Bakersfield College
Program Review – Annual Update

Attachments (place a checkmark beside the forms listed below that are attached):

☐ Faculty Request Form ☐ Classified Request Form ☐ Budget Change Request Form
☐ ISIT Form ☐ M & O Form ☐ Best Practices Form **(Required)**
☐ Other: _____

I. Program Information:

Program Name: Spanish

Program Type: ■ Instructional ☐ Non-Instructional

Program Mission Statement: The mission of the Foreign Language Department is to provide language courses that meet the core general education requirements for several career pathways and to satisfy transfer requirements for the CSUs and UCs. The department also offers intermediate courses in Spanish and an associate's degree (AA) for students pursuing language and cultural studies as a major, in addition to fulfilling the demands of the workforce in the community.

Program Description: Describe how the program supports the mission of Bakersfield College
The first mission of BC's Spanish program is to provide a linguistic and sociological study of foreign language. Secondly, the program enables students earning an AA degree to pursue employment in the fields requiring foreign language expertise or to transfer to university level programs, and lastly, to provide classroom and community immersion opportunities mutually beneficial to both students and the community.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.
The Spanish program offers an AA in Spanish. By next year we expect to implement the AA-T.

II. Program Assessment:

a. How did your outcomes assessment results inform your program planning?
The outcome assessment results shed light onto the inconsistencies between our two campuses (the BC campus and the Delano campus), predominantly when dealing with issues of enrollment and student success. We believe the inconsistencies are caused by the geographical separateness of both locations. The faculty has proposed to have one to two Spanish faculty meetings in Delano per semester. With the Delano meetings we hope to facilitate communication in order to create seamless consistencies within the program.

b. How did your outcomes assessment results inform your resource requests this year?
As part of our continuous effort to raise the percentages of student success, the outcome assessments results inform our request to equip rooms LA224, LA201 and LA202 with new technology additions that aid in fully exposing students to the study of language and culture.

c. Note any significant changes in your program's strengths since last year.
Spanish has three courses approved by the BC Curriculum Committee (SpanB3, B35 and B36). In addition, we hired a new full time faculty member that demonstrates enthusiasm and new insights.

d. Note any significant changes in your program's weaknesses since last year.

The Spanish program continues to lack an efficient mechanism to place heritage speakers in the appropriate language level. Nevertheless, we are currently working towards providing coursework alternatives and program tests.

e. If applicable, describe any unplanned events that impacted your program.

The state mandates dictated new curricular changes that we were not prepared for, such as changing our beginning Spanish course from five credits to four. In light of the credit decrease, we are working towards creating a new course in order to maintain the 18 credit requirement for majors.

III. Technology and Facilities Analysis
a. Has your program received new or repurposed technology in this cycle? No
    i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?

    ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?

The technology that could play a contributing factor in future student success and outcomes for our program is:
►Wall Mounted Projector in LA 224, 201 and 202 with a Stationed Internet Computer
►USB Connectors from I-Phone to TV Monitor

Technology in the classroom continues to play a significant role in the classroom as it aids the instructors in connecting foreign language students to the larger foreign language community. This is particularly significant to those students who are receiving limited exposure to the language outside of classroom. In general, visual images have a tremendous impact on the learner and generate motivation and enthusiasm, two critical components that research has proven to determine student success in foreign languages. Success in the foreign language signifies student retention and accomplishing the course goals related to the study of language and culture. In addition, visual images allow the instructors to diversify the exposition of the material in ways that enhance the learning experience for those students who are visual and audio learners. Lastly, by having reliable access to technology, instructors are not limited by whether the equipment will work on any given day, jeopardizing their lesson plans and ultimately, the learning outcomes. In addition, the computer stations will not be taking over the whiteboard space and the internet cords will not be affected by the constant movement of the carts and as a result, they will be reliable. The projector mounted on the wall will also defy current structural limitations with our ceiling, and contribute by giving accessibility to all students the images being presented and not be limited by the angle in which the television is set.

As a temporary solution, the USB connectors can be utilized with those instructors that have smart phones and internet access, allowing the instructor to continue to show short videos in class while the larger problem is permanently resolved.

    iii. How might other areas use this technology?

The use of technology is versatile and not discipline specific, and as a result, it can be used by instructors of all disciplines such as ESL, Behavioral Science and Philosophy just to name few departments that currently use the same rooms as Spanish. Language Arts classroom number 201 for example is in use daily from eight in the morning to eight at night. The new technology would definitely maximum the learning

environment for students by having all instructors who want to integrate resources from the internet and from the computer into their lessons by using PowerPoint, sounds, reference websites, short videos, etc.

(NOTE: Technology requests can be made by filling out the ISIT Request form.)

b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

Technicians have been called to repair many internet failures and access problems. Although they are very helpful, our current technology makes it very difficult, if not impossible for the repairs to be permanent, resulting in the failures to once again return.

(NOTE: Facilities and M&O requests can be submitted by completing the M&O request form)

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

a. Changes in student demographics (gender, age and ethnicity)

There has not been a significant change in gender or age but there has been an increase in our Hispanic enrollment from 50% in 2008-2009 to 64% in 2011-2012. The data emphasizes our role in serving our Hispanic community as well as ratifies the importance of the Spanish program developing new courses that meet the specific needs of Spanish Speakers. On the other hand, we are seeing a decrease in African American enrollment from 6% to 5% and a decrease in White enrollment from 33% to 23% during the same time periods. College wide data serves to explain the unpredictable decrease in White student enrollment. For example, from 2004-2006, where was a decrease in White student enrollment from 55% to 48%. The faculty is committed to serving all students and will seek new data in order to conclude if African American students are selecting fields where foreign language is not emphasized, or why the African American community is not encouraged to take foreign language. Currently, the program is making an effort to highlight the importance of African influences in Latin American music, dance, food and language in order for African American students to feel that they can also relate to the Latin American experience. In conclusion, we need more data concerning non-Hispanic groups in BC.

b. Changes in enrollment (headcount, sections, course enrollment and productivity)

Our headcount has fluctuated from 1136 in 2008-2009 to 1040 in 2012-2013. The number of courses offered decreased from 50 to 38 during the same period as a direct result of the cancellation of Span1A and Span1B, rather than a decrease in demand. Our students per section have increased dramatically from 25 to 29 while the productivity as measured by FTES/FTEF has seen an overall decrease from 16.1 in 2008-2009 to 15.5 in 2012-2013. While our productivity is lower than the college as a whole, our success and retention rates are higher. In addition, the faculty is looking at organizing student events that will increase our student enrollment numbers.

c. Success and retention for face-to-face, as well as online/distance courses

Success rates for face-to-face courses have climbed steadily from 66.8% in 2008-2009 to 73% in 2012-2013 and the retention rates have also increased from 81.9% to 85.1% during the same period. Our success rates are defined by percentage of students who receive a C or better in the course. Improvement in this area indicates that students are performing better and achieving greater success. This, coupled with the increase in our retention rates as measured by the number of students who are in the class as of the first day of the second week (20% census date)and who complete the course, shows that we are teaching more students with more students receiving a C or better in the course.   Via

establishing new communication with the Delano campus, we hope to improve our success rates. Currently, we do not offer any online courses.

    d.   Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

Degrees saw an initial increase from 8 to 10 and then to 12 from 2008-2011, but saw a decrease in degrees offered from 2011-2013 to 9 and then ultimately to 6. We are moving forward with the Transfer Model Curriculum (TMC) for our Spanish Degree. We are currently submitting our courses for approval by the state Course Identification Numbering System (C-ID). This will put in place an AA-T degree that will be fully transferable to any CS or UC university. We have also created a new heritage speaker curriculum, as well as planned orientations to advise the students about a Spanish transfer degree. We believe that through these efforts we will reverse the current trend in degrees awarded by our department and award more AA-T degrees.

    e.   Other program-specific data *(please specify or attach)*

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: Incorporate assessment as an ongoing tool for quality improvement.

Progress on Goal: All the courses in the department assessed SLO's 1 Recognize and distinguish the conjugation patterns of both regular and irregular verbs in the simple present (indicative) tense and the present progressive and demonstrate ability to manipulate them in communicative situations. The results were gathered from the entire faculty who taught the specific course and were reported on CurricUNET.

☒ Completed: _____May 2013_____ (Date)   ☐ Revised: _____ (Date)

Comments on Goal 1: This was our initial assessment. The department has decided to assess the SLO's during the Fall semester to get a better picture of the complete course. By assessing during the last week of the semester, the faculty will have better idea of student achievement. This goal was a department wide effort, taking place during a year, where all faculty members participated and dedicated a significant amount of time and effort.

Previously Established Goal 2: *(state goal)* To create a Spanish 1 course for heritage speakers.

Progress on Goal: The heritage speakers' course was divided into two semesters. Two new courses were created to reflect the TMC model for an AA-T in Spanish. The new courses have been approved and are ready to be implemented in the Spring of 2014.

☒ Completed: _____March 2013_____ (Date)   ☐ Revised: _____ (Date)

Comments on Goal 2: Previously we discussed having the Spanish for Heritage Speakers placed at the

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beginning level. Through the process of investigating the C-ID and the TMC requirements we decided to place the courses at the intermediate level. This has greatly helped in forming our plans for Student Pathways to achieve an AA-T in Spanish.

New Goal: To have a Foreign Language Program Website for the 2013-2014 Academic Year.

Comments on Goal: The website will provide several webpages with relevant information for current and prospective language students such as current courses, introductions to Spanish faculty, department organizations and events, as well as information pertaining to enrolling in advance coursework.

New Goal: Conduct a Spanish faculty meeting once or twice per semester in the Delano campus.

Comments on Goal: Bakersfield faculty member will meet at Delano with our adjunct faculty in order to improve communication and program goals.

New Goal: Seek new data in order to further understand departmental decreases in non-Hispanic student enrollments.

Previously Established Goal Not Completed: Spanish program orientation session for fall 2013.

Comments on Goal: We were not prepared to provide orientation sessions for new incoming Spanish students for the fall of 2013 because of the investment of time required in other department goals such as program modifications. The Spanish faculty plans to meet during this academic year 2013-2014 and put into effect the goal for fall 2014.

VI. Curricular Review (Instructional Programs only):
   a. List each of the courses offered within the discipline's academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
Spanish B1	X					
Spanish B2	X					
Spanish B3	X					
Spanish B4	X					
Spanish B35	X					

Spanish B36	X					

b. List courses that are proposed for *addition*.
Spanish B35 and Spanish B36.

c. List courses that are proposed for *deletion*.
Spanish B10

d. List any changes the program has made to online/hybrid/distance education courses.
Distance education is an area that our department will discuss, train and plan to implement in the fall of 2014 or fall 2015.

e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.
The Spanish program is moving towards the TMC model by creating two new courses for heritage speakers: Spanish B35 and Spanish B36. In addition, we are coordinating courses from other disciplines to reach the 18 units required towards the AA-T established by the TMC.

VII. Conclusions and Findings:
Present any conclusions and findings about the program.
Spanish at BC is deeply tied to the personal experiences of our students and is relevant the shifting global skills necessary in today's job market. Currently, the program is in the process of creating new coursework and updating current course offerings. In conclusion, the faculty is committed to serving its community and to helping students achieve their educational goals.