

# **Intensive Spanish Summer Institute**

## **LAKE TAHOE COMMUNITY COLLEGE**

### **Comprehensive Program Review 2016**

#### **SUBMITTED BY:**

**Sue O'Connor**

**Director, Intensive Spanish Summer Institute**

**Maxine Alper**

**Co-Director, Intensive Spanish Summer Institute**

**DATE**

**April 11, 2016**

## SECTION 1: EXECUTIVE SUMMARY

The Intensive Spanish Summer Institute is a highly successful language immersion program at LTCC. Enrollments in this program have been incredibly strong, with a slight dip during 2010-2013. This decline was attributed to a downturn in the overall economy as well as a local scheduling issue. With an improved economy and better scheduling, enrollments increased to near capacity in 2014 and continued in 2015. Demographics show that students attending the Institute tend to be an older population with 75% of attendees over the age of 50. Teachers made up over 30% of the student population in Summer 2014, an increase of almost 15% from the previous year's attendance. This increase is thought to be due to the scheduling of ISSI to an earlier week in the summer. Forty-six percent of attendees are returning students with a majority of attendees (70%) coming from 100 miles or more from the LTCC campus. Through the continuous development of courses and cultural breakout sessions that meet the needs of the ISSI student population in the areas of language development and cultural awareness, all indicators are that ISSI will remain a successful and vibrant program. Moving forward, specific efforts will be placed on recruiting students through outreach and supporting the success of students. ISSI will continue to focus on professionals who want to improve workplace Spanish in order to serve the Spanish speaking community and will strive to involve students who have been underserved historically in higher education, particularly native Spanish speakers who want to improve oral and literacy skills in Spanish. In order to maintain the success of the program, the continued employment and recruitment of instructors with exceptional skills in an intensive program is of high importance. In order to recruit and retain faculty with these qualifications, it is necessary to reinstate the original travel stipend of \$66 per day. This stipend was cut in 2005 as a result of college-wide budget cuts to the current \$35 per day. We have approximately 20 instructors from out of the area at a distance greater than 50 miles, most at a distance greater than 100 miles.

ISSI continues to implement Goals and Objectives that will ensure a quality program meeting the needs of the student population:

- 1. Offer an effective, diverse, and extensive Intensive Spanish Summer Institute program and curriculum at Lake Tahoe Community College**
  - a. Continue to seek and develop new and appropriate core courses, breakout sessions, and mini-courses.
  - b. Continue to offer the stipends for national and internationally recognized presenters: Presenters with areas of expertise enhance the ISSI experience.
  - c. Maintain class sizes of 20-24 students in core courses: In this intense, short-term course of study, students succeed best in the smaller class size environment.
- 2. Offer an effective ISSI program by providing excellent faculty support and training.**
  - a. Restore the travel stipend for ISSI instructors from out of the Tahoe area: approximately 20 instructors travel from out of the area. The cost of food and housing in the Lake Tahoe area is very high. In order to continue to attract high-quality instructors, it is important to restore the travel stipend to the original \$66 per day. ISSI staff will continue to work with the Executive Director of the Foundation and College Advancement to find donations as well as with administration to explore other solutions to support out of the area faculty.
  - b. Provide pre-ISSI training sessions for continuing instructors, presenters, and conversation group leaders on as-needed basis, particularly for presenters in their first two-three years.
- 3. Meet the needs, goals and objectives of LTCC, students, and the community**
  - a. Continue outreach through emails, flyers, mail-outs and social media. Consult the Director of Marketing and Communications Director to explore options.
  - b. Outreach to native Spanish speakers at LTCC and STHS to attend ISSI.

- c. Continue outreach to native Spanish speakers in the community to serve as instructors and conversation group leaders and aides.

## SECTION 2: INTRODUCTION AND PROGRAM HISTORY

### Overview and Review of Previous Program Plans

The Intensive Spanish Summer Institute (ISSI) is a one week, 30 hour, intensive Spanish immersion program. ISSI was created in 1994 in response to a need for the development of Spanish language and culture for teachers in the unified school district and other community occupations. It focused on educators as well as local industry and student population.

The program began with just 3 levels of Spanish and served approximately 145 students during the first year. ISSI has grown to 12 levels with a range of 500-600 students. The core 2.5 unit program components include 2-3 hours of grammar, 1 hour of conversation, 1 hour of series topics and 2 hours of cultural breakout sessions in Spanish with a choice from 100 different topics. Areas of instruction include targeted grammar, religion, daily life, education, music, art, art history, history, film, current issues, fiestas, cooking, folklore and other cultural aspects of Spanish speaking countries. In addition to the core program, ISSI provides .5 unit mini-courses at lunch and at the end of each Institute day. Evening events include a .25 unit cultural lecture, the .25 unit Difficult Trip (a simulated travel event), a film in Spanish, and a community dance as a fundraiser for Latino students. Students are able to take up to 4 units during the week.

ISSI is dedicated to providing a program of language acquisition in an environment of low stress while still employing the rigor of transferable programs. In this environment, students will acquire the skills and confidence for success. Outstanding instructors employ a wide variety of instructional strategies and best practices in language acquisition to meet the needs of the varied learning styles. Strategies include the use of multimedia, hands-on and activity based instruction, paired and group exercises, and a variety of oral and written activities, all focused on student engagement.

ISSI enrollment has been limited most years only by number of classrooms available or by administrative caps on enrollment. In 2009 the enrollment was at a high of 599. Beginning in 2010, enrollment began to decline and reached a low of 405 students in the core 2.5 unit courses. Based on student input and program evaluation, it appears that the decline in enrollment was in part due to economic changes as well as an earlier start date for most K-12 unified school districts. This start date conflicted with ISSI thereby making it impossible for many of these teachers to attend. Consequently, there was a sharp decline in the number of educators attending. In 2014 the date of ISSI was changed to more accurately align with K-12 start dates across the State. This change presented a challenge for scheduling as it conflicted with LTCC's regular summer classes, but the data shows an increase in enrollment in the Core Courses from a low of 405 in 2013 to 490 in 2014 based on enrollment of the 2.5 core courses (near capacity based on rooms available). In addition, the enrollment of educators has increased to 30% from a low of 15%.

During years of budget challenges for LTCC, the ISSI budget was cut in areas of supplies, personnel, travel stipends for out of area instructors and training. We have noticed an effect of some of these cuts particularly in the area of travel stipends and training. It is important to hire the most qualified faculty with expertise in areas of language acquisition and culture to provide the level of instruction needed in this intensive and diverse program. We always look for and hire local staff, but when we cannot fill these positions, we look outside of

the Lake Tahoe area. It has been a hardship for those instructors traveling from outside of Tahoe due to the high costs of food, lodging and transportation. In addition, prior to these cuts, ISSI provided an annual training for Grammar Instructors, Breakout instructors and Conversation Group Leaders, introducing instructional strategies and best practices. Training is available to new staff, but continuing staff receives only written updates regarding instructional strategies, activities, and techniques since those cuts.

Student responses to ISSI surveys, as well as extensive evaluations from students indicate that the program is a highly effective and positive experience. Of the 220 students responding to the survey, over 90% reported that the program had met or exceeded their personal goals and objectives.

The program has been recognized as an “outstanding community college program” by the California Community College Board of Governors and has received numerous commendations including those from Tom Torlakson, State Superintendent of Public Education, José L. Pérez, Publisher of the *Latino Journal*, senators, assemblymen, and others in positions of state government and public education.

A recent challenge for the program has been facilities, as the program uses most classrooms and other common spaces at LTCC. ISSI is now scheduled for the last week of regular summer school classes. We work closely with Schedule Production, Maintenance, Enrollment services and Administration to ensure a smooth program. We have found that the scheduling of ISSI concurrently with summer school has gone smoothly for the 2 years of implementation. Each year we improve the process and find the best way to handle any conflicts with other programs and services.

Wherever possible, ISSI employs native Spanish speakers for positions of grammar instructors, cultural breakout instructors, conversation group leaders, conversation aides and part-time positions. It is important to the students and the program that the cultural and linguist subtleties come from the perspective and background of native Spanish speakers. ISSI employs a large number of native Spanish speakers from the local community to lead conversation groups and cultural breakout sessions. However, with the large number of instructors required for approximately 25 sections and 90-100 cultural breakout sessions, we need to look beyond local instructors to find those who meet minimum qualifications. The current travel stipend of \$35 per day for out of area instructors, (previously cut from \$66 per day) is no longer adequate to cover costs of housing, food and mileage.

In regards to direction and focus in the future, the directors constantly analyze curriculum, instructor input, student surveys and evaluations, SLOs and demographics. Based on this information, the directors have developed and modified courses and added cultural breakout sessions appropriate to meet the identified needs. We will continue this practice as it has proven to be very successful.

Both transferable and non-transferable courses are offered. All of the 12 levels of ISSI core courses, SPA121A, Low Beginning through SPA124A, Superior are CSU transferable courses. The mini-courses at lunch and after the institute day are not transferable.

In 2007, the program underwent a comprehensive review process and enhancements were recommended. These recommendations are summarized and updated as follows:

- 1. Offer an effective, diverse, and extensive Intensive Spanish Summer Institute program and curriculum at Lake Tahoe Community College.**

Updates: Due to a decrease in Sunday course enrollment, Spanish Sunday courses were offered through Community Education. After 2 years of low enrollment, these courses were discontinued.

Core course curriculum has been reviewed and updated. Courses have been modified and courses have been added as needed. Each year, new cultural breakout sessions are developed and added. The Latino Dance Night continues to be a successful fundraiser for student scholarships.

**2. Offer an effective ISSI program by providing excellent faculty support and training:**

Updates: ISSI continues to employ instructors from the local area and out of the area with expertise in areas of culture and language acquisition. Due to the reduced travel stipend (from \$66 to \$35 per day in 2005) and the increase in cost of housing, food and mileage, this has become a hardship for out of town instructors. The stipend is currently at \$35 per day. We are researching possibilities and resources to increase the stipend.

Due to budget constraints, training at the desired level is not available. Materials are provided for instructors and individual training is provided as needed for some returning instructors and for new instructors.

**3. Meet the needs, goals and objectives of LTCC, students and the community.**

Update: By changing the date of ISSI, we were able to provide better access to a target population, educators. Modifying and adding courses and cultural breakout sessions, enables the large number of returning students more choices in courses that lead to proficiency. The returning population increased from typically 30% to near 40% the past 2 years.

**4. Equipment:** Explore the possibility of the purchase and storage of chairs therefore eliminating the cost of chair rental.

Update: Administration/maintenance purchased chairs in 2014.

**5. Personnel:** Increase, as necessary, classified positions to support faculty and students and to maintain program quality.

Update: Classified positions were not added, however the goal was met by providing work-study students, volunteers and employing returning ISSI workers with a high knowledge and skill level in ISSI operations.

## Data Trends

### **FTES and Enrollment**

Table 1 and Figure 1 below depict enrollments and FTES for the Intensive Spanish Summer Institute since 2008. The dip in enrollment in 2010 mirrors the college-wide decrease. The decrease in ISSI enrollment is believed to be based on economic down trends and the K-12 earlier start dates across the State.

FTES is examined separately for the core 2.5 unit courses (unduplicated count), for .5 unit mini-courses at lunch and in the afternoon and for the .25 evening mini-courses. This breakdown provides ISSI Directors important information regarding trends of enrollment in distinct areas.

Table 1

	Sections	Annual FTES	Duplicated Headcount
2009-10	89	43.67	1823
2010-11	53	33.19	1333
2011-12	60	35.09	1342
2012-13	49	31.09	1231
2013-14	55	27.60	1087
2014-15	54	33.13	1360

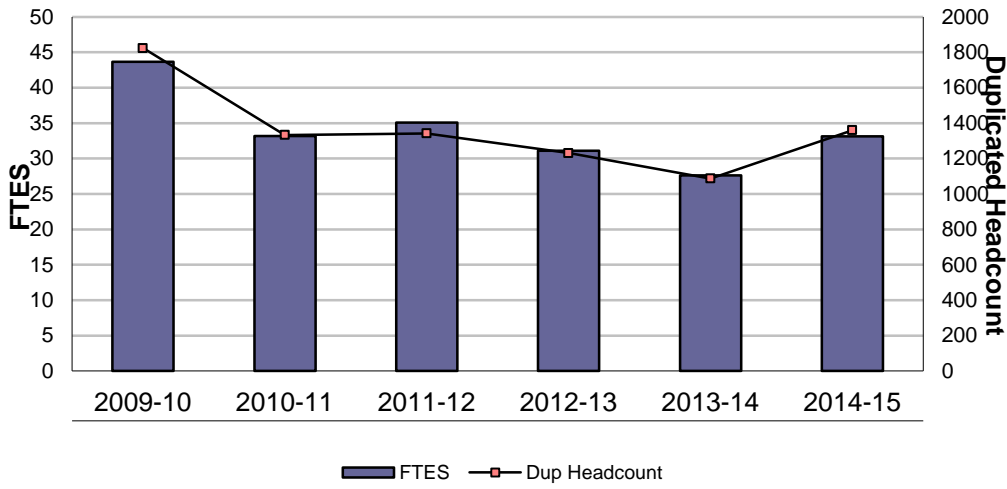


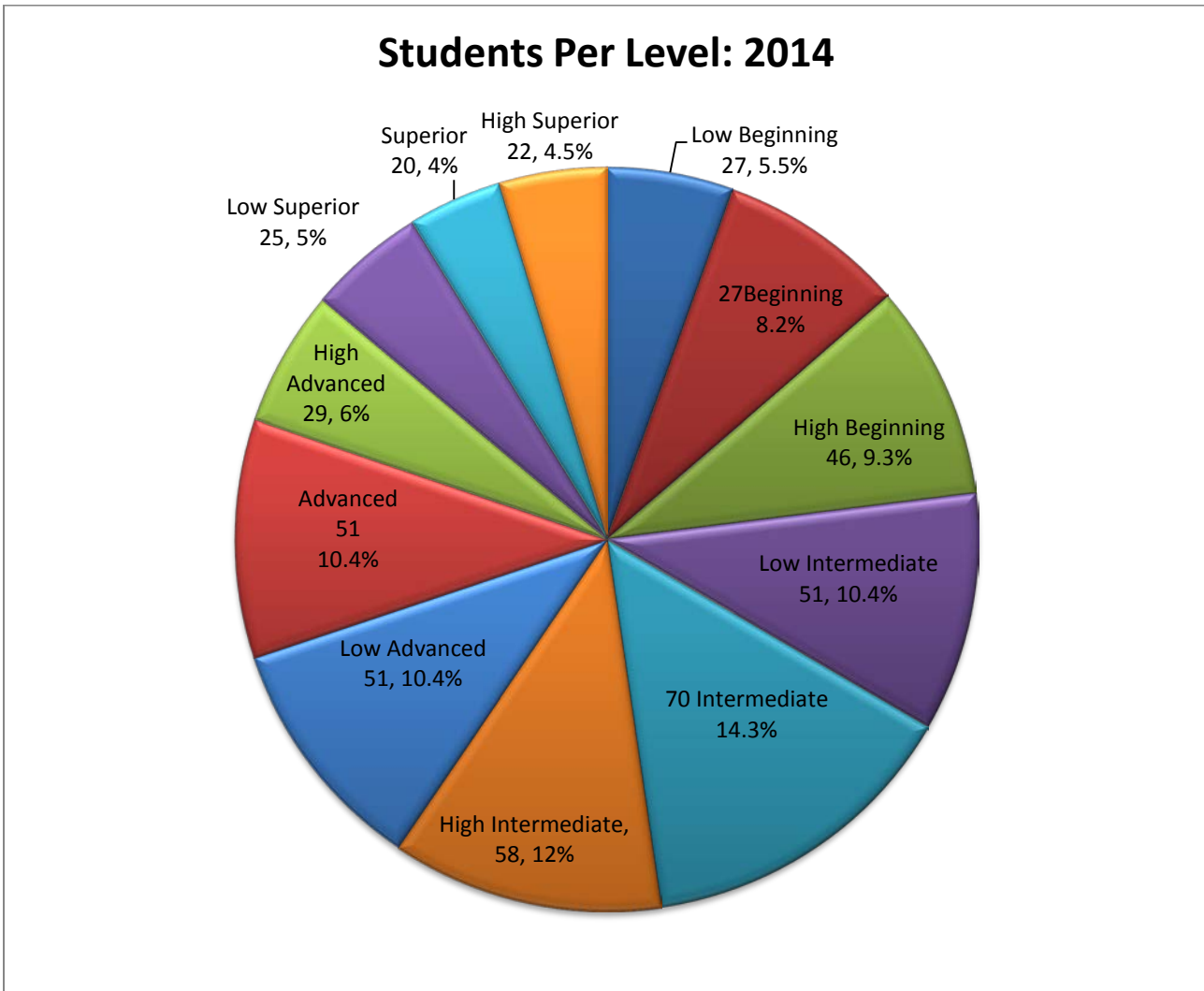
Table 2

**Intensive Spanish Summer Institute 2014**

**Unofficial data**

Based on data from LTCC Enrollment Reports 8/14/14

	Units	FTES	Income
490 students in Core Courses - 2.5 units	1225	28	
278 students in lunch-time mini-course - .5 units	139	3.18	
220 students in afternoon mini-course - .5 units	110	2.5	
199 students in Mon. evening lecture (Dr. Rosenberg) - .25 units	49.75	1.14	
165 students in evening Difficult Trip - .25 units	41.25	.94	
<b>Total:</b>	<b>1565</b>	<b>35.76</b>	
<b>Materials Fees Collected:</b>			<b>\$43,300</b>



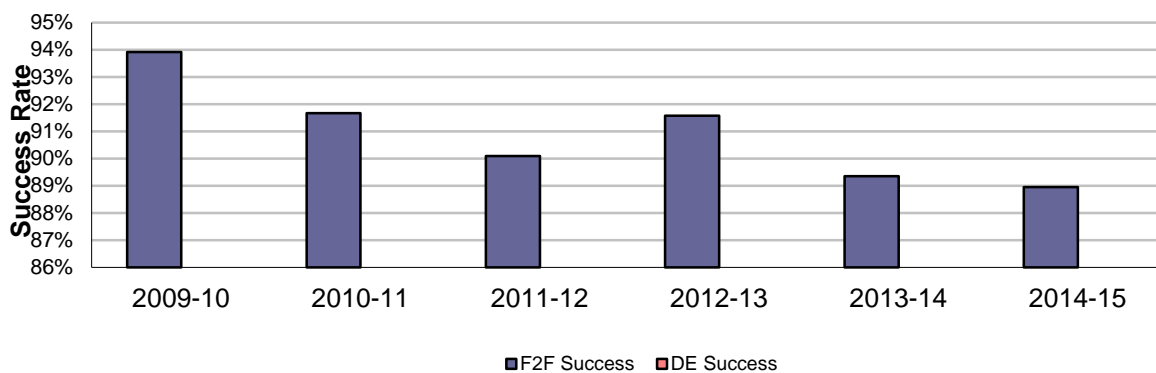
## Completion Rates 2008-2014

Table 3 below depicts success rates for the Intensive Spanish Summer Institute. Based on data, students attending ISSI have maintained high levels of completion rates. The campus-wide success rate average was 81.6% in 2013-14. The reason for the downward trend for ISSI is unknown at this time. This will be evaluated.

Table 3

### COURSE SUCCESS RATES

	F2F	DE	Overall
2009-10	93.9%		93.9%
2010-11	91.7%		91.7%
2011-12	90.1%		90.1%
2012-13	91.6%		91.6%
2013-14	89.4%		89.4%
2014-15	88.9%		88.9%





## Demographic Data

Table 4 below presents demographic data related to student gender, age, and ethnicity for the program. The ISSI student population in 2014 was 75% female, 90.1% non-Hispanic, 75.6% were 50 years or older.

Table 4

### DEMOGRAPHICS

	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	147	22.7%	108	22.5%	116	22.1%	96	20.8%	96	22.5%	118	23.4%
Female	499	77.1%	373	77.5%	410	77.9%	363	78.6%	325	76.3%	378	75.0%
Unknown	1	0.2%	0	0.0%	0	0.0%	3	0.6%	5	1.2%	8	1.6%
Ethnicity Unknown	200	30.9%	77	16.0%	18	3.4%	18	3.9%	13	3.1%	16	3.2%
Hispanic	50	7.7%	26	5.4%	32	6.1%	24	5.2%	31	7.3%	34	6.7%
Non Hispanic	397	61.4%	378	78.6%	476	90.5%	420	90.9%	382	89.7%	454	90.1%
Age < 25	66	10.2%	39	8.1%	34	6.5%	34	7.4%	15	3.5%	23	4.6%
Age 25 - 49	166	25.7%	108	22.5%	106	20.2%	104	22.5%	86	20.2%	100	19.8%
Age 50 +	414	64.0%	332	69.0%	385	73.2%	324	70.1%	325	76.3%	381	75.6%
Age Unknown	1	0.2%	2	0.4%	1	0.2%	0	0.0%	0	0.0%	0	0.0%

## Awards

Table 5, below presents the number of certificates and degrees awarded for ISSI students the past five academic years. As indicated below, this program serves mostly students interested in Spanish for career advancement or entry and global understanding, rather than students seeking degrees.

Table 5

### AWARDS

	Award Type	Award Title	Awards Conferred
2012-13	AA Degree	Spanish	6
	Certificate	Spanish	4
2013-14	AA Degree	Spanish	4
	Certificate	Spanish	3
2014-15	AA Degree	Spanish	5
	Certificate	Spanish	3

## **Productivity**

Productivity summary data is not available for 2013-14.

As indicated in the Productivity chart below, course statistics indicate 54 sections, an average enrollment of 25.199.8, a retention rate of 99.8%, a success rate of 88.9%, and 33.13 FTES

ISSI enrollment in 2014 (Based on enrollment information at the conclusion of ISSI)

Core courses - 2.5 units: 490 students enrolled. 95.1% seats filled

Mini-courses - .5 and/or .25 units: 867 students enrolled. 81.9% filled

Totals: Student count: 1357

%Seats filled: 86.2%

## 2014-15 COURSE STATISTICS

### Face to Face

	Sections Offered	Sections Ran	Avg Census Enrollment	Avg End of Term Enrollment	Withdrawal* %	Retention* %	Success* %	Avg FTE S	Total FTES	WSCH	FTEF	Course Productivity
SPA-121A	2	1	27.0	27.0	0.0%	100.0%	100.0%	1.43	1.428571429	67.50	0.026	864.02
SPA-121B	2	2	20.0	20.0	0.0%	100.0%	92.5%	1.00	2	100.00	0.052	640.02
SPA-121D	3	2	23.0	23.0	0.0%	100.0%	93.5%	1.23	2.457142857	115.00	0.078	490.67
SPA-122A	3	2	25.5	25.5	0.0%	100.0%	96.1%	1.43	2.857142857	127.50	0.052	816.02
SPA-122B	4	3	23.3	23.3	0.0%	100.0%	97.1%	1.24	3.714285714	175.00	0.069	840.87
SPA-122D	4	3	19.3	19.3	0.0%	100.0%	100.0%	1.09	3.257142856	145.00	0.061	797.28
SPA-123A	3	2	25.5	25.5	0.0%	100.0%	96.1%	1.43	2.857142857	127.50	0.035	1,228.96
SPA-123B	3	2	25.5	25.5	0.0%	100.0%	90.2%	1.10	2.2	97.50	0.035	939.80
SPA-123D	2	1	29.0	29.0	0.0%	100.0%	82.8%	1.66	1.657142857	72.50	0.017	1,397.64
SPA-124	1	1	25.0	25.0	0.0%	100.0%	92.0%	1.31	1.314285714	62.50	0.017	1,204.87
SPA-124A	1	1	20.0	20.0	0.0%	100.0%	95.0%	1.14	1.142857143	50.00	0.017	963.89
SPA-131BX	1	1	22.0	22.0	0.0%	100.0%	95.5%	1.20	1.2	55.00	0.052	352.00
SPA-154A	1	1	28.0	28.0	0.0%	100.0%	100.0%	0.27	0.274285714	14.00	0.009	533.33
SPA-154B	1	1	11.0	11.0	0.0%	100.0%	90.9%	0.11	0.114285714	5.50	0.009	209.52
SPA-154C	1	1	21.0	21.0	0.0%	100.0%	76.2%	0.24	0.235238095	11.37	0.010	395.67
SPA-154M	1	0				0.0%						
SPA-154P	2	1	26.0	26.0	0.0%	100.0%	92.3%	0.31	0.30952381	14.08	0.010	489.87
SPA-154Q	1	1	21.0	21.0	0.0%	100.0%	76.2%	0.18	0.182857143	10.50	0.009	400.00
SPA-154R	1	1	21.0	21.0	0.0%	100.0%	100.0%	0.26	0.26	11.37	0.005	728.05
SPA-156CC	1	1	35.0	35.0	0.0%	100.0%	91.4%	0.38	0.383809524	18.96	0.010	659.44
SPA-156D	1	1	32.0	32.0	0.0%	100.0%	96.9%	0.38	0.383809524	17.33	0.010	602.92
SPA-156E	1	1	27.0	27.0	0.0%	100.0%	92.6%	0.33	0.334285714	14.62	0.010	468.03
SPA-156EE	1	1	23.0	23.0	0.0%	100.0%	91.3%	0.27	0.272380952	12.46	0.010	398.69
SPA-156F	1	1	15.0	15.0	0.0%	100.0%	100.0%	0.19	0.185714286	8.12	0.010	260.02
SPA-156FF	1	1	11.0	11.0	0.0%	100.0%	90.9%	0.14	0.136190476	5.96	0.010	207.25
SPA-156G	1	1	7.0	7.0	0.0%	100.0%	85.7%	0.09	0.086666667	3.79	0.010	131.89
SPA-156GG	1	1	13.0	13.0	0.0%	100.0%	69.2%	0.16	0.160952381	7.04	0.010	244.94
SPA-160D	1	1	4.0	4.0	0.0%	100.0%	75.0%	0.05	0.04952381	2.17	0.010	75.36
SPA-160E	1	0				0.0%						
SPA-160EE	1	1	1.0	1.0	0.0%	100.0%	100.0%	0.01	0.012380952	0.54	0.010	18.84
SPA-160F	1	1	1.0	1.0	0.0%	100.0%	0.0%	0.01	0.012380952	0.54	0.010	18.84
SPA-160FF	1	1	3.0	3.0	0.0%	100.0%	66.7%	0.02	0.024761905	1.62	0.010	56.52
SPA-160G	1	1	1.0	1.0	0.0%	100.0%	0.0%	0.01	0.012380952	0.54	0.010	18.84
SPA-160H	2	0				0.0%				0.00		
SPA-181A	1	1	14.0	14.0	0.0%	100.0%	100.0%	0.17	0.173333333	7.58	0.010	263.78
SPA-181D	1	1	17.0	17.0	0.0%	100.0%	100.0%	0.21	0.21047619	9.21	0.010	320.30
SPA-182	1	1	17.0	17.0	0.0%	100.0%	70.6%	0.13	0.131428571	8.50	0.009	323.81
SPA-183A	1	1	30.0	30.0	0.0%	100.0%	73.3%	0.25	0.245714286	15.00	0.009	571.43
SPA-185A	1	1	27.0	27.0	0.0%	100.0%	66.7%	0.21	0.214285714	13.50	0.009	514.29
SPA-186A	1	1	18.0	18.0	0.0%	100.0%	77.8%	0.16	0.16	9.00	0.009	342.86
SPA-186B	1	1	16.0	16.0	0.0%	100.0%	81.3%	0.15	0.145714286	8.00	0.009	304.76
SPA-188	2	2	18.0	18.0	0.0%	100.0%	97.2%	0.22	0.433333333	19.50	0.019	339.14
SPA-189	1	1	27.0	27.0	0.0%	100.0%	66.7%	0.20	0.202857143	13.50	0.009	514.29
SPA-191BJ	1	1	202.0	199.0	1.5%	98.5%	86.9%	0.98	0.977142857	50.50	0.005	3,232.21
SPA-199A	1	1	60.0	60.0	0.0%	100.0%	83.3%	0.26	0.262857143	15.00	0.005	960.06
SPA-199D	1	1	65.0	65.0	0.0%	100.0%	83.1%	0.28	0.28	16.25	0.005	1,040.07
SPA-199H	1	1	40.0	40.0	0.0%	100.0%	82.5%	0.18	0.177142857	10.00	0.005	640.04
<b>Total</b>	<b>67</b>	<b>54</b>	<b>25.2</b>	<b>25.1</b>	<b>0.2%</b>	<b>99.8%</b>	<b>88.9%</b>	<b>0.61</b>	<b>33.13142857</b>	<b>1,551.08</b>	<b>0.801</b>	

\* Withdrawal and success statistics exclude noncredit classes.

## Budget

The Intensive Spanish Summer Institute has had reduced budgets over the past 12 years in many areas. ISSI provides materials for experiential cultural enrichment and understanding as well as language development. A large number of part-time support personnel are hired during the actual week-long institute to assist instructors to set-up and assist the approximately 500 or more students attending.

ISSI employs approximately 67 instructors including those in grammar, breakout sessions and conversation. Instructors may teach only one breakout session or one week-long conversation group, or have an entire week of full-day instruction.

\*A material fee of \$85 was collected for language and cultural materials for students. Fees cover developing materials, purchasing materials, reproducing materials, copyright costs and mailing of materials. These fees offset the budget items of instructional materials and copyright fees.

Academic Year	Academic Salaries: Adjunct, Directors, (1000s)	Classified Salaries (2000s)	Benefits (3000s)	Instructional, Non-Instructional Supplies and Instr. Materials* (4000s) <i>Instr. material fee paid by students (\$85) for 2.5 courses. \$10 for Difficult Trip *cost=cost paid from materials fees</i>	Personal Service Contracts, Equipment Rents, Advertising (5000s)	Budgeted	Actual	FTEs	Materials Fees Paid by students (\$85 per student enrolled in core 2.5 unit courses/ \$10 for Difficult Trip) Supports related materials and personnel
2014-15	79,028	25,670	6,703	28,496 (24,902*)	7,211	161,905	147,108	33.13	+42,650
2013-14	84,615	30,449	8,095	22,020 (unavail)	6,131	161,610	151,310	27.60	+35,425
2012-13	77,138	31,662	9,551	20,465 (unavail)	5,905	177,138	144,721	31.09	+38,910
2011-12	79,125	30,365	15,202	22,499 (19,897*)	5,694	201,458	152,885	35.09	+43,755
2010-11	76,217	35,152	17,127	21,079 (18,976*)	5,012	176,476	154,587	33.19	+39,590

## SECTION 3: PROGRAM MISSION AND SLOS

The Intensive Spanish Summer Institute (ISSI) is committed to providing students an immersion experience in the Spanish language and culture. The goal is to help students gain Spanish language proficiency, and an understanding and appreciation for diverse Spanish-speaking people and cultures. Maximizing our partnership with local community agencies, businesses, and the Lake Tahoe Unified School District has allowed Lake Tahoe Community College (LTCC) to develop a creative, comprehensive, productive, and enjoyable weeklong Spanish language program.

The mission of this multi-dimensional program is to promote Spanish language proficiency and awareness of cultures and customs of Spanish-speaking peoples in order to meet the needs of our local community and beyond.

One of the most important components to this program is the integration of the native Spanish-speaking population of the Lake Tahoe Basin as presenters and cultural experts. The program provides Spanish language instruction while allowing participants to gain a sensitivity and appreciation for the culture of Spanish-speaking people through the numerous cultural breakout sessions and the personal interaction with our Spanish-speaking staff and instructors. The program includes:

- 100 cultural breakout sessions on a wide variety of topics
- 12 different levels of interactive language instruction (approx. 24 sections)
- Conversation sessions with native Spanish-speakers
- Series Sessions: Lectures, computer based instruction, films
- Optional mini-courses at lunch (.50 units) (approx. 10 courses)
- Optional mini-courses in the afternoon (.50 units) approx. 10 courses
- Evening events: Lecture, Difficult Trip, Spanish language film, dance

### **Student Learning Outcomes (SLOs)**

Based on Student Learn Outcomes assessments, students are achieving mastery in the areas of communicating in Spanish and demonstrating understanding of cultures of different Spanish speaking countries throughout the levels of the program. Instructors are providing the appropriate input, instruction and practice for student success.

#### Program level SLOs

Program SLO #1: Communicate effectively in Spanish in the four modalities of listening, reading, writing, and speaking at the (appropriate instructional level of) Low Beginning through High Superior levels.

Program SLO #2: Demonstrate appreciation, understanding and awareness of different Spanish speaking cultures, peoples, values, and traditions.

Course level SLOs are assessed on a regular basis and are used to develop improvement strategies.

Based on data available, assessment results indicate a consistently high level of mastery of SLOs, at an average of 96% mastery of SLO number 1 and 2. Examining individual course assessments, the low was 85% mastery for the Low Superior level.

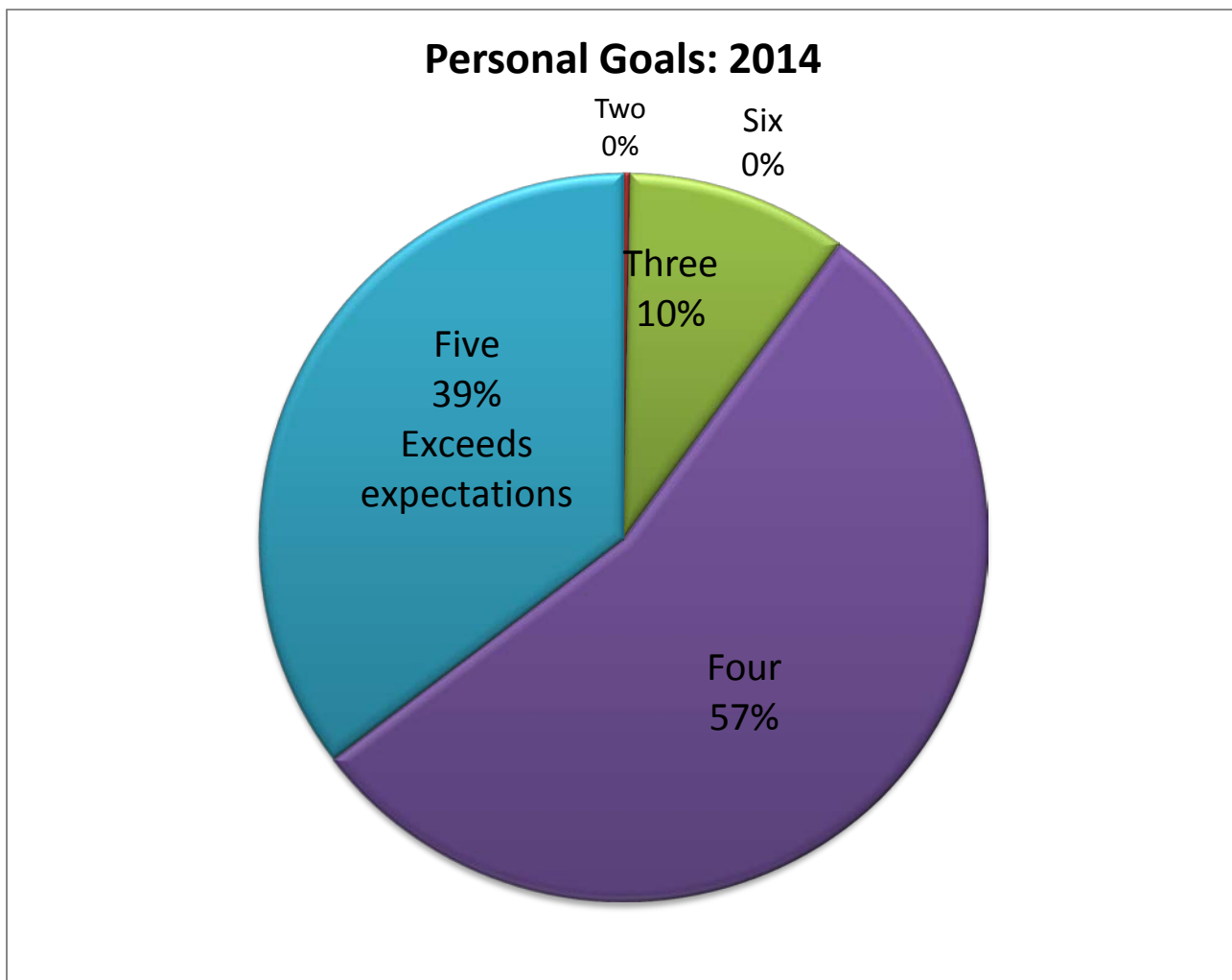
In addition, ISSI students are surveyed for input regarding personal goals and objectives:

**Did this program help you move toward your personal goals or objectives? (Circle one.)**

1 = Not at all      5 = exceeded expectations

1      2      3      4      5

The results are indicated below: 96% of ISSI students indicated 4 or 5 on this survey.



In addition, ISSI collects an extensive program evaluation with a 38%-48% return rate. The evaluation includes questions on the program, expectations, additions in the future, and suggestions for improvement. Many of these suggestions have been incorporated into the program. We base the much of the continued success of ISSI and high return rate (35-40% returnees) on the improvements we have made from these suggestions.

## SECTION 4: PROGRAM GOALS AND OBJECTIVES

The following goals and objectives along with recommendations will ensure a continuing quality ISSI program.

**1. Offer an effective, diverse, and extensive Intensive Spanish Summer Institute program and curriculum at Lake Tahoe Community College**

- a. Continue to seek and develop new and appropriate core courses, breakout sessions, and mini-courses.
- b. Continue to offer the stipends for national and internationally recognized presenters: Presenters with areas of expertise enhance the ISSI experience.
- c. Maintain class size of 20-24 students in core courses: In the intense, short-term course of study, students benefit from small class size.

**2. Offer an effective ISSI program by providing excellent faculty support and training.**

- a. Restore travel stipend for ISSI instructors from out of the Tahoe area: approximately 20 instructors travel from out of the area. The cost of food and housing in the Lake Tahoe area is very high. In order to continue to attract high-quality instructors, it is important to restore the travel stipend to the original \$66 per day.

Work with the Executive Director of the Foundation and College Advancement to find donations and other solutions to support out of area faculty, work with administration to seek appropriate funding.

- b. Provide pre-ISSI training sessions for continuing instructors, presenters, and conversation group leaders on an as-needed basis, particularly for presenters in their first two-three years.

**3. Meet the needs, goals and objectives of LTCC, students, and the community**

- a. Continue outreach through emails, flyers, mail-outs and social media. Consult with Marketing and Communications Director to discuss other options.
- b. Outreach to native Spanish speakers at LTCC and STHS.
- c. Outreach to native Spanish speakers in the community to serve as instructors and conversation group leaders and aides.

In order to fulfill its mission, the Intensive Spanish Summer Institute is committed to the following goals and objectives over the next five years. These CPR goals are aligned with the Strategic Plan of the college and identify resource requests that will be necessary in the upcoming Annual Unit Planning (AUO) processes.

CPR Objective: 1 of 3	Responsible Individual (s) and/or Department(s)	Timeline for Completion
<b>Offer an effective, diverse, and extensive Intensive Spanish Summer Institute program and curriculum at Lake Tahoe Community College</b>	ISSI Directors	Ongoing
<b>Representative Activities</b>		
a. Continue to seek and develop new and appropriate core courses, breakout sessions, mini-courses.	ISSI Directors	Ongoing

b. Continue to offer the stipends for national and internationally recognized presenters: Presenters with areas of expertise enhance the ISSI experience	LTCC Administration	On-going
c. Maintain class size of 20-24 students in core courses: In the intense, short-term course of study, students benefit from small class size.	LTCC Administration	Ongoing
<b>Expected Outcomes</b>	<b>Measures (If quantitative)</b>	<b>Baseline (If quantitative)</b>
Increased instructional opportunities for students. Support for faculty. Student access and success.	FTES, SLOs	Continue with the current (2014) enrollment and FTES or higher as space provides. ISSI is currently near capacity.
An effective program of language acquisition and cultural awareness	FTES, SLOs, student evaluations	Continue the current or higher level of student success as indicated in 2014 and on student evaluations
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
Course development	Within budget	On-going
Curriculum development	Within budget	On-going
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
#2 Student Learning Success and Achievement	Goal 3 Clear expectations and strong support Goal 5 Clear and Effective Pathways toward Completion	3.1 Establish early, clear expectations for students' performance while providing the support necessary for their success. 5.1 Offer programs and courses at the right times, in the right sequences, and through the most effective modalities to facilitate students' timely completion of their educational and professional Goals.
#4 College Sustainability	Goal 10 A Dynamic Workforce	10.1 Develop the professional skills, abilities and talents of faculty, staff and administrators on a continual basis
<b>CPR Objective: 2 of 3</b>	<b>Responsible Individual</b>	<b>Timeline</b>
<b>Offer an effective ISSI program by providing excellent faculty support and training.</b>	ISSI Directors LTCC Administration	On-going
<b>Representative Activities</b>		
a. Restore travel stipend for ISSI instructors from out of the Tahoe area: approximately 20 instructors travel from out of the area. The cost of food and housing in the Lake Tahoe area is very high. In order to continue to attract high-quality instructors, it is important to restore the travel stipend to the original \$66 per day. Work with EXECUTIVE DIRECTOR OF THE	ISSI Directors LTCC Administration	Before next budget update



FOUNDATION AND COLLEGE ADVANCEMENT Director and administration to find donations and other solutions to support out of area faculty.		
b. Provide pre-ISSI training sessions for continuing instructors, presenters, and conversation group leaders on as-needed basis, particularly for presenters in their first two-three years.	LTCC Administration	On-going
<b>Expected Outcomes</b>	<b>Measures</b>	<b>Baseline</b>
High program quality, excellent instruction, retention of students, student success.	Evaluations Surveys Student success rates SLOs	2014 Data and anecdotal information collected from student evaluations. Evaluations indicate training needed for Conversation group leaders and cultural breakout presenters.
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
Increased travel stipend for 20-25 instructors	Based on a stipend of \$66, total travel stipend would be \$5676 for 86 days (previously was \$3010 for 86 days @\$35/day) and increase of \$2666. Based on these figures any increase would be appreciated.	Before next budget update
Increase training budget	In budget	
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
#4 College Sustainability	Goal 11 A Dynamic Workforce	11.1 Develop the professional skills, abilities and talents of faculty, staff and administrators on a continual basis
#2 Student Learning, Success and Achievement	Goal 3 Clear expectations and strong support	3.1 Establish early, clear expectations for students' performance while providing the support necessary for their success
<b>CPR Objective 3 of 3</b>	<b>Responsible Individual</b>	<b>Timeline</b>
<b>Meet the needs, goals and objectives of LTCC, students, and the community</b>	ISSI Directors	On-going
<b>Representative Activities</b>		

a. Continue outreach through emails, flyers, mail-outs and social media. Consult with Marketing and Communications Director to discuss other options to reach students	ISSI Directors	On-going
b. Outreach to native Spanish speakers at LTCC and STHS.	ISSI Directors	On-going
c. Outreach to native Spanish speakers in the community to serve as instructors and conversation group leaders and aides.	ISSI Directors	On-going
<b>Expected Outcomes</b>	<b>Measures</b>	<b>Baseline</b>
Continued capacity enrollment. Enrollment of underserved and underrepresented students	Enrollment	Hispanic in 2014 - 7.3%
<b>Resource and Budget Implications</b>	<b>Estimated Funding Required</b>	<b>Timeline</b>
none	none	Ongoing
<b>Strategic Issue</b>	<b>Strategic Goal</b>	<b>Objective</b>
#1 Student Access	Goal1 Early college awareness, preparation and readiness	1.1 Strengthen the secondary-to-postsecondary educational pipeline. 1.2 Outreach and recruit underrepresented and underserved groups to attend ISSI and work as ISSI support personnel.
#3 Community Engagement	Goal 7 Community Leadership and Partnership	7.1 Develop and maintain strategic relationships throughout the community in order to strengthen local and regional economic and workforce development initiatives.
#4 College Sustainability	Goal 11 Dynamic Workforce	11.1 Develop the professional skills, abilities and talents of faculty, staff and administrators on a continual basis.

**SECTION 5: RESOURCES NEEDED TO SUPPORT GOALS AND OBJECTIVES**

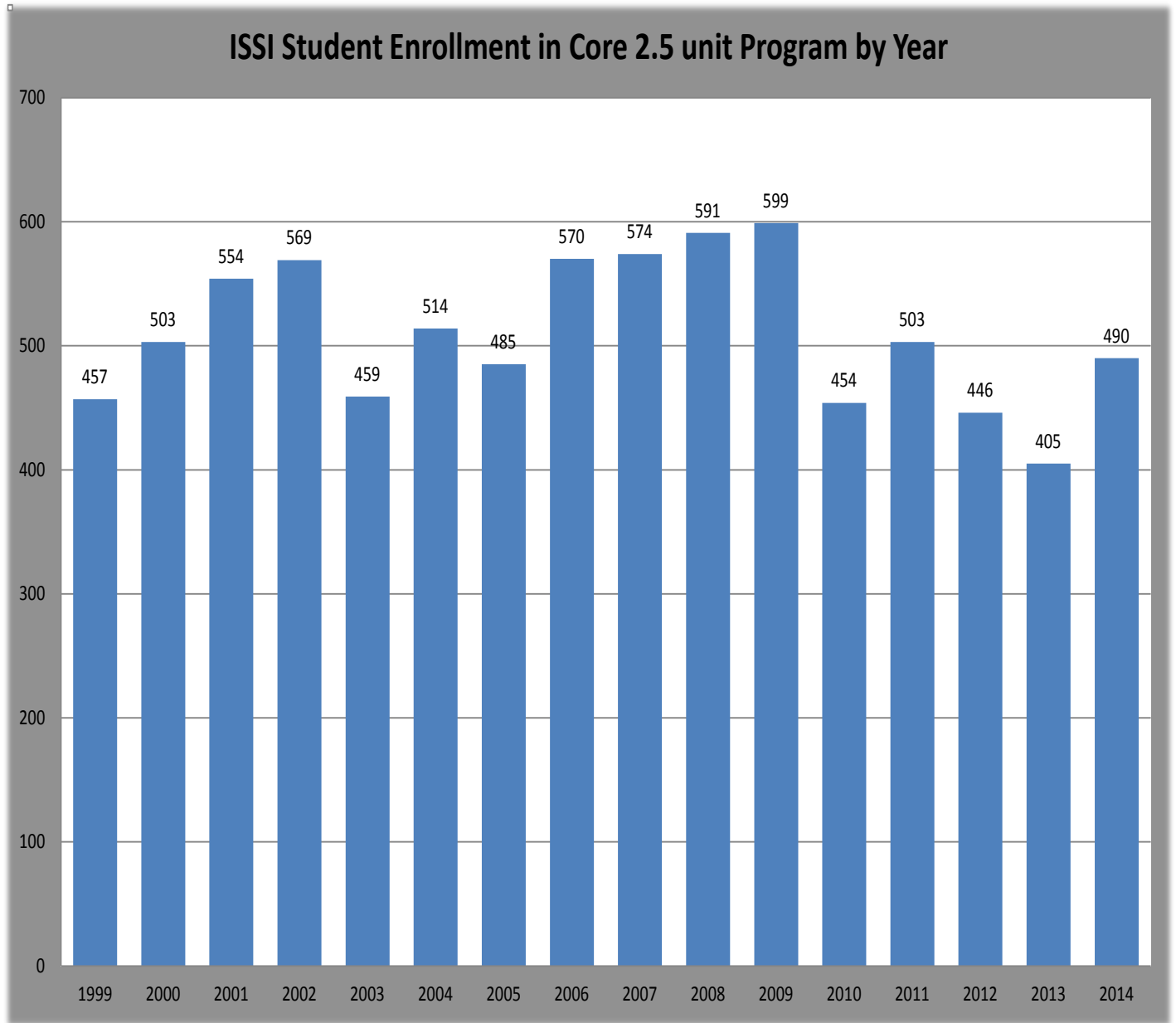
Travel Stipend for out of area instructors \$2,666

**SECTION 6: APPENDICES**

ISSI Data

Annual Program Reviews (APR)

Annual Unit Plans (AUPs)



Save

Print

Department/Program: Intensive Spanish Summer Institute

Academic Year (AY): 2015-2016

Date Completed: 3/9/2015

**ANNUAL UNIT PLAN(AUP) - WORKSHEET**

In the Table below, describe the "Actions" that your department plans to take during the 2015-16 academic year. These actions should be in response to the outcomes of your *Annual Program Review Update* and/or align with one or more of your *Program Review Goals, Objectives and/or Recommendations*. Further, each planned action must connect to one or more of the *Goals & Objectives* in the College's Strategic Plan. Lastly, all actions that require additional resources must contain a description and cost estimate. Once all actions and any corresponding resource needs have been identified, each action must be ranked in priority order by the department.

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of )
1.1 STRE 5.1, 5.2, 7.1, 9.1, 10.1	PR Goal 1a, 1c, 1d, 2 and ISSI evaluations	1	Course development and improvement: Mini-Courses in conversation and culture. New Cultural Break-out session topics.	Increased instructional opportunities for students. Support for faculty and students.	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT	Material purchase within budget.	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	1 of 3
- 3.1, 5.1		2	Materials format change: Move some ISSI cultural and grammar materials on-line. Decrease size of ISSI binder (approx half size). Provide some materials as in-class handouts.	Lower use of hard-copy materials providing a "greener" ISSI as per student evaluation request. Use of on-line resources. Lower materials fee.	<input checked="" type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT	Current material fee is \$85. Suggested new material fee is \$65.	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	2 of 3
- 3.2, 4.1, 5.1		2a	Investigate new position and pay for Conversation Group leaders. Evaluate current position and duties.	Ability to hire Conversation Leaders without a Master's degree in Spanish	<input type="radio"/> IT <input checked="" type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT	May result in decrease in budget over time.	<input type="radio"/> OTO <input checked="" type="radio"/> On-Going	3 of 3

Strategic Goal / Objective	Program Review Goal / Objective	Action I.D.	Action(s)	Outcome(s)	Resource I.D. IT = Technology HR = Human Rec. FC = Facilities OT = Other	Budget Impact	Type OTO On-Going	Priority (i.e. n of )
-				Increased instructional opportunities for students. Support for faculty and students.	<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT		<input type="radio"/> OTO <input type="radio"/> On-Going	of 3
-					<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT		<input type="radio"/> OTO <input type="radio"/> On-Going	of 3
-					<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT		<input type="radio"/> OTO <input type="radio"/> On-Going	of 3
-					<input type="radio"/> IT <input type="radio"/> HR <input type="radio"/> FC <input type="radio"/> OT		<input type="radio"/> OTO <input type="radio"/> On-Going	of 3

**ANNUAL PROGRAM REVIEW (APR) - WORKSHEET**

**Instructions:** Evaluate the Annual Program Review (APR) packet provided by the OIRP that includes your Program Level Student Learning Outcomes (SLOs) assessments, and respond to the following questions. Remember, no single piece of information is meant to be used in isolation. Each piece of information may generate a process of inquiry that will lead to the incorporation of other information to form a complete picture, or even the desire for more information that is not currently provided.

**PROGRAM STUDENT LEARNING OUTCOMES (SLO) ASSESSMENT**

**Review the aggregated Program SLO assessment data.**

1. What was the average percentage of students who achieved:

	<u>Mastery</u>	<u>Some Understanding</u>	<u>No Understanding</u>
<b>Program SLO 1</b>	96.14	3.86	0
<b>Program SLO 2</b>	96.14	3.86	0
<b>Program SLO 3</b>			
<b>Program SLO 4</b>			
<b>Program SLO 5</b>			

What do these results mean to you?

Instructors at ISSI are providing the necessary instruction for student success.

2. Are you satisfied/dissatisfied with the assessment **results** associated with each Program SLO?

Highly satisfied.

3. What conclusions do you draw from these results?

ISSI students are achieving mastery in the areas of communicating in Spanish and demonstrating understanding of cultures of different Spanish speaking countries throughout the 11 levels of the program. Instructors are providing the appropriate input, instruction and practice for student success.

**Now review the Course SLO assessment data provided for each Program SLO.**

4. Does any particular course assessment stand out? Why?

SLO assessment data indicated a high level of mastery at each level.

5. What conclusions do you draw from these results?

Department/Program: ISSI Academic Year: 2014-15 Date Completed: 3/9/15

The results indicate that the curriculum and instruction is effective and that students are mastering curriculum presented.

6. To what degree are your Program SLOs measuring the "right" things? Describe the changes, if any, you want to make to them this year?

Program SLOs are measuring the appropriate instructional components as indicated on the course outline and curriculum of grammar, communication and cultural awareness. No changes are anticipated.

7. Considering the results of your Program SLOs, what actions are you going to take for AY 2012-13?

Based on program SLOs, no significant action will be taken. Based on instructor input and student evaluations of the program, curriculum will be reviewed and enhanced at designated levels/courses.

8. Status of Student Learning Outcomes (SLOs) for your department/program:

Have all course-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all program-level SLOs been identified and submitted to the SLO Committee? Y or N Yes

Have all course-level SLOs been mapped to program-level SLOs? Y or N Yes

Have all program-level SLOs been mapped to Institutional level SLOs (i.e., the Core Competencies)? Y or N Yes

---

#### ANNUAL PROGRAM REVIEW

1. Based on the data provided, and other information, describe the current status of your Department/Program.

Based on the material provided including annual student surveys and student evaluations (196 evaluation responses), students are achieving mastery at a rate of 96.4%. Students indicated overwhelmingly that they agree or strongly agree that the program met their expectations (over 90%).

2. Please explain any significant changes in the Department/Program over the past year.

The most significant change was the change of date. ISSI was moved one week earlier. Because of that the enrollment of ISSI increased by approximately 100 students. Students indicated satisfaction with the earlier date. Enrollment of educators increased by 15%.

3. Please briefly explain any significant changes expected in the upcoming academic year.

For ISSI 2015, we will begin providing ISSI cultural materials on-line. The ISSI binder of handout materials will be significantly smaller. Some handouts will be provided in-class. As a result, the materials fee will drop from \$85 to \$65 (pending board approval). This change has been a request by students for several years to save natural materials. The Community Education Sunday courses will not be offered in 2015. The enrollment has been very low the past 2 years. The Kids Spanish Camp was highly successful and will continued to be offered.