**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Spanish

Program Type:  Instructional  Student Affairs  Administrative Service

***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; and by offering courses that meet General Education requirements of the campus wide student population. The Spanish courses promote cultural awareness and teach students the 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.

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 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 language and cultural studies or seeking to fulfill the demands of the workforce in the community, state, nation and world.

**II. Progress on Program Goals:**

1. 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.

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| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
|  |  |  |  |
| **1.Incorporate New SLOs, and PLOs, to be in line with ILOs as well as creating Course Objectives** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_5/20/15\_\_\_\_\_\_\_\_ (Date) | Currently written and awaiting departmental suggestions and approval |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. **Increase offerings to Heritage Speakers** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_5/20/2015\_\_\_\_\_\_\_ (Date) | We are in the process of creating a schedule where there are Spanish B1 courses that can serve as feeder courses for B35. We hope that students will thus be properly placed and we will have greater numbers in our Heritage Speakers’ courses. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |

|  |  |  |
| --- | --- | --- |
| 1. Revise SEPs for Heritage and non- Heritage Speaker tracks. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We will revise the existing SEPs to add a specific BC course name to each GE category. We will also add the UC and CSU GE designations next to those courses to ensure accurate interpretations. The goal is to make clearer pathways for students to achieve an AA-T in Spanish |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

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

**Changes in demographics remain unremarkable with a variance of between 1 and 2 percent in any given category.**

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

**Our course sections and enrollment varies from year to year but there is no apparent trend. However, our productivity dropped from 15.4 to 13.7 this past year. We are not sure what this means but it may be a result of redirected time for one of the instructors who is involved in other college related efforts or a drop in overload by 2%. Also, productivity is a measure of student to instructor ratio and is not necessarily a measure of student success. With the current increase of students at the beginning of the 2015 Fall semester per class, we should see a raise in this productivity or student to faculty number.**

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

**Our retention and success rates dropped this past year from 86% to 82%, and 71% to 65% respectively. Possible reasons could be the change in curriculum where the majority of our courses are now teaching more content with fewer contact hours. If this drop in success and retention continues, we will need to explore ways to remedy this including looking at our instruction, assessment, and curriculum.**

1. Changes in the achievement gap and disproportionate impact (Equity).

**With the data available – we cannot determine if we are improving, going down or remaining steady in these disproportionately impacted areas of achievement. A year to year comparison needs to be available or we need direction on where to find the needed information. Several areas of traditionally impacted students are so few in number that a relatively small change translates into huge percentage gains or losses and may be indicative of the individual students rather than a true picture of achievement gaps.**

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

* Spanish B1 SLO results: SLO #2 identify and understand a vast pool of vocabulary that includes, but is not limited to, greetings and farewells, descriptive adjectives, numbers zero to millions, school subjects, family members and relatives, daily routines and household chores. 69% of the students successfully met the criterion level. We did not achieve the anticipated success rate of knowledge of basic vocabulary and feel that we could improve. We plan to meet as a department to establish a list of core vocabulary for each level of the Spanish courses so that students are aware of our expectations from the very beginning of the semester.
* Spanish B2 SLO results: SLO #1 - Communicate personal experiences orally and in writing using present and past tenses as well as different moods of the Spanish language. 64% of the students successfully met the criterion level. The success rate was lower than expected. We need to coordinate our assessment tool with our pedagogy – specifically vocabulary.
* Spanish B35 SLO results: SLO #2. Interpret readings by relating the content to knowledge of Hispanic culture, history and other literary works. 77% of the students successfully met the criterion level. The success rate was higher than our minimally accepted rate of 70%. This can be improved through greater focus on reading and comprehension.
* Spanish B36 SLO results: SLO #5. Students will develop and use a broader formal vocabulary through readings and through written work and oral presentations. 82% of the students successfully met the criterion level. The success rate was very high. This is due to training in the lower levels of Spanish as well as the seriousness with which students at this level take their learning.

We feel that a change in assessment methods is necessary. At a recent WASC Assessment Leadership Academy, Susan Clifford offered the advice that assessing one SLO of a course during an assessment cycle was not realistically assessing student learning. She further said that assessing all SLOs of a course would be a better measure of student learning. We agree that we need to assess all SLOs in a course that is being assessed to better evaluate student learning. We also feel that we need to move to a three year cycle instead of the current six year cycle of assessment; this change would mean that half of the courses would be assessed in year one and the other half in year two; there would then be a reflection and implementation period in year three. We believe that this is necessary to make meaningful changes and to measure student learning more accurately. We plan to pilot a complete course SLO assessment of Spanish 2 this year with the idea of embedding the assessments in the course of all instructors.

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

We are not requesting any additional resources at this time.

* We are happy to announce that the technical resources in LA 201 and LA224 (Spanish dedicated classrooms) were updated. We are awaiting document cameras and further training that is part of the upgrade, but we feel that the students are able to better see and participate using the multimedia improvement.
* In LA 201 we received a much needed and much longer and larger white board. This has allowed the instructor the ability to have more continuity of lesson material.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

All courses have been mapped to our new SLOs and PLOs that were recently adopted by the Spanish Department. This has allowed us to focus on the main skill areas of reading, writing, speaking, and oral comprehension – all within a context of Hispanic culture. All mapping for all Spanish courses has been reviewed and posted on the Assessment Committee website at <https://committees.kccd.edu/bc/committee/assessment>.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

See Mapping for Spanish at <https://committees.kccd.edu/bc/committee/assessment>.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.

Our ADT for Spanish has been approved at the state level which includes all courses B1-B36 with corresponding C-ID approval.  
Both Span B1 and Span B2 received GE articulation with the CSUs and the UCs in April 2015. We also have been approved for GE at the CSUs for B35 and B36, and at the UCs we have been approved for area 6a for these two courses as well.

1. Describe *any significant changes* in your program’s weaknesses since last year.

Students are continually misplacing themselves in a lower Spanish course than is appropriate for their level of experience and/or formal learning in the language. The Spanish Department conducted a study to find out why students, who are otherwise capable of intermediate work in Spanish B35, are enrolling in Spanish B1. The study is included in a separate document with this form. The intent was to find out the following:  
• The percentage of Hispanic Spanish speaking students who are enrolled in Elementary Spanish B1.  
•  The reasons and factors for these native speakers to be enrolled in an Elementary Spanish class well below their abilities.

The students offered the following reasons:

* 1. Better schedule fit
  2. Lack of grammar skills to access upper levels – most talk about accents
  3. Lack of completion of Spanish classes in High School
  4. Spanish B1 is perceived as an easy way to improve their G.P.A.
  5. Lack of knowledge regarding other alternatives including taking the CLEP, and/or placing higher due to formal learning in high school.
  6. Late enrollment only B1 offered open classes because B35 courses were filled with students on waitlist.
  7. Belief that credits from B35 do not transfer to CSUs or UCs
  8. Belief that for the Spanish Major, Spanish B1 is necessary.
  9. Counselor advised the student to take Spanish B1 for Credits.

We have so far identified that between 10% and 51% of the students in our Spanish B1 courses on the main campus are capable and should be placed in a Spanish for Heritage Speakers course like Spanish B35. This would be beneficial to them by improving their Spanish abilities and also by shortening the time toward graduation by a semester or two. More Spanish for Heritage Speaker courses and fewer B1 courses need to be offered. We also found that 40.6% of the students in morning classes were native Spanish speakers who are capable of taking Spanish B35 whereas afternoon and evening courses have 22.375%.

Currently the percentage of B1 courses offered is 16/20 courses, which is 80% of our total courses whereas our Heritage Speakers courses represent 2/20 or 10%. If on average 33%. At least a third of our students in B1 should be in B35; we should have between 5 and 7 more B35s with a corresponding reduction in Spanish B1 offerings. As long as B1 courses are offered at times and in numbers that are convenient to students and our Heritage Speakers courses are not, we will continue to see a lack of demand for these higher level courses that serve our students by providing a shorter path to graduation thereby saving them time and money and furthering the goals of the college.

Because of the significantly high percentage of Spanish Speaking students taking Spanish B1, which should be for those who do not have elementary level Spanish skills, many students are either not able to take Spanish 1 or are forced to take it in the late afternoon or at night.

In fall of 2016, we are recommending two B1 courses along with a corresponding B35 at the same time and day so that students who have misplaced themselves in Spanish B1 can have the opportunity to transfer into a corresponding Heritage Speaker course. We, as a Spanish faculty are willing to increase the size of our waitlists in B1 courses to accommodate this potential flow of students from B1 to B35. We will assist students on the first day of class by assessing their Spanish level and guiding them into the appropriate courses. This first day orientation will allow students to move to the appropriate course as well as understand how to achieve a degree in a shorter period of time and to emphasize the benefits that an ADT in Spanish provides.

1. If applicable, describe any unplanned events that affected your program.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

* **An instructor in our area left a tenure track position for another job opportunity. This year – Fall 2015 – we found ourselves having to hire a temporary full time instructor as well as an additional adjunct instructor to field two open positions. Finding qualified adjunct instructors to teach from 8 until 5 is difficult because they have teaching positions at the local high schools and are not available until 5 or 6. We are fortunate to have had a temporary fulltime replacement this year.**
* **Our Spanish B1 and B2 courses are now 4 units. This has had the effect of being able to offer one more day time class every day for which we also need an instructor that is available during the day. This represents 16 units and is the equivalent of a full time instructor needed during the day.**
* **Additionally, one member of our department has been named co -chair of the Assessment committee which includes reassigned time. This has subsequently created a vacancy in one section.**

1. Professional Development:

Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* **Members of our program have been involved in Making It Happen, a student success initiative on campus. One faculty member served as mentor for first generation students, while another participated as an “interventionist” Also, as California State University, Bakersfield (CSUB) is redesigning their GE program, faculty members of our program have joined discussion both at CSUB and at BC on how this change will impact our GE and BC transfer students.**
* **Members of our program also attended a MOPI (Modified Oral Proficiency Interview) conference at Stanford University facilitated by a grant from Professional Development. This conference instructed participants in oral proficiency evaluation which is useful in evaluating the oral production and abilities of our students.**

1. What professional development opportunities and contributions can your program make to the college in the future?

* **Members of our department are involved in the Kern County Foreign Language project and Bakersfield College is the host for the workshops and conferences this year.**
* **With the attention being placed on assessment – a member of our department was given the opportunity by President Christian to attend the WASC Assessment Leadership Academy. This included several volumes of readings on assessment, two weeks of instruction followed a culminating project to be completed and presented in January of this next year.**
* **A member of our department is translating relevant information for students and parents into Spanish. This is an initiative from the Equity Program.**
* **A member of our department serves as a reader every year for the AP Spanish Language Exams.**
* **A member of our department was funded to participate in a one week seminar of the California Language Teachers.**

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

**We are pleased with the cleanliness and updates to the technology in our classrooms and expect this to facilitate language instruction.**

1. How will your Facilities Request for next year contribute to student success?

**We need an additional dedicated Spanish classroom to accommodate our plan for two Spanish B1 courses to serve as feeders for each additional Spanish B35 course. This will allow Spanish speaking students to be properly placed so that they will be have the opportunity to improve their learning. They will also be able to proceed through the program in one year instead of two thus saving them time and money. Additionally, students in the B1 who are true beginners in Spanish, will have a class that is able to focus on their needs without the resulting feelings of inferiority which inhibits practice and production.**

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

**We have been making use of the COWs in our dedicated classrooms. We are excited to have new short throw projectors installed in LA 201 and 224 as this makes our use of multimedia available to students as the images are sufficiently large for students to be able to see. It has also freed up a bit of room in LA 201 which is a relatively small classroom.**

1. Discuss the effectiveness of technology used in your area to meet college strategic goals.   
   **We use computers in our classrooms to play audio clips of Spanish for listening comprehension practice; show videos of movies and cultural presentations, and lecture with power points, among others. Also, in keeping with the curriculum, we adopted textbooks that comprise of large components of technology. Students take control of their own learning as e-books and online activities provide them with the flexibility and ease of access.**

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.  
We currently have no additional budget requests.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The Spanish Faculty is vitally interested in maximizing the learning outcomes of the students at Bakersfield College. We have identified an important deficit in student placement in our courses. More than one third of our students are taking a lower level course for which they already possess the necessary knowledge and skills to be placed in a higher course. We are a Hispanic Serving Institution and the Spanish department has created an expedited path and a plan to enhance student success.

We have further proposed an improved placement method by which students will be properly placed. This plan involves the need of three classrooms. Two of the classrooms will be Spanish B1 courses with an expanded waitlist and serve as feeders for a Spanish B35 course that will be running at the same time and days. Native Spanish speaking students will be evaluated and placed in the B35 course as needed. There has been some difficulty in filling B35 classes because we feel that students are misplacing themselves for reasons referred to earlier. Our plan is to increase the number of B35 courses by 2 on the main campus and then add additional ones as we evaluate our efforts. We also anticipate offering Spanish B35 courses in Delano and in Arvin in place of the Spanish B1 courses due to the largely Spanish Speaking populace.

Students on the waitlist will then move into the class. We have only two dedicated classrooms and this movement is only possible with three. This will greatly benefit our Hispanic students and will further help students who have studied Spanish previously to be appropriately placed. This will have the added benefit of having courses populated by and dedicated to students that are true beginners thereby improving student learning for **all** students in our courses.

We are in the midst of growing pains as we are coming to terms with a new and expanded curriculum for our lower level courses which represent 80% of our current offerings. We have also lost a full time tenure track instructor at a time when we need a qualified instructor who is available during the morning and afternoon hours. We appreciate the updates in technology. We have already seen an improved ability to provide instruction through the new technology for which we are grateful.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_Heritage Spanish Speaker Survey of B1 students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_