Peralta Community College District

BCC Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

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| I. Overview | | | |
| Date Submitted: | 10/10/2011 | Administrator: | Krista Johns |
| BI Download: | 9/19/2011 | Dept. Chair: | Fabian Banga |
| Dept./Program(s):  (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | The Department of Modern Languages  Degrees:   * Associate of Arts Degree in Spanish * Certificate of Completion Spanish * Certificate of Completion Spanish Medical Interpreter (Pending Approval by California Community Colleges State Chancellor’s Office) | | |
| Campus | Berkeley City College | | |
| College Mission | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  *Adopted by the Peralta Board of Trustees April 12, 2005* | | |
| Unit/Dept/ Program Mission | As written in the *Berkeley City College Educational and Resources Plans for the Years 2001-2016*, 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. | | |

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| II. Goals and Outcomes (add lines as needed) |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) |
| * Develop foreign language lab ***(A1, A2 , A3, D2)*** * Continue planned efforts to make sure program courses are not overlapped in schedule at the district level ***(D1)*** * Increase number of online and hybrid courses to support working professional students. ***(A1, A2 , A3, D2)*** * **Medical Interpreter Program goals:** will advance student access to a program that will provide employment opportunities, provide successful outcomes in skill acquisition for students, and afford equitable opportunities for those students wishing to use their language skills in the service of those who most need it. ***(A1, A2 , A3, C2)*** * Complete program review and implement their action plans. ***(A.2, C1)*** |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: |
| Spanish program AA and CC  1. Knowledge of grammar, vocabulary and communicative competence in the Spanish language. (**Communication)** 2. Knowledge of the cultural, literary and linguistic structure, which exists in the Spanish-speaking world. (**Global Awareness and Valuing Diversity)** 3. Ability to interpret Spanish-language texts according to their cultural, literary and/or linguistic content (**Critical Thinking and Global Awareness and Valuing Diversity)** |
| **Medical Interpreter Program**   * Identify barriers to understanding that can occur between English-speaking clinical providers and Spanish-speaking patients and approaches to overcoming those barriers. * Identify the specific roles of the interpreter and the appropriate use of each role. * Demonstrate general knowledge of anatomy, physiology, pathology and basic concepts of biomedicine. * Define key medical terminology related to body systems and medical specialties in English and Spanish. * Demonstrate a general understanding of organizational policies, procedures and protocols related to expectations of medical interpreters in healthcare systems. * Demonstrate an understanding of the Interpreter Code of Ethics, and the Standards of Practice identified in the *California Standards for Healthcare Interpreters: Ethical Principles, Protocols, and Guidance on Roles & Intervention*. |
| General Education component(s):  Spanish 1B, UC Modern Language Requirement, Area 8. |
| Basic Skills component(s): |

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| III. Evidence [To be pre-filled by District Research] |

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| --- | --- | --- | --- |
| Student Data | | | |
| Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 725 | 741 | 714 |
| Sections (master sections) | 21 | 23 | 20 |
| Total FTES | 101.16 | 111.94 | 111.97 |
| Total FTEF | 6.07 | 6.33 | 6.4 |
| FTES/FTEF | 16.68 | 17.68 | 17.5 |
| **Retention** |  |  |  |
| Enrolled | 725 | 741 | N/A |
| Retained | 489 | 469 | N/A |
| % Retained | 75 | 73 | N/A |
| **Success** |  |  |  |
| Total Graded | 649 | 639 | N/A |
| Success | 391 | 404 | N/A |
| % Success | 60 | 63 | N/A |
| Withdraw | 160 | 170 | N/A |
| % Withdraw | 24 | 26 | N/A |

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| **Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | 2.4 |
| Hourly FTEF | 4 |
| Extra Service FTEF | 0 |
| Total FTEF | 6.4 |
| % Contract/Total | 37.5 |

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| Faculty Data Comparables F2011 | | | | | | | |
|  | | | Alameda | Berkeley | Laney | | Merritt |
| Contract FTEF | | | 1.28 | 2.4 | 1 | | 0 |
| Hourly FTEF | | | 0.2 | 4 | 1.87 | | 0.67 |
| Extra Service FTEF | | | 0.05 | 0 | 0 | | 0 |
| Total FTEF | | | 1.53 | 6.39 | 2.86 | | 0.67 |
| % Contract/Total | | | 83.68 | 37.5 | 34.88 | | 0 |
| III.b. External Evidence | | | | | | | | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | **Medical Interpreter Program**  According to the U.S. Census Data, the Latino/Hispanic population, already the nation’s largest minority group will triple in size from 2005 through 2050. Latinos/Hispanics will make up 29% of the U.S. population compared to 14% in 2005. Births in the U.S. will play a growing role in Latino/Hispanic growth. The Bay Area is composed of very diverse ethnic and language communities, among them is Alameda County. The population of individuals who do not speak English, well or not at all, has grown and is expected to continue growing. Presently, that group accounts for 34% of the Latino/Hispanic population.  Alameda County Latino/Hispanic Population is 312,752. Latinos/Hispanics as percent of county population is 21%. This is a significant percentage of the population that is potentially disenfranchised of access to medical services due to language barriers. According to The California Endowment the lack of interpreters implies language, cultural, and literacy barriers.  This Limited English Proficiency (LEP) population needs and will need medical, behavioral health services, and social services. These individuals cannot adequately receive health services without providers who speak their language. There are not enough bilingual providers to meet the demand. The next best way to provide linguistically competent healthcare personnel is to have trained medical interpreters. This situation has been addressed as a requirement for Healthcare Systems and Health Plans in California by SB 853 to provide interpretation services for all their members who do not speak English beginning on January 1, 2009. | | | | | | | |
| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | | Findings | | | | Action Plans | | | | |
| PROGRAM 1: Spanish 1B | | All 63 students exceeded the acceptable target in the four areas related to comprehension, In the area of production of Spanish they didn’t do as well. | | | | Because the production of the language isn’t keeping up with the comprehension, we are modifying the focus of 1A and 1B to emphasize the production of coherent sentences, especially in writing. | | | | |
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| General education component: | | Spanish 1B findings | | | | Spanish 1B action plan | | | | |
| Basic skills component: | |  | | | |  | | | | |
| Program Outcome Assessments Narrative:  The Spanish Program will base its assessment on the accumulative assessments of all the classes assessed. | | | | | | | | | |

Spanish A.A. Curriculum Alignment Matrix

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| --- | --- | --- | --- | --- |
| Course | Program Outcome 1  Oral Competence | Program Outcome 2  Written Competence | Program Outcome 3  Cultural Competence | Program Outcome 4  Analytical Competence |
| Spanish 1A | I | I | I | I |
| Spanish 1B | I | I | I | I |
| Spanish 2A | D | D | D | D |
| Spanish 2B | M | M | M | M |
| Spanish 10A | D | M | D | D |
| Spanish 10B | D | M | D | D |
| Spanish 22AB | M | M | M | M |
| Spanish 38 | M | M | M | M |
| Spanish 39 | M | M | M | M |
| Spanish 40 | M | M | M | M |
| PO 1: use grammar and vocabulary to demonstrate oral competence in the Spanish language  ILO’s: communication, critical thinking, self-awareness and interpersonal skills | | | | |
| PO 2: use grammar and vocabulary to demonstrate written competence in the Spanish language  ILO’s: communication, critical thinking | | | | |
| PO 3: describe the culture(s) of the Spanish-speaking world  ILO’s: communication, critical thinking, global awareness & valuing diversity | | | | |
| PO 4: interpret Spanish-language texts according to their cultural, literary and/or linguistic content  ILO’s: communication, critical thinking, global awareness & valuing diversity | | | | |

Institutional Learning Outcomes:

* Ethics and Personal Responsibility
* Information Competency
* Communication
* Critical Thinking
* Computational Skills
* Global Awareness and Valuing Diversity
* Self-awareness and Interpersonal Skills

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| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals  [Please refer to Appendix II for full description of goals/objectives.] | |
| Discuss all that apply.  Advance Student Access, Success & Equity  Increase Transfer and Program Completion Rates  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | The Modern languages program offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion. Spanish classes represent now 100% of the department population at BCC since the Arabic, French and Portuguese Programs and several classes in the Spanish Program have been suspended because of budget cuts*.* The program has already been cut to a critical level and is only offering basic grammar classes and one literature class per semester (Spanish 38 and 39)  **Medical Interpreter Program**   * The interpreter certificate program will advance student access to a program that will provide employment opportunities, provide successful outcomes in skill acquisition for students, and afford equitable opportunities for those students wishing to use their language skills in the service of those who most need it. * The interpreter certificate program will likewise engage the community in attracting Latino individuals to access a college program that will benefit them and their community. It will likewise engage partners such as local hospitals and HMOs. * It may lead to a program of distinction, very much needed in Alameda County, which meets a well recognized need in the medical and healthcare services field. * It will create a culture of innovation and collaboration as it provides an unmet need with collaboration with community and partners. * It will develop resources to advance and sustain the PCCD’s Mission. Lastly, the goal of this project is consistent with the goals of PCCD in having vocational programs that prepare students to find jobs that provide a reasonable living wage. This is a needed innovative project since the preliminary research has identified the need for medical interpreters and there is no such training program in the East Bay. |

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| IV. Action Plans | | | |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. Add rows as needed. | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) | |
| 1.- Add a full-time faculty to replace Prof Gabriela Pisano and address disparity in percentage of full-time and part-time faculty as specified in BI data |  | Fabián Banga | \_\_Assessment Findings  \_x\_BI Data  \_\_Insitutional Goals  \_\_Other | |
| 2.- Develop foreign language lab | Request approved by Roundtable and BCC Technology Committee - November 2010. Language Lab, Health Care Interpreter Network video/voice interpreting system. $50,000 - IT has to purchase the equipment. | Fabián Banga | \_x\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| 3.- Continue planned efforts to make sure program courses are not overlapped in schedule at the district level | all programs from 4 campuses meet every semester to work on this topic | Fabián Banga | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| 4.- Increase number of online and hybrid courses to support working professional students. |  | Fabián Banga | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| 5.-Medical Interpreter Program:develop a vocational program that prepares students to find jobs that provide a reasonable living wage. |  | José Martín | \_x\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| 6.- Complete program review and implement their action plans. *(A.2, C1)* |  | Willy Lizarraga | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |

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| V. Resource Needs | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. | * Additional full time faculty are needed (Action Plan 1) * Student assistants are need as tutors and helpers in the language lab and medical interpreter program. (Action Plan 2, 5) * Continue planned efforts to make sure the Tutoring Center has adequate amount of Spanish tutoring hours for students. |
| Please describe and prioritize any **equipment, material, and supply** needs. | * Language Lab, * Health Care Interpreter Network video/voice interpreting system.   (Action Plan 2, 5) |
| Please describe and prioritize any **facilities** needs. | Rooms 214 and 216 need (as 212 already has) round tables appropriate for language teaching. |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3 Improve student retention in the PACE program.

A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.