**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: | Fabián Banga  Carol Copenhagen |
| Subject/Discipline: | SPAN | Dean: | Antonio Barreiro |
| Campus: | Berkeley City College | | |
| Mission Statement | As written in the *Berkeley City College Educational and Resources Plans for the Years 2001-2016*, the mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning. | | |

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| II. Enrollment | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 134 | 690 | 329 | 62 |  |
| Census Enrollment F12 | 141 | 599 | 289 | 69 |  |
| Census Enrollment F13 | 105 | 557 | 355 | 73 |  |
| Sections F11 | 5 | 20 | 9 | 2 |  |
| Sections F12 | 5 | 19 | 9 | 2 |  |
| Sections F13 | 4 | 19 | 11 | 2 |  |
| Total FTES F11 | 17.97 | 110.21 | 41.10 | 10.33 |  |
| Total FTES F12 | 21.60 | 92.35 | 45.58 | 11.50 |  |
| Total FTES F13 | 15.97 | 85.26 | 54.60 | 12.17 |  |
| Total FTEF F11 | 1.53 | 6.40 | 2.87 | 0.67 |  |
| Total FTEF F12 | 1.53 | 5.80 | 2.73 | 0.67 |  |
| Total FTEF F13 | 1.20 | 5.80 | 3.53 | 0.67 |  |
| FTES/FTEF F11 | 11.72 | 17.22 | 14.34 | 15.50 |  |
| FTES/FTEF F12 | 14.09 | 15.92 | 16.68 | 17.25 |  |
| FTES/FTEF F13 | 13.31 | 14.70 | 15.45 | 18.25 |  |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 127 | 634 | 319 | 57 |  |
| Total Graded F12 | 124 | 561 | 275 | 66 |  |
| Total Graded F13 | 106 | 569 | 355 | 74 |  |
| Success F11 | 56 | 354 | 174 | 31 |  |
| Success F12 | 56 | 345 | 169 | 39 |  |
| Success F13 | 53 | 354 | 211 | 36 |  |
| % Success F11 | 0.44 | 0.56 | 0.55 | 0.54 |  |
| % Success F12 | 0.45 | 0.61 | 0.61 | 0.59 |  |
| % Success F13 | 0.50 | 0.62 | 0.59 | 0.49 |  |
| Withdraw F11 | 44 | 163 | 85 | 9 |  |
| Withdraw F12 | 47 | 150 | 71 | 22 |  |
| Withdraw F13 | 37 | 156 | 77 | 26 |  |
| % Withdraw F11 | 0.35 | 0.26 | 0.27 | 0.16 |  |
| % Withdraw F12 | 0.38 | 0.27 | 0.61 | 0.33 |  |
| % Withdraw F13 | 0.35 | 0.27 | 0.22 | 0.35 |  |

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| IV. Faculty | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.95 | 1.53 | 1.00 | 0.00 |  |
| Contract FTEF F12 | 0.90 | 1.08 | 0.80 | 0.00 |  |
| Contract FTEF F13 | 0.33 | 1.20 | 0.80 | 0.00 |  |
| TEMP FTEF F11 | 0.53 | 4.86 | 1.87 | 0.67 |  |
| TEMP FTEF F12 | 0.53 | 4.60 | 1.73 | 0.67 |  |
| TEMP FTEF F13 | 0.87 | 4.60 | 2.20 | 0.67 |  |
| Extra Service FTEF F11 | 0.05 | 0.00 | 0.00 | 0.00 |  |
| Extra Service FTEF F12 | 0.10 | 0.12 | 0.20 | 0.00 |  |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.53 | 0.00 |  |
| Total FTEF F11 | 1.53 | 6.39 | 2.86 | 0.67 |  |
| Total FTEF F12 | 1.53 | 5.80 | 2.73 | 0.67 |  |
| Total FTEF F13 | 1.20 | 5.80 | 3.53 | 0.67 |  |
| % Contract/Total F11 | 0.62 | 0.24 | 0.35 | 0.00 |  |
| % Contract/Total F12 | 0.59 | 0.19 | 0.29 | 0.00 |  |
| % Contract/Total F13 | 0.28 | 0.21 | 0.23 | 0.00 |  |

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| V. Qualitative Assessments | |
| **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. |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | 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.  Over the past two years, the demand for transferable language classes has increased dramatically. An example that illustrates this issue is that 70+% 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 includes new second-language acquisition technologies and offer support in person and asynchronously, which provides 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. |

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| VI. Course SLOs and Assessment | |
|  | Fall 2014 |
| Number of active courses in your discipline | *24* |
| Number with SLOs | *24* |
| % SLOs/Active Courses | *100%* |
| Number of courses with SLOs that have been assessed | *7* |
| % Assessed/SLOs | *29%* |
| Describe types of assessment methods you are using  The assessment methods used have included essays, oral presentations, quizzes, and exams. Assessments have been conducted using rubrics created by the department, and student work has been assessed by multiple readers focusing on the areas of cultural understanding, language comprehension (vocabulary and grammar) and response articulation (grammar, verbs conjugation and vocabulary). | |
| Describe results of your SLO assessment progress  *Will be discussed during Spring 2015* | |
| Describe how assessment results and reflection on those results have led to improvements.  *Will be discussed during Spring 2015* | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 2 |
| Number with Program Learning Outcomes | 2 |
| Number assessed |  |
| % Assessed |  |
| Describe assessment methods you are using | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  ***Will be assessed during Spring 2015*** | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  Advance Student Access, Success & Equity  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program. |

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| IX. College Strategic Plan Relevance |
| Check all that apply    New program under development  Program that is integral to your college’s overall strategy  Program that is essential for transfer  Program that serves a community niche  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps.  The Modern Languages Department consistently offers not only introductory courses, such as Spanish 1a and 1b, Portuguese 1a and1b, 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 two conversation courses, 35b Intermediate Conversational Spanish and Spanish 10a and/or 10b, Intermediate Conversational Spanish. All course outlines have been updated.  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 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.  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 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. The programs uses the textbook Dos Mundos, by Tracy D. Terrell, Magdalena Andrade, Jeanne Egasse and Elías Miguel Muñoz, since this book is compatible with this techniques. These pedagogical techniques are being use today in universities programs such as the Spanish and Portuguese department at UC Berkeley for their effectiveness.  The program has an all-new state of the art mobile language lab. 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). 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.  *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 and Mandarin and heritage languages like Portuguese. * Make sure the Language Lab has an adequate amount of tutoring hours for students. * Increase number of online and hybrid courses to support working professional students. * Develop a budget for instructional assistants and tutors |

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| XI. Needs |

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| Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts. | Link to Action Plans (Refer to # of item in section VI) | Estimated Cost: Please use Excel template to estimate costs. |
| **Please describe and prioritize any faculty, classified, and student assistant needs**.  1. Language lab needs –Afternoon Language lab facilitator and Spanish tutor.  2. Tutors for Portuguese, French and Arabic. | 1.- Add a full-time faculty  2. Language lab needs | $97,812  $24,350 |
| **Please describe and prioritize any equipment, material, and supply needs.**  New language software particularly for French and Arabic. | 2. Language lab needs | $7000 |
| **Please describe and prioritize any facilities needs.**  Up-to-date computers in the faculty offices.  New copy machines for faculty use.  Repairs and upgrades to classroom technology in 212, 214 and 216. | 3 Classrooms for language courses.  round tables 20 | $ 5000 |

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| **Item #** | **Position** | **Type: FT, PT, hourly** |  | **Salary** | **Fringe** | **Subtotal** |
| 1 | Instructional Assistant - Hourly for the language lab | PT /20/ wk |  | $ 10,682.00 | $ 691.00 | $ 11,373.00 |
| 2 | Teachers Aide/Tutor - Hourly | PT /20/ wk |  | $ 6,412.00 | $ 76.94 | $ ,488.94 |
| 4 | Instructor | FT |  | $ 66,936.00 | $ 30876 | $ 97,812.00 |
| 5 |  |  |  |  |  | $0.00 |
| 6 |  |  |  |  |  | $0.00 |
| 7 |  |  |  |  |  | $0.00 |
| 8 |  |  |  |  |  | $0.00 |
| 9 |  |  |  |  |  | $0.00 |
| 10 |  |  |  |  |  | $0.00 |
| 11 |  |  |  |  |  | $0.00 |
| 12 |  |  |  |  |  | $0.00 |
| 13 |  |  |  |  |  | $0.00 |
| 14 |  |  |  |  |  | $0.00 |
| 15 |  |  |  |  |  | $0.00 |
| 16 |  |  |  |  |  | $0.00 |
| 17 |  |  |  |  |  | $0.00 |
| 18 |  |  |  |  |  | $0.00 |
| 19 |  |  |  |  |  | $0.00 |
| 20 |  |  |  |  |  | $0.00 |
|  |  |  |  |  | 0 |  |
|  | **TOTAL** |  |  | **$90,442.00** | **$ 90,442.00** | **$ 122,162.88** |