

**Bakersfield College 2018-2019
Program Review – Annual Update**

Program Name: Spanish

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:

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.

The Spanish Program is a contributing entity to the mission of the college by providing an Associate Degree for Transfer to all students aspiring to a career in Spanish: by providing 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 encourage cultural awareness and teach students from beginning to intermediate Spanish language skills required for the workplace in order to be a productive member of their communities and the world. The Spanish program supports student achievement and seeks to accomplish this through continuous formal and informal assessment. Our faculty reaches out to where our students are through online instruction, dual enrollment, rural 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.

Program Goals:

- 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 (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and any link to Resource Requests:

Implement a Spanish placement test.

The Spanish Department will implement a placement test for students who have proficiency in the language:

David Neville has met with the CSUB faculty to review their Spanish placement test.

The Spanish department will apply for funds to purchase the test.

The Spanish department will follow up with Terri Goldstein’s office and work with her to assure compliance.

The Placement Center will house the test.

IT personnel will install which will include all trouble shooting and product testing.

The cost for each test is currently less than \$20.

The Assessment Center will determine the schedule for the taking of the placement test in consultation with the Spanish Faculty.

The Spanish Faculty will be responsible for Advertising through posters, word of mouth, counselors, etc.

2. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests

The department will increase the number of online offerings.

Spanish B2 and Spanish B36 will be offered completely online in addition to the traditional face-to-face and hybrid course offerings.

Maritza Salgueiro-Carlisle will offer Spanish B36 online. The course will be offered online for first time in Spring 2019.

The department will increase the number of sections for B35 online and Hybrid.

The department will offer Spanish B2 online. The course will be offered online for first time in fall and spring of 2018-19.

The department will evaluate the benefit of online and hybrid course offerings in comparison to face to face offerings.

(Student Progression and Completion)

B. List new or revised goals (if applicable)

Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?
(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

Spanish B1

Salient Statistics:

Numbers:

African American 38-71 - Nearly doubled

Filipino 32-58 Nearly doubled

Hispanic 843-1030 - Up nearly 200

White 162-190 up nearly 30

Overall increase 1150 – 1435 - Nearly 300 students

All other courses have decreased in enrollments except for B1 and B36.

Overall increase from 1619-1842 - 223 - 3 year consecutive increase of nearly 700 students. Probably due in large part to the Dual Enrollment Students as well as the Inmate Scholars program.

Spanish B1 success rates have increased by 7.7% from 73.1% to 80.8% this past year alone. This huge increase in success needs to be accounted for as we have not instituted any new methods nor made any substantive changes to our program to account for this. We have however had an increase in the Dual Enrollment as well as the Inmate Scholars programs which may be the cause of grade inflation. We have added new online courses as well as additional adjunct instructors. Aside from these changes to our program, there are no other changes that can easily explain this change in success.

We have not seen a subsequent rise but rather a decrease in success rates for Spanish B2. Given the extraordinary rise in Spanish B1 success rates over the last two or more years, it would be expected that the Spanish B2 courses would experience a similar rise. However, the opposite has occurred with respect to B2. Spanish B3 and B4 have too few numbers to be of statistical significance. The success rates for our other courses have remained steady.

By ethnicity we have shown tremendous success increases in African American from 34% to 53.5% over the last 2 years. Asian has shown even greater increases from 66.7% to 100% success rates since 2014-2018. White has also shown increases of 11% in the last year from 65% to 76.9%. These huge increases by ethnicity need to be looked into.

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

We, as a department would like to be able to take credit, and more to the point, we would like to be able to replicate this from year to year. Our concern is that this success rate increase has not been seen in any other level of Spanish. We need to do additional research to discover the source of this unexpectedly high increase in success.

3. Evidence of Department Dialog of data. If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

We have shared data received from the Office of Institutional Effectiveness and received data from David Buitron regarding our program for the last 10 years with respect to the courses, age, ethnicity, success rates and other factors. This was shared and discussed in person and via email.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

Yes. Student enrollment in the Spanish program continues to grow rapidly, from 1, 512 of 2016-17 to 1, 753 in 2017-18, resulting in a 16% increase. While female students maintain the majority status in our student population, there has been a shift in gender ratio: female students have declined from 62% in 2016-17 to 56% in 2017-18 while male students increased from 38% to 41%. Enrollment of students 19 and younger has been gradually rising over the past several years, from 31% in 2014-15, to 38% in 2015-16, to 39% in 2016-17 and at 42% of our student population in 2017-18 academic year. During the same time period, the number of students between the ages 20-29 has decreased from 56% in 2014-15 to 44% during 2017-18. The other two age groups—30-39 and 40 & older—have not changed dramatically and remain much smaller at 10% and 4% respectively.

Spanish attracts more of the younger students than students 30 or older. The 19 and younger group is 6% more 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, 76% of our students are Hispanic and only 12% are White, while the college average is 67% Hispanic and 19% White.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only)

Yes. Both our retention rate and success rate rose yet again. Retention rate was at 88% in 2016-17 and reached 91% in 2017-18. Success rate was 74% in 2016-17 and now it is at 80% for traditional courses and 75% for Distance Ed. Our retention rate is comparable to college wide number, but our success rate has been consistently higher, especially during the last year. Female students were more successful at the success rate of 75% than male students at 70%. Students 19 and younger were most successful at 75% while students 40 and older were least successful at 68%. Hispanics and Asians achieved higher success rates while all other ethnicities achieved lower success rates compared to college wide data. It is interesting to notice that our younger students have a higher success rate—at 75%-- than our older students who have

a success rate of 68%. The college wide data shows the opposite trend is true—that students 19 and younger have a 67% success rate, while 40 and older students are at a much higher 78% success rate. 2017-18 was the first year we received data on our online courses. We will observe changes as information of subsequent years is compiled.

6. Equity gaps. Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

There is definitely an achievement gap between our younger (19 and younger) students and older (40 and older) students. Younger age seems to aid the acquisition of a foreign language as researches have shown. Also, younger students tend to be more technology savvy, and they generally manage online components of Spanish courses more efficiently. Older students need to seek help and utilize resources outside of classroom such as Supplemental Instruction and Tutoring Center in order to keep pace with the rest of student demographics. Targeted help for older students could be helpful through Supplemental Instruction – but this has been pulled due to lack of funds.

With the exception of Hispanics and Asians, all other ethnicities (African American, American Indian, White, two or more Races) achieved a success rate much lower than the college wide average. For example, Hispanics had a 76% success rate, higher than the college wide 68%, while African Americans had a 41% success rate in Spanish, lower than the college average success rate of 55%. Whites had a 65% success rate, also lower than the college wide 77% 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. Currently the Spanish program is revising curriculum to reflect such effort.

7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

The department is actively represented in different professional organizations. A faculty member serves as the Regional Representative for the Central California World Language Program (CCWLP). CCWLP is a 40-hour program designed to support CSMP goals I and II by providing participants with effective research and standards-based instructional strategies that both motivate and engage learners in the acquisition of the target language. A faculty member also serves as the Regional Representative for the Modern Classical Language and Literatures (MCLL). MCLL provides teacher participants the opportunity to maintain and improve their knowledge of the language they teach.

Members of the department also attend the grading sessions of the AP Spanish exam and are members of the calibration team. They attend the onsite professional workshops and academic discussions.

The department promotes the Spanish language and culture through the Spanish Club. A department faculty member is the club's advisor. The club meets once a week, members attend cultural activities and lectures, invite guest speakers to campus, and go on field trips.

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

The Spanish program has been actively involved in the Arts, Humanities and Communication Pathway (AHC Pathway) since Spring 2017. One faculty member helped draft Pathway goals and establish course patterns along with members from other areas of campus. Several faculty members in the Spanish program contacted more than 100 students in Fall 2017 to encourage them to take specific steps in order to reach their educational goals at BC. We recorded two short videos promoting our Native Speakers track and our Non-native Speakers track. We also held an informational meeting in December 2017 where students interested in Spanish major had an opportunity to interact with faculty and a BC educational advisor. In Spring 2018, a completion coach from the Spanish program attended AHC Pathway meeting at least once a month to stay informed of all Pathway projects.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

We are involved in the Dual Enrollment, Inmate Education and Rural Initiatives programs. We have been involved in these programs for the last 2 to 3 years and have worked with the various members of the schools as well as instructors and BC personnel to attempt to provide staffing for them. Our involvement has been limited by our lack of full time instructors. For example: We have a Japanese instructor who was working as a full time temporary instructor in the prison and would love to continue but our Japanese program on the main campus needed her to be able to continue once her full time status was ended.

For the last 3 years we have asked for and received a full time temporary position in Spanish as a part of the Rural Initiatives project because we have not had enough instructors in Spanish.

We have asked for additional fulltime instructors but have not received additional instructors for the last 4 years, not counting our last 2 who were for positions that were vacated due to retiring or faculty leaving.

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities: N/A

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 helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

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?

- 1: Replacement Technology
- 2: New Technology the computer in LA 201 needs to be replaced, we are experiencing too many technical issues.
- 3: Software

4: Other _____

Other Equipment N/A

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.

Conclusion:

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 annual program review.

The Spanish degrees (AA and AA-T) awarded by the Department during the last two years--21 during 2016-17 and 25 during 2017-18 respectively--has more than doubled those in the past (8 during 2014-15 and 11 during 2015-16), thanks to the fact that culminating courses of Span B36 and Span B4 are offered now more consistently, thus allowing more advanced students the opportunity to finish the program in a more predictable timetable. A steady rise in enrollment coincided with a steady rise in success rate in the last few years: success rate was 72% in 2015-16; 74% in 2016-17 and 80% in 2017-18. Higher success rates may have been attributed by the newest additions to our program: those Spanish courses that were made available to high school students through programs such as dual enrollment as well as online education. Data showed that our students 19 and younger grew from 39 % in 2016-17 to 42% in 2017-18, and coincidentally workload for adjunct instructors increased from 22% in 2016-17 to a whopping 47% in 2017-18. In fact, adjunct instructors—most of whom are high school teachers—have become the largest group of our staff.

While it is great to see a higher success rate, it is important to understand what prompted the increase. On the one hand, inflated grading practice in courses taught in high schools might have artificially raised our success rate. On the other hand, higher academic skills of our younger students in high schools would explain, as expected, better academic performance and therefore our improved success rates. We need to investigate further to determine the reason behind such a change. The leadership in the Spanish Program should coordinate efforts with all sites where Spanish courses are offered, in order to closely supervise and monitor the content and quality of our program. Adjunct instructors need to be trained on our criteria and standard in order to ensure that all students, regardless of location of instruction, receive the same grades commensurate with their work.