

Bakersfield College

Comprehensive Program Review 2017

Program Information:

Program Name: **Spanish**

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Spanish Program supports the mission of the college by providing an Associate Degree for Transfer to all students aspiring to a career in Spanish: by preparing students with lower division curriculum transferable to a four-year college or university and by offering courses that meet General Education requirements of the campus wide student population. The Spanish courses promote cultural awareness and teach students from beginning to intermediate Spanish language skills required for the workplace in order to engage productively in their communities and the world. The Spanish program supports student achievement and seeks to accomplish this through continuous formal and informal assessment. Our faculty teaches students where they are through online instruction, dual enrollment, satellite campuses, and inmate education.

Program Mission Statement:

The mission of the Spanish program is to provide Spanish courses that meet the core general education requirements for several career pathways through different modalities, and to satisfy transfer requirements for the CSUs and UCs. The program also offers intermediate courses in Spanish and an associate degree for transfer (ADT) for students wishing to pursue a major in Spanish or to fulfill the demands of today's workforce.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Request a full time Spanish instructor position for Delano campus.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The department did not receive a full time Spanish instructor for the Delano campus.
2. Offer Span B3 and Span B4 more consistently.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: 08/2017 <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	The department is offering Spanish B3 and B4 once a year.

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Hire a full time Spanish instructor for the Delano campus.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	There is a great demand for more Spanish courses, especially for Span B35 and B36, on the Delano campus.	10/2017	David Neville
2. Develop Spanish B35 and B36 as hybrid and online courses.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Currently updating curriculum. Plan to submit to Curriculum Committee for review by the end of October 2017.	08/2018	Maritza Salgueiro
3. Develop new curriculum in English to satisfy the degree elective requirement.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Two new courses will be developed. The faculty will teach the courses in English, and the students taking the classes can use them as electives.	08/2018	Qiu Jiménez Sara Palasch

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

When the Spanish Department hires new adjunct faculty, they are offered the opportunity to observe the classes taught by the full-time faculty members. This facilitates them to successfully prepared and teach their own courses using the best practices they observe from the full-time faculty. Adjunct faculty members also attend the Central California World Language Project offered at Bakersfield College where best practices in methodology, technology and culture are taught.

3 Year Program Analysis:

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

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

The Spanish program has seen a steady increase in student enrollment, from 1,103 in 2014-15 to 1,512 in 2016-17. The female/male ratio of our students has remained the same. Students 19 and younger continue to outgrow other age groups, from 342 in 2014-15 to 594 in 2016-17, comprising 39% of our students. 48% of our students are between the ages of 20 to 29. This is the largest group of our student population. The other two age groups—30-39 and 40 & older—remain much smaller at 8% and 5% respectively.

Spanish attracts more of the younger students than students 30 or older. The two younger age groups are 6% higher than the college average, while the two older age groups are 6% less than the college average.

The ethnicity of the students enrolled in the Spanish program remains unchanged. Not surprisingly, 78% of our students are Hispanic and only 12% are White, while the college average is 67% Hispanic and 20% White.

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

The data in this area show that the Spanish program experienced considerable growth in the last three years. The number of our students who completed an Education Plan grew from 418 in 2014-15 to 705 in 2016-17. The fully matriculated students have increased from 905 in 2014-15 to 1,286 in 2016-17. More active sections, from 46 in 2014-15 to 61 in 2016-17, brought in higher first day enrollment numbers-- from 1,332 to 1,812--and higher census day enrollment numbers as well, from 1,181 to 1,618.

Our productivity was at 13.7 during the 2014-15 year. It went up to 15.3 during the 2015-16 year, and then dropped to 14.4 during the 2016-17. The decrease in productivity was probably due to the fact we lost some adjunct faculty members during that academic year.

3. Changes in achievement gap and disproportionate impact.

Although we could not see whether the achievement gap changed due to the fact that we only have last year's data, it was striking to see that African American students only achieved a 35% success rate, much lower than the college average success rate of 52% for the same student demographic. Hispanics have a 74% success rate, higher than the college wide 67% success rate for the same student

demographic, while Whites have a 63%-success rate, lower than the college wide 76% for Whites in other subjects. While it is great to see that Hispanic/Latino students are achieving a higher success rate, the Spanish program needs to do more to help African American students and Whites so that their success rates in Spanish become comparable to their success rates in other areas.

4. Success and retention for face-to-face as well online/distant courses.
Both our retention rate and success rate have increased steadily over the last three years. Retention was at 83% three years ago and now we are at 88%. Success rate was at 66% and now 74%. Our retention rate is comparable to college wide number, but our success rate has been consistently higher probably because we do not have distance education data, which is the area where the lowest success rate is reported college wide.
It is interesting to notice that our younger students have a higher success rate—at 73% and 71%--than our older students who have success rates of 70% and 65%. The college wide data show the opposite trend is true—that students 19 and younger have a 66% success rate, while 40 and older students are at a much higher 77% success rate.
The other interesting observation is that both Hispanics and Asian students are retained at 88%, yet Asians are 80% successful while Hispanics are 74% successful.
5. Any unplanned event that affected your program.
None.
6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).
See number 8 below.
7. **Reflect on any changes you would like to see in your program in the next 3 years.**
The Spanish Program needs a full-time faculty member at the Delano campus to offer the courses necessary for students to complete their AA-T. A full-time instructor will offer classes during the primetime hours; mornings and afternoons that presently are lacking; the faculty currently teaching at the Delano campus is adjuncts and can teach only during the late afternoon. The students need a faculty member who can meet with them during office hours, assist students in finishing their degree in a timely manner, and provide leadership for the specific student population at that site. The full-time faculty member can also be the advisor for the Spanish Club, a mirror of the one we have on the main campus.
In addition, we would like to increase the number of sections of Spanish B1 online and develop online curriculum for Spanish B35 and B36.
We would like to increase the number of intensive courses (eight- week courses) that we have at the present. We are offering Spanish B1 and B2 and B3 and B4 in one semester instead of two. We would like to offer B35 and B36 in one semester next year.

List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Spanish AA	8	7	Data unavailable	7	5	3
Spanish AA-T	3	13		18	25	32

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>We are requesting a full time tenure track Spanish position for the Delano Center. This will allow students greater access as well as to expand opportunities for students now being served by the Delano Center. Over the past 2 years we have had to have 2 full time temporary instructors to fill this position.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>The faculty in the Spanish Department attends conferences and workshops regularly during the year. For example, faculty attends regularly the California Community College Foreign Language Council. (CCCFL).</p> <p>One faculty member is the Regional Coordinator for Central California World Project (CCWLP), a program which trains high school teachers the latest trends in methodology, technology, assessment and Latino culture.</p>
<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>NA</p>

<p><i>helps contribute to student success.</i></p>		
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>We received a short throw projector in LA 202. This has had the effect of improving student access to our materials for classes as the vast majority of our curriculum is now on line and with activities being accessed through the electronic textbook. The viewable area is easily 4x what it was before.</p> <p>With the removal of the old computer (bulky) station and monitor, there is much more room and accessibility for our students and instructors.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>NA</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		

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Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your Comprehensive Review.

Due to steady improvements made in the Spanish department during the last three years, enrollment has increased as well as the number of sections made available to students, including classes taught online and in Delano at Wonderful Academy, in Arvin, the Southwest, and Wasco. Although this expansion has caused fluctuations in productivity numbers, it has also increased overall enrollment across our central valley, allowing Bakersfield College to meet its primary objective. Within this analysis of data it is worthwhile to identify the achievement gap which exists among some demographic groups, including African-American and white students. These discrepancies are currently being addressed within the department. It is noteworthy that Hispanic students make up a sizeable portion of Spanish language students and have high enrollment and success rates.

Success in the Spanish department can be attributed to several factors. First, best practices such as the mentoring of new teachers by experienced and proven Bakersfield college instructors, faculty attendance at professional development conferences such as the CCWLP (Central California World Language Project), professional leadership provided by a faculty member who serves as a regional coordinator of CCWLP and consistent efforts to find the best methods, technology, assessment, and cultural tools for student success. Given these successes, it is imperative that we identify areas where we desire growth and change. These goals include securing a new fulltime faculty member dedicated to the Delano Center to address the needs of the underserved student population of the center valley, and allow students to obtain courses for the AA-T. With a new full-time faculty member, we will be able to increase the number of online sections of Spanish B1 and Spanish B2. The department is also working on developing a hybrid/online curriculum for Spanish B35 and Spanish B36. Also, there is a need among the more advanced Spanish student population to be given opportunities to obtain their courses in a faster, more intensive way.