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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please contact your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

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| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Mission**  Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). | | |
| The mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Fabián Banga  Juan Miranda | Modern Languages | 11/30/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Fabián Banga (Chair and Spanish) | Michael Arrigo – (French)  Ana Belén Redondo Campillos – (Spanish)  Anne McCormick – (French - Spanish)  Juan Miranda – (Spanish)  Diego Panasiti – (Spanish)  Patricia Jorgensen – (Spanish) | |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| The department’s priorities and goals for 2023-24 are as follows:   1. Continue developing and implementing assessment processes. 2. Peer Online Course Review (POCR) all our courses in Spanish and French. 3. Have all our instructors teaching online become certified reviewers. 4. Continue offering (based on students’ demand) and assessing: French and Spanish. 5. Expand French course offerings to keep up with demand made by students. 6. Help BCC to become a Certified POCR Campus 7. Establish a study abroad program\*   \*Our department is working on establishing a study abroad program tailored for students enrolled in Spanish 10A and 10B, set to take place in Malaga, Spain. This program is envisioned as a transformative educational experience spanning two weeks, dedicated to intensive Spanish Conversation, alongside continued emphasis on developing oral fluency through the interpretation and discussion of carefully curated literary works.    This study abroad program is in its developmental phase at this stage, and our department is committed to offering students a unique and immersive learning opportunity, one that provides invaluable insights into the language and culture of Spain. The successful implementation of this program promises to be a significant milestone for the students at Berkeley City College and the broader academic community within the Peralta Community College District. |

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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.  <[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| In response to the assessment of each Student Learning Outcome (SLO) and Program Learning Outcome (PLO), our department has devised a series of action plans designed to enhance our educational offerings. These action plans are as follows:   1. Enhance student collaboration and peer review activities to foster a more interactive learning environment.   1a. Revise the allocation of oral assignments and create additional opportunities for practice and pronunciation.   1. Seek guidance from teaching and learning experts to explore effective oral teaching methods for asynchronous classes, facilitating increased opportunities for students to hone their oral skills.   2a. Collaborate with colleagues to analyze the course curriculum comprehensively.   1. Implement the disaggregation of SLO data based on gender, race, and ethnicity to assess whether our action plans effectively address the needs of underserved student populations.   3a. Proactively promote activities to boost participation rates.   1. Clearly articulate assignment objectives and goals while introducing comparative activities, prompting students to discuss criteria comprehensively.   4a. Pursue collaborative grant opportunities to secure funding for departmental projects aimed at improving teaching methods and enhancing class assessments.  Our department has demonstrated commendable flexibility by expanding our course offerings to include both online and in-person platforms, thereby accommodating a larger student population. Additionally, many of our instructors have actively participated in Professional Development opportunities to stay current with evolving pedagogical methodologies and curricular updates. Furthermore, we have made strides in providing cost-effective textbook options for our students. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.** |
| Moving on to the status of SLO and PLO completion in Round 5 of the Assessment Cycle, which encompasses Fall 2023 and Spring 2024 (yet to be completed), our progress stands as follows:   * Spanish 1B Assessments: 100% completion. * Spanish 1A Assessments: 50% completion. * French 1A Assessments: 100% completion. * Spanish 2A, 2B, 22A, 22B, 38, 39, and 40 Assessments: All at 100% completion.   Our ongoing efforts in providing training and professional development to our instructors have significantly contributed to the increased completion rates in course assessments. However, we recognize the need to maintain and expand these training initiatives. Furthermore, the creation of an Assessment Rubric Template has streamlined the assessment process for instructors.  Challenges persist in encouraging part-time instructors to engage in assessments voluntarily, as it falls outside the scope of their job descriptions and is perceived as a complex and time-consuming task, particularly within the Curricunet system. To address these issues, we are exploring avenues for simplifying the assessment process through automation and incentivizing part-time instructors to participate in assessments. By implementing these measures, we anticipate achieving 100% completion in our assessment efforts. |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.**  For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?** |
| As mentioned in our last year APUs, the critical need of having not only the right technology but also the appropriate conditions and preparation for taking online classes has affected two student populations that historically have clear socioeconomic disadvantages, the population of Hispanic/ Latino/a and Black /African American. From APU 2021-22: “Not only the anecdotal experience seen by the professors of the department when giving classes, supports this assumption, but also concrete data provides numbers that sustain this hypothesis.”  Even though the retention and completion are higher in some populations, completion is approximately 10% lower than the average of the campus. Furthermore, in 2019-2020, during the most difficult period of the pandemic, completion in Black / African Americans was almost 20% lower than the average. (See previous APUs)  It is also important to consider that the socioeconomic factor widely affects students. Since the department is predominantly online, it can be clearly noticed access to adequate technology affects student performance. This is not only seen in access to technological devices (computers, adequate monitors, internet connection) but also to physical study spaces that the population with resources has, and students without these resources do not. Although it is a factor that exceeds the department, it is evident that a comfortable, quiet study space with technology and high-quality internet connections works as a determining factor when it comes to academic performance. It would be important for this factor to be studied with precise data. Although we have a lot of information about our population (gender, race, etc.), we have very little data about socioeconomic resources.  The recommendation is identical to previous programs reviews:  “The achievement gap of African American and Hispanic students on campus is irrefutable; and continues to be unresolved. Resources are needed to help these students and other students in similar situations by offering more tutoring, more support in the use of technology and helping students to acquire these technologies. The department could not even use the language lab during the pandemic. Transformation of the lab by using virtual technologies is imperative. However, if students are not familiar with these technologies or simply do not have access to them, the lab's transformation will not help these populations.  In French, students who do not have a quiet background space and good speakers in order to clearly hear the pronunciation of the language, and well-functioning microphone to clearly record their voice in French, will not perform as well in listening and speaking exercises, will not learn the language as well, and will not continue in the class at as high a rate as those who do have access to these tools.  Unfortunately, the emphasis on productivity does not help disadvantaged populations. The increase in students in classes offers an excellent result in productivity but significantly disadvantages underprivileged students who require more attention from instructors. It is not surprising, in this context, that if the level of productivity has improved significantly in the last semesters, completion and retention has not been favorable with groups with socio-economic needs. Furthermore, problems in these areas (completion and retention) have exacerbated.” |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| As in the previous two semesters, the department offers different modalities to accommodate different preferences and schedules. But the modality that has been most successful is that of 100% online and asynchronous classes. All online and asynchronous classes were filled before the semester started. The department has implemented online and asynchronous classes this year at all levels.  Something that has especially helped students is offering them virtual tutoring. Virtual tutoring support was implemented in Spring 2023. The impact of this assistance on students is seen at 50% since we did not have virtual tutors in Fall 2021.We will check if the use of tutors has significantly improved the success of students in the next APU.  Although much more data is required to be able to analyze how it has helped students specifically, A slight improvement is seen in this previous academic year. An encouraging factor is that, as the table shows, and although the degree of success among Latino and Black students is abysmally lower across campus and in all subjects, we can see how the performance of Black students has improved in 2022-2023.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Success rate | | | | Retention rate | | | | |  | BCC | | ML | | BCC | | ML | | |  | Black / African American | Hispanic / Latino | Black / African American | Hispanic / Latino | Black / African American | Hispanic / Latino | Black / African American | Hispanic / Latino | | 2022-2023 | 56.83% | 63.02% | 41.23% | 56.20% | 77.92% | 81.10% | 63.16% | 66.53% | | 2021-2022 | 58.91% | 61.98% | 31.08% | 55.73% | 81.60% | 81.43% | 50.00% | 65.63% | |  |  |  |  |  |  |  |  |  | |
| **What are some strategies for improvements your department can make?** |
| The department will continue to offer virtual tutoring and will evaluate trends and patterns in student success. For this, resources are necessary, whether technological or supportive, such as counselors and tutors, coordination with HS to support this young population. The huge HS population present in our classes offers us a challenge. Many young students are not prepared to succeed in a college course. Online classes require discipline and consistency. Many high schools simply enroll students in our classes without offering them the special help that this young population needs. The department will work with Deans to identify these students who are having difficulties in order to intervene early in the semester. It is a difficult situation because by the time students with problems are identified, it is too late to help them.  With the support of LRC the department will continue to offer virtual tutoring and improve virtual teaching techniques to ensure that we are offering students the best pedagogical techniques known today. |

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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| As you can see in the graph below, enrollment and productivity in our department is constantly increasing and our productivity is higher than the campus average. The Department could grow by 30% as demonstrated by the number of classes filled before the semester begins. In fall 2023, almost 100 students were unable to take classes in our department as it can be seen the number of students in the waiting lists that were not able to add the classes. That amount represents approximately 15% of the department's students. This is without counting the students who never signed up because the classes were full. Unfortunately, the campus is not given the department more FTEF to offer more classes.  BCC Enrollment and Productivity    ML Dep. Enrollment and Productivity |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **Student Centered Funding Formula: Focus and Priorities** | | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees & Certificates (??) * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year (AB 1705) | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** | | Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 | | Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 | | College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 | | AB 540 Students | 51 | 22 | 69 | 89 | |

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| **5. Dual Enrollment** |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| *Respond here:*  The presence of high school students in our classes is already prominent. Especially in two areas, Spanish beginners (1A) and Spanish for bilingual students (22A). The problem that the department has is that this population is not often well advised. They arrive without the necessary guidance or supervision that younger students need. Although they are given an orientation at the beginning of the semester, during the semester many of these students do not perform well in class. Many of them lack the necessary maturity either to understand the topics they are taught, or the discipline to do the work asked of them. Help from the campus and high school where he comes from is practically non-existent. A student monitoring plan is needed for them to be successful. The department has worked with the administration to resolve this issue. Unfortunately, this effort has not had significant results. This problem affects the department very obviously in student retention and success.  In French, high school students have not been adequately counseled about how many hours per week they will be required to spend on the 5-unit classes nor about how they will need more self-direction and responsibility in an online class. They are also often surprised to find out that they need to purchase a text. This lack of information leads to a decrease in retention. |

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| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). | |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** | |
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| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** | |
| The Department should focus with the College on helping two populations in particular: Blacks/African Americans and Hispanics/Latinos specially with the high school population. Retention and success are identical in white and Asian populations. This discrepancy from the campus average is especially seen in the 16-18 high school population. Please see the data. Retention and success in BCC is 87.5% and 75% in the HS population; in the department it is 73% and 60% correspondingly. Although we do not have the specific data, we can anecdotally see that many students, especially Latinos, are registered in classes like Spanish 22 or 1A. These classes are evidently university language classes, with high academic rigor. They are not simple classes for this population, and they are not offered in the same way as they are offered in HS. The assumption that a native Spanish student will be successful in these classes is not a realistic goal. In this way, this population is indirectly harmed. The department has made the effort to communicate with counselors explaining this reality. Unfortunately, many high school students do not see a counselor on campus, but rather come through the advice of counselors from other institutions. | |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
|  |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| Spanish is a particular area because many students take classes not to obtain a diploma, but to transfer to another university or to meet requirements or prerequisites. While it is important to offer these degrees to students who want them, the benefit of mastering a language like Spanish in California transcends the goal of having a diploma. Many students already have other careers and take Spanish classes to become fluent in Spanish and use it in areas where it is in high demand, such as education, health, or business. |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| Per the data we see in student evaluations, consistently 75% of our students who take language classes (such as 1A and 1B), take these classes for a degree requirement (for BCC or other institutions) or as an elective. 1As and 1Bs represent approximately 70% + of the classes offered in the Department. As in all previous years, approximately 900 students have transferred to UC from BCC in the last 3 years. The department has the function of offering classes to achieve the Language other than English requirement for students who do not have a proficiency equivalent to two years of high school courses in the same language.  In recent years we have encountered many students from UC and other local institutions completing their language requirements in our department. While we do not know with a precise date how many students from other institutions are taking our language classes, anecdotally we can see that the flexibility that our classes offer (asynchronous online courses) the classes are incredibly attractive among students from other institutions; especially in institutions that have very complex schedules like UC Berkeley, which offers classes one hour a day, 5 days a week. The fact that our classes are free also attracts students from other private institutions, such as Saint Mary's. This suggests that the future paradigm can be analyzed in reverse form. In addition to exploring how many students transfer to other institutions, it is important to analyze how many students in other institutions use the service that our college offers. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| We will continue to offer these classes in an affordable way (with the use of OERs) and by offering asynchronized online courses. These are some of the main goals of the department. These goals benefit our entire population but especially students who transfer to other institutions. |

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| **7. Curriculum based on Pathways for Equitable Completion** |
| Based on the curriculum mapping and planning of your program answer the following questions. |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| The Modern Language Department is actively participating in the guided pathway effort to continue offering the language classes that are relevant to the pathway that requires our classes.  Furthermore, courses required to complete AAT, Certificates or AA are offered every semester. In the last 4 years, all levels of Spanish have been offered, alternating some advanced classes so that students can complete their diplomas. |
| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| Fabian Banga: Chairs Council, Curriculum Committee, professor Kellys Whalen TRC  PT Instructors:  Anne McCormick: Academic Senate Juan Miranda: Assessment Committee |
| 1. **Discuss how collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| Since the department lost 2 FT instructors, overall participation in campus activities has naturally decreased. In any case, constant communication with the division dean has been cordial, productive, and beneficial to the department. The interaction with the administration is positive but unfortunately, with the evident amount of work that the deans have, in many cases, the interaction is only occasional. It is evident that BCC has very dedicated administrators, but the amount of work they have is detrimental to the campus. |

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| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resources requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff |  |  |
| Student Worker | The use of tutors is a vital component of asynchronous and online classes. This support has shown a significant improvement in the pedagogical success of students, especially in beginning courses. This pedagogical success automatically improves student retention and success.  I do not have the information on how much the students will be paid next year.  600hs x semester + 200 (summer) | Approximately  $20 k |
| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New |  |  |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description | Articulated arm for computer in Room 212. Podium with desktop facing class in Room 212. |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2023**