The Comprehensive Instructional Program Review Report

1. College: Berkeley City College

Discipline, Department or Program: Modern Languages (Arabic, Chinese, French, Portuguese and Spanish

Date: November 1, 2015

Members of the Comprehensive Instructional Program Review Team: Fabian Banga, Willy Lizarraga, Kenny Buquen, Patricia Jorgenson

Members of the Validation Team:

2. Narrative Description of the Discipline, Department or Program:

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.

The Modern Languages program is a strong and vibrant area of studies at Berkeley City College. The program offers a complete range of lower division courses in Spanish and an Spanish Associate of Arts Degree, Spanish Associate in Arts for Transfer Degree, Spanish Language for Heritage Speakers Associate in Arts Degree, Spanish Language for Heritage Speakers Certificate of Achievement, Spanish Medical Interpreter Certificate of Achievement and finally Spanish Certificate of Completion (it can be done completely online). It has approximately 46% of the total of students studying Spanish in the district: BCC 166.01 total Full-time Equivalent Students (FTES), PCCD 362.40 total FTES and more than 35% of the total of students studying languages in the district: BCC 235.76 Full-time Equivalent Students (FTES), PCCD 648.69 FTES (Spring, summer and fall 2015). The Spanish Language for Heritage Speakers Certificate of Achievement can be completed entirely online.

The Modern Languages Department consistently offers not only introductory courses in Spanish, Portuguese, Arabic French and Chinese but also intermediate level courses such as Spanish 2a and 2b, Spanish 15, 38, 39 and 40.

The Spanish program offers the possibility of studying abroad during the summer. The Study Abroad program provides students with the opportunity to experience and gain appreciation of Spanish or Hispanic culture while studying the language. The intensive language courses meet five days a week and are offered usually Spain and Mexico every year.

The program also prepares its students for transferring to a four-year institution and completing a Spanish major. It offers the foreign language component required by many institutions for transfer students and helps them to acquire a level of Spanish proficiency necessary for careers

that emphasize the value of familiarity with diverse cultures and global issues. The courses Spanish 1a, 1b, 2a and 2b are fully articulated with the University of California at Berkeley. The only prerequisite for upper-division work in Spanish at Berkeley not offered at BCC is Spanish 25: Reading and Literary Analysis. The Spanish program also offers a Spanish Medical Interpreter Certificate of Achievement. The SMICA is designed to train bilingual/bi-cultural students to become linguistically and culturally competent interpreters who can function effectively and efficiently in health care settings. Through academic preparation, practical skills training, and service in community based health care settings, students learn roles and responsibilities of a health care interpreter; basic knowledge of common medical conditions, treatments, and procedures; insight into language and cultural nuances for specific communities; and application of interpreting skills in English and Spanish.

TERM COURSES BCC all Languages 2015

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
Fall`15	ARAB:1A	ARAB	1	40	40	6	6.67	0	0.33	0.33	40	6.67	0.33	20
	CHIN:1	CHIN	1	30	30	3.67	5	0	0.33	0.33	30	5	0.33	15
	FREN:1A	FREN	2	68	68	9.33	11.33	0	0.67	0.67	34	5.67	0.33	17
	FREN:1B	FREN	1	20	21	2.83	3.33	0	0.33	0.33	21	3.33	0.33	10
	PORT:1A	PORT	1	40	40	5.5	6.67	0	0.33	0.33	40	6.67	0.33	20
	SPAN:10B	SPAN	1	21	21	2.1	2.1	0	0.2	0.2	21	2.1	0.2	10.5
	SPAN:1A	SPAN	7	241	241	37.67	40.17	0	2.33	2.33	34	5.74	0.33	17.22
	SPAN:1B	SPAN	2	52	52	8	8.67	0.33	0.33	0.67	26	4.33	0.33	13
	SPAN:22A	SPAN	1	32	32	5.17	5.33	0.33	0	0.33	32	5.33	0.33	16
	SPAN:2A	SPAN	2	48	48	7.67	8	0.33	0.33	0.67	24	4	0.33	12
	SPAN:2B	SPAN	1	20	20	3.33	3.33	0.33	0	0.33	20	3.33	0.33	10
	SPAN:35B	SPAN	1	26	26	2.5	2.6	0	0.2	0.2	26	2.6	0.2	13
	SPAN:38	SPAN	1	28	28	2.7	2.8	0.2	0	0.2	28	2.8	0.2	14
Spring`15	ARAB:1A	ARAB	1	38	38	6.17	6.33	0	0.33	0.33	38	6.33	0.33	19
	ARAB:1B	ARAB	1	27	27	4.33	4.5	0	0.33	0.33	27	4.5	0.33	13.5
	FREN:1A	FREN	1	37	37	5.5	6.17	0	0.33	0.33	37	6.17	0.33	18.5
	FREN:1B	FREN	1	33	33	4.83	5.5	0	0.33	0.33	33	5.5	0.33	16.5
	PORT:1A	PORT	1	31	31	4.17	5.17	0	0.33	0.33	31	5.17	0.33	15.5
	SPAN:10A	SPAN	1	32	32	2.9	3.2	0	0.2	0.2	32	3.2	0.2	16
	SPAN:11	SPAN	1	18	18	1.6	1.8	0	0.2	0.2	18	1.8	0.2	9
	SPAN:1A	SPAN	7	213	213	33.17	35.5	0	2.33	2.33	30	5.07	0.33	15.22
	SPAN:1B	SPAN	3	91	91	14	15.17	0.33	0.67	1	30	5.06	0.33	15.17
	SPAN:2A	SPAN	2	56	56	8.33	9.33	0.33	0.33	0.67	28	4.67	0.33	14
	SPAN:2B	SPAN	1	22	22	3.5	3.67	0.33	0	0.33	22	3.67	0.33	11
	SPAN:35B	SPAN	1	27	27	2.5	2.7	0	0.2	0.2	27	2.7	0.2	13.5
	SPAN:49	SPAN	1	1	1	0	0	0	0	0	1	0	0	
Summer`15	ARAB:1A	ARAB	1	19	19	3.09	3.26	0	0.33	0.33	19	3.26	0.33	9.77
	FREN:1A	FREN	1	34	34	4.8	5.83	0	0.33	0.33	34	5.83	0.33	17.49
	SPAN:101	SPAN	1	24	24	2.4	2.4	0	0.2	0.2	24	2.4	0.2	12
	SPAN:1A	SPAN	2	51	51	7.89	8.74	0	0.67	0.67	25	4.37	0.33	13.12
	SPAN:1B	SPAN	1	30	30	4.67	5	0	0.33	0.33	30	5	0.33	15
	SPAN:22A	SPAN	1	33	33	5.17	5.5	0	0.33	0.33	33	5.5	0.33	16.5
Grand Total			51	1483	1484	215.47	235.76	2.53	13.2	15.73	29	4.62	0.31	14.99

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
Fall`15	ARAB:1A	ARAB	1	40	40	6	6.67	40	6.67	0.33	20
	CHIN:1	CHIN	4	109	109	13.92	16.08	27	4.02	0.33	12.06
	CHIN:11A	CHIN	1	26	26	3.81	4.31	26	4.31	0.33	12.93
	CHIN:2	CHIN	2	49	49	8	8.17	24	4.08	0.33	12.25
	CHIN:25A	CHIN	1	34	34	3.4	3.4	34	3.4	0.2	17
	CHIN:25B	CHIN	1	14	14	1.4	1.4	14	1.4	0.2	7
	CHIN:9A	CHIN	1	28	28	3.81	4.64	28	4.64	0.33	13.92
	FREN:1A	FREN	5	172	172	24.27	29.21	34	5.84	0.33	17.53
	FREN:1B	FREN	2	34	35	4.96	5.81	17	2.91	0.33	8.72
	GERM:1A	GERM	1	20	20	2.83	3.33	20	3.33	0.33	10
	JAPAN:1A	JAPAN	2	73	73	11.33	12.17	36	6.08	0.33	18.25
	JAPAN:1B	JAPAN	1	31	31	4.83	5.17	31	5.17	0.33	15.5
	JAPAN:2A	JAPAN	1	19	19	3.17	3.17	19	3.17	0.33	9.5
	JAPAN:50A	JAPAN	1	16	16	1	1.6	16	1.6	0.2	8
	PORT:1A	PORT	1	40	40	5.5	6.67	40	6.67	0.33	20
	SPAN:10B	SPAN	1	21	21	2.1	2.1	21	2.1	0.2	10.5
	SPAN:1A	SPAN	16	518	518	81.16	86.88	32	5.43	0.33	16.29
	SPAN:1B	SPAN	4	96	96	15.25	17.01	24	4.25	0.33	12.76
	SPAN:22A	SPAN	8	126	126	17.59	21.11	31	5.28	0.33	15.84
	SPAN:2A	SPAN	2	48	48	7.67	8	24	4	0.33	12
	SPAN:2B	SPAN	1	20	20	3.33	3.33	20	3.33	0.33	10
	SPAN:30A	SPAN	2	48	48	4.7	4.8	24	2.4	0.2	12
	SPAN:35B	SPAN	1	26	26	2.5	2.6	26	2.6	0.2	13
	SPAN:38	SPAN	1	28	28	2.7	2.8	28	2.8	0.2	14
	VIET:1A	VIET	4	90	90	14.67	15	45	7.5	0.33	22.5
Spring`15	ARAB:1A	ARAB	1	38	38	6.17	6.33	38	6.33	0.33	19
	ARAB:1B	ARAB	1	27	27	4.33	4.5	27	4.5	0.33	13.5
	CHIN:1	CHIN	3	101	101	15.33	16.83	33	5.61	0.33	16.84
	CHIN:10B	CHIN	1	53	53	8.32	8.99	53	8.99	0.33	26.99
	CHIN:12B	CHIN	1	25	25	3.22	4.24	25	4.24	0.33	12.73
	CHIN:2	CHIN	1	18	18	3	3	18	3	0.33	9
	CHIN:3	CHIN	1	18	18	3	3	18	3	0.33	9
	CHIN:40A	CHIN	1	22	20	2.56	2.68	20	2.68	0.2	13.41
	FREN:1A	FREN	4	146	147	22.87	25.5	36	6.37	0.33	19.13
	FREN:1B	FREN	2	51	51	7.94	8.79	25	4.4	0.33	13.19
	FREN:30A	FREN	1	32	30	3.2	3.41	30	3.41	0.2	17.07
	GERM:1A	GERM	1	29	29	4.33	4.83	29	4.83	0.33	14.5
	JAPAN:1A	JAPAN	2	81	80	12.17	13.5	40	6.75	0.33	20.25
	JAPAN:1B	JAPAN	1	26	25	3.4	3.84	25	3.84	0.33	11.52
	JAPAN:50A	JAPAN	1	29	29	2.65	2.65	29	2.65	0.2	13.26
	PORT:1A	PORT	1	31	31	4.17	5.17	31	5.17	0.33	15.5
	SPAN:10A	SPAN	1	32	32	2.9	3.2	32	3.2	0.2	16
	SPAN:11	SPAN	1	18	18	1.6	1.8	18	1.8	0.2	9
	SPAN:1A	SPAN	17	561	560	86.2	91.85	32	5.4	0.33	16.21
	SPAN:1B	SPAN	4	132	129	20.73	22.43	32	5.61	0.33	16.82
	SPAN:22A	SPAN	6	99	99	10.15	11.8	33	3.93	0.33	11.8
	SPAN:2A	SPAN	2	56	56	8.33	9.33	28	4.67	0.33	14
	SPAN:2B	SPAN	1	22	22	3.5	3.67	22	3.67	0.33	11
	SPAN:30A	SPAN	2	56	55	5.79	5.79	27	2.89	0.2	14.47

	SPAN:30B	SPAN	1	18	18	1.81	1.92	18	1.92	0.2	9.6
	SPAN:35B	SPAN	1	27	27	2.5	2.7	27	2.7	0.2	13.5
	SPAN:49	SPAN	1	1	1	0	0	1	0	0	
	VIET:1A	VIET	2	77	77	12.67	12.83	77	12.83	0.33	38.5
	ARAB:1A	ARAB	1	19	19	3.09	3.26	19	3.26	0.33	9.77
	CHIN:1	CHIN	2	54	54	9.51	9.87	27	4.94	0.34	14.41
	FREN:1A	FREN	1	34	34	4.8	5.83	34	5.83	0.33	17.49
	JAPAN:1A	JAPAN	1	47	47	8.23	8.59	47	8.59	0.34	25.08
Summer`15	JAPAN:50A	JAPAN	1	16	16	1.6	1.83	16	1.83	0.21	8.91
	SPAN:101	SPAN	1	24	24	2.4	2.4	24	2.4	0.2	12
	SPAN:1A	SPAN	6	193	193	30.14	33.04	32	5.51	0.34	16.37
	SPAN:1B	SPAN	3	85	85	13	14.17	28	4.72	0.34	14.06
	SPAN:22A	SPAN	4	58	58	8.67	9.67	29	4.83	0.33	14.5
Grand Total			**147**	**4082**	**4073**	**594.16**	**648.69**	**30**	**4.81**	**0.31**	**15.38**

3. **Curriculum**:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
ARAB 001A Elementary Modern Standard Arabic	09/27/2010	11/30/2015	
ARAB 001B Elementary Modern Standard Arabic	09/27/2010	11/30/2015	
ARAB 030A Beginning Conversational Arabic	11/29/2007	11/30/2015	This course has never been offered yet
CHIN 001 Elementary Chinese (Mandarin)	03/05/2015	11/30/2015	This is the first semester CHIN
CHIN 040A Conversational Chinese (Mandarin)	09/27/2010	11/30/2015	This course has never been offered yet
FREN 001A Elementary French	11/20/2008	11/30/2015	
FREN 001B Elementary French	11/20/2008	11/30/2015	
PORT 001A Elementary Portuguese	11/20/2008	11/30/2015	
PORT 001B Elementary Portuguese	11/20/2008	11/30/2015	
SPAN 001A-Elementary Spanish	5/14/2013	11/30/2016	
SPAN 001B-Elementary Spanish	5/14/2013	11/30/2016	
SPAN 002A-Intermediate Spanish	5/14/2013	11/30/2016	
SPAN 002B-Intermediate Spanish	5/14/2013	11/30/2016	

SPAN 010A Advanced Spanish Conversation	3/6/2014	11/30/2017	
SPAN 010B Advanced Spanish Conversation	3/6/2014	11/30/2017	
SPAN 011-Spanish for the Medical/Health Professions	09/19/2007	11/30/2015	
SPAN 012 Spanish for the Business Professions	09/19/2007		This course will be deactivated
SPAN 015-Spanish Composition	3/6/2014	11/30/2017	
SPAN 022A-Spanish for Bilingual Speakers I	3/6/2014	11/30/2017	
SPAN 022B-Spanish for Bilingual Speakers II	3/6/2014	11/30/2017	
SPAN 035A-Intermediate Conversational Spanish: Current Events	3/6/2014	11/30/2017	
SPAN 035B-Intermediate Conversational Spanish: Film	3/6/2014	11/30/2017	
SPAN 038-Latin American Literature	3/6/2014	11/30/2017	
SPAN 039-Latin American Novel	3/6/2014	11/30/2017	
SPAN 040-Hispanic Civilization and Culture	3/6/2014	11/30/2017	
SPAN 070 Spanish Medical Terminology	3/5/2015	3/5/2017	
SPAN 071 Spanish Medical Interpreting I	3/19/2015	3/5/2017	
SPAN 072 Spanish Medical Interpreting II	03/05/2015	3/5/2017	
SPAN 101-Basic Spanish for the Education Profession	11/20/2008	11/30/2015	

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

Improvement 1.

Improvement 2.

Improvement 3.

Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.

Plan 2.

Plan 3.

Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

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Describe assessment results for courses with multiple sections. Are there similar results in each section?

Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Summer 2016*	Fall 2016	Spring 2017	Summer 2017*	Fall 2017	Spring 2018	Summer 2018*	When will the action plan be created?	Status Report?
ARAB 001A Elementary Modern Standard Arabic	Y													
ARAB 001B Elementary Modern Standard Arabic														
CHIN 001 Elementary Chinese (Mandarin)														
FREN 001A Elementary French	Y													
FREN 001B Elementary French	Y													
PORT 001A Elementary Portuguese	Y													
PORT 001B Elementary Portuguese			Feb 2016 Check-in											
SPAN 001A- Elementary Spanish	Y	Y												
SPAN 001B- Elementary Spanish	Y	Y												
SPAN 002A- Intermediate Spanish	Y	Y												
SPAN 002B- Intermediate Spanish	Y	Y												

Course			Comments												
SPAN 010A Advanced Spanish Conversation			Feb 2016 Check-in												
SPAN 010B Advanced Spanish Conversation			During the period when we had severe budget cuts, Modern Languages was one of the Departments that were gravely affected. They were only able to offer Elementary Spanish courses. Most of the other courses have not been offered in a while, but because we are now experiencing growth and because we now have the Spanish AA-T, these courses will be offered and assessed within the next three semesters												
SPAN 011- Spanish for the Medical/Health Professions															
SPAN 015- Spanish Composition			See above.												
SPAN 022A- Spanish for Bilingual Speakers I	Y														
SPAN 022B- Spanish for Bilingual Speakers II	Y														
SPAN 035A- Intermediate Conversational Spanish: Current Events			See above.												
SPAN 035B- Intermediate Conversational Spanish: Film															

SPAN 038- Latin American Literature	Y																	
SPAN 039- Latin American Novel	Y																	
SPAN 040- Hispanic Civilization and Culture	Y																	
SPAN 070 Spanish Medical Terminology			See above.															
SPAN 071 Spanish Medical Interpreting I			See above.															
SPAN 072 Spanish Medical Interpreting II	Y																	

Courses	BCC Institutional Student Learning Outcomes						
	Self Awareness and Interpersonal Skills Students will be able to analyze their own actions, see the perspectives of other persons, and work effectively with others in groups.	Computational Skills Students will master basic concepts, understand their meanings, and apply them to simple concrete problems at each level of development and abstraction. Students will demonstrate algorithmic competence appropriate to each level.	Global Awareness and Valuing Diversity Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community.	Ethics and Personal Responsibility Students will be able to analyze a situation and understand the consequences of actions taken, as well as their impact on society and self. Students will demonstrate collaborative involvement in community interests.	Communication Students will be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students will be able to analyze communications for meaning, purpose, effectiveness, and logic.	Critical Thinking Students will be able to identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well informed position.	Information Competency Students will be able to find, evaluate, use, and communicate information in all its various formats.
ARAB 001A			X		X	X	
ARAB 001A–Elementary Modern Standard Arabic			X		X	X	X
ARAB 001B–Elementary Modern Standard Arabic			X		X	X	X
ARAB 30A Beginning Conversational Arabic							
CHIN 001-Elementary Chinese (Mandarin)			X		X		
CHIN 040A-Conversational Chinese (Mandarin)			X		X	X	X
FREN 001A-Elementary French			X		X	X	
FREN 001B-Elementary			X		X	X	

French							
PORT 001A			X		X	X	
PORT 001A-Elementary Portuguese			X		X	X	
PORT 001B-Elementary Portuguese			X		X	X	
SPAN 001B-Elementary Spanish	X	X	X	X	X	X	X
SPAN 002A-Intermediate Spanish					X	X	
SPAN 002B-Intermediate Spanish					X	X	
SPAN 010A Advanced Spanish Conversation					X	X	
SPAN 010A-Advanced Spanish Conversation			X		X	X	
SPAN 010B-Advanced Spanish Conversation							
SPAN 011-Spanish for the Medical/Health Professions			X		X		
SPAN 012-Spanish for the Business Professions			X		X		
SPAN 015-Spanish Composition							
SPAN 022A-Spanish for Bilingual Speakers I							
SPAN 022B-Spanish for Bilingual Speakers II			X		X	X	
SPAN 030A-Beginning Conversational Spanish					X	X	
SPAN 030B-Beginning Conversational Spanish			X		X	X	
SPAN 031A-Intermediate Conversational Spanish					X		
SPAN 031B-Intermediate Conversational Spanish					X		
SPAN 035A-Intermediate Conversational Spanish:			X		X		

Course	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
Current Events							
SPAN 035B-Intermediate Conversational Spanish: Film			X		X		
SPAN 038-Latin American Literature			X		X		X
SPAN 039-Latin American Novel			X	X	X		
SPAN 040-Hispanic Civilization and Culture			X		X	X	
SPAN 070 Spanish Medical Terminology			X		X	X	
SPAN 071 Spanish Medical Interpreting I			X			X	
SPAN 072 Spanish Medical Interpreting II	X		X	X	X		X
SPAN 101-Basic Spanish for the Education Profession	X		X	X	X	X	
SPAN 201-Spanish for the Workplace			X		X		

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5. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process.

Instructors in the department are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department is the president and member of the executive committee of the Foreign Language Association of Northern California (FLANC), member of the Computer Assisted Language Instruction Consortium (CALICO) and the South West Association for Language Learning Technology (SWALLT). Furthermore, most members of the department are members of FLANC, CALICO, RMMLA or/and SWALLT or similar associations. This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline. The program applies several learning techniques base on Tracy D. Terrell's Natural Approach[1] to Language Instruction, James Asher's Total Physical Response (TPR) and Stephen D. Krashen's theoretical model of second-language acquisition. These pedagogical techniques are being use today in universities programs such as the Spanish and Portuese department at UC Berkeley for their effectiveness. The classes are taught completely in the target language so students learn through exposure and by interacting at a level they can understand (comprehensible input). Instructors offer to students audio and visual input to help them understand the materials naturally and without the use of English translations.

How has new technology been used by the discipline, department or program to improve student learning?

The Spanish program has a language lab. An all-new state of the art mobile language lab was created in 2013. The labs offers support, learning resources (computers, software) and a space for the students to work on class projects and homework. The lab also has instructors and tutors to help students. The computers have installed an Auralog system. Auralog was a company that produced language education software under a brand called "Tell Me More". It was bought by Rosetta Stone in 2013.

Furthermore, the department offers hybrid and online courses, which combines online techniques with traditional teaching methodology. A hybrid class is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced and focused on putting the grammar into practice. The program is investing heavily in hybrid classes, following the recommendation to the Peralta Community College District (PCCD) by the Chuck McIntyre Report (2008)

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[1] "The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input." (https://en.wikipedia.org/wiki/Natural_approach)

Because of the character of its students, the hybrid model should be the preferred PCCD online course style where all classes have some or more face-to-face (FTF) meetings with the requisite TLC for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists. Most research shows (rather logically) that student retention in hybrids is typically at least 10 percentage points higher than in the completely remote "100%" online versions of the same offerings.
Chuck McIntyre Report, from "Findings and Conclusions" p. 11

Even though the Spanish classes continue to use the traditional approaches to second language acquisition, considerable online innovation had been implemented. All the traditional language (on campus) classes use our LMS Moodle, to enhance the course traditional structure and to add to the students learning experience. An online language resources site called "Spanish tutoring" is available to faculty and students since 2012 (http://eberkeley.org/resources/enrol/index.php?id=7). Instructors have been using for some time online resources, forums and online material prepared by the instructor and delivered through Moodle. Furthermore, all the language books have a well-developed online learning center. In our new BCC's building and since the classrooms are designed as smart classrooms having in-class Internet capabilities, instructors are incorporating technology into their delivery.

The department is also offering a certificate entirely online, the Spanish Language for Heritage Speakers Certificate of Achievement

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Spanish instructors follow course outlines conscientiously so that any student who takes a Spanish course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course or if the course is online or F2F. When the department reviews the course outlines, they review the performance objectives as part of that process and then undergo review by the Curriculum Committee as well. In the event of changes in articulation agreements, the department revises the course outlines to reflect them. Because most courses are multiple sections, instructors and Department chair meet every semester to ensure consistency. The faculty establishes performance objectives as part of the SLOs and course outline development. Individual instructors assess student work as a normal process in determining a grade for the students in each course. Furthermore, all instructors are evaluated every 3 years.

How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

The department endorses the:

- Guide to Evaluating DE and CE (ACCJC)
  http://www.accjc.org/wp-content/uploads/2013/08/Guide_to_Evaluating_DE_and_CE_2013.pdf
- Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, Distance Learning Manual (August 2008)
  http://www.accjc.org/pdf/Distance_Learning_Manual_August_2008.pdf

- Chancellor's Office California Community Colleges, Distance Education Guidelines (2008 Omnibus Version)
  http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf
- Chancellor's Office California Community Colleges, Distance Education: Access Guidelines for Students with Disabilities (August 1999)
  http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf

For each online class the department ensures that:

- The class offered online is an effective means of providing accessible, high quality education to some students;
- Online courses replicate the equivalent traditional course in terms of student learning outcomes, course goals and objectives, and academic rigor;
- Online instructors have the same academic credentials and training as classroom instructors;
- Effective online teaching requires additional, and different, skill-sets from those employed in the traditional classroom; thus faculty who choose to teach online should have formal training in online teaching practices and technology;
- Online course sizes correspond to traditional course size for the same or similar courses;
- Technical support and student services support are available to students in static or dynamic form (provided by the DE support group);
- Online courses require that students be more self-directed and better time managers than do traditional courses;
- Accessibility issues are appropriately addressed in all aspects of the course.[2]

These ideas are inspired by the "Online Educational White Paper" CSU.
http://www.calstate.edu/AcadSen/Records/reports/documents/Online_Education_White_Paper.pdf

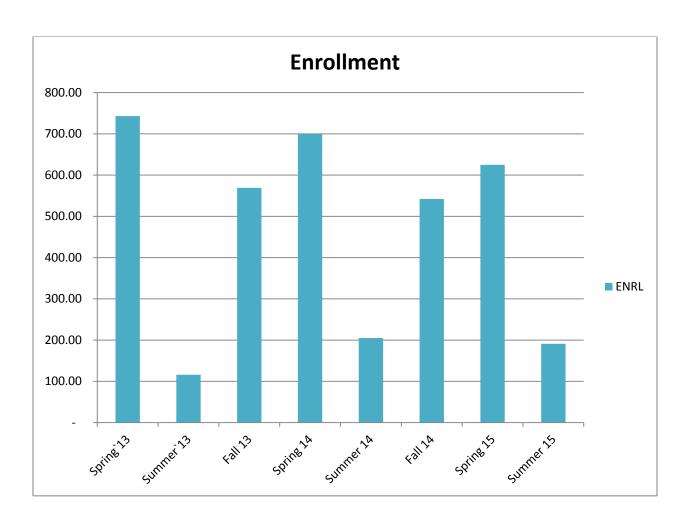Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

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[2] http://www.calstate.edu/AcadSen/Records/reports/documents/Online_Education_White_Paper.pdf
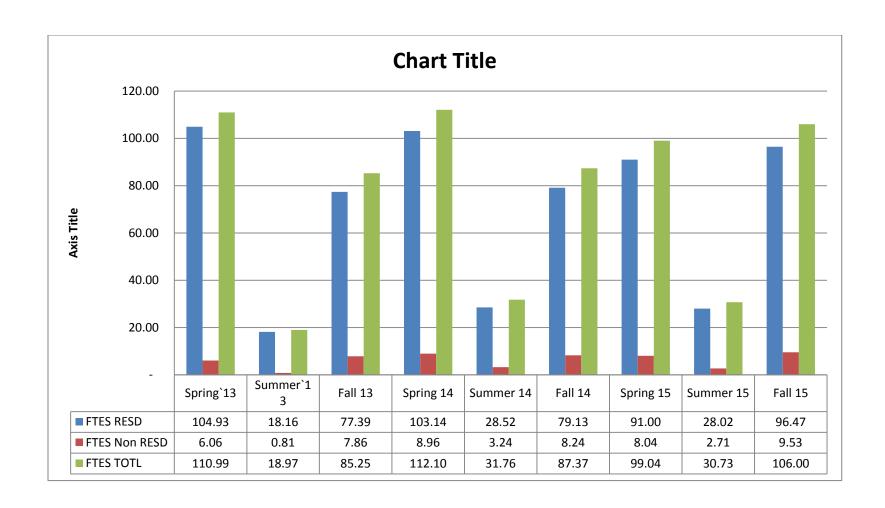
Overall enrollment trends in the past three years

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
Spring`13	SPAN:10A	SPAN	1	25	25	2.4	2.5	0	0.2	0.2	25	2.5	0.2	12.50
	SPAN:1A	SPAN	11	365	365	57.83	60.83	0	3.67	3.67	33	5.53	0.33	16.59
	SPAN:1B	SPAN	3	116	116	18.17	19.33	0.33	0.67	1	38	6.44	0.33	19.34
	SPAN:22A	SPAN	1	34	34	5.33	5.67	0	0.33	0.33	34	5.67	0.33	17.00
	SPAN:2A	SPAN	2	42	42	6.67	7	0.33	0.33	0.67	21	3.5	0.33	10.50
	SPAN:2B	SPAN	1	27	27	4.33	4.5	0.33	0	0.33	27	4.5	0.33	13.50
	SPAN:30A	SPAN	1	25	25	2.4	2.5	0	0.2	0.2	25	2.5	0.2	12.50
	SPAN:35B	SPAN	1	29	29	2.7	2.9	0	0.2	0.2	29	2.9	0.2	14.50
	SPAN:38	SPAN	1	28	28	2.2	2.8	0.2	0	0.2	28	2.8	0.2	14.00
	SPAN:48UD	SPAN	1	29	29	0.93	0.99	0	0.07	0.07	29	0.99	0.07	14.91
	SPAN:71	SPAN	1	23	23	1.97	1.97	0	0.2	0.2	23	1.97	0.2	9.86
			24	743	743	104.93	110.99	1.19	5.87	7.07	312	39.30	2.72	15.43
Summer`13	SPAN:1A	SPAN	3	75	71	11.33	12.14	0	1	1	23	4.05	0.33	12.14
	SPAN:1B	SPAN	2	41	45	6.83	6.83	0	0.67	0.67	22	3.42	0.33	10.25
			5	116	116	18.16	18.97	0	1.67	1.67	45	7.47	0.66	11.38
Fall`13	SPAN:11	SPAN	1	21	21	1.83	1.92	0	0.2	0.2	21	1.92	0.2	9.60
	SPAN:1A	SPAN	8	287	297	42.83	47.83	0	2.67	2.67	37	5.98	0.33	17.94
	SPAN:1B	SPAN	3	77	78	11.5	12.83	0.33	0.67	1	26	4.28	0.33	12.83
	SPAN:22A	SPAN	1	31	31	5	5.17	0	0.33	0.33	31	5.17	0.33	15.50
	SPAN:2A	SPAN	2	42	43	6.67	7	0.33	0.33	0.67	21	3.5	0.33	10.50
	SPAN:2B	SPAN	1	20	20	3.17	3.33	0.33	0	0.33	20	3.33	0.33	10.00
	SPAN:40	SPAN	1	38	38	3.1	3.8	0.2	0	0.2	38	3.8	0.2	19.00
	SPAN:70	SPAN	1	25	25	1.92	2	0	0.2	0.2	25	2	0.2	10.00
	SPAN:72	SPAN	1	16	16	1.37	1.37	0	0.2	0.2	16	1.37	0.2	6.86
			19.00	557.00	569.00	77.39	85.25	1.19	4.60	5.80	235.00	31.35	2.45	14.42

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
Spring`14	ARAB:1A	ARAB	1	46	46	7	7.67	0	0.33	0.33	46	7.67	0.33	23.00
	FREN:1A	FREN	1	34	34	5.17	5.67	0	0.33	0.33	34	5.67	0.33	17.00
	PORT:1A	PORT	1	36	36	5.67	6	0	0.33	0.33	36	6	0.33	18.00
	SPAN:1A	SPAN	8	274	274	41.5	45.67	0	2.67	2.67	34	5.71	0.33	17.13
	SPAN:1B	SPAN	4	134	134	21.17	22.33	0.33	1	1.33	33	5.58	0.33	16.75
	SPAN:22A	SPAN	1	33	33	4.33	5.5	0	0.33	0.33	33	5.5	0.33	16.50
	SPAN:2A	SPAN	2	50	50	8	8.33	0.33	0.33	0.67	25	4.17	0.33	12.50
	SPAN:2B	SPAN	1	26	26	4	4.33	0.33	0	0.33	26	4.33	0.33	13.00
	SPAN:35B	SPAN	1	24	24	2.4	2.4	0	0.2	0.2	24	2.4	0.2	12.00
	SPAN:39	SPAN	1	18	18	1.6	1.8	0.2	0	0.2	18	1.8	0.2	9.00
	SPAN:49	SPAN	2	2	1	0	0	0	0	0	0	0	0	
	SPAN:71	SPAN	1	24	24	2.3	2.4	0	0.2	0.2	24	2.4	0.2	12.00
			24.00	701.00	700.00	103.14	112.10	1.19	5.72	6.92	333.00	51.23	3.24	14.56
Summer`14	ARAB:1A	ARAB	1	16	17	2.63	2.63	0	0.33	0.33	17	2.63	0.33	7.90
	FREN:1A	FREN	1	32	34	3.79	5.27	0	0.33	0.33	34	5.27	0.33	15.80
	SPAN:101	SPAN	1	25	26	2.5	2.5	0	0.2	0.2	26	2.5	0.2	12.50
	SPAN:1A	SPAN	2	62	71	9.26	10.63	0	0.67	0.67	35	5.31	0.33	15.94
	SPAN:1B	SPAN	1	28	29	6.17	6.4	0	0.33	0.33	29	6.4	0.33	19.20
	SPAN:22A	SPAN	1	26	28	4.17	4.33	0	0.33	0.33	28	4.33	0.33	13.00
			7.00	189.00	205.00	28.52	31.76	-	2.19	2.19	169.00	26.44	1.85	14.33
Fall`14	ARAB:1A	ARAB	1	35	35	5.33	5.83	0	0.33	0.33	35	5.83	0.33	17.50
	FREN:1A	FREN	1	42	41	6	7	0	0.33	0.33	41	7	0.33	21.00
	FREN:1B	FREN	1	23	23	3	3.83	0	0.33	0.33	23	3.83	0.33	11.50
	PORT:1A	PORT	1	40	40	6.17	6.67	0	0.33	0.33	40	6.67	0.33	20.00
	SPAN:1A	SPAN	7	225	227	34.33	37.5	0	2.33	2.33	32	5.36	0.33	16.07
	SPAN:1B	SPAN	3	55	55	8.33	9.17	0.33	0.67	1	18	3.06	0.33	9.17
	SPAN:22A	SPAN	1	20	20	2.67	3.33	0	0.33	0.33	20	3.33	0.33	10.00
	SPAN:2A	SPAN	2	40	40	6.5	6.67	0.33	0.33	0.67	20	3.33	0.33	10.00
	SPAN:2B	SPAN	1	19	19	3	3.17	0.33	0	0.33	19	3.17	0.33	9.50
	SPAN:38	SPAN	1	20	20	1.7	2	0.2	0	0.2	20	2	0.2	10.00
	SPAN:72	SPAN	1	22	22	2.1	2.2	0	0.2	0.2	22	2.2	0.2	11.00
			20.00	541.00	542.00	79.13	87.37	1.19	5.18	6.38	290.00	45.78	3.37	13.53

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
Spring`15	ARAB:1A	ARAB	1	38	38	6.17	6.33	0	0.33	0.33	38	6.33	0.33	19.00
	ARAB:1B	ARAB	1	27	27	4.33	4.5	0	0.33	0.33	27	4.5	0.33	13.50
	FREN:1A	FREN	1	37	37	5.5	6.17	0	0.33	0.33	37	6.17	0.33	18.50
	FREN:1B	FREN	1	33	33	4.83	5.5	0	0.33	0.33	33	5.5	0.33	16.50
	PORT:1A	PORT	1	31	31	4.17	5.17	0	0.33	0.33	31	5.17	0.33	15.50
	SPAN:10A	SPAN	1	32	32	2.9	3.2	0	0.2	0.2	32	3.2	0.2	16.00
	SPAN:11	SPAN	1	18	18	1.6	1.8	0	0.2	0.2	18	1.8	0.2	9.00
	SPAN:1A	SPAN	7	213	213	33.17	35.5	0	2.33	2.33	30	5.07	0.33	15.22
	SPAN:1B	SPAN	3	91	91	14	15.17	0.33	0.67	1	30	5.06	0.33	15.17
	SPAN:2A	SPAN	2	56	56	8.33	9.33	0.33	0.33	0.67	28	4.67	0.33	14.00
	SPAN:2B	SPAN	1	22	22	3.5	3.67	0.33	0	0.33	22	3.67	0.33	11.00
	SPAN:35B	SPAN	1	27	27	2.5	2.7	0	0.2	0.2	27	2.7	0.2	13.50
	SPAN:49	SPAN	1	1	1	0	0	0	0	0	1	0	0	
			21.00	625.00	625.00	91.00	99.04	0.99	5.58	6.58	353.00	53.84	3.57	14.88
Summer`15	ARAB:1A	ARAB	1	19	19	3.09	3.26	0	0.33	0.33	19	3.26	0.33	9.77
	FREN:1A	FREN	1	34	34	4.8	5.83	0	0.33	0.33	34	5.83	0.33	17.49
	SPAN:101	SPAN	1	24	24	2.4	2.4	0	0.2	0.2	24	2.4	0.2	12.00
	SPAN:1A	SPAN	2	51	51	7.89	8.74	0	0.67	0.67	25	4.37	0.33	13.12
	SPAN:1B	SPAN	1	30	30	4.67	5	0	0.33	0.33	30	5	0.33	15.00
	SPAN:22A	SPAN	1	33	33	5.17	5.5	0	0.33	0.33	33	5.5	0.33	16.50
			7.00	191.00	191.00	28.02	30.73	-	2.19	2.19	165.00	26.36	1.85	13.86
Fall`15	ARAB:1A	ARAB	1	40	40	6	6.67	0	0.33	0.33	40	6.67	0.33	20.00
	CHIN:1	CHIN	1	30	30	3.67	5	0	0.33	0.33	30	5	0.33	15.00
	FREN:1A	FREN	2	68	68	9.33	11.33	0	0.67	0.67	34	5.67	0.33	17.00
	FREN:1B	FREN	1	20	21	2.83	3.33	0	0.33	0.33	21	3.33	0.33	10.00
	PORT:1A	PORT	1	40	40	5.5	6.67	0	0.33	0.33	40	6.67	0.33	20.00
	SPAN:10B	SPAN	1	21	21	2.1	2.1	0	0.2	0.2	21	2.1	0.2	10.50
	SPAN:1A	SPAN	7	241	241	37.67	40.17	0	2.33	2.33	34	5.74	0.33	17.22
	SPAN:1B	SPAN	2	52	52	8	8.67	0.33	0.33	0.67	26	4.33	0.33	13.00
	SPAN:22A	SPAN	1	32	32	5.17	5.33	0.33	0	0.33	32	5.33	0.33	16.00
	SPAN:2A	SPAN	2	48	48	7.67	8	0.33	0.33	0.67	24	4	0.33	12.00
	SPAN:2B	SPAN	1	20	20	3.33	3.33	0.33	0	0.33	20	3.33	0.33	10.00
	SPAN:35B	SPAN	1	26	26	2.5	2.6	0	0.2	0.2	26	2.6	0.2	13.00
	SPAN:38	SPAN	1	28	28	2.7	2.8	0.2	0	0.2	28	2.8	0.2	14.00
			22.00	666.00	667.00	96.47	106.00	1.52	5.38	6.92	376.00	57.57	3.90	15.14
Grand Total			150	4330	4359	626.73	682.22	7.33	38.46	45.8	29	4.55	0.31	14.90

Enrollment

Chart Title

	Spring`13	Summer`13	Fall 13	Spring 14	Summer 14	Fall 14	Spring 15	Summer 15	Fall 15
FTES RESD	104.93	18.16	77.39	103.14	28.52	79.13	91.00	28.02	96.47
FTES Non RESD	6.06	0.81	7.86	8.96	3.24	8.24	8.04	2.71	9.53
FTES TOTL	110.99	18.97	85.25	112.10	31.76	87.37	99.04	30.73	106.00

Axis Title

An explanation of student demand (or lack thereof) for specific courses.

> The student demand is clearly focused on the first year elementary courses, 67% of the department population 492 enrollment and 81,84 FTES (15 courses in Fall 2015)

Productivity for the discipline, department, or program compared to the college

> Productivity rate: Department: 15.14 (Spanish 1A: 17.22, French 1A: 17.00, Arabic and Portuguese 1A: 20.00 and Chinese 1A: 15.00)

> Please insert the data chart here
> *See page 19-21*

> College productivity rate 17.13 (11/02/2015)

Salient factors, if known, affecting the enrollment and productivity trends you mention above.

> Since the program is very popular and enrollment is very high in the Spanish classes, little has been made to recruit more students. The program could offer more classes, but because of lack of recourses this expansion had been stopped. Evidently, elementary language classes are very full because they fulfill the language other than English requirement at the University of California.
> Furthermore, the following Spanish courses fulfill the Associate degree general education requirements in humanities: Spanish 1B, 2A, 2B, 10A, 10B, 38 and 40; French, Arabic and Portuguese 1A and 1B and Chinese 1A. For The California State University General Education Breadth Requirements, Area A (Essential Skills) Foreign Language: Arabic, French, Portuguese and Spanish 1B, Area B (Arts and Literature): SPAN 38 and 40, Area C—Arts, Literature, Philosophy, Foreign Languages (C-2 – Humanities): Arabic, Chinese, French, Portuguese and Spanish 1AB and Spanish2AB, 10AB, 30AB, 38 and 40. As expected because of the demand productivity is higher in classes like 1A and 1B (all languages) and lower than the campus productivity rate in classes like 2A, 2B, 22AB, 38, etc. However, these classes are needed for the AA degrees.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

> To satisfy a diverse population we offer language classes in grammar, conversation and culture in the morning, afternoon and evening so *courses are not overlapped in the schedule.*

Recommendations and priorities.

> The committee recommends:
> * Support faculty to engage in scholarly activity and to expand program curriculum.

- Continue planned efforts to make sure program courses are not overlapped in schedule and to increase number of online and hybrid courses to support working professional students.
- Develop a plan, including budget, for the regular updating of software and hardware used in the Language Lab.
- Continue exploring and assessing the expansion on strategic and heritage languages like Arabic, Persian (AKA Farsi, political distinction), Korean, Mandarin and heritage languages like Portuguese and Ohlone.

6. Student Success and Student Equity:

Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

> College course completion standard: 2015 Spring Total 64.21%
> Department/all discipline course completion rates: 2015 Spring Total 65.18%
> > Arabic: 60%
> > French: 77.14%
> > Portuguese: 61.29%
> > Spanish: 64.35%

> Retention: BCC: 75.50%
> > Languages: 72.20%

Course completion rates in the department **for Distance Education** courses (100% online), **Hybrid** courses and **Non-Online** courses for the past three years.

Data:

			Course Success -				
Term	**Subject**	**Catalog Nbr**	**Catalog Descr**	**DE Descr**	**SuccessNumerator**	**SuccessDenominator**	**%**
2013 Fall	SPAN	11	SPAN/MED/HLTH/PROF.		15	21	71.43
2013 Fall	SPAN	1A	ELEMENTARY SPANISH	50% or less online	36	74	48.65
2013 Fall	SPAN				136	213	63.85
2013 Fall	SPAN	1B	ELEMENTARY SPANISH		62	77	80.52
2013 Fall	SPAN	22A	SPAN/BILING SPKRS I	100% online	6	28	21.43
2013 Fall	SPAN	22B	SPAN/BILING SPKRS II	100% online	1	3	33.33
2013 Fall	SPAN	2A	INTERMEDIATE SPANISH	50% or less online	7	20	35.00
2013 Fall	SPAN				16	22	72.73
2013 Fall	SPAN	2B	INTERMEDIATE SPANISH		17	20	85.00
2013 Fall	SPAN		HISPANIC CIV/CULTURE (This was a combined course)	100% online	1	12	8.33
2013 Fall	SPAN	40		50% or less online	18	26	69.23
2013 Fall	SPAN	70	SPANISH MEDICAL TERMINOLOGY		23	25	92.00
2013 Fall	SPAN	72	SPAN MEDICAL INTERPRETING II		16	16	100.00
2013 Fall Total					**354**	**557**	63.55

Term	Subject	Catalog	Course Title	Online	Enrolled	Capacity	Fill %
2013 Spring	SPAN	10A	ADV SPANISH CONVERS		16	25	64.00
2013 Spring	SPAN	1A	ELEMENTARY SPANISH	51% or more online	11	31	35.48
2013 Spring	SPAN				182	334	54.49
2013 Spring	SPAN	1B	ELEMENTARY SPANISH		92	116	79.31
2013 Spring	SPAN	22A	SPAN/BILING SPKRS I	100% online	13	27	48.15
2013 Spring	SPAN	22B	SPAN/BILING SPKRS II	100% online	6	7	85.71
2013 Spring	SPAN	2A	INTERMEDIATE SPANISH		30	42	71.43
2013 Spring	SPAN	2B	INTERMEDIATE SPANISH		23	27	85.19
2013 Spring	SPAN	30A	BEG CONVERS SPANISH		12	25	48.00
2013 Spring	SPAN	35B	INT CONVER SPANISH: FILM		18	29	62.07
2013 Spring	SPAN	38	LATIN AMERICAN LIT.		14	28	50.00
2013 Spring	SPAN	48UD	SPANISH STUDY ABROAD: CUBA		29	29	100.00
2013 Spring	SPAN	71	SPAN MEDICAL INTERPRETING I		16	23	69.57
2013 Spring Total					**462**	**743**	62.18
2013 Summer	SPAN	1A	ELEMENTARY SPANISH		41	68	60.29
2013 Summer	SPAN	1B	ELEMENTARY SPANISH	50% or less online	32	39	82.05
2013 Summer Total					**73**	**107**	68.22
2014 Fall	ARAB	1A	ELEM MODERN STND ARABIC		17	35	48.57
2014 Fall	FREN	1A	ELEMENTARY FRENCH		33	41	80.49
2014 Fall	FREN	1B	ELEMENTARY FRENCH		19	23	82.61
2014 Fall	PORT	1A	ELEMENTARY PORTUGUESE		27	40	67.50
2014 Fall	SPAN	1A	ELEMENTARY SPANISH	50% or less online	17	37	45.95
2014 Fall	SPAN				117	188	62.23
2014 Fall	SPAN	1B	ELEMENTARY SPANISH		40	55	72.73
2014 Fall	SPAN	22A	SPAN/BILING SPKRS I		17	20	85.00
2014 Fall	SPAN	2A	INTERMEDIATE SPANISH	50% or less online	8	14	57.14
2014 Fall	SPAN				22	26	84.62
2014 Fall	SPAN	2B	INTERMEDIATE SPANISH		17	19	89.47
2014 Fall	SPAN	38	LATIN AMERICAN LIT.	50% or less online	12	20	60.00
2014 Fall	SPAN	72	SPAN MEDICAL INTERPRETING II		22	22	100.00
2014 Fall Total					**368**	**540**	68.15

Term	Subject	Catalog	Course Title				Rate
2014 Spring	ARAB	1A	ELEM MODERN STND ARABIC		27	46	58.70
2014 Spring	FREN	1A	ELEMENTARY FRENCH		24	34	70.59
2014 Spring	PORT	1A	ELEMENTARY PORTUGUESE		31	36	86.11
2014 Spring	SPAN	1A	ELEMENTARY SPANISH	50% or less online	38	66	57.58
2014 Spring	SPAN				121	208	58.17
2014 Spring	SPAN	1B	ELEMENTARY SPANISH	50% or less online	19	34	55.88
2014 Spring	SPAN				78	100	78.00
2014 Spring	SPAN	22A	SPAN/BILING SPKRS I	100% online	20	27	74.07
2014 Spring	SPAN	22B	SPAN/BILING SPKRS II	100% online	6	6	100.00
2014 Spring	SPAN	2A	INTERMEDIATE SPANISH	50% or less online	19	31	61.29
2014 Spring	SPAN				17	19	89.47
2014 Spring	SPAN	2B	INTERMEDIATE SPANISH		23	26	88.46
2014 Spring	SPAN	35B	INT CONVER SPANISH: FILM		17	24	70.83
2014 Spring	SPAN	39	LATIN-AMERICAN NOVEL	50% or less online	13	18	72.22
2014 Spring	SPAN	49	I/S - SPANISH		1	1	100.00
2014 Spring	SPAN	71	SPAN MEDICAL INTERPRETING I		24	24	100.00
2014 Spring Total					**478**	**700**	68.29
2014 Summer	ARAB	1A	ELEM MODERN STND ARABIC		9	16	56.25
2014 Summer	FREN	1A	ELEMENTARY FRENCH		18	32	56.25
2014 Summer	SPAN	101	BASIC SPANISH/EDUCATION	100% online	20	25	80.00
2014 Summer	SPAN	1A	ELEMENTARY SPANISH		48	62	77.42
2014 Summer	SPAN	1B	ELEMENTARY SPANISH	50% or less online	19	28	67.86
2014 Summer	SPAN	22A	SPAN/BILING SPKRS I	100% online	13	22	59.09
2014 Summer	SPAN	22B	SPAN/BILING SPKRS II	100% online	4	4	100.00
2014 Summer Total					**131**	**189**	69.31
2015 Spring	ARAB	1A	ELEM MODERN STND ARABIC		21	38	55.26
2015 Spring	ARAB	1B	ELEM MODERN STND ARABIC		18	27	66.67
2015 Spring	FREN	1A	ELEMENTARY FRENCH		24	37	64.86
2015 Spring	FREN	1B	ELEMENTARY FRENCH		30	33	90.91

Term	Subj	Cat	Course	DE	Num	Denom	Rate
2015 Spring	PORT	1A	ELEMENTARY PORTUGUESE		19	31	61.29
2015 Spring	SPAN	10A	ADV SPANISH CONVERS		21	32	65.63
2015 Spring	SPAN	11	SPAN/MED/HLTH/PROF.		11	18	61.11
2015 Spring	SPAN	1A	ELEMENTARY SPANISH	50% or less online	25	49	51.02
2015 Spring	SPAN				89	164	54.27
2015 Spring	SPAN	1B	ELEMENTARY SPANISH	50% or less online	21	30	70.00
2015 Spring	SPAN				53	61	86.89
2015 Spring	SPAN	2A	INTERMEDIATE SPANISH	50% or less online	24	36	66.67
2015 Spring	SPAN				17	20	85.00
2015 Spring	SPAN	2B	INTERMEDIATE SPANISH		18	22	81.82
2015 Spring	SPAN	35B	INT CONVER SPANISH: FILM		16	27	59.26
2015 Spring	SPAN	49	I/S - SPANISH		1	1	100.00
2015 Spring Total					**408**	**626**	65.18

Definition: Percentage of students who receive a passing/satisfactory grade.
Numerator: A, B, C, CR, IA, IB, IC, IPP, P
Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W

Retention:

Matric Retention rate by college DE All Subjects
Date run: 11/2/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	DE	DE Descr
2013 Fall	Berkeley	1287	834	64.80%	100PCT	100% online
2013 Fall	Berkeley	268	177	66.00%	GTEQ51PCT	51% or more online
2013 Fall	Berkeley	888	599	67.50%	LT51PCT	50% or less online
2013 Fall	Berkeley	12736	9678	76.00%		
2013 Fall Total		**15179**	**11288**	**74.40%**		
2013 Spring	Berkeley	1234	832	67.40%	100PCT	100% online
2013 Spring	Berkeley	167	116	69.50%	GTEQ51PCT	51% or more online
2013 Spring	Berkeley	463	375	81.00%	LT51PCT	50% or less online
2013 Spring	Berkeley	14180	10125	71.40%		
2013 Spring Total		**16044**	**11448**	**71.40%**		
2013 Summer	Berkeley	949	707	74.50%	100PCT	100% online
2013 Summer	Berkeley	160	119	74.40%	GTEQ51PCT	51% or more online
2013 Summer	Berkeley	88	75	85.20%	LT51PCT	50% or less online
2013 Summer	Berkeley	3187	2507	78.70%		
2013 Summer Total		**4384**	**3408**	**77.70%**		

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	DE	DE Descr
2014 Fall	Berkeley	1478	1045	70.70%	100PCT	100% online
2014 Fall	Berkeley	114	74	64.90%	GTEQ51PCT	51% or more online
2014 Fall	Berkeley	1108	809	73.00%	LT51PCT	50% or less online
2014 Fall	Berkeley	13778	10670	77.40%		
2014 Fall Total		**16478**	**12598**	**76.50%**		
2014 Spring	Berkeley	1382	926	67.00%	100PCT	100% online
2014 Spring	Berkeley	191	145	75.90%	GTEQ51PCT	51% or more online
2014 Spring	Berkeley	795	556	69.90%	LT51PCT	50% or less online
2014 Spring	Berkeley	13695	10263	74.90%		
2014 Spring Total		**16063**	**11890**	**74.00%**		
2014 Summer	Berkeley	1265	936	74.00%	100PCT	100% online
2014 Summer	Berkeley	194	145	74.70%	GTEQ51PCT	51% or more online
2014 Summer	Berkeley	97	84	86.60%	LT51PCT	50% or less online
2014 Summer	Berkeley	2881	2298	79.80%		
2014 Summer Total		**4437**	**3463**	**78.00%**		
2015 Spring	Berkeley	1220	838	68.70%	100PCT	100% online
2015 Spring	Berkeley	44	37	84.10%	GTEQ51PCT	51% or more online
2015 Spring	Berkeley	1212	859	70.90%	LT51PCT	50% or less online
2015 Spring	Berkeley	13659	10454	76.50%		
2015 Spring Total		**16135**	**12188**	**75.50%**		

Matric Retention rate by college DE BCC All Languages
Date run: 11/2/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	DE	DE Descr
2013 Fall	Berkeley	43	16	37.20%	100PCT	100% online
2013 Fall	Berkeley	120	72	60.00%	LT51PCT	50% or less online
2013 Fall	Berkeley	394	304	77.20%		
2013 Fall Total		**557**	**392**	**70.40%**		
2013 Spring	Berkeley	34	23	67.60%	100PCT	100% online
2013 Spring	Berkeley	31	20	64.50%	GTEQ51PCT	51% or more online
2013 Spring	Berkeley	678	444	65.50%		
2013 Spring Total		**743**	**487**	**65.50%**		
2013 Summer	Berkeley	41	34	82.90%	LT51PCT	50% or less online
2013 Summer	Berkeley	76	52	68.40%		
2013 Summer Total		**117**	**86**	**73.50%**		
2014 Fall	Berkeley	71	46	64.80%	LT51PCT	50% or less online
2014 Fall	Berkeley	470	364	77.40%		
2014 Fall Total		**541**	**410**	**75.80%**		
2014 Spring	Berkeley	33	27	81.80%	100PCT	100% online
2014 Spring	Berkeley	149	103	69.10%	LT51PCT	50% or less online
2014 Spring	Berkeley	519	392	75.50%		
2014 Spring Total		**701**	**522**	**74.50%**		
2014 Summer	Berkeley	51	40	78.40%	100PCT	100% online
2014 Summer	Berkeley	28	22	78.60%	LT51PCT	50% or less online
2014 Summer	Berkeley	110	79	71.80%		
2014 Summer Total		**189**	**141**	**74.60%**		
2015 Spring	Berkeley	115	82	71.30%	LT51PCT	50% or less online
2015 Spring	Berkeley	511	370	72.40%		

2015 Spring Total		**626**	**452**	**72.20%**			

Retained = A, B, C, D, F, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Matric Retention rate by college DE BCC Languages subject
Date run: 11/2/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	DE	DE Descr	Subject
2013 Fall	Berkeley	43	16	37.20%	100PCT	100% online	SPAN
2013 Fall	Berkeley	120	72	60.00%	LT51PCT	50% or less online	SPAN
2013 Fall	Berkeley	394	304	77.20%			SPAN
2013 Fall Total		**557**	**392**	**70.40%**			
2013 Spring	Berkeley	34	23	67.60%	100PCT	100% online	SPAN
2013 Spring	Berkeley	31	20	64.50%	GTEQ51PCT	51% or more online	SPAN
2013 Spring	Berkeley	678	444	65.50%			SPAN
2013 Spring Total		**743**	**487**	**65.50%**			
2013 Summer	Berkeley	41	34	82.90%	LT51PCT	50% or less online	SPAN
2013 Summer	Berkeley	76	52	68.40%			SPAN
2013 Summer Total		**117**	**86**	**73.50%**			
2014 Fall	Berkeley	71	46	64.80%	LT51PCT	50% or less online	SPAN
2014 Fall	Berkeley	35	21	60.00%			ARAB
2014 Fall	Berkeley	65	57	87.70%			FREN
2014 Fall	Berkeley	40	35	87.50%			PORT
2014 Fall	Berkeley	330	251	76.10%			SPAN
2014 Fall Total		**541**	**410**	**75.80%**			
2014 Spring	Berkeley	33	27	81.80%	100PCT	100% online	SPAN
2014 Spring	Berkeley	149	103	69.10%	LT51PCT	50% or less online	SPAN
2014 Spring	Berkeley	46	36	78.30%			ARAB
2014 Spring	Berkeley	34	30	88.20%			FREN
2014 Spring	Berkeley	36	29	80.60%			PORT
2014 Spring	Berkeley	403	297	73.70%			SPAN
2014 Spring Total		**701**	**522**	**74.50%**			
2014 Summer	Berkeley	51	40	78.40%	100PCT	100% online	SPAN
2014 Summer	Berkeley	28	22	78.60%	LT51PCT	50% or less online	SPAN
2014 Summer	Berkeley	16	10	62.50%			ARAB
2014 Summer	Berkeley	32	21	65.60%			FREN
2014 Summer	Berkeley	62	48	77.40%			SPAN
2014 Summer Total		**189**	**141**	**74.60%**			
2015 Spring	Berkeley	115	82	71.30%	LT51PCT	50% or less online	SPAN
2015 Spring	Berkeley	65	40	61.50%			ARAB
2015 Spring	Berkeley	70	59	84.30%			FREN
2015 Spring	Berkeley	31	26	83.90%			PORT
2015 Spring	Berkeley	345	245	71.00%			SPAN
2015 Spring Total		**626**	**452**	**72.20%**			

Matric Retention rate by college DE BCC Languages subject and catalog number
Date run: 11/2/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	DE	DE Descr	Subject	Catalog Nbr
2013 Fall	Berkeley	28	10	35.70%				22A
2013 Fall	Berkeley	3	3	100.00%	100PCT	100% online	SPAN	22B
2013 Fall	Berkeley	12	3	25.00%				40
2013 Fall	Berkeley	74	45	60.80%				1A
2013 Fall	Berkeley	20	10	50.00%	LT51PCT	50% or less online	SPAN	2A
2013 Fall	Berkeley	26	17	65.40%				40
2013 Fall	Berkeley	21	12	57.10%				11
2013 Fall	Berkeley	213	158	74.20%				1A
2013 Fall	Berkeley	77	64	83.10%				1B
2013 Fall	Berkeley	22	15	68.20%			SPAN	2A
2013 Fall	Berkeley	20	16	80.00%				2B
2013 Fall	Berkeley	25	23	92.00%				70
2013 Fall	Berkeley	16	16	100.00%				72
2013 Fall Total		**557**	**392**	**70.40%**				
2013 Spring	Berkeley	27	17	63.00%	100PCT	100% online	SPAN	22A
2013 Spring	Berkeley	7	6	85.70%				22B
2013 Spring	Berkeley	31	20	64.50%	GTEQ51PCT	51% or more online	SPAN	1A
2013 Spring	Berkeley	25	15	60.00%				10A
2013 Spring	Berkeley	334	206	61.70%				1A
2013 Spring	Berkeley	116	87	75.00%				1B
2013 Spring	Berkeley	42	30	71.40%				2A
2013 Spring	Berkeley	27	22	81.50%			SPAN	2B
2013 Spring	Berkeley	25	8	32.00%				30A
2013 Spring	Berkeley	29	11	37.90%				35B
2013 Spring	Berkeley	28	19	67.90%				38
2013 Spring	Berkeley	29	28	96.60%				48UD
2013 Spring	Berkeley	23	18	78.30%				71
2013 Spring Total		**743**	**487**	**65.50%**				
2013 Summer	Berkeley	41	34	82.90%	LT51PCT	50% or less online	SPAN	1B
2013 Summer	Berkeley	76	52	68.40%			SPAN	1A
2013 Summer Total		**117**	**86**	**73.50%**				
2014 Fall	Berkeley	37	25	67.60%				1A
2014 Fall	Berkeley	14	7	50.00%	LT51PCT	50% or less online	SPAN	2A
2014 Fall	Berkeley	20	14	70.00%				38
2014 Fall	Berkeley	35	21	60.00%			ARAB	1A
2014 Fall	Berkeley	42	38	90.50%			FREN	1A
2014 Fall	Berkeley	23	19	82.60%				1B
2014 Fall	Berkeley	40	35	87.50%			PORT	1A
2014 Fall	Berkeley	188	133	70.70%				1A
2014 Fall	Berkeley	55	45	81.80%				1B
2014 Fall	Berkeley	20	17	85.00%				22A
2014 Fall	Berkeley	26	19	73.10%			SPAN	2A
2014 Fall	Berkeley	19	15	78.90%				2B
2014 Fall	Berkeley	22	22	100.00%				72
2014 Fall Total		**541**	**410**	**75.80%**				

Term	Campus	Census Enrollment	Retained	Retention Rate			Subject	Course
2014 Spring	Berkeley	27	21	77.80%	100PCT	100% online	SPAN	22A
2014 Spring	Berkeley	6	6	100.00%				22B
2014 Spring	Berkeley	66	46	69.70%	LT51PCT	50% or less online	SPAN	1A
2014 Spring	Berkeley	34	23	67.60%				1B
2014 Spring	Berkeley	31	20	64.50%				2A
2014 Spring	Berkeley	18	14	77.80%				39
2014 Spring	Berkeley	46	36	78.30%			ARAB	1A
2014 Spring	Berkeley	34	30	88.20%			FREN	1A
2014 Spring	Berkeley	36	29	80.60%			PORT	1A
2014 Spring	Berkeley	208	144	69.20%			SPAN	1A
2014 Spring	Berkeley	100	77	77.00%				1B
2014 Spring	Berkeley	19	16	84.20%				2A
2014 Spring	Berkeley	26	22	84.60%				2B
2014 Spring	Berkeley	24	13	54.20%				35B
2014 Spring	Berkeley	2	1	50.00%				49
2014 Spring	Berkeley	24	24	100.00%				71
2014 Spring Total		**701**	**522**	**74.50%**				
2014 Summer	Berkeley	25	19	76.00%	100PCT	100% online	SPAN	101
2014 Summer	Berkeley	22	17	77.30%				22A
2014 Summer	Berkeley	4	4	100.00%				22B
2014 Summer	Berkeley	28	22	78.60%	LT51PCT	50% or less online	SPAN	1B
2014 Summer	Berkeley	16	10	62.50%			ARAB	1A
2014 Summer	Berkeley	32	21	65.60%			FREN	1A
2014 Summer	Berkeley	62	48	77.40%			SPAN	1A
2014 Summer Total		**189**	**141**	**74.60%**				
2015 Spring	Berkeley	49	32	65.30%	LT51PCT	50% or less online	SPAN	1A
2015 Spring	Berkeley	30	22	73.30%				1B
2015 Spring	Berkeley	36	28	77.80%				2A
2015 Spring	Berkeley	38	21	55.30%			ARAB	1A
2015 Spring	Berkeley	27	19	70.40%				1B
2015 Spring	Berkeley	37	27	73.00%			FREN	1A
2015 Spring	Berkeley	33	32	97.00%				1B
2015 Spring	Berkeley	31	26	83.90%			PORT	1A
2015 Spring	Berkeley	32	19	59.40%			SPAN	10A
2015 Spring	Berkeley	18	12	66.70%				11
2015 Spring	Berkeley	164	112	68.30%				1A
2015 Spring	Berkeley	61	50	82.00%				1B
2015 Spring	Berkeley	20	15	75.00%				2A
2015 Spring	Berkeley	22	21	95.50%				2B
2015 Spring	Berkeley	27	15	55.60%				35B
2015 Spring	Berkeley	1	1	100.00%				49
2015 Spring Total		**626**	**452**	**72.20%**				

Retained = A, B, C, D, F, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Discussion:

Describe course completion rates in the department **for Distance Education** courses (100% online), **Hybrid** courses and **Non-Online** courses for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

There are not significant (or just minimum) differences in course completion rates compare to the college course completion standard or courses offered in the department F2F. Furthermore, some hybrid and online courses have a completion rate higher than regular F2F courses. **The department was not doing well in the area of success in fall 2013, however the issue was corrected in spring 2014.** The department dedicated time and resources in the area of training and assigning the right instructors to the courses. Furthermore, the department will add lab courses in spring 2016 to support success in hybrid and F2F courses. In spring 2014 the department started offering open lab hours to students to offer technical and pedagogical support. These open labs are not institutionalized in the lab courses. The creation of these lab resources for students has considerably increased the department success rate, going from fall 2013 65% to fall 2014 75.80% and spring 2015 72.20% including online and hybrid courses: Spanish 22A (online) 77.80% and 22B: 100% success; Spanish 1A (hybrid) 69.70 in spring 2014.

Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

There are significant differences course completions when disaggregated by gender and ethnicity. African American students have lower retention rate that other ethic/racial groups and the numbers are consistent. For example in Fall 2013 African American students had a retention rate of 65.10% (F) and 59.40 % (M) (a total 74 students) similar numbers in Spring 2014 however changing in gender 46.90% (F) 63.60% (M) and similar numbers in Spring 2015 50% (F) and 60.90% (M) the class with lowest retention and success is Spanish 1A. (Please see Course Success - by Course, Spanish 1A) Success rate among African American students is only 43.89% (3 years data) it is extremely low among American Indian/Alaskan Native and Other Non white, however the number of students is too low to have a good picture of the situation. There are also significant differences course completions when disaggregated by income and Vatea Single Parent. Some DSPS students are doing very well (Visually Impaired, Psychological and Learning Disability) and some are not (Mobility Impaired and Other Disability). In the area of gender, female students are doing slightly better) F: 66.77%, M: 62.78%. Furthermore, please see Matric Retention rate Modern Language Department (Age Range) page 34

Matric success rate (3 years)

Campus Descr Short	Total Graded	success	Success Rate	Gender
Berkeley	1974	1318	66.77	F
Berkeley	1354	850	62.78	M
Berkeley	134	96	71.64	X

Campus Descr Short	Total Graded	success	Success Rate	Ethnic Group Desc
Berkeley	10	5	50.00	American Indian/Alaskan Native
Berkeley	340	242	71.18	Asian
Berkeley	499	219	43.89	Black/African American
Berkeley	45	27	60.00	Filipino
Berkeley	680	498	73.24	Hispanic
Berkeley	591	367	62.10	Multiple
Berkeley	9	3	33.33	Other Non white
Berkeley	13	6	46.15	Pacific Islander
Berkeley	154	106	68.83	Unknown/Non Respondent
Berkeley	1121	791	70.56	White Non Hispanic

Campus Descr Short	Total Graded	success	Success Rate	Low Income
Berkeley	1386	1022	73.74	N
Berkeley	142	85	59.86	U
Berkeley	1934	1157	59.82	Y

Campus Descr Short	Total Graded	success	Success Rate	EOPS
Berkeley	3365	2216	65.85	N
Berkeley	97	48	49.48	Y

Campus Descr Short	Total Graded	success	Success Rate	Dsps Disability
Berkeley	2	1	50.00	Acquired Brain Injury
Berkeley	1	0	0.00	Hearing Impaired
Berkeley	13	9	69.23	Learning Disabled
Berkeley	12	7	58.33	Mobility Impaired
Berkeley	40	21	52.50	Other Disability
Berkeley	18	13	72.22	Psychological Disability
Berkeley	14	12	85.71	Visually Impaired
Berkeley	3362	2201	65.47	

Campus Descr Short	Total Graded	success	Success Rate	Vatea Single Parent
Berkeley	2077	1384	66.63	N
Berkeley	129	69	53.49	Y
Berkeley	1256	811	64.57	

Matric Retention rate Modern Language Department (Age Range)
Date run: 11/3/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	Age Range
2013 Fall	Berkeley	45	38	84.40%	16-18
2013 Fall	Berkeley	271	198	73.10%	19-24
2013 Fall	Berkeley	92	60	65.20%	25-29
2013 Fall	Berkeley	39	31	79.50%	30-34
2013 Fall	Berkeley	73	47	64.40%	35-54
2013 Fall	Berkeley	24	15	62.50%	55-64
2013 Fall	Berkeley	13	3	23.10%	65 & Above
2013 Fall Total		**557**	**392**	**70.40%**	
2013 Spring	Berkeley	42	32	76.20%	16-18
2013 Spring	Berkeley	334	217	65.00%	19-24
2013 Spring	Berkeley	112	72	64.30%	25-29
2013 Spring	Berkeley	69	43	62.30%	30-34
2013 Spring	Berkeley	126	85	67.50%	35-54
2013 Spring	Berkeley	44	28	63.60%	55-64
2013 Spring	Berkeley	13	7	53.80%	65 & Above
2013 Spring	Berkeley	3	3	100.00%	Under 16
2013 Spring Total		**743**	**487**	**65.50%**	
2013 Summer	Berkeley	22	17	77.30%	16-18
2013 Summer	Berkeley	49	37	75.50%	19-24
2013 Summer	Berkeley	17	13	76.50%	25-29
2013 Summer	Berkeley	7	4	57.10%	30-34
2013 Summer	Berkeley	15	8	53.30%	35-54
2013 Summer	Berkeley	1	1	100.00%	55-64
2013 Summer	Berkeley	6	6	100.00%	Under 16
2013 Summer Total		**117**	**86**	**73.50%**	
2014 Fall	Berkeley	37	32	86.50%	16-18
2014 Fall	Berkeley	275	214	77.80%	19-24
2014 Fall	Berkeley	78	58	74.40%	25-29
2014 Fall	Berkeley	40	25	62.50%	30-34
2014 Fall	Berkeley	68	51	75.00%	35-54
2014 Fall	Berkeley	26	15	57.70%	55-64
2014 Fall	Berkeley	14	12	85.70%	65 & Above
2014 Fall	Berkeley	3	3	100.00%	Under 16
2014 Fall Total		**541**	**410**	**75.80%**	
2014 Spring	Berkeley	54	49	90.70%	16-18
2014 Spring	Berkeley	347	262	75.50%	19-24

2014 Spring	Berkeley	115	75	65.20%	25-29
2014 Spring	Berkeley	52	40	76.90%	30-34
2014 Spring	Berkeley	80	63	78.80%	35-54
2014 Spring	Berkeley	32	22	68.80%	55-64
2014 Spring	Berkeley	16	6	37.50%	65 & Above
2014 Spring	Berkeley	5	5	100.00%	Under 16
2014 Spring Total		**701**	**522**	**74.50%**	
2014 Summer	Berkeley	32	23	71.90%	16-18
2014 Summer	Berkeley	84	67	79.80%	19-24
2014 Summer	Berkeley	25	17	68.00%	25-29
2014 Summer	Berkeley	15	12	80.00%	30-34
2014 Summer	Berkeley	21	13	61.90%	35-54
2014 Summer	Berkeley	4	2	50.00%	55-64
2014 Summer	Berkeley	3	2	66.70%	65 & Above
2014 Summer	Berkeley	5	5	100.00%	Under 16
2014 Summer Total		**189**	**141**	**74.60%**	
2015 Spring	Berkeley	41	30	73.20%	16-18
2015 Spring	Berkeley	290	225	77.60%	19-24
2015 Spring	Berkeley	111	74	66.70%	25-29
2015 Spring	Berkeley	51	31	60.80%	30-34
2015 Spring	Berkeley	74	51	68.90%	35-54
2015 Spring	Berkeley	31	21	67.70%	55-64
2015 Spring	Berkeley	23	16	69.60%	65 & Above
2015 Spring	Berkeley	5	4	80.00%	Under 16
2015 Spring Total		**626**	**452**	**72.20%**	

Retained = A, B, C, D, F, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Describe the discipline, department, or program retention rates (after the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

There are not significant (or just minimum, no more than 5 points in some semester) differences in course retention rates compare to the college course retention rate. Furthermore, some language courses have a retention rate higher than college course retention rate (more than 10%). Retention rate is slightly higher in F2F courses, with younger populations (under 24) and in advanced courses (1B, 2A and 2B) but lower in beginning courses, like 1A **especially alarming with some ethnic groups like African Americans. The department will collaborate at a campus level with any effort to support these important groups of students.**

Matric Retention rate BCC
Date run: 11/3/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate
2013 Fall	Berkeley	15179	11288	74.40%
2013 Spring	Berkeley	16044	11448	71.40%
2013 Summer	Berkeley	4384	3408	77.70%
2014 Fall	Berkeley	16478	12598	76.50%
2014 Spring	Berkeley	16063	11890	74.00%
2014 Summer	Berkeley	4437	3463	78.00%
2015 Spring	Berkeley	16135	12187	75.50%

Matric Retention rate Modern Languages Department
Date run: 11/3/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	Subject
2013 Fall	Berkeley	557	392	70.40%	SPAN
2013 Fall Total		**557**	**392**	**70.40%**	
2013 Spring	Berkeley	743	487	65.50%	SPAN
2013 Spring Total		**743**	**487**	**65.50%**	
2013 Summer	Berkeley	117	86	73.50%	SPAN
2013 Summer Total		**117**	**86**	**73.50%**	
2014 Fall	Berkeley	35	21	60.00%	ARAB
2014 Fall	Berkeley	65	57	87.70%	FREN
2014 Fall	Berkeley	40	35	87.50%	PORT
2014 Fall	Berkeley	401	297	74.10%	SPAN
2014 Fall Total		**541**	**410**	**75.80%**	
2014 Spring	Berkeley	46	36	78.30%	ARAB
2014 Spring	Berkeley	34	30	88.20%	FREN
2014 Spring	Berkeley	36	29	80.60%	PORT
2014 Spring	Berkeley	585	427	73.00%	SPAN
2014 Spring Total		**701**	**522**	**74.50%**	
2014 Summer	Berkeley	16	10	62.50%	ARAB
2014 Summer	Berkeley	32	21	65.60%	FREN
2014 Summer	Berkeley	141	110	78.00%	SPAN
2014 Summer Total		**189**	**141**	**74.60%**	
2015 Spring	Berkeley	65	40	61.50%	ARAB
2015 Spring	Berkeley	70	59	84.30%	FREN
2015 Spring	Berkeley	31	26	83.90%	PORT
2015 Spring	Berkeley	460	327	71.10%	SPAN
2015 Spring Total		**626**	**452**	**72.20%**	

Retained = A, B, C, D, F, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Matric Retention rate by college DE_BCC_Languages_subject (Gender and Ethnic Group)
Date run: 11/2/2015

Term Descr Long	Campus Descr Short	Census Enrollment	Retained	Retention Rate	Subject	Ethnic Group Desc	Gender
2013 Fall	Berkeley	1	0	0.00%	SPAN	American Indian/Alaskan Native	F
2013 Fall	Berkeley	1	1	100.00%			M
2013 Fall	Berkeley	29	24	82.80%		Asian	F
2013 Fall	Berkeley	15	12	80.00%			M
2013 Fall	Berkeley	43	28	65.10%		Black/African American	F
2013 Fall	Berkeley	32	19	59.40%			M
2013 Fall	Berkeley	7	6	85.70%		Filipino	F
2013 Fall	Berkeley	1	1	100.00%			M
2013 Fall	Berkeley	86	62	72.10%		Hispanic	F
2013 Fall	Berkeley	50	44	88.00%			M
2013 Fall	Berkeley	2	2	100.00%			X
2013 Fall	Berkeley	54	37	68.50%		Multiple	F
2013 Fall	Berkeley	29	20	69.00%			M
2013 Fall	Berkeley	4	2	50.00%			X
2013 Fall	Berkeley	1	0	0.00%		Other Non white	F
2013 Fall	Berkeley	1	1	100.00%		Pacific Islander	F
2013 Fall	Berkeley	1	1	100.00%			M
2013 Fall	Berkeley	11	2	18.20%		Unknown/Non Respondent	F
2013 Fall	Berkeley	5	5	100.00%			M
2013 Fall	Berkeley	6	2	33.30%			X
2013 Fall	Berkeley	90	65	72.20%		White Non Hispanic	F
2013 Fall	Berkeley	75	52	69.30%			M
2013 Fall	Berkeley	13	6	46.20%			X
2013 Fall Total		**557**	**392**	**70.40%**			
2013 Spring	Berkeley	2	2	100.00%	SPAN	American Indian/Alaskan Native	F
2013 Spring	Berkeley	45	32	71.10%		Asian	F
2013 Spring	Berkeley	26	17	65.40%			M
2013 Spring	Berkeley	75	40	53.30%		Black/African American	F
2013 Spring	Berkeley	39	23	59.00%			M
2013 Spring	Berkeley	4	1	25.00%			X
2013 Spring	Berkeley	7	4	57.10%		Filipino	F
2013 Spring	Berkeley	3	2	66.70%			M
2013 Spring	Berkeley	85	67	78.80%		Hispanic	F
2013 Spring	Berkeley	54	41	75.90%			M
2013 Spring	Berkeley	1	0	0.00%			X
2013 Spring	Berkeley	73	52	71.20%		Multiple	F
2013 Spring	Berkeley	41	25	61.00%			M
2013 Spring	Berkeley	5	3	60.00%			X
2013 Spring	Berkeley	2	1	50.00%		Other Non white	F
2013 Spring	Berkeley	1	1	100.00%		Pacific Islander	F
2013 Spring	Berkeley	3	1	33.30%			M
2013 Spring	Berkeley	1	0	0.00%			X
2013 Spring	Berkeley	24	14	58.30%		Unknown/Non Respondent	F
2013 Spring	Berkeley	10	8	80.00%			M
2013 Spring	Berkeley	3	2	66.70%			X
2013 Spring	Berkeley	138	87	63.00%		White Non Hispanic	F

Term	Campus				Subject	Ethnicity	Gender
2013 Spring	Berkeley	87	56	64.40%			M
2013 Spring	Berkeley	14	8	57.10%			X
2013 Spring Total		**743**	**487**	**65.50%**			
2013 Summer	Berkeley	6	5	83.30%		Asian	F
2013 Summer	Berkeley	3	2	66.70%		Asian	M
2013 Summer	Berkeley	14	10	71.40%		Black/African American	F
2013 Summer	Berkeley	9	3	33.30%		Black/African American	M
2013 Summer	Berkeley	1	0	0.00%		Black/African American	X
2013 Summer	Berkeley	2	1	50.00%		Filipino	F
2013 Summer	Berkeley	10	9	90.00%		Hispanic	F
2013 Summer	Berkeley	11	11	100.00%	SPAN	Hispanic	M
2013 Summer	Berkeley	8	6	75.00%		Multiple	F
2013 Summer	Berkeley	5	2	40.00%		Multiple	M
2013 Summer	Berkeley	2	2	100.00%		Multiple	X
2013 Summer	Berkeley	1	1	100.00%		Unknown/Non Respondent	F
2013 Summer	Berkeley	2	2	100.00%		Unknown/Non Respondent	M
2013 Summer	Berkeley	1	0	0.00%		Unknown/Non Respondent	X
2013 Summer	Berkeley	22	14	63.60%		White Non Hispanic	F
2013 Summer	Berkeley	17	15	88.20%		White Non Hispanic	M
2013 Summer	Berkeley	3	3	100.00%		White Non Hispanic	X
2013 Summer Total		**117**	**86**	**73.50%**			
2014 Fall	Berkeley	1	0	0.00%		American Indian/Alaskan Native	X
2014 Fall	Berkeley	2	1	50.00%		Asian	F
2014 Fall	Berkeley	8	8	100.00%		Asian	M
2014 Fall	Berkeley	2	1	50.00%		Black/African American	F
2014 Fall	Berkeley	3	0	0.00%		Black/African American	M
2014 Fall	Berkeley	1	0	0.00%		Hispanic	M
2014 Fall	Berkeley	1	0	0.00%	ARAB	Multiple	F
2014 Fall	Berkeley	3	1	33.30%		Multiple	M
2014 Fall	Berkeley	1	0	0.00%		Other Non white	F
2014 Fall	Berkeley	2	1	50.00%		Unknown/Non Respondent	M
2014 Fall	Berkeley	4	3	75.00%		White Non Hispanic	F
2014 Fall	Berkeley	7	6	85.70%		White Non Hispanic	M
2014 Fall	Berkeley	3	3	100.00%		Asian	F
2014 Fall	Berkeley	2	2	100.00%		Asian	M
2014 Fall	Berkeley	1	1	100.00%		Asian	X
2014 Fall	Berkeley	4	3	75.00%		Black/African American	F
2014 Fall	Berkeley	5	5	100.00%		Black/African American	M
2014 Fall	Berkeley	1	0	0.00%		Filipino	F
2014 Fall	Berkeley	1	1	100.00%		Filipino	X
2014 Fall	Berkeley	3	2	66.70%		Hispanic	F
2014 Fall	Berkeley	8	8	100.00%	FREN	Hispanic	M
2014 Fall	Berkeley	4	4	100.00%		Multiple	F
2014 Fall	Berkeley	6	6	100.00%		Multiple	M
2014 Fall	Berkeley	2	2	100.00%		Multiple	X
2014 Fall	Berkeley	1	1	100.00%		Other Non white	F
2014 Fall	Berkeley	1	1	100.00%		Unknown/Non Respondent	M
2014 Fall	Berkeley	12	9	75.00%		White Non Hispanic	F
2014 Fall	Berkeley	11	9	81.80%		White Non Hispanic	M
2014 Fall	Berkeley	1	1	100.00%		Asian	M
2014 Fall	Berkeley	1	1	100.00%		Black/African American	F
2014 Fall	Berkeley	1	1	100.00%	PORT	Black/African American	M
2014 Fall	Berkeley	8	8	100.00%		Hispanic	F

Term	Campus				Subject	Ethnicity	Gender
2014 Fall	Berkeley	5	5	100.00%			M
2014 Fall	Berkeley	10	9	90.00%		Multiple	F
2014 Fall	Berkeley	4	4	100.00%			M
2014 Fall	Berkeley	1	0	0.00%		Unknown/Non Respondent	F
2014 Fall	Berkeley	2	1	50.00%			F
2014 Fall	Berkeley	6	4	66.70%		White Non Hispanic	M
2014 Fall	Berkeley	1	1	100.00%			X
2014 Fall	Berkeley	1	0	0.00%		American Indian/Alaskan Native	F
2014 Fall	Berkeley	1	1	100.00%			M
2014 Fall	Berkeley	23	19	82.60%		Asian	F
2014 Fall	Berkeley	20	14	70.00%			M
2014 Fall	Berkeley	35	21	60.00%		Black/African American	F
2014 Fall	Berkeley	23	12	52.20%			M
2014 Fall	Berkeley	4	3	75.00%		Filipino	F
2014 Fall	Berkeley	4	2	50.00%			M
2014 Fall	Berkeley	45	43	95.60%		Hispanic	F
2014 Fall	Berkeley	39	29	74.40%	SPAN		M
2014 Fall	Berkeley	4	3	75.00%			X
2014 Fall	Berkeley	41	31	75.60%			F
2014 Fall	Berkeley	21	11	52.40%		Multiple	M
2014 Fall	Berkeley	4	4	100.00%			X
2014 Fall	Berkeley	2	2	100.00%		Pacific Islander	M
2014 Fall	Berkeley	7	4	57.10%			F
2014 Fall	Berkeley	8	4	50.00%		Unknown/Non Respondent	M
2014 Fall	Berkeley	3	2	66.70%			X
2014 Fall	Berkeley	60	49	81.70%			F
2014 Fall	Berkeley	52	40	76.90%		White Non Hispanic	M
2014 Fall	Berkeley	4	3	75.00%			X
2014 Fall Total		**541**	**410**	**75.80%**			
2014 Spring	Berkeley	3	3	100.00%		Asian	F
2014 Spring	Berkeley	3	3	100.00%			M
2014 Spring	Berkeley	7	5	71.40%		Black/African American	F
2014 Spring	Berkeley	3	2	66.70%			M
2014 Spring	Berkeley	1	1	100.00%		Hispanic	F
2014 Spring	Berkeley	1	0	0.00%			M
2014 Spring	Berkeley	6	3	50.00%	ARAB		F
2014 Spring	Berkeley	2	1	50.00%		Multiple	M
2014 Spring	Berkeley	1	1	100.00%			X
2014 Spring	Berkeley	2	2	100.00%		Unknown/Non Respondent	F
2014 Spring	Berkeley	3	3	100.00%			M
2014 Spring	Berkeley	10	9	90.00%		White Non Hispanic	F
2014 Spring	Berkeley	4	3	75.00%			M
2014 Spring	Berkeley	2	2	100.00%		Asian	F
2014 Spring	Berkeley	2	2	100.00%			M
2014 Spring	Berkeley	3	3	100.00%		Black/African American	F
2014 Spring	Berkeley	3	3	100.00%			M
2014 Spring	Berkeley	1	1	100.00%		Filipino	F
2014 Spring	Berkeley	4	2	50.00%	FREN	Hispanic	F
2014 Spring	Berkeley	4	4	100.00%			M
2014 Spring	Berkeley	4	3	75.00%			F
2014 Spring	Berkeley	3	3	100.00%		Multiple	M
2014 Spring	Berkeley	1	0	0.00%			X
2014 Spring	Berkeley	2	2	100.00%		Unknown/Non Respondent	M

Term	Campus				Language	Race/Ethnicity	Gender
2014 Spring	Berkeley	4	4	100.00%		White Non Hispanic	F
2014 Spring	Berkeley	1	1	100.00%		White Non Hispanic	M
2014 Spring	Berkeley	2	2	100.00%	PORT	Asian	M
2014 Spring	Berkeley	4	4	100.00%		Black/African American	F
2014 Spring	Berkeley	1	1	100.00%		Black/African American	M
2014 Spring	Berkeley	1	1	100.00%		Filipino	F
2014 Spring	Berkeley	9	8	88.90%		Hispanic	F
2014 Spring	Berkeley	11	11	100.00%		Hispanic	M
2014 Spring	Berkeley	2	2	100.00%		Multiple	F
2014 Spring	Berkeley	2	0	0.00%		Multiple	M
2014 Spring	Berkeley	2	0	0.00%		White Non Hispanic	F
2014 Spring	Berkeley	2	0	0.00%		White Non Hispanic	X
2014 Spring	Berkeley	1	0	0.00%		American Indian/Alaskan Native	M
2014 Spring	Berkeley	36	29	80.60%		Asian	F
2014 Spring	Berkeley	18	12	66.70%		Asian	M
2014 Spring	Berkeley	49	23	46.90%		Black/African American	F
2014 Spring	Berkeley	22	14	63.60%		Black/African American	M
2014 Spring	Berkeley	5	5	100.00%		Filipino	F
2014 Spring	Berkeley	2	1	50.00%		Filipino	M
2014 Spring	Berkeley	72	68	94.40%		Hispanic	F
2014 Spring	Berkeley	46	38	82.60%		Hispanic	M
2014 Spring	Berkeley	3	3	100.00%		Hispanic	X
2014 Spring	Berkeley	61	42	68.90%	SPAN	Multiple	F
2014 Spring	Berkeley	46	25	54.30%		Multiple	M
2014 Spring	Berkeley	3	3	100.00%		Multiple	X
2014 Spring	Berkeley	1	0	0.00%		Other Non white	M
2014 Spring	Berkeley	1	0	0.00%		Pacific Islander	F
2014 Spring	Berkeley	10	9	90.00%		Unknown/Non Respondent	F
2014 Spring	Berkeley	2	1	50.00%		Unknown/Non Respondent	M
2014 Spring	Berkeley	6	3	50.00%		Unknown/Non Respondent	X
2014 Spring	Berkeley	106	77	72.60%		White Non Hispanic	F
2014 Spring	Berkeley	82	67	81.70%		White Non Hispanic	M
2014 Spring	Berkeley	13	7	53.80%		White Non Hispanic	X
2014 Spring Total		**701**	**522**	**74.50%**			
2014 Summer	Berkeley	1	1	100.00%		Asian	F
2014 Summer	Berkeley	1	1	100.00%		Asian	M
2014 Summer	Berkeley	2	1	50.00%		Black/African American	M
2014 Summer	Berkeley	2	0	0.00%	ARAB	Hispanic	F
2014 Summer	Berkeley	3	2	66.70%		Multiple	F
2014 Summer	Berkeley	2	2	100.00%		Multiple	M
2014 Summer	Berkeley	3	2	66.70%		White Non Hispanic	F
2014 Summer	Berkeley	2	1	50.00%		White Non Hispanic	M
2014 Summer	Berkeley	3	0	0.00%		Asian	F
2014 Summer	Berkeley	4	4	100.00%		Asian	M
2014 Summer	Berkeley	2	1	50.00%		Black/African American	F
2014 Summer	Berkeley	1	0	0.00%		Filipino	M
2014 Summer	Berkeley	1	1	100.00%	FREN	Hispanic	F
2014 Summer	Berkeley	3	1	33.30%		Hispanic	M
2014 Summer	Berkeley	7	5	71.40%		Multiple	F
2014 Summer	Berkeley	8	6	75.00%		White Non Hispanic	F
2014 Summer	Berkeley	3	3	100.00%		White Non Hispanic	M
2014 Summer	Berkeley	8	7	87.50%	SPAN	Asian	F
2014 Summer	Berkeley	4	3	75.00%		Asian	M

Term	Campus						
2014 Summer	Berkeley	1	1	100.00%			X
2014 Summer	Berkeley	15	11	73.30%		Black/African American	F
2014 Summer	Berkeley	6	5	83.30%			M
2014 Summer	Berkeley	2	0	0.00%			X
2014 Summer	Berkeley	1	1	100.00%		Filipino	F
2014 Summer	Berkeley	20	17	85.00%		Hispanic	F
2014 Summer	Berkeley	7	6	85.70%			M
2014 Summer	Berkeley	14	11	78.60%		Multiple	F
2014 Summer	Berkeley	12	11	91.70%			M
2014 Summer	Berkeley	1	1	100.00%			X
2014 Summer	Berkeley	5	4	80.00%		Unknown/Non Respondent	F
2014 Summer	Berkeley	2	2	100.00%			M
2014 Summer	Berkeley	1	1	100.00%			X
2014 Summer	Berkeley	27	18	66.70%		White Non Hispanic	F
2014 Summer	Berkeley	13	10	76.90%			M
2014 Summer	Berkeley	2	1	50.00%			X
2014 Summer Total		**189**	**141**	**74.60%**			
2015 Spring	Berkeley	3	2	66.70%	ARAB	Asian	F
2015 Spring	Berkeley	9	6	66.70%			M
2015 Spring	Berkeley	10	6	60.00%		Black/African American	F
2015 Spring	Berkeley	7	4	57.10%			M
2015 Spring	Berkeley	1	1	100.00%		Hispanic	M
2015 Spring	Berkeley	3	2	66.70%		Multiple	F
2015 Spring	Berkeley	5	3	60.00%			M
2015 Spring	Berkeley	1	1	100.00%			X
2015 Spring	Berkeley	1	1	100.00%		Other Non white	M
2015 Spring	Berkeley	2	1	50.00%		Unknown/Non Respondent	M
2015 Spring	Berkeley	1	1	100.00%			X
2015 Spring	Berkeley	8	4	50.00%		White Non Hispanic	F
2015 Spring	Berkeley	14	8	57.10%			M
2015 Spring	Berkeley	2	2	100.00%	FREN	Asian	M
2015 Spring	Berkeley	5	4	80.00%		Black/African American	F
2015 Spring	Berkeley	4	2	50.00%			M
2015 Spring	Berkeley	6	6	100.00%		Hispanic	F
2015 Spring	Berkeley	1	0	0.00%			M
2015 Spring	Berkeley	9	9	100.00%		Multiple	F
2015 Spring	Berkeley	6	5	83.30%			M
2015 Spring	Berkeley	1	0	0.00%			X
2015 Spring	Berkeley	1	1	100.00%		Unknown/Non Respondent	F
2015 Spring	Berkeley	13	10	76.90%		White Non Hispanic	F
2015 Spring	Berkeley	22	20	90.90%			M
2015 Spring	Berkeley	1	1	100.00%	PORT	Asian	F
2015 Spring	Berkeley	1	1	100.00%			M
2015 Spring	Berkeley	1	1	100.00%		Black/African American	F
2015 Spring	Berkeley	2	1	50.00%			M
2015 Spring	Berkeley	5	4	80.00%		Hispanic	F
2015 Spring	Berkeley	8	8	100.00%			M
2015 Spring	Berkeley	5	5	100.00%		Multiple	F
2015 Spring	Berkeley	5	3	60.00%			M
2015 Spring	Berkeley	3	2	66.70%		White Non Hispanic	F
2015 Spring	Berkeley	2	0	0.00%	SPAN	American Indian/Alaskan Native	F
2015 Spring	Berkeley	27	22	81.50%		Asian	F
2015 Spring	Berkeley	26	21	80.80%			M

2015 Spring	Berkeley	40	20	50.00%			F
2015 Spring	Berkeley	23	14	60.90%		Black/African American	M
2015 Spring	Berkeley	1	1	100.00%			X
2015 Spring	Berkeley	2	2	100.00%			F
2015 Spring	Berkeley	2	1	50.00%		Filipino	M
2015 Spring	Berkeley	44	35	79.50%			F
2015 Spring	Berkeley	18	17	94.40%		Hispanic	M
2015 Spring	Berkeley	1	1	100.00%			X
2015 Spring	Berkeley	44	33	75.00%			F
2015 Spring	Berkeley	26	18	69.20%		Multiple	M
2015 Spring	Berkeley	1	0	0.00%			X
2015 Spring	Berkeley	2	1	50.00%		Other Non white	M
2015 Spring	Berkeley	1	1	100.00%			F
2015 Spring	Berkeley	2	1	50.00%		Pacific Islander	M
2015 Spring	Berkeley	21	12	57.10%			F
2015 Spring	Berkeley	8	4	50.00%		Unknown/Non Respondent	M
2015 Spring	Berkeley	3	3	100.00%			X
2015 Spring	Berkeley	88	62	70.50%			F
2015 Spring	Berkeley	70	53	75.70%		White Non Hispanic	M
2015 Spring	Berkeley	8	5	62.50%			X
2015 Spring Total		**626**	**452**	**72.20%**			

Retained = A, B, C, D, F, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Which has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

Instructors continue providing evaluations as part of their instruction so that students have some idea about the progress of their learning. Unfortunately, because of the divers population and limited resources it is very difficult to control this outcome. Instructors are assessing student work in relation to the course objectives, and formal assessment of the courses is in progress (see assessment). In terms of demonstrating student learning outcomes outside of individual classes, the department is constantly in the process measuring and documenting student learning.

The department has created language lab courses, at this moment only for Spanish classes but is planning to expand this type of support classes to Arabic, Chinese, French and Portuguese. The department will continue its planned efforts to make sure program courses are not overlapped in schedule and maintain number of online and hybrid courses to support working professional students. Furthermore, will explore the expansion on strategic and heritage languages include strategic languages like Arabic and Mandarin and heritage languages like Portuguese; and continue supporting the Language Lab, so it has an adequate amount of tutoring hours for students and a budget for instructional assistants and tutors

Success rates BCC

Campus Descr Short	Term Descr Long	Total Graded	success	Success Rate
Berkeley	2013 Fall	14897	9618	64.56
Berkeley	2013 Spring	15476	9999	64.61
Berkeley	2013 Summer	4176	3024	72.41
Berkeley	2014 Fall	16333	10467	64.08
Berkeley	2014 Spring	15895	10208	64.22
Berkeley	2014 Summer	4378	3102	70.85
Berkeley	2015 Spring	16033	10295	64.21

Success rates Modern Languages Department

Campus Descr Short	Term Descr Long	Total Graded	success	Success Rate
Berkeley	2013 Fall	557	354	63.55
Berkeley	2013 Spring	743	462	62.18
Berkeley	2013 Summer	107	73	68.22
Berkeley	2014 Fall	540	365	67.59
Berkeley	2014 Spring	700	471	67.29
Berkeley	2014 Summer	189	131	69.31
Berkeley	2015 Spring	626	408	65.18

Success rates Modern Languages Department by Language

Campus Descr Short	Term Descr Long	Total Graded	success	Success Rate	Subject
Berkeley	2013 Fall	557	354	63.55	SPAN
Berkeley	2013 Spring	743	462	62.18	SPAN
Berkeley	2013 Summer	107	73	68.22	SPAN
Berkeley	2014 Fall	35	17	48.57	ARAB
Berkeley	2014 Fall	64	52	81.25	FREN
Berkeley	2014 Fall	40	27	67.5	PORT
Berkeley	2014 Fall	401	269	67.08	SPAN
Berkeley	2014 Spring	46	27	58.7	ARAB
Berkeley	2014 Spring	34	24	70.59	FREN
Berkeley	2014 Spring	36	28	77.78	PORT
Berkeley	2014 Spring	584	392	67.12	SPAN
Berkeley	2014 Summer	16	9	56.25	ARAB
Berkeley	2014 Summer	32	18	56.25	FREN
Berkeley	2014 Summer	141	104	73.76	SPAN
Berkeley	2015 Spring	65	39	60	ARAB
Berkeley	2015 Spring	70	54	77.14	FREN
Berkeley	2015 Spring	31	19	61.29	PORT
Berkeley	2015 Spring	460	296	64.35	SPAN

Which has the discipline, department, or program done to improve the number of degrees and certificates awarded?   Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

The Spanish Programs provide a sequential course of study that prepares students for transfer to four-year institutions with a Spanish major or acquisition of Spanish proficiency

necessary for career fields that emphasize the value of familiarity with diverse cultures and global issues.

Spanish Associate in Arts for Transfer Degree (AA-T) Students who successfully complete the AA-T in Spanish earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to their local CSU campus and to a program or major in Spanish or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 19-23 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Spanish Language for Heritage Speakers Associate in Arts Degree Spanish provides a sequential course of study that prepares students for transfer to four-year institutions with a Spanish major or acquisition of Spanish proficiency necessary for career fields that emphasize the value of familiarity with diverse cultures and global issues.

Spanish Language for Heritage Speakers Certificate of Achievement

Spanish Medical Interpreter Certificate of Achievement Students who wish to earn a certificate, must participate in the Interpreting Internship, which includes placement in a local hospital or medical clinic. If students wish to earn an associate degree or certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan maps students' sequence of courses to help them complete their certificate regardless of the semester the student begins classes.

(Needs data)

7. Human, Technological, and Physical Resources (including equipment and facilities):

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 2

Part-time faculty headcount 12

Total FTEF faculty for the discipline, department, or program, fall 2015 1.52 (FT) 5.38 (PT) / 6.9 Total

Full-time/part-time faculty ratio 22% FT / 78% PT

Classified staff headcount: 0 (we hire a 9hs/week PT classified to service the language lab in fall 2015)

Describe your current utilization of facilities and equipment.

> Current space is adequate for our course offerings. The program has a multipurpose language center, room 212. The multipurpose language center works also as a language lab (with open hours), a tutoring center and a classroom, with round tables and laptops connected to the network wireless. This structure allows having multiple uses and lowing dramatically the price and recourses needed for the lab.

What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

> Since complementary material for workbooks such us videos and audios are offered today in digital form, the laptops can be use as VCR and audio player and recorders. This dramatically reduces the cost and makes a better use of space. Even though the cost in technology had been drastically reduced since there is no need for audio and video equipment, special furniture and extra space to accommodate all this technology **is critical that the college understand that a coordinator for the lab is needed**. This person can work as a trainer, developer and manager of the lab. This is a specialize position that cannot be replace by an IT programmer.

> Furthermore, the department offers hybrid and online courses, which combines online techniques with traditional teaching methodology. A hybrid class is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced and focused on putting the grammar into practice. The program is investing heavily in hybrid classes, following the recommendation to the Peralta Community College District (PCCD) by the Chuck McIntyre Report (2008). These classes are combined with lab hours for independent work and one-on-one interaction with an instructor and tutors. These lab classes are offered in the language lab supported by technology in the room like the mobile lab, software and online content.

> **Presently, the ratio is nearly 1 full-time per 4 part-time instructors 4** (22% full-time: 78% part-time) in fall 2015, way below the full-time to part-time instructor ratio mandated by the state (75% full-time: 25% part-time). This issue is affecting the quality of the program

45

considering that practically every semester since fall 2013 the approximately FTEF Contr is 1.2 and FTEF Temp is around 7. This makes extremely difficult to keep up with the required:

- development and update of SLOs,
- conduct orientations for students and new faculty,
- assessment of the program and classes,
- updating course outlines,
- recruit, evaluate, train, support and supervise instructors and tutors,
- offer critical support to students and faculty in the area of hybrid courses and virtual tutoring center (on eberkeley.org)
- develop new classes,
- coordinate curriculum with other department,
- **represent the program in college and district committees,**
- **represent the program in the local Bay Area foreign language community organizations, like FLANC or AATSP**
- develop support services
- maintain the language lab

What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

In order to be successful and make a good use of these technologies, the Department of Modern Languages at BCC needs a foreign language lab well equipped and online lab coordinator. This person has to be an expert in second language accusation and instructional technology. Programs like the BLC (Berkeley Language Center) at UC Berkeley could be a model for this new lab. Software for the mobile lab has already been purchased. The software system is Auralog's TELL ME MORE® (Spanish) language training system. The TELL ME MORE® system includes:

- Easy-to-comprehend content created by expert instructional designers
- 2,000+ hours of dynamic content per language
- Specialized oral communication content
- Supplemental Business and Culture specific content
- Reading, Writing, Speaking, and Listening Workshops
- 37 different types of learning activities/interactions
- Speech Recognition with playback and achievement scale
- Spoken Error Tracking System (SETS®) technology automatically detects and corrects your pronunciation errors
- Professional voice-overs, videos, 3-D animations, and real-world graphics
- 10,000 vocabulary words classified by lexical group
- Anytime, anywhere accessibility

This language support system is already installed in the mobile lab. More languages can be purchased in the future with the development of more languages classes. Presently tutoring is available for students who need it in the tutoring center and the language lab. The department needs these technologies updated and functional.

What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.

Current space is adequate for our course offerings and the language lab. Unfortunately the office space is not acceptable. The department just has one small office, almost half the side of a regular office for 14 instructors (2 full time and 12 part time instructors) office hours are crowded and not a good appropriate space to offer support to students. The department is constantly working on developing a plan, including budget, for the regular updating of software and hardware used in the Language Lab. Please see Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A

Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

_____

8. Community, Institutional, and Professional Engagement and Partnerships:

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

> The chair, Dr. Fabian Banga, is a member of the campus Curriculum Committee, CIPD, co-chair of the campus and District Technology Committee; Distance Ed coordinator for the campus and the district and member of 2 TRC committees. He is also the president of the Foreign Language Association of Northern California.
> Willy Lizarraga is a member of the assessment committee and one TRC.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

> Some instructors of the department are members and active participants of FLANC and other similar organizations.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

> Two PT instructors are members of this instructional program review committee. PT instructors offer feedback during departments meetings. PT instructors are also leading assessment and selecting books for 1A and 1B courses since these courses are predominantly offered by adjunct instructors. A PT instructor co-chaired the department for two years (2013-2015). The department needs resources and support from the campus to help faculty to engage in scholarly activity and to expand program curriculum

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9. Professional Development:

Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

> Instructors in the Spanish (and French, Arabic and Portuguese) program are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department is member and president of the executive committee of Foreign Language Association of Northern California (FLANC) and most members of the department are members of FLANC, The American Association of Teachers of Spanish and Portuguese (AATSP), South West Association for Language Learning Technology (SWALLT); The Rocky Mountain Modern Language Association (RMMLA) and the Community College Consortium for Open Educational Resources. The Department hosts the AATSP Northern California Chapter. This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline. The program applies several learning techniques base on Tracy D. Terrell's Natural Approach to Language Instruction, James Asher's Total Physical Response (TPR) and Stephen D. Krashen's theoretical model of second-language acquisition.

How do you train new instructors in the use of Distance Education platforms? Is this sufficient?

Professional development training for faculty and staff is available both online, on the Distance Education Program's web page, through trainings, and through Merritt College's Online Education Certificate Program. Furthermore, in addition to technical and Help Desk support, Peralta provides a variety of Moodle training opportunities for instructors. This includes workshops on district-wide faculty development days, personal training from the DE campus coordinator (who is also chair of the department) online videos and manuals, and a certificate program in using Moodle for online teaching, offered by Merritt College. The training is sufficient. Furthermore, the department endorses the "District Academic Senate Guidelines: Assignment of Instructors to Online Classes" from 2006

> In response to the Peralta Executive Summary (Online Distance Education Program, Executive Summary, August 10, 2006), under Purpose of Program bullet 3, "Increase the number of highly qualified online instructors," DAS strongly urges the following before an instructor is assigned an online class by management:
>
> Instructor must have previous face-to-face or hybrid teaching experience of the course or course content to be offered online
>
> - · In the traditional face-to-face format at least once; and/or
> - · Teaching a hybrid version of that course.

Instructor must have the following three elements in place prior to being assigned an on-line course:

- · Received training in the use of at least one course management system (such as Moodle, Blackboard or ETUDES-NG);
- · Received training in how to teach online, such as taken the course "Teaching an Online Course" (offered by @One, a community college or UC extension course) or personal training from the DE group;
- · Uses the Peralta email system (with a peralta.edu email address) and has a Peralta web page on the college web site that has information about the on-line course. This web page will provide a link to the LMS or CMS web site.

Recommended preparation includes that the instructor

- · has previously taken an online course of some kind;
- · has worked with a mentor who is an experienced online instructor.

Recommended ongoing instructor preparation should include maintaining currency in online education such as

- · Instructional technologies
- · Pedagogy based on e-learning.
- · Collaborating with other online instructors
- · Ongoing assessment of student learning outcomes
- · Complete a certificate in online education
- · Be an active member of an organization dedicated to supporting/promoting the useful integration of instructional technology in teaching

_____

10. **Disciple, Department or Program Goals and Activities:**

Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

> The program would like to continue offering strategic languages like Arabic, Portuguese, Mandarin, and Japanese (based on students demand) and continue offering courses that will help already fluent students (Spanish) complete their AA or credential degree. Although many BCC students speak Spanish fluently, this ability makes them ineligible for basic language courses such us Spanish 1a, 1b and in many cases 2a. Because of this, our department is offering Spanish, 22a and b, Elementary and Intermediate Spanish for students whose native language is Spanish and advanced Spanish classes, such as 38, 39 and 40 and Spanish 15. These courses are offered online and have the support of a virtual and F2F lab. The department offers a Certificate entirely online for students whose native language is Spanish or are bilingual.
> Furthermore since there is a clear demand of French courses, the department would like to also expand the offering of these courses. The department would also like to continue offering hybrid and online courses, which combines online techniques with traditional teaching methodology.

Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum:

1. Continue offering (based on students' demand) and assessing: Arabic, French, Mandarin, Portuguese and Spanish
2. Explore the possibility of expanding into Ohlone and Japanese.
3. Expand French course offerings to keep up with demand made by students. To meet this goal the department needs to offer numerous courses beyond the existing level of French 1A and French 1B. These new courses will be designed to give students a more in-depth familiarity with the language, culture, and literature of France as well as the French-speaking world.

Goal 2. Assessment:

1. Continue developing and implementing assessment processes

Goal 3. Instruction:

1. The committee is recommending expansion especially in French since there is a clear student demand. Furthermore, the committee recommends a hiring of a new full time instructor with expertise in French curriculum.
2. Continue supporting students and instructors with updated technologies in the lab and professional development.

Goal 4. Student Success and Student Equity:

1. Since the student/teacher ratio cannot be change, explore the possibility of having more student tutors and some of them in the classroom, especially in very impacted courses like 1As. 40 students per class is not a ratio recommended by the American Council on the Teaching of Foreign Languages (ACTFL), the recommended class size is no more than 15 students

   "Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

   Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices."

   Approved by the ACTFL Board May 22, 2010 - See more at: https://shar.es/15uzsy

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:

1. Support faculty to engage in scholarly activity
2. Increase number of online and hybrid courses to support working professional students.

Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Comprehensive Instructional Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: Berkeley City College

Discipline, Department or Program: Modern Language Department

Contact Person: Dr. Fabian Banga, Chair

Date: 11/01/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Instructor FT	1	$ 98,000.00	P 46, 51
Human Resources: Classified	Instructional Assistant - Hourly for the language lab (PT 20/wk)	2	$12,000	P, 32, 42, 44-46
Human Resources: Student Workers	Teacher's Aide / Tutor – Hourly (20/wk)	3	$8,000	P. 42, 44-46, 51
Technology	Software update	6	$8,000	44-46
Equipment	In the next 2 years we will need	7		44-46
Supplies	Office supplies	8	$1000	
Facilities	Office space for 15 instructors.	4		P. 46
Professional Development	Organizations memberships and conferences	5	$3000	P. 48-49
Other (specify)				

PCCD Program Review
Alignment of Goals Template

College: Berkeley City College

Discipline, Department or Program: Modern Language Department

Contact Person: Dr. Fabian Banga, Chair

Date: 11/01/2015

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Continue supporting students and instructors with updated technologies in the lab and professional development. 2. Increase the number of student tutors in the tutoring center, lab and in the classroom, especially in very impacted courses like 1As. 3. Continue developing and implementing assessment processes 4. Increase number of online and hybrid courses to support working professional students. 5. Explore the possibility of expanding into Ohlone and Japanese.	**BCC Goal 1. Increase Equitable Access** **BCC Goal 2. Improve Equitable Success**	Strategic Goals **A:** **Advance Student Access, Equity, and Success** 2015-2016 Institutional Objectives **A.1** **Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES. **A.2** **Student Success:** Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3** **Student Success:** Fully implement an Early Alert process for all students. **A.4** **Student Equity:** Address the achievement gap through fully implementing the student success and equity plans at each campus. **A.5** **Student Success:** Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life

		activities, student leadership development, service learning programs, learning communities and student employment.
2.	**BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.**	Strategic Goals: **B: Engage and Leverage Partners** 2015-2016 Institutional Objectives: **B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015. **B.2. Partnerships:** Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
1. Expand French course offerings to keep up with demand made by students.	**BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.**	Strategic Goals: **C: Build Programs of Distinction** 2015-2016 Institutional Objectives: **C.1 Student Success:** Develop a District-wide first year experience/student success program (such as Peralta Scholars). **C.2 Student Success:** Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.
4.	**BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans**	Strategic Goals: **D: Strengthen Accountability, Innovation and Collaboration** 2015-2016 Institutional Objectives: **D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to

			better service to our students and colleagues and community partners.
			D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.
			D.3. Institutional Effectiveness: Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).
			D.4. Global Planning: Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5.		**BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.**	Strategic Goals: **E: Develop and Manage Resources to Advance Our Mission** 2015-2016 Institutional Objectives: **E.1 FTES/FTEF Target**: Achieve the District target FTES/FTEF within budget. **E.2 Budget to Improve Student Success:** Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc. **E.3 Fiscal Oversight:** Prudently

			manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.
		E.4	**Support Quality Instruction:** Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.

Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked

☐
 	
   1. The narrative information is complete and all elements of the program review are addressed.
 	
☐
 	
   2. The analysis of data is thorough.
 	
☐
 	
   3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.
 	
☐
 	
   4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.
 	
☐
 	
   5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
☐ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
☐ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature
Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature
Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature
Date