**Bakersfield College**

**Program Review – Annual Update 2016**

**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 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.**

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 or to fulfill the demands of today’s workforce.**

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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: \_\_\_\_\_9/2016\_\_\_\_\_ (Date) | Currently writing Course Objectives. Plan to submit to Curriculum Committee for review by October 2016. |
| 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: \_\_\_9/2016\_\_\_\_\_\_\_ (Date) | We added more Span B35 courses to align with the schedule of its feeder course Span B1. We plan to add even more Span B35 next year. We also plan to offer Span B35 and B36 in Delano Campus where the majority of students are heritage speakers. |
|  |  |  |  |
| **3. Conduct a Spanish faculty meeting once a year on a Saturday in December 2015 to include all faculty and adjunct instructors.** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_12/2015\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Meeting was held in December 2015 at Bakersfield College campus. Both full time faculty and adjunct instructors attended and discussed on Spanish curriculum, textbook selection and other program-specific policies and procedures. |
| 4. **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 | Completed: \_\_\_\_\_9/2016\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Revised SEPs were uploaded in CurricuNET. UC and CSU GE designations were added to BC courses to ensure accurate interpretations. Students now have clearer pathways to achieve an AA-T in Spanish. |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. **Request a full time Spanish instructor position for Delano campus** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | There is a great demand for more Spanish courses, especially for Span B35 and B36, in Delano campus. |
| 1. **Offer Span B3 and Span B4 more consistently** | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Students need these courses to complete their educational goal of achieving an AA-T in Spanish. We may alternate offerings of SpanB4 and B36 to minimize the impact of possible low enrollment in these courses. |

**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 demographic gender enrolled in the Spanish Program remain unremarkable. Females dropped 2% from last year while males increased 2%.**

**We noticed that our students that are 19 and younger increased 7% compared to 2014-15. Students who are between 20-29 years old dropped 8% for the same period. Students who are older than 29 remained the same. The total number of students increased from 616 to 672.**

**The increase of the student population 19 and under was probably due in large part to the Dual enrollment program and the hiring of a temporary full-time instructor in Delano.**

**The ethnic groups enrolled in the Spanish program remained the same.**

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

**The number of students who completed an Ed Plan in 2015-16 remained nearly the same with only an increase of 1% compared to the previous year.**

**The fully matriculated students dropped 3% last year compared with the previous year. However, the actual number of matriculated students increased from 880 to 1078.**

**Our course sections and enrollments vary from year to year but there is no apparent trend. Nevertheless, our productivity increased from 13.7% to 15.3% this year, while productivity at the college remained the same. The reason for this increase was most likely due to the additional temporary full-time Spanish position in Delano.**

**Our FTES also increase from 168.5 to 213.8 due in large part to having an additional full-time position as well as three additional adjunct instructors.**

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

**Our retention and success rates increased this past year from 83% to 87%, and 66% to 72% respectively. The 5% increase in retention rate and 6% increase in success rate brought the program back up to be in line with the five-year average.   
Right now we do not have any online/distance courses.**

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):**

Use attached **Assessment Report Form AU Tab  
  
A copy of 2016 Spanish AAT Assessment Report is sent along with this document.**

1. Describe *any significant changes* in your program’s strengths since last year.  
     
   **Our Spanish ADT is well established. All Spanish courses have been approved for C-IDs. SEPs were revised and updated to offer students a clearer pathway to achieve a degree in Spanish at Bakersfield College.**
2. Describe *any significant changes* in your program’s weaknesses since last year.  
     
   **Students continue to misplace themselves. Many of the students enrolled in Span B1 should be taking either Span B2 or Span B35. Additionally, since Span B3 and Span B4 have not been offered for the past two years, students who needed those courses to complete their course of study expressed frustration and disappointment. We are moving to offer these courses again on a regular basis.**
3. 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.

**A copy of Faculty Request form is sent along with this document.**

1. Professional Development:
2. 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 department have actively participated in the Supplemental Instruction (SI) program. All full-time faculty members in the department use SI(s) and meet with them weekly to provide guidance and training. The effectiveness of this program is demonstrated by the improved performance of the students who attended SI sessions.**
* **Last year, members of the Spanish Department regularly attended language conferences and workshops to keep abreast of new trends in technology and teaching methodologies. The instructors applied these new techniques in their classes. For example, one member attended a workshop on the flipped classroom. Now the Department adopted a textbook for the introductory Spanish courses that applies the principles of the flipped classroom to language learning.**
* **A member in the department and a professor from Fresno State University team taught six workshops on how to teach Spanish to heritage speakers. Materials developed for the workshops are used by the attendees in their classes.**
* **Every year, a member of our department serves as a reader for the AP Spanish Language Exams.**
* **A member of our department was funded to participate in the language workshops offered at Fresno State University for the academic year.**
* **A member of our department presented a flex workshop on Assessment.**
* **A member of our department attended the WASC Leadership Academy in January and the SLO Symposium in February.**

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

* **A member of our department is the regional coordinator for the Central California World Language Program for Bakersfield and the adjacent towns. Bakersfield College will continue to host the workshops.**
* **Members of our program are working closely with the Kern High School District Directors of Instruction to develop a program for the Spanish heritage speakers.**

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. Equipment malfunctions or breaks down from time to time, but instructional technology staff is always prompt and helpful.**
3. How will your Facilities Request for next year contribute to student success?   
     
   **We are requesting a ceiling-mounted projector for LA 202 so that students of Spanish, Japanese and ASL can see the information being presented in a much larger screen. Also, access to the projector gives instructors using that classroom the tools and flexibility to present and incorporate a variety of teaching materials, thus enhancing the learning experience of our students.**

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 using the projectors installed in LA 201 and 224 to their full potential. They help to enlarge the information or images projected on the board so that students can read and see. The effect of such technological tools in classroom has been very positive.**

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?  
     
   **We anticipate that a similar projector in LA 202 will produce the same positive impact on students’ learning. It will enhance instructors’ delivery of teaching materials when they can incorporate and integrate diverse sources in different formats.**
2. 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 are requesting an additional $1,000 on instructional Supplies and Materials to cover instructional materials necessary for our new ASL interpreter training program and for our online Spanish program. We are requesting the same amount for non instructional supplies and materials and the same for Interpreter Services. Because we are substantially changing and growing, we are requesting $5,200 in Professional Development funds for ASL and Spanish. We feel that this will directly impact how we develop the ASL interpreter training program as well as our online Spanish courses.**

**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.  
  
**Misplacement of students continues to be an issue for us. A third of our students enroll themselves in a lower level course for which they already possess the knowledge or skills. We have made some progress at addressing this problem by adding more Span B35s that mirror the schedules of Span B1s. However, we believe that more Span B35s are needed to accommodate our largely Spanish speaking populace that attends Bakersfield College. We will also need three classrooms to be dedicated to Spanish so that Span B1s and B35s can be offered on the same days and at the same times.**

**The Spanish program went through quite a few curricular changes during the past few years. Our courses went from 5 units down to 4 units. Our curriculum changed to conform to C-ID standards. We switched textbooks 4 times in 5 years as we tried to find the best product to meet our needs. Now we are in the process of creating online courses, which will bring us new challenges as well as opportunities. The Spanish Faculty is vitally interested in maximizing the learning outcomes of our students. We continue to strive to improve.**

Please find the following 6 forms attached:   
1. Curricular Revision 2. Best Practice 3. Equipment Request 4. Assessment Report   
5. Faculty Request 6. Assessment Outcome Report