a non-technologically-equipped learning space.

Another goal set by the World Languages Program was to develop an Associate in Arts in Spanish for Transfer degree. This degree is intended to satisfy the lower-division requirements for a Bachelor of Arts in Spanish degree at CSUs and elsewhere. This goal was accomplished in Summer 2013.

C. Data Analysis and Environmental Scan

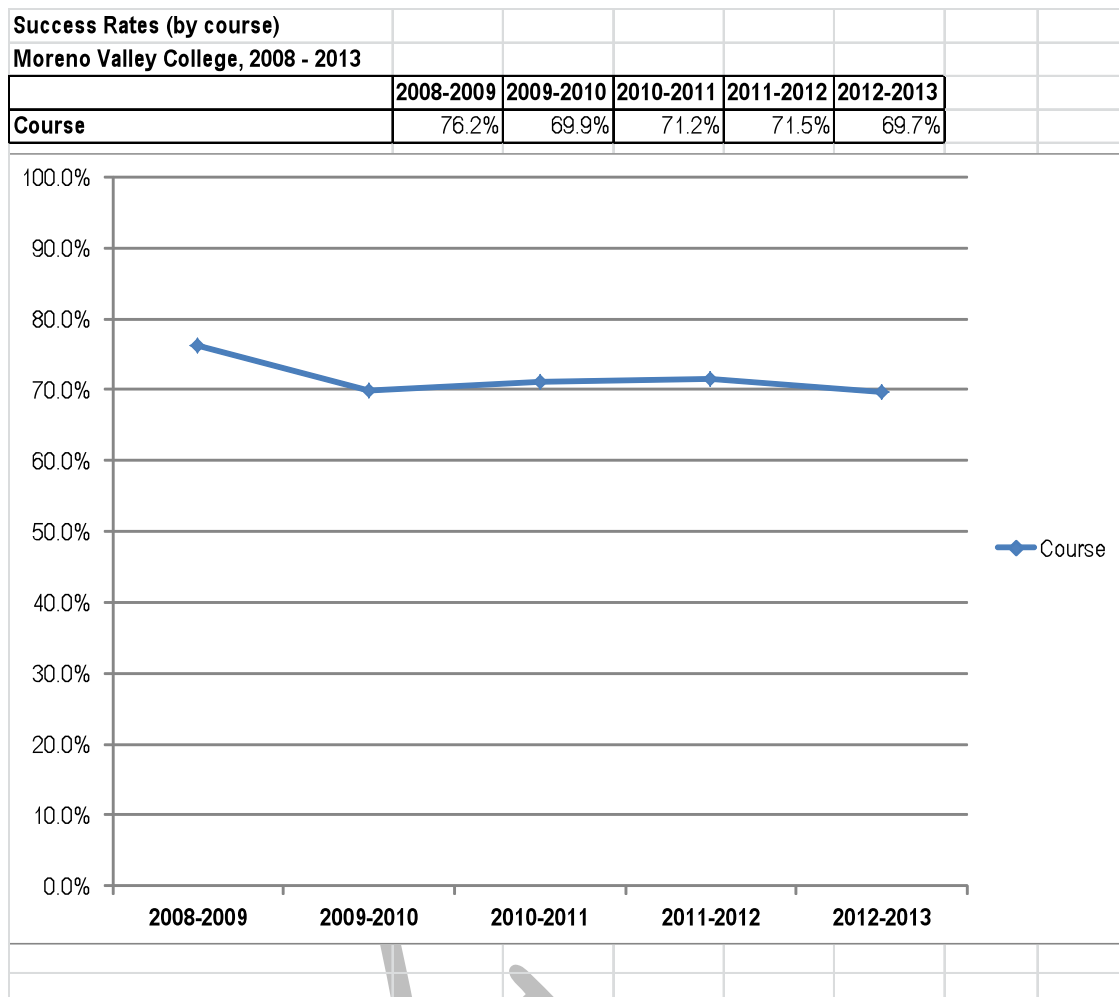
1. Enrollment Analysis:

Enrollment Analysis Moreno Valley College and Spanish Discipline Census			
Semester	Spanish	MVC	Total % for Spanish
Fall 2009	351	21, 519	1.63
Winter 2010	66	4,862	1.36
Spring 2010	393	22,056	1.78
Summer 2010	59	5,273	1.12
Fall 2010	446	22,154	2.01
Spring 2011	413	22,280	1.85
Winter 2011	54	4,614	1.17
Summer 2011	50	4,117	1.21
Fall 2011	433	20,757	2.09
Spring 2012	397	19,818	2
Summer 2012	50	3,014	1.66
Fall 2012	447	19,161	2.33
Spring 2013	439	18,470	2.38
Fall 2013	497	18,701	2.66
Summer 2013	47	2638	1.78

According to the data, since fall 2009 all **World Language** courses offered have ranged from 1.12% to 2.66% of the total seats in classes at Moreno Valley College. The total Spanish enrollment at MVC averages 1.8% of the total number of seats in the classes offered at MVC. (See table above)

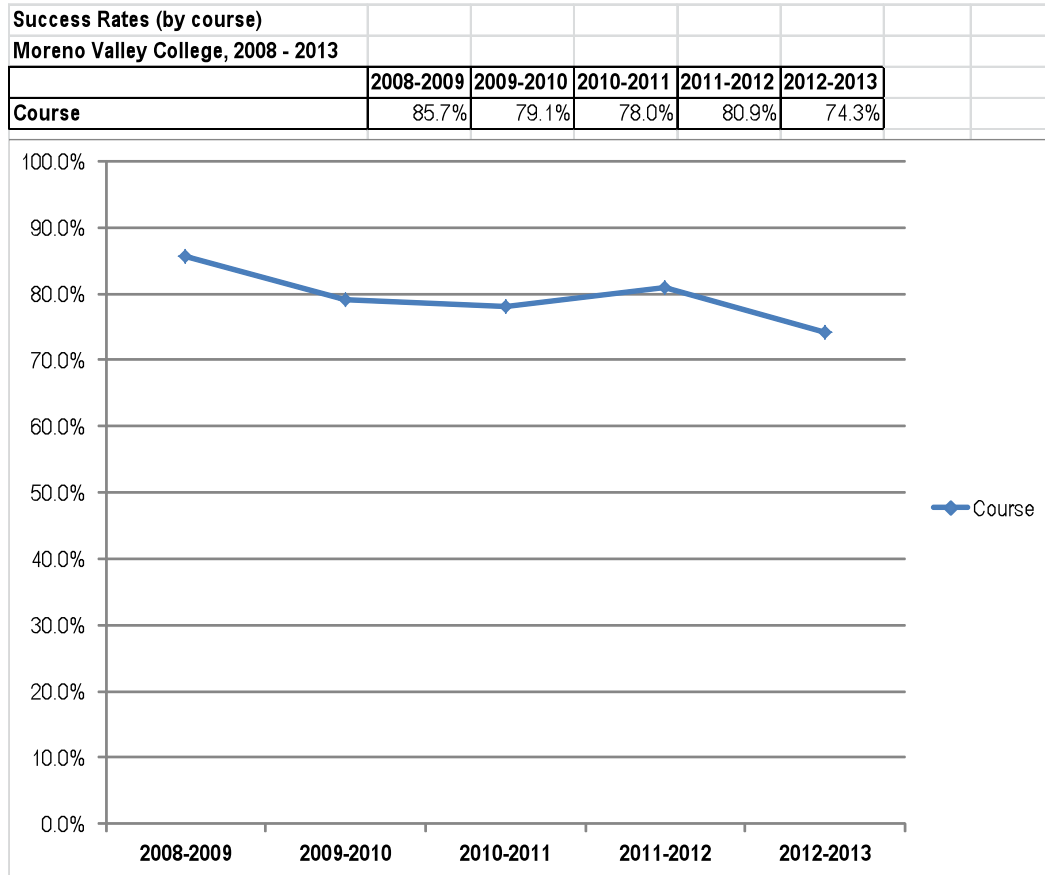
## 2. Success Analysis:

### Spanish 1



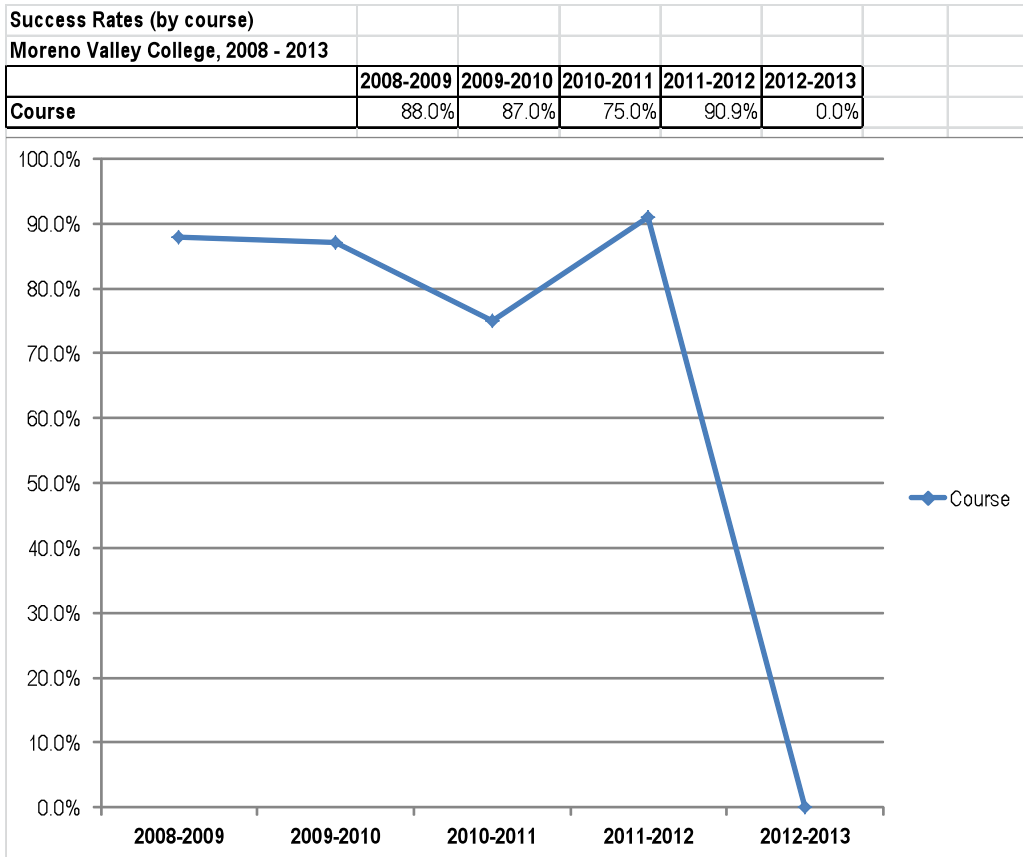
As shown in the data, the Spanish 1 success rate for the period 2008 - 2013 has decreased from 76% to 70% and is similar to the decrease for the overall Moreno Valley College success rate from 75% to 73%. This decrease may have many factors, as observed by Spanish faculty, and possibilities include the decline of the economy since 2008 with the result that many students have taken on multiple jobs and thus have less time to study and attend courses on a regular basis. Without regular attendance, and without adequate time to study or seek tutoring or other assistance, language students will perform poorly or decide to drop the course.

## Spanish 2



According to the data, the success rate of Spanish 2 for the time period 2008-2013, decreased from 86% to 74%. Although the Spanish 2 success rate is still above the average college-wide success rate of 73%, the Spanish faculty have discussed this decrease and will be implementing pedagogical strategies and faculty development workshops to address in greater depth the needs of our diverse student population.

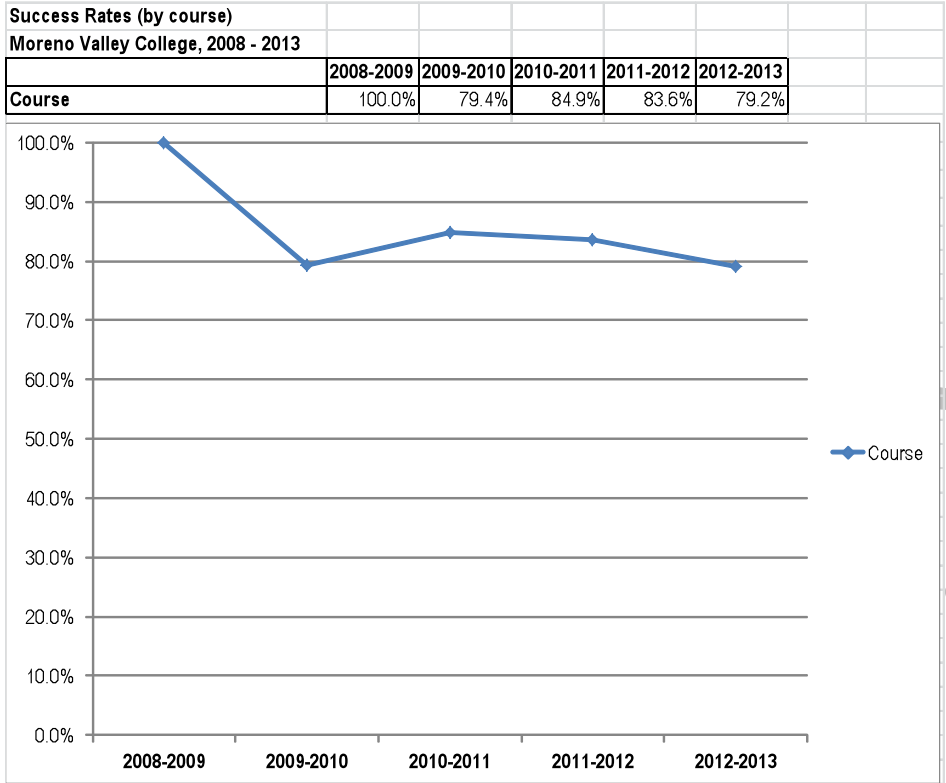
### Spanish 3



According to the data, the success rate for Spanish 3 for the time period of 2008-2013 has been consistently above the college success rate. For three of the academic years, the success rate has been above 87%, peaking at 91% in the academic year 2012-2013. Due to the budget constraints in the academic year 2012-2013, the course could not be offered; however, for Fall 2013 Spanish 3 has been reinstated because of its critical role as part of the AA-T degree program.

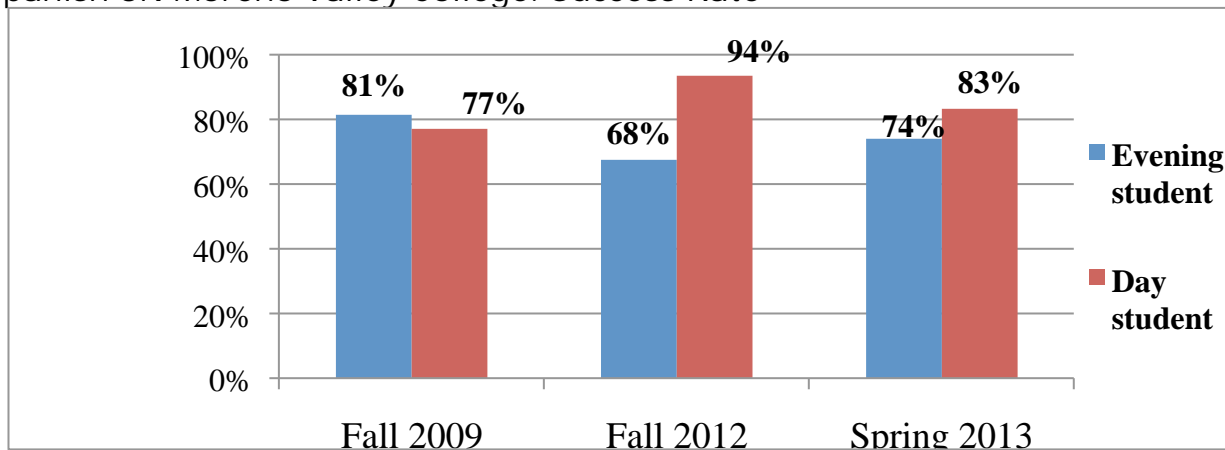


# Spanish 3N



According to the data, the success rate for Spanish 3N for the time period 2008-2013 demonstrates two fluctuations that varied from 100% to close to 80%. With assistance from the Office of Institutional Research, the Spanish faculty studied this fluctuation and discovered that the success rate differed between the evening students and the day students as shown in the graph below.

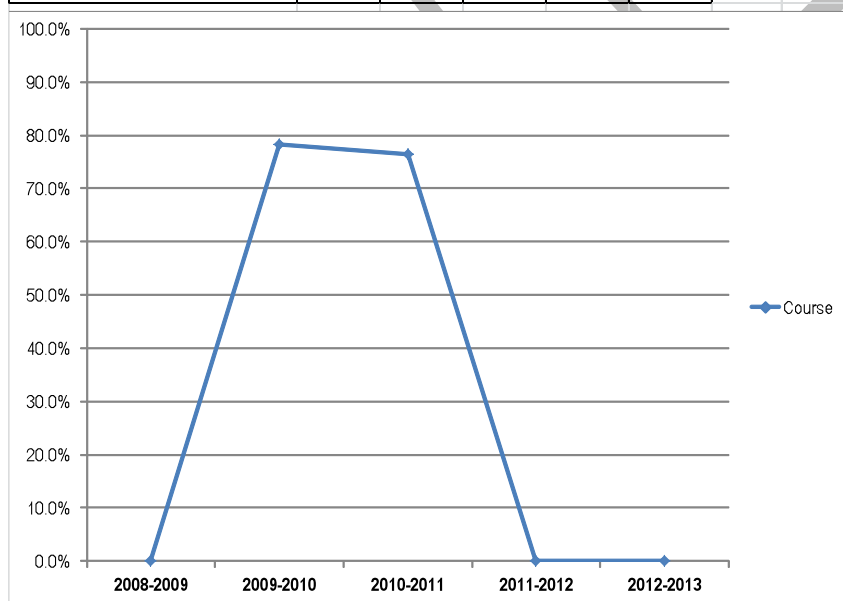
### Spanish 3N Moreno Valley College: Success Rate



With the information provided by the data, the Spanish faculty will provide faculty development for those teaching the evening course. Our goal is to help the faculty meet the needs of working students who attend night courses.

### Spanish 13

Success Rates (by course)					
Moreno Valley College, 2008 - 2013					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Course	0.0%	78.3%	76.5%	0.0%	0.0%



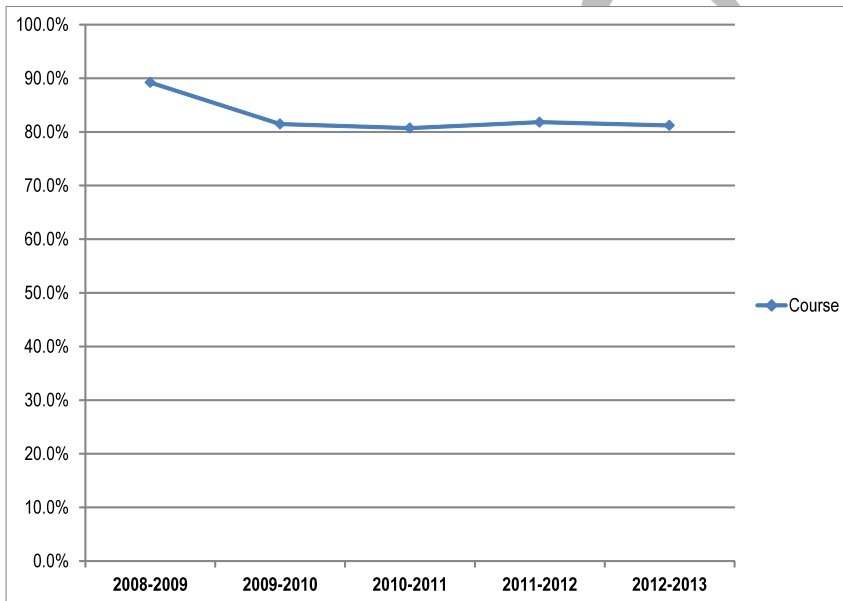
Spanish 13, Spanish for Health Care Professionals, was first offered at Moreno Valley College in Fall 2009. According to the data, for the time period 2009-2011, the success rate for Spanish 13 ranged from 77% - 78%; however, due to budget constraints the course was not offered after Fall 2011. Plans are underway to offer the course as soon as

the budget permits.

## 2. Retention Analysis

### Spanish 1

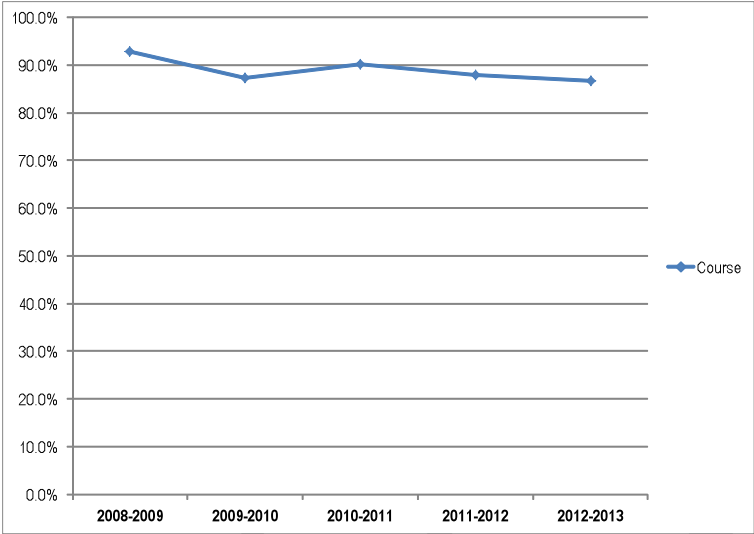
Retention Rates (by course)					
Moreno Valley College, 2008 - 2013					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Course	89.2%	81.5%	80.7%	81.8%	81.2%



According to the data, the retention rate for Spanish 1 for the time period 2008-2013 has remained above the 80th percentile. The Spanish faculty will continue to monitor this trend and design and implement faculty development to maintain retention rates.

Spanish 2

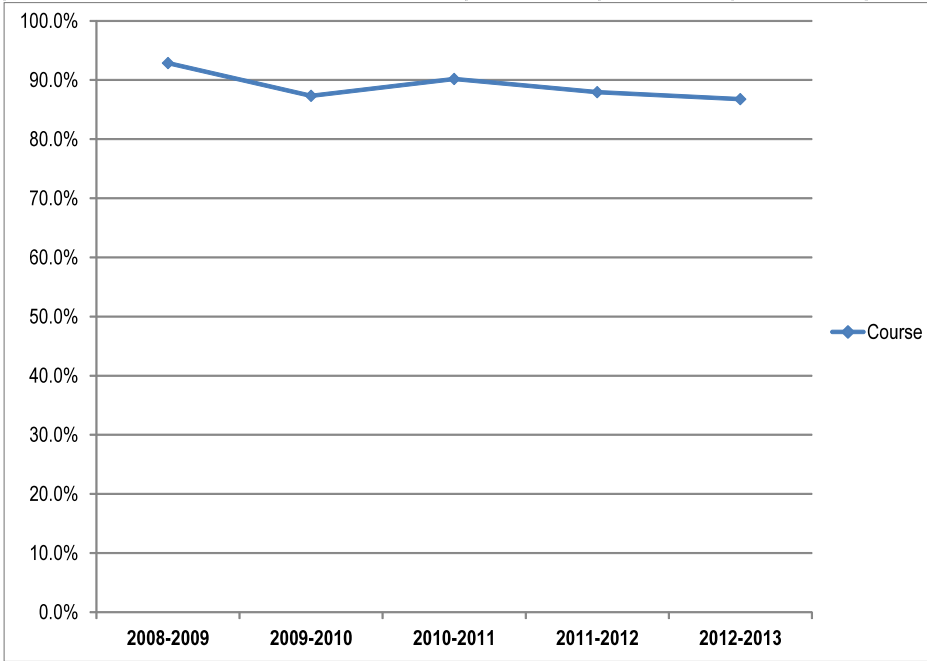
Retention Rates (by course)					
Moreno Valley College, 2008 - 2013					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Course</b>	92.9%	87.3%	90.2%	87.9%	86.8%



According to the data, for the time period 2008-2013, the retention rates for Spanish 2 have been above 87%. This compares to the overall Moreno Valley College rate of 87%. The Spanish faculty will continue to monitor this trend.

Spanish 3

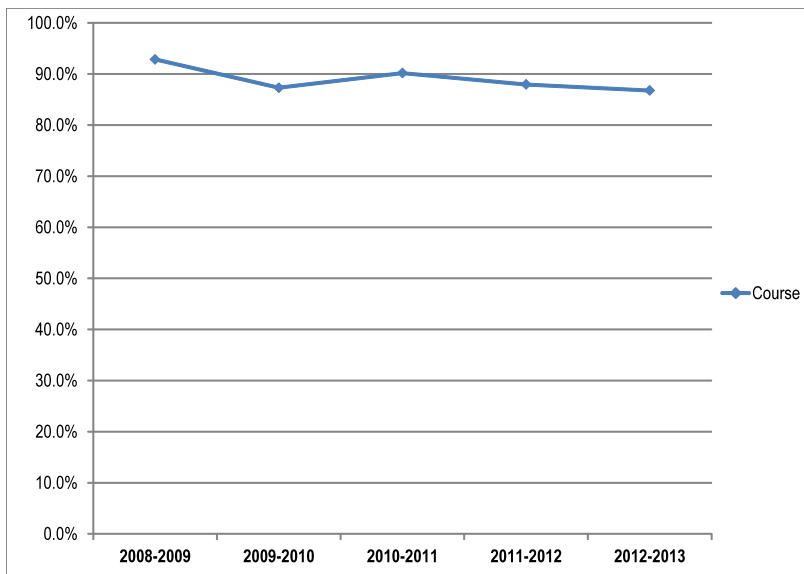
Retention Rates (by course)					
Moreno Valley College, 2008 - 2013					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Course</b>	92.9%	87.3%	90.2%	87.9%	86.8%



According to the data, the retention rates for Spanish 3 for the time period 2008-2013 averages above 89% and is higher than the Moreno Valley College overall retention rate of 87%. The Spanish faculty is developing outreach efforts to recruit prospective students for Spanish 3 and encourage them to pursue the AA-T degree through this course.

## Spanish 3N

Retention Rates (by course)					
Moreno Valley College, 2008 - 2013					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Course</b>	92.9%	87.3%	90.2%	87.9%	86.8%



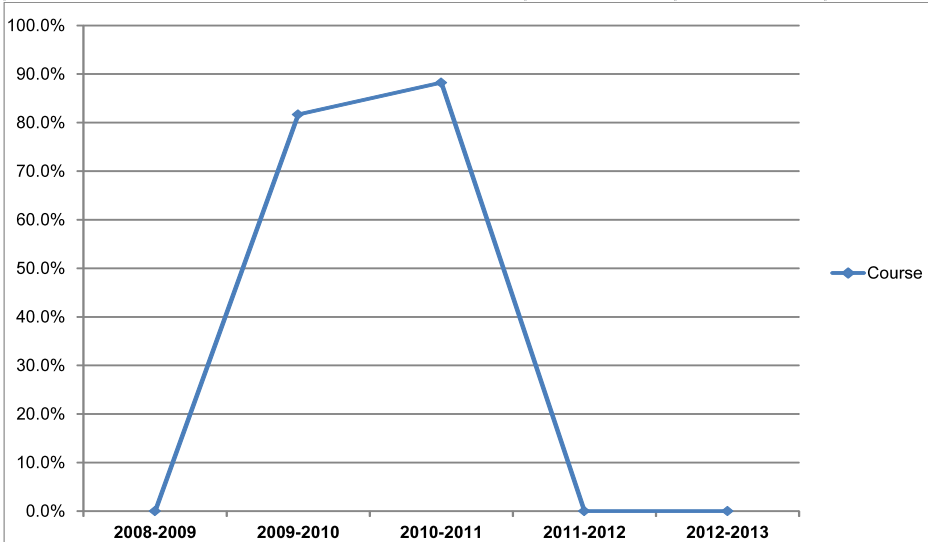
Spanish 3N, Spanish for Native Speakers, is a course that specifically addresses the needs of the Spanish heritage-speaker population. According to the data, the retention rate for Spanish 3N for the time period 2008-2013 averages 89%. The retention rate for this course averages at or above the retention rate of 87% for all Moreno Valley College courses. In collaboration with the Department Chair, the Spanish 3N faculty continue to develop pedagogical strategies and partnerships with other college programs (e.g., Counseling) to increase the success and retention of the Spanish native/heritage speaker population.

Spanish 13

**Retention Rates (by course)**

**Moreno Valley College, 2008 - 2013**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Course</b>	0.0%	81.7%	88.2%	0.0%	0.0%



According to the data, the Moreno Valley College Spanish language retention rate ranges from 80.7 % to 92.9 %, with an overall retention rate of 86.8% from Spring 2008 through Fall 2012. Due to budget constraints and a poor economy, it was necessary to eliminate Spanish 13 (Spanish for Health Care Professionals) for the present, but with the goal of reinstating it as the budget permits.

## 1. Efficiency Analysis

<b>Term</b>	<b>Sect</b>	<b>Part-Time</b>	<b>Total Load</b>	<b>Res FTES</b>	<b>WSCH</b>	<b>Efficiency</b>
09FAL	11	2.68	4.17	77.26	2,494.64	598.77
10WIN	2	0.77	0.77	13.58	437.30	570.44
10SPR	12	3.02	4.55	84.24	2,727.76	599.56
10SUM	2	0.38	0.77	10.48	342.97	447.39
10FAL	12	2.97	4.55	75.06	2,444.00	537.19
11SPR	12	2.97	4.55	73.21	2,369.20	520.75
11WIN	2	0.77	0.77	10.26	336.59	439.07
11SUM	2	0.38	0.77	9.55	307.48	401.10
11FAL	12	2.68	4.60	83.82	2,725.35	592.52
12SPR	12	2.68	4.60	76.33	2,459.00	534.61
12SUM	2	0.38	0.77	9.43	303.75	396.23
12FAL	13	2.35	4.98	89.54	2,917.40	585.48
13SPR	14	2.73	5.37	89.06	2,926.58	545.37
13FAL	15	2.68	5.65	0.00	0.00	0.00

According to the data, for the time period Fall 2009 – Spring 2013, the average efficiency rate for Spanish courses is above the target efficiency rate of 525 for all Fall and Spring semesters. The efficiency rate for summer sessions averages 414. The Spanish faculty are currently in discussion to research the decrease of the efficiency during the Summer session. One factor that surfaces is that enrollment in a five-unit language course scheduled during an intensive six-week session with four meeting days per week at five hours per day is very challenging for students. Because of the time commitment and intensive format, students find it daunting to enroll in and difficult to complete the course—which are assumed to be the primary reasons for lower enrollment and lower efficiency during the summer.



#### D. Student Learning Outcomes Assessment

Title of Course	Direct Assessment Date	SLOs Assessed (list numbers from CORs)	Direct Assessment Method* (choose a –n from the list on the following page)	Assessment Cycle** (choose 0 - 3 from the list on the following page)
Spanish 1	Fall 2011	4	C, A	2
Spanish 1	Fall 2011	3	A	2
Spanish 2	Fall 2011	5	C, G	2
Spanish 3N	Fall 2011	5	C, D, H	2
Spanish 1	Fall 2012	1 & 2	A, C, D	2
Spanish 2	Fall 2012	4	A, C	2
Spanish 3N	Fall 2012	5	C, H	2
Spanish 1	Spr 2012	1	A and D	2
Spanish 1	Spr 2012	4	C and A	2
Spanish 1	Spr 2012	1	D	2
Spanish 1	Spr 2012	4	C and A	2
Spanish 2	Spr 2012	3	C and D	2
Spanish 3	Spr 2012	4	C	3
Spanish 3N	Spr 2012	1	C and D	3
Spanish 1	Spr 2013	3	C	3
Spanish 2	Spr 2013	2	C and D	3
Spanish 3N	Spr 2013	2	A, C and D	3

**\*Examples of Direct Assessment Methods:**

- a. Exams
- b. Pre-Post Testing
- c. Writing Assignment
- d. In-class presentation
- e. Homework Assignment
- f. Portfolio
- g. Video
- h. Culminating Project
- i. Other (describe briefly)

**Examples of Indirect Assessment Methods:**

- j. Survey/Self-Reported Learning (Parscore surveys from fall 2011 were indirect.)
- k. Student Interviews
- l. Focus Group
- m. Anecdotal Data
- n. Other (describe briefly)

**\*\*Assessment Cycle Options**

0. No assessment
1. Assessment is in planning stages
2. Initial Assessment has been completed
3. Assessment is ongoing, cyclical

The above chart reflects the history of SLO assessment by course for the Spanish discipline. The faculty have also completed a four-year plan of continued assessment. This plan includes the following:

1. Assessment of one class for every level annually.
2. Assess of one of the SLOs for each course level at least once during the annual assessment cycle.
3. Use a variety of assessment methods for assessing the SLOs, which include and are not limited to: exams, writing assignment, in class presentation, homework assignment and culminating project.
4. Share the results and discuss implications for development in pedagogical strategies that facilitate language acquisition and student success.

**Implications for SLO Assessment**

Examples of the sharing of pedagogical strategies and activities that facilitate student performance and success have included the regular vetting of essay topics and writing projects throughout scheduled semesters between instructors (Lisa Conyers and Rosario Mercado during Fall and Spring 2012 - 13) while teaching the same course (Spanish 1); drawing upon innovative question-and-answer activities suggested by part-time colleagues (Conyers with Carlota Yetter); and refining essay instruments and sharing SLO goals and strategies with students for feedback (Conyers). Peer collaboration among students in Spanish 3N (Bonavita Quinto) with students of Spanish 1 (Conyers) was facilitated through a cultural activity in which the Spanish 3N students hosted the Spanish 1 students for a cultural presentation and discussion of 'Day of the Dead' during Fall 2012. Ongoing collaboration and sharing of pedagogical and student support strategies between full-time and part-time Spanish 3N instructors (Quinto and Manuel Cortés) also enhances innovative teaching strategies.

D. Programs and Curriculum

On August 16, 2013, Riverside Community College District received formal approval from the California Community Colleges Chancellor's Office for an AA-T degree, Associate in Arts in Spanish for Transfer. This accomplishment was realized through collaboration among Spanish faculty representing Moreno Valley College, Riverside City College, and Norco College.

Name of Course / Program	Date CORs Last Updated	Comments - CORs
SPA-1, Spanish 1	Approved by District Curriculum Chair on 11/01/13	C-ID SPAN 100, transfer to UC and CSU
SPA-1H, Honors Spanish I	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
SPA-2, Spanish 2	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 2H, Honors Spanish 2	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
SPA-3, Spanish 3	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 3N, Spanish for Spanish Speakers	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
SPA-4, Spanish 4	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 8, Intermediate Conversation	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 11, Spanish Culture and Civilization	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 12, Latin American Culture and Civilization	Approved by District Curriculum Chair on 11/01/13	Transfers to UC, CSU
Spanish 13, Spanish for Health Care Professionals	Approved by District Curriculum Chair on 11/01/13	Transfers to CSU

E. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal). **This section is now optional.**

Moreno Valley College has a large Hispanic population (51%, according to demographic data) that is predominantly first generation and which is expanding the enrollment of Spanish 3N. It has become very important to educate these Heritage Spanish speakers not only in writing, reading and speaking their native language, but also in supporting their experience as they identify and navigate services for student success offered by the College. One of the 3N instructors has partnered with an academic counselor and provided individual counseling appointments that assist the students in developing student educational plans. The counselor also provides opportunities for the Spanish 3N

students to attend a variety of workshops with topics such as transferring, researching STEM fields of study, and preparing to meet with university representatives. This partnership has provided encouragement, support and motivation for Hispanic students.

G. Outreach Activities (External). **This section is now optional.**

In Fall 2013, representatives from the College (Bonavita Quinto-MacCallum, Ph.D., Associate Professor; Silvia Trejo, Moreno Valley College Counselor/Assistant Professor; and a Riverside Community College District Trustee (Mary Figueroa) will attend the national ACCT Leadership Congress for community college trustees and present, "Pushing the Needle toward Hispanic Student Success: Empowering Heritage Spanish Speakers beyond Access into Degree Completion." The conference session will demonstrate how to empower Hispanic students through a Heritage Spanish Speaking course that partners with a college counselor and a community college trustee to promote literacy in Spanish, thus enabling students to transfer their mastery of linguistic skills to other languages and to make successful progress toward degree completion.

In October 21012, Rosario Mercado, Ph.D., Associate Professor and Assistant Department Chair, participated in the World Languages Event held at Santa Barbara City College. This interactive teaching and learning conference showcased such topics as Student Motivation, Virtual Study Abroad, Heritage Speakers, and Motivational Task Designs for Higher-Level Thinking in Lower-Level Classes.

Rosario Mercado, Ph.D., also initiated a forum to discuss the collection and evaluation of topic-oriented resource banks for foreign-language instruction. These discussions will be expanded during 2013-2014 with the goal of providing opportunities for input from part-time faculty, and to welcome inter-institutional representation (e.g., University of California, Riverside and California Baptist University).

Representatives from the College (Lisa Conyers, Ph.D., then Vice President of Academic Affairs and now Associate Professor of Spanish; George Gage, M.A., Certified Interpreter and Moreno Valley College Associate Professor in Community Interpretation in Spanish), along with RCCD Trustee Mary Figueroa, were national Bellwether Finalists at the Community College Futures Assembly held in Orlando, FL, in January 2012. Their presentation, "A Degree Program in Community Interpretation," described District/College demographics, the College's responsiveness to the community and the resulting design of the program, and the program's curriculum and partnerships.

Lisa Conyers, Ph.D., also represented the College as a Fulbright-Nehru Seminar Participant to India in Spring 2012.

The College was awarded a grant in 2011 from the California College Compact (Conyers, Principal Investigator) to develop a service learning program to teach Spanish to health care students. Part-time faculty member Hogla Barcelo designed and taught a Spanish-for-special-purposes program to students of the Physician Assistant Program.

The College was awarded a grant (Conyers, Principal Investigator) which resulted in the College being selected to receive a Fulbright Scholar-in-Residence during 2010-11. The assigned Scholar from India visited classrooms and shared views on diversity and other topics with faculty representatives, student groups, and community members.

#### H. Long Term Major Resource Planning

The Spanish program at the Moreno Valley College is in need of a modern language lab with computers capable of supporting the latest instructional technology. This language lab should be equipped with at least 33 computers and appropriate software, which would enable the students to complete a variety of assignments, including online homework, WebQuests, Internet research, interactive CD-ROMs, quizzes, tests, and interactive audio. Also required are appropriate desks and chairs to provide a better learning environment for an improved technological platform.

## Summary

<b>Year</b>	<b>Goals and Objectives</b>	<b>Link to Annual Program Review</b>	<b>Assessment Plan</b>
<b>Year One</b>	<b>Add another SPA-3N course</b>	<b>APR 2013: 7.D.2, Enrollment Analysis; 8.A Access</b>	<b>Assess after adding course</b>
<b>Year Two</b>	<b>Develop a continuation (Part II) of SPA-3N course</b>	<b>APR 2013: 5.2 Goal in last PR</b>	<b>Spring 2014</b>
<b>Year Three</b>	<b>Identify a grant to create a fully equipped language lab</b>	<b>APR 2013: 5.1 Goal in last PR</b>	<b>Fall 2014</b>
<b>Year Four</b>	<b>Refine pedagogical interface with multi-disciplinary, multi-level, working language lab</b>	<b>APR 2013: SLO and Assessment; Data Analysis and Planning</b>	<b>Spring 2016</b>

