

# Welcome to Program Review 

Berkeley City College - 2019

SPAN - Instruction
Annual Program Update

## Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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.

## Program Total Faculty and/or Staff

## Full Time

Fabián Banga - (Chair - Spanish)
Willy Lizarraga - (Spanish)

## Part Time

Ana Belén Redondo Campillos - (Spanish)
Anne McCormick - (French - Spanish)
Cynthia Barlow - (Spanish)
Donna Southard - (Spanish)
Gaye Walton-Price - (Arabic)
Kenny Buquen - (French)
Patricia Jorgensen - (Spanish)

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Continue developing and implementing assessment processes

Status
In-Progress

College Goal

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

## Microsoft Power BI

Raise College Competence: Raise student skills and competencies, and expand their learning experiences, Distrinat thoey can successfully complete their college program.
Build Programs of Distinction

Continue offering (based on students' demand) and assessing: Arabic, French, Mandarin, Portuguese and Spanish

## Status

## In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

## College Goal

Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for
Disfateqe
multiple transfer options.
Build Programs of Distinction

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.

## Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

## College Goal

Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for
Disf ficeecrafpare students, in a timely manner, for
multiple transfer options.
Build Programs of Distinction

Explore the possibility of expanding into Ohlone and Japanese.

## Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this

College Goal
Increase Transfer and Transfer Degrees: Ensure that all
of BCC's programs of study and transfer pathways for
Distarees baqpare students, in a timely manner, for
multiple transfer options.
Build Programs of Distinction

## Describe your current utilization of facilities, including labs and other space

The Modern languages department has a language lab room. A mobile language lab was created in 2013. The lab 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. Since all book come now with a robust online component, virtual remote materials are incorporated in the classroom curriculum. The lab is also used as classroom space so the mobile language lab can be deployed during the classroom time.

The lab technology and software were updated in fall 2017. The technology in the lab is appropriate and will not need any update until 2020.

## Program Update

## Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.


#### Abstract

In the last academic year 2018-2019 the course completion rate and the course retention rate in Spanish have improved; the first by $8 \%$ and the second by $4 \%$. The difference with the overall course completion and retention rate by college is $-3 \%$. If we compare this last academic year with three years ago, the improvement is $9 \%$. In Arabic the improvement is $6 \%$ in course completion rate and course retention. In French we see a decline in numbers with a course completion rate of $-3 \%$ and retention rate of $-9 \%$. The department has created a language lab to support students in need of technical and academic support. The academic support (tutors) is offered in collaboration with the Jerry Adams Learning Resources Center. The department will continue supporting the Language Lab, so that it will have an adequate number of tutoring hours available for the students. Most of the tutors are hired using financial aid work-study hours. The department needs a budget allocation to pay tutors when these tutors cannot be hired through the Federal Work-Study budget.


Portuguese has been discontinued temporarily due to low enrollment.
Course retention and course completion rates have been improving the past several academic years for practically for all subgroups. 2016-2017 (Retention 74\%, Completion: 64\%), 2017-2018 (Retention 78\%, Completion: 67\%), 2018-2019 (Retention 80\%, Completion: 72\%). In the last year these numbers for female, male and unknown students was practically identical (Retention M and F: $80 \%$ and $\mathrm{U}: 77 \%$, Completion: $\mathrm{M}: 72 \%, \mathrm{~F}: 71 \%, \mathrm{U}: 74 \%$ ). There were cases of decline numbers like DSPS, Veterans and Foster Youth students in the last two academic years (These are very small populations of no more than 30 students so it is difficult to identify the problem.) DSPS students: from 2017-2018/2018-2019 Retention: 79\% to 63\% and Completion: 73\% to 53\% Foster Youth: from 2017-2018/2018-2019 Retention: 79\% to 63\% and Completion: 73\% to 53\% Veteran: from 2017-2018/2018-2019 Retention: 81\% to 78\% and Completion: 61\% to 67\% On the other hand, there is steady improvement with First Generation and Low-Income students in the last 3 academic years.
There was also improvement in the area of course completion rates in the last academic year for Black/African American students: from 39 to 46\%, Hispanic / Latino/a students: from 49 to $64 \%$ and Asian students: from 68 to $74 \%$. Course completion rates for White students have been consistent the last 3 academic years ( 71,73 and $71 \%$ ) The achievement gap of African American and Hispanic students on campus is irrefutable. Resources are needed to help these students and other students in a similar situation. This is a problem that not only affects these students but our whole campus and nation. "The persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national recession" (McKinsey \& Company 2009, 6). The Modern Language Department will continue helping these students providing tutors, classroom and pedagogical techniques, special attention to students in need but this issue transcends our department and needs the attention of the whole campus.
"On average, black and Latino students are roughly two to three years of learning behind white students of the same age. This racial gap exists regardless of how it is measured, including both achievement (e.g., test score) and attainment (e.g., graduation rate) measures. Taking the average National Assessment of Educational Progress" (McKinsey \& Company 2009, 9)
McKinsey \& Company. 2009. The Economic Impact of the Achievement Gap in America's Schools: Summary of Findings. http://dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT_GAP_REPORT_20090512.pdf.

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## Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

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The department has completed the assessment of all these courses between Fall 2018 and Summer 2019
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ARAB 1A - Elementary Modern Standard Arabic I
ARAB 1B - Elementary Modern Standard Arabic I
FREN 1A - Elementary French I
FREN 1B - Elementary French I
PORT 1A - Elementary Portuguese I
SPAN 1A - Elementary Spanish I
SPAN 1B - Elementary Spanish II
SPAN 22A - Spanish for Bilingual Speakers I
SPAN 22B - Spanish for Bilingual Speakers II
SPAN 38 - Latin American Literature
SPAN 39 - Latin American Novel
In fall 2019, the department is in the process of assessing these courses:
SPAN 40 - Hispanic Civilization and Culture
SPAN 35B - Intermediate Conversational Spanish: Film
SPAN 2A - Intermediate Spanish
and will assess these courses in Spring 2020
SPAN 2B - Intermediate Spanish
CHIN 1 - Elementary Chinese (Mandarin)
SPAN 39 - Latin American Novel

The department will asses PLOs in Fall 2020.

## Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of
funded request

Source (any additional Total Outcome/Accomplishment award outside your base allocation)

Award
Amount

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement

Actions

## Improvement Action



Resource Request
Personnel Student Worker


Total Costs
14000

## Resource Request Summary

Total Cost: \$14000
Total Resource Request: 1
Program Update
Personnel

| Type | \% Time | Description/Justificetstimated <br> Annual Salary <br> Costs | Estimated <br> Annual Benefits <br> Costs |
| :--- | :--- | :--- | :--- | | Total Costs |
| :--- |

## Professional Development

No Resources found for this category

Technology and Equipment
No Resources found for this
category
Supplies
No Resources found for this
category
Facilities
No Resources found for this
category
Library
No Resources found for this
category
Other
No Resources found for this
category

## Sign and Submit

Please provide the list of members who participated in completing this program review.
$\square$ Fabian banga

Please enter the name of the person submitting this program review.

Fabian Banga


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