

I. Overview			
Date Submitted:	November 1, 2012	Administrator:	
BI Download:	September 25, 2012	Dept. Chair:	Fabián Banga
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	<p>The Department of Modern Languages</p> <p>Degrees:</p> <ul style="list-style-type: none"> • Associate of Arts Degree in Spanish • Certificate of Completion Spanish <p>Certificate of Completion Spanish Medical Interpreter (Pending Approval by California Community Colleges State Chancellor's Office)</p>		
Campus:	Berkeley City College		
Mission	As written in the <i>Berkeley City College Educational and Resources Plans for the Years 2001-2016</i> , 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.		
II. Goals and Outcomes (add lines as needed)			
II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)			
<ul style="list-style-type: none"> • Develop foreign language lab (A1, A2 , A3, D2) • Continue planned efforts to make sure program courses are not overlapped in schedule at the district level (D1) • Increase number of online and hybrid courses to support working professional students. (A1, A2 , A3, D2) • Medical Interpreter Program goals: will advance student access to a program that will provide employment opportunities, provide successful outcomes in skill acquisition for students, and afford equitable opportunities for those students wishing to use their language skills in the service of those who most need it. (A1, A2 , A3, C2) • Complete program review and implement their action plans. (A.2, C1) 			

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]

PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I):

PROGRAM 1:

BCC SLOs related to the Spanish Program

Communication

The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.

Critical Thinking

The student should be able to identify a problem/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.

Global Awareness and Valuing Diversity

(The subcommittee is still working on a more specific definition for Vista. This is an example from Mesa community College.) Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.

Spanish program SLOs

The student should effectively demonstrate:

1. Knowledge of grammar, vocabulary and communicative competence in the Spanish language. **(Communication)**
2. Knowledge of the cultural, literary and linguistic structure, which exists in the Spanish-speaking world. **(Global Awareness and Valuing Diversity)**
3. Ability to interpret Spanish-language texts according to their cultural, literary and/or linguistic content **(Critical Thinking and Global Awareness and Valuing Diversity)**

PROGRAM 2:

General Education component(s):

Spanish 1B, UC Modern Language Requirement, Area 8.

Basic Skills component(s):

III. Evidence

III.a. Institutional Data

Student Data			
Enrollment	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	725	741	690
Sections (master sections)	21	23	20
Total FTES	101.16	111.94	108.23
Total FTEF	6.07	6.33	6.39
FTES/FTEF	16.68	17.68	16.91
Retention			
Enrolled	725	748	690
Retained	489	469	471
% Retained	67	63	68
Success			
Total Graded	649	639	634
Success	391	404	354
% Success	60	63	56
Withdraw	160	170	N/A
% Withdraw	24	26	N/A

Faculty Data			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	1.87	2.35	1.20

Hourly FTEF	3.73	3.80	5.19
Extra Service FTEF	0.47	0.18	0.00
Total FTEF	6.07	6.33	6.39
% Contract/Total	0.31	0.37	0.19

Faculty Data Comparables F2011				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.95	1.20	1	0
Hourly FTEF	0.53	5.19	1.87	0.67
Extra Service FTEF	0.05	0.00	0	0
Total FTEF	17.97	108.23	35.70	10.34
% Contract/Total	0.62	0.18 (?)	0.35	0

III.b. External Evidence

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Labor market information for the Spanish Medical Interpreter Program will be presented in their program review, which will be submitted separately.

Program Review Narrative:

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 Associate of Arts Degree and Certificate of Completion. It has approximately 63% of the total of students studying Spanish in the district: BCC 108.23 total Full-time Equivalent Students (FTES), Laney 35.70 total FTES, Alameda 17.97 total FTES and Merritt 10.34 total FTES. (September 25, 2012). Unfortunately, the percentage of total Contract FTEF district wide is only 0.24.

Curriculum

Spanish courses are updated every three years. The Department of Modern Languages chairperson requests that the Spanish instructors review and update course outlines and text used. The Office of Instruction compiles the results, and chairperson presents a report to the Curriculum Committee. The Curriculum Committee then reviews the report and provides input as to the direction of the program

Spanish classes represent 100% of the department population at BCC because the Arabic, French and Portuguese offerings and several classes in the Spanish Program have been suspended because of budget cuts. The Spanish program is not offering conversation courses since fall 2010. The program is only offering basic grammar classes and one literature class per semester (Spanish 38 and 39).

Until resources are available to allow the department to reinstate courses in Arabic, French and Portuguese, the focus will be to support the growth and success of the Spanish certificates and degrees.

The Modern Languages Department consistently offers not only introductory courses, such as Spanish 1a and 1b, Portuguese 1a and 1b, Arabic 1a and b and French 1a and b but also intermediate level courses such as Spanish 2a and 2b, Spanish 15, 38, 39 and 40. Furthermore, the program offers four conversation courses, 30a and 30b, Beginning Conversational Spanish, 31a and 31b Intermediate Conversational Spanish and Spanish 10a and 10b, Intermediate Conversational Spanish. All course outlines have been updated.

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 in Spain, Cuba or Mexico every year.

The program would like to continue expanding into strategic languages (Arabic, Portuguese, Mandarin, and Japanese) and the creation of courses that will help already fluent students complete their AA or credential degree. Although many BCC students speak Spanish fluently, this ability makes them ineligible for basic language courses such as Spanish 1a, 1b and in many cases 2a. Because of this, there are not enough courses available for them to complete a degree. In addition to the courses that advanced Spanish speakers can take, such as 38, 39 and 40 and Spanish 15, an intermediate composition course, BCC is offering Spanish, 22a and b, Elementary and Intermediate Spanish for students whose native language is Spanish. These courses have been offered entirely online. Unfortunately, the program is not offering Spanish 15 and 40 because of budget cuts.

All active courses in the Modern Language Department have Student Learning Outcomes that are available in Taskstream. Furthermore, all program outcomes have been mapped to course outcomes on “curriculum matrices,” which are also available on Taskstream. (Please see Spanish A.A. Curriculum Alignment Matrix) Moreover, extensive work and assessment, particularly on the first year curriculum of the program (Spanish 1A and 1B) has provided a number of enhancements, such as:

- The implementation of a language lab and incorporating of the Lab into our courses.
- A synchronic tutoring component available to all students in these courses.
- Research of a replacement text for Dos Mundos (exploration of options for using an open-source text)

Spanish A.A. Curriculum Alignment Matrix

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

Institutional Learning Outcomes:

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

Recommendations

Spanish is strong program that almost all of the courses in the program transfer either to fulfill general education or IGETC requirements or to transfer as elective units. Furthermore, the program offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion. A few courses also fulfill requirements within the major at CSU-Hayward and San Francisco State University. The course outlines are up-to-date, and the faculty reviews those on a regular basis. Therefore, the committee has no recommendations to make concerning the curriculum. However, the committee supports the idea of expansion in the area of vocational courses, into strategic and heritage languages and online courses.

Instruction

Instructors in the Spanish program are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the Department is member 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 based 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. The program uses the textbook *Dos Mundos*, by Tracy D. Terrell, Magdalena Andrade, Jeanne Egasse and Elías Miguel Muñoz, since this book is compatible with these techniques. These pedagogical techniques are being used today in university programs such as the Spanish and Portuguese department at UC Berkeley for their effectiveness. The Spanish program is also working on an especially needed language lab. An all-new state-of-the-art mobile language lab will be available this year. Furthermore, the department offers hybrid and online courses, which combine 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). 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. 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. Since the program is very

popular and enrollment is very high in the Spanish classes, particularly in Spanish 1A, little has been made to recruit more students. The program could offer more classes, but because of lack of resources 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. To satisfy a diverse population, we offer language in the morning, afternoon and evening so courses are not overlapped in the schedule.

Recommendations:

- Support faculty to engage in scholarly activity and to expand program curriculum for online course offerings and vocational area
- Continue 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.
- Develop a plan, including budget, for the regular updating of software and hardware used in the Language Lab.
- Expansion on strategic and heritage languages include strategic languages like Arabic, Persian (AKA Farsi, political distinction), Korean, Mandarin and heritage languages like Portuguese.

Student Success

An examination of the sequential Spanish classes shows overall an increase and stabilization in course completion rate in the last years

Student Data			
Enrollment	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	649	639	634
Sections (master sections)	21	23	20
Total FTES	101.16	111.94	108.23
Total FTEF	6.07	6.33	6.4
FTES/FTEF	16.68	17.68	16.91
Retention			
Enrolled	725	741	690
Retained	489	469	471
% Retained	67	63	68
Success			
Total Graded	649	639	634
Success	391	404	354
% Success	60	64	56
Withdraw	160	170	163
% Withdraw	25	27	26

Over the past two years, the demand for transferable language classes has increased dramatically. An example that illustrates this issue is that 73% of the classes offered by the department are Spanish 1A and 1B. All these introductory classes are in high demand.

In the past, 3 unit conversation classes like Spanish 30 indirectly helped some students to prepare for Spanish 1A, offering support to students that were not yet ready for the challenges of a 5 unit, more intensive college level language course. The department decided to change this approach by creating a new language center that will include new second-language acquisition technologies and offer support asynchronously, which will provide a much more flexible schedule to students wanting to access these resources.

Even though a well-supported tutoring center was an enormous help for this same, more challenged population, the department understands that a tutoring center is not a permanent solution to a new population that is increasing in number, has different needs and are virtual citizens of new technologies.

Challenges and solutions

We have had a very limited number of tutors (for a population of approximately 500 students we had a single tutor offering assistance only 20 hours a week) We are doubling the number of tutoring hours to 40 and are also working on offering (?) online tutoring. When the language center is finished, students will be able to use the instructional technology (like “Tell Me More” language learning software) and our increased tutoring support for students. This project has been developed in collaboration with the Learning Resources Center Initiative. Our Chair, Dr Banga is a member of the LRC initiative committee.

We have a significantly lower number of full-time faculty now. (presently only 18% of the FTEF of the department is Full Time since the chair of the department has consistently dedicated 2/3 of his load to DE since 2008 and a FT instructor, Dr Gabriela Pisano, retired in 2011). The department is working with the administration to hire a new full time instructor in the near future.

In the past several years, the budget for instructional assistants has been reduced to the point of being completely wiped out. Thanks to new funds allocated to our campus the department is increasing the number of instructional support and reassignment time for faculty to work on specific projects like the Language Center.

There is an enormous demand for language and culture classes and many students are not interested in credit. These students use space and resources that are needed for full time students, in many cases those who are planning on transferring to 4-year institutions. The department is experimenting with a MOOC for Spanish 38: eberkeley.org/mooc/. The emphasis of this MOOC is on social interaction; promoting discussions outside the course in social media platforms like Facebook, Twitter, Blogs, and Google+. This will give the community an opportunity to build new social groups that focus on a specific topic, in this case the material in Contemporary Latin American Literature (Spanish 38). The MOOC aspect of the course, which charges no fees nor awards credit, opens colleges to a community of students who can experiment and learn the material without the pressure of taking an accredited course.

The MOOC is also a project that targets another departmental issue having to do with the high cost of textbooks for our students. Using only open educational resources available for free on the internet, we plan to produce OERs from these MOOCs in order for them to become virtual artifacts that could replace existing text books. The department is following very closely the development of OER initiatives in California, like the S.B.1052 California Open Education Resources Council and SB-1053 Public postsecondary education: California Digital Open Source Library.

Grade	Fall 2009	Fall 2010	Fall 2011
A	26%	29%	27%
B	17%	17%	16%
C	10%	10%	9%
D	4%	4%	5%
F	10%	5%	13%

However the number of F grades has also increased moderately last semester (more than 8% from Fall 2010 but only 3% from Fall 2009). In a conversation among instructors in the department, instructors commented about a new phenomenon present in the last two years: students that stay in the course, despite the inevitability of getting an F as a final grade, because of fear of losing their financial aid or hope of passing the class with a C. Increasing the number of counselors and support from Students Services would help the department considerably.

Recommendations:

- **Make sure the Tutoring Center has an adequate amount of tutoring hours for students.**
- **Continue planned efforts to make sure program courses do not overlap in the schedule**
- **Increase number of online and hybrid courses to support working professional students.**
- **Develop a budget for instructional assistants and tutors**

Human and Physical Resources

The chart below shows that the proportion of full-time faculty in the Spanish program at BCC is impressively lower than to the other colleges in the district.

Faculty Data Comparables F2011				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.95	1.20	1	0
Hourly FTEF	0.53	5.19	1.87	0.67
Extra Service FTEF	0.05	0.00	0	0
Total FTEF	17.97	108.23	35.70	10.34
% Contract/Total	0.62	0.18	0.35	0

Furthermore, as stated previously the present number of instructional assistants and tutors is insufficient.

The creation of a sustainable Language Lab and Test Center for BCC

Current status:

- The Modern Language Department language lab has a locked cart with 30 laptop computers and the “Tell Me More” language learning software (an excellent Spanish pronunciation and vocabulary package for all levels).

Needs:

- The ability to make this software and the computers available to Spanish students.
- A testing center for creating and administrating invigilated language tests.
- A tutorial center that combines electronic resources with in-person assistance.

Outcomes:

- Benefits to the student:
 - Flexible scheduling for exam taking and tutoring.
 - Resources addressing diverse learning styles.
 - Reestablishment of some of the instructor-to-student time lost in both the over-enrolled and hybrid classes.

- Benefits to the teacher:
 - More time for teaching.
 - Easy referral for students needing additional tutoring.
 - Ability to electronically share tests and activities with colleagues.
- Benefits to Berkeley City College:
 - The combination of tutorial and testing center streamlines test testing and centralizes language tutorials.
 - In the long run, once a testing center for language is created and fine-tuned, the center can be made available to other departments as well as outside academic organizations (e.g. distance education classes, College Board Testing, etc.) who need access to reputable, proctored testing sites (for a fee) Income from these services to outside populations will help to maintain the language lab/test center.

Timeline:

Spring 2013:

- Incorporate “Tell me more” software into the curriculum for Spanish 1A and 1B.
- Purchase appropriate test-writing software and begin to collect digital exams from Spanish professors.
- Begin offering limited invigilated testing for Spanish 1A & 1B either during class time or on a partial lab schedule.
- Establish a tutorial lab center that is available to students seeking enrichment and personalized assistance.
- Investigate scheduling software for on-line appointments to use lab.

Summer 2013:

- Finish establishing a complete on-line testing center for Spanish. Including:
 - A complete set of randomized tests for both levels (1A & 1B) that include oral and listening components.
 - Appointment software for students to schedule exams and tutorial sessions.
- Assist summer school instructors with on-line testing and tutorial lab support.
- Survey other departments regarding their interest in using an on-line testing center for their classes.
- Hire tutors to run the lab on a broader schedule in the fall.
- Visit other successful testing centers.

Fall 2013:

- Have the lab/testing center up and running for Spanish 1A & 1B classes.
- Trouble shoot new issues as they arise.
- Investigate a dedicated space for testing center with a language lab/tutorial center space included.
- Evaluate lab staff and tutors.
- Begin to assist 2-3 other departments interested in using the testing center.

Spring 2014: (These thoughts are contingent upon the testing center having a dedicated space containing 30-40 computers with a director and staff size appropriate for the hours it is open. And a smaller language on-line tutorial center with the 30 original laptops also staffed.)

- Continue outreach to other departments. Help with exam design appropriate for subject and on-line presentation. (e.g. ASL might want to use video, political science might want students to listen to speeches, etc.)
- Approach outside agencies that might be interested in renting the testing center on the weekends (SAT, distance ed, etc.). Thereby generating income for BCC.

Recommendation:

- Increase budget for instructional assistants to support the language classes
- Increase the number of tutors/hours
- Hire 1 or 2 additional full-time instructors
- Develop foreign language lab
- Create a Test center

Community Outreach and Articulation

The Spanish program at BCC College 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 program at BCC is in the process of creating this course in the near future.

IV. Action Plans			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1.- Add a full-time faculty to replace Prof Gabriela Pisano and address disparity in percentage of full-time and part-time faculty as specified in BI data		Fabián Banga	<input type="checkbox"/> Assessment Findings <input checked="" type="checkbox"/> BI Data <input type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
2.- Develop foreign language lab	Request approved by Roundtable and BCC Technology Committee - November 2010. IT has purchased the equipment and the language lab will be available in fall 2013. <i>See: Language Lab and Test Center for BCC</i>	Fabián Banga Carol Copenhagen	<input checked="" type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
3.- Continue planned efforts to make sure program courses are not overlapped in schedule at the district level	all programs from 4 campuses meet every semester to work on this topic	Fabián Banga	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
4.- Increase number of online and hybrid courses to support working professional students.		Fabián Banga	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
5.- Creation of an on-line testing center for Spanish and all programs	<i>See: Language Lab and Test Center for BCC</i>	Fabian Banga Carol Copenhagen	<input checked="" type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
6.- Complete program review and implement their action plans. (A.2, C1)		Willy Lizarraga	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

V. Resource Needs	Link to Action Plans (Section IV)
Please describe and prioritize any faculty, classified, and student assistant needs.	<ul style="list-style-type: none"> • Additional full time faculty are needed (Action Plan 1) • Student assistants are need as tutors and helpers in the language lab (Action Plan 2, 5) • Continue planned efforts to make sure the Tutoring Center has adequate amount of Spanish tutoring hours for students.
Please describe and prioritize any equipment, material, and supply needs	<ul style="list-style-type: none"> • Language Lab,
Please describe and prioritize any facilities needs	<ul style="list-style-type: none"> • Rooms 214 and 216 need (as 212 already has) round tables appropriate for language teaching. • Space for the Test Center