

Bakersfield College

Comprehensive Program Review

I. Program Information:

Program Name: Spanish

Program Type: Instructional Non-Instructional

Program Mission Statement:

The mission of the Spanish Program 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 program also offers intermediate courses in Spanish and an associate's degree (AA) for students pursuing language and cultural studies as a major. Lastly, Spanish Program fulfills the demands of the local workforce and the community.

Program Description: Describe how the program supports the Bakersfield College Mission.

The Spanish Program supports the mission of the college by offering university transfer curriculum culminating in an AA degree. The courses in the program have equivalency with the CSU and UC systems to facilitate transfer for students seeking to continue their education and obtain a university degree. Lastly, we support student achievement and seek to accomplish this through continuous formal and informal assessments.

Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

1. Speaking: Students will demonstrate the ability to speak using vocabulary and grammatical forms appropriate to the level of students seeking an AA-T degree in Spanish. Competency will be assessed through dialogues, prepared presentations, impromptu conversations with other students and the professor.
2. Comprehension: Students will demonstrate the ability to understand spoken Spanish through prepared dialogues and presentations as well as impromptu conversations with other students and the professor. Students will also demonstrate understanding of spoken Spanish on graded exams and directed interview questions.
3. Writing: Students will demonstrate the ability to write using vocabulary and grammatical forms appropriate to the level of students seeking an AA-T degree in Spanish. Competency will be assessed through formal and informal writing.
4. Reading: Students will exhibit reading comprehension of informal and formal written texts including informal letters or short essays as well as literature and news articles from various parts of the Spanish-speaking world.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers.
The Spanish Language Program now offers an AA-T in Spanish.
- 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.
N/A
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
N/A

II. Program Assessment:

A. How did your outcomes assessment results during the past three years inform your program planning?

- All the sections of a particular course administer the same assessment tool to evaluate the SLOs. The instructors of the course work together to develop the assessment tool and agree to administer it during the same week. Afterwards, the data is collected, analyzed, and uploaded to CurricUNET. This approach has made visible the need to implement assessments that measures both course progress as well as program effectiveness. As a result, the program is currently gathering forms of assessment that can be implemented into the curriculum independently of which instructor measures student/program success.
- Previous assessment results indicated many students in the lower level courses possessed a high level of prior knowledge and skills. The assessments revealed a need to address the specific needs of students with previous knowledge of the Spanish language and, to resolve this situation, we created two new courses for heritage Spanish speakers.
- The program has established the AA-T just this semester, and we are in the process of gathering data from this newly established sequence of courses. Every course will assess SLO #1 in Fall 2014.

B. How did your outcomes assessment results during the past three years inform your resource requests this year?

Our success rate has dropped by 2% in the last year. We conjecture that this is in part due to the increase in the number of students that we are serving by over 200 (1055-1266 on census day). Consequently, students are now being forced to sit further to the sides and back of our classrooms. Our language learning classrooms are naturally dependent on visual as well as auditory input, but we are doing what the college and our community has asked of us—we have done more with less. We respectfully suggest that we could serve our students in a superior manner with technology that will allow students to be able to see and interact with visual images and projected writing from the sides and back of our classrooms.

As many students complain of not being able to see or hear what we present and are often seen leaning forward and squinting to see the information, we present the following information that we feel inhibits our instruction:

- Technology in the Language Arts Building is outdated and inadequate for effective teaching.
- The computers in some of the classrooms have been broken for a year.
- In one classroom, the broken TV and computer have not been removed.
- Portable computers placed in the classrooms don't allow the instructor to see the screen.
- Some classrooms are crowded with outdated equipment that makes it difficult for the instructor to walk around and supervise student's activities.

The technology that will have an impact in classroom instruction and in future student success and outcomes for our program will be:

- Wall Mounted Projectors in LA 201 and LA224 with a Station Internet Computer and document readers.

C. Describe how the program monitors and evaluates its effectiveness.

- The program now uses both pre and post assessments to better evaluate student learning especially where there is such a broad range of abilities and prior knowledge. Each year, we formally evaluate and report on an SLO and a PLO. We continuously evaluate all of our learning outcomes and are in the process of aligning these. From the spring of 2013 to the spring of 2014, our assessment methods have undergone a tremendous transformation. In 2013 all levels of Spanish were assessed using a single outcome assessment. For example, in Spanish B1 we had the following results: Spanish B1 - 180 Students were assessed with 142 passing. Out of 180

students, 82.2% passed the assessment at the 70% level. Students were given an assessment within the language and cultural context of Spanish.

- Within the program we were not satisfied with the timing and felt rushed at having to report everything at the end of the year. As a result, we decided to begin testing the first semester rather than the second, and we had the following results. The total: 240 participants, with 60.2% earning As, Bs and Cs; 39.6% earned Ds and Fs in the fall of 2013.
- Again, we were not satisfied with these results and decided to retest the following spring 2014 with the following results. With a total of 349 students participated in the pretest in the third week of the semester, with 74.7% of the students passing with As, Bs and Cs and 25.3% not passing with Ds and Fs. Results of the post-test: a total of 284 students participated in the post-test with 87.3% of the students passing with As, Bs and Cs and 12.7% not passing with Ds and Fs.

These results led to a conversation where the following analysis took place:

- 13% more students passed the Post-test in April than the Pre-test in February.
- Many students performed better with multiple-choice questions than with mini-essay questions, which led us to believe that students may be knowledgeable in Spanish, but lack writing and critical thinking skills.
- The Post-test results reaffirm our conviction that there are many native speakers of Spanish in Spanish B1 and that more sections of Spanish B35 should be offered to effectively meet their needs.

D. Describe how the program engages all unit members in the self-evaluation dialogue and process.

- All instructors in the Spanish program including full-time and adjunct participate in the outcomes assessments. We meet both face to face and through email to develop the assessment instrument as well as to discuss the data and results of the assessment.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

The most recent data measuring the success of the program learning outcomes revealed that during the academic year of 2013-2014, a majority of Spanish students performed at the desired outcome level or better. In the spring of 2014, Spanish B4 students were assessed on their writing abilities and the assessment included writing a three-page analytical paper based on an Argentinian film. Spanish B4's performance average was a B, surpassing the C grade range of expected performance outcome. In addition, Spanish B1's listening SLO was assessed in the fall of 2013, edited to include a set of directions with minor modifications to the text, multiple choice questions and writing questions, and re-administered in the spring. As a result, B1 students in the spring performed uniformly across campuses and instructors, within a high C average, outperforming the minimum desired outcome as well. In Fall 2013, Spanish faculty members assessed B3 students listening skills by having them listen to a paragraph with the target vocabulary and grammar. The results concluded that 74.35% of the students passed the assessment; however, we realized that the questions students receive in the future should be in English so that we can assess the listening comprehension skills without the reading comprehension skills interfering in the assessment. In addition, we also assessed SLO #1 in Spanish B35 during the spring of 2014. At the beginning of the semester students took a pre-test measuring their knowledge of syllabification, diphthongs, and accent rules. The results were that 86% of the 28 students who the pre-test failed with the other 14% scoring in the D range. Once the post-test was administered, 100% of the students passed, with 75% scoring in the A and B range. The success of the students is due to the fact that the material was introduced early in the course and reinforced during the semester.

F. What have the program's PLOs/ AUOs revealed or confirmed in the last three years?

The findings have confirmed that the students exiting our program as Spanish minor/majors are at the desired performance level needed to compete and transfer to four year institutions and are likely to succeed. In addition, the last two years of data collection has consistently revealed the need to increase the number of sections of Spanish B35. According to our assessment results, many heritage speakers demonstrate no difficulties performing at the A range, even providing evidence of an intermediate native speaker level. Within the third week of the semester during the pre-test assessment, 74.7% of students passed with As, Bs and Cs. The data confirmed our suspicion that many students that enrolled in beginning Spanish are native speakers. With written proof, we have identified a great number of students who are not true beginners of Spanish, further reinforced by the overall college data trend with an increase of Latino students which confirms that up to 50% of the entire Spanish program's first semester courses may need to be in sections of Spanish B35.

G. *If applicable*, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

H. Discuss the strengths of your program.

- We have maintained consistent enrollment in the program, with an average of 1400 students since 2009. In addition, our productivity rates remain constant.
- We have transitioned from 5 units to 4 units in our lower level Spanish courses. This has increased our student-to-faculty ratio as every full-time professor is now teaching a minimum of 4 courses which will be reflected in a substantial gain in productivity.
- This past year we wrote a new AA-T in Spanish where we introduced two new courses, Spanish B35 and B36, for our Spanish Heritage Speaking students.
- This past year Maritza Salgueiro-Carlisle and David Neville created and recently revised a new Student Education Plan (SEP) Pathways for both the Heritage Speaker students and non-Heritage speaker students.
- Despite our relatively small program, our faculty serves on various committees across campus. We are represented by Professor Neville on the Assessment Committee, the Academic Senate and as ILO lead for the college. Professor Martinez serves on the Staff Development Committee, ISIT Committee, Women's History and More and the Spanish Club. Professor Jimenez serves in the Curriculum Committee, works with the Career Development Department and participates in the Bilingual Certification Program. Lastly, Professor Salgueiro-Calisle partakes in the Student Conduct Hearing, Dream Act, Shirley Trembley, and Chicano Commencement.

I. Discuss areas for improvement in your program.

1. The program faculty needs to continuously collaborate in reviewing current assessment tools and instruction materials. Furthermore, adjunct faculty needs to be involved in the dialogue. As a result of faculty collaboration, we can create a set of standardized assessments.
2. BC is a Hispanic Serving Institution and, due to the increasing Hispanic population in our program who have varying levels of prior knowledge and skills in the Spanish language, we need to increase sections of B35 offered every semester.

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

The faculty strongly believed and adamantly fought for five units for all Spanish classes but we were mandated to go down to four.

III. Resource Analysis:

A. Human Resources

1. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)
2. Professional Development (Professional Development form)
 - a. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Members of our department have been involved in many areas of professional development. We have participated in *Habits of Mind* and *Making it Happen* trainings. Professor Neville serves as an Interventionist and Professor Salgueiro-Carlisle as a Mentor. These two programs directly impact our students as we seek to engage, teach, and reinforce habits that will lead to success. We have also been trained on implementing the new SARS Early Alert System, and we are beginning to use it to alert students and support staff of potential educational problems that students might face. Furthermore, we have also been involved in the Program Review training that has been helpful in assessing the data about the students in our program specifically and the college as a whole, allowing us to better identify the areas of improvement. In the fall of 2013, all four faculty members participated in the International Cultural Week presenting on China, Brazil, Russia and study abroad opportunities. During FLEX week several of our professors, including Professors Martinez and Salgueiro-Carlisle, co-presented a workshop related to Latin American cultural beliefs and the importance of Cultural Competence. Both of these workshops were geared to help other faculty members better understand the cultural diversity of their students and to comprehend their cultural backgrounds. The aim was for instructors to design lesson plans that are better suited to impact our BC student population based on cultural differences and the demands of the current job market. Apart from workshops and seminars, Professor Salgueiro-Carlisle had a paper accepted at the International Symposium of the Acquisition of Second Language Speech.

- b. Provide rationale for future professional development opportunities and contributions that your program can make.

In conjunction with the counseling department, we are preparing documents that will give direction to the advisement center staff into which course a student should be registered. This should make registration and course placement more efficient and streamlined. As in the fall of 2013, all four full-time faculty members will continue to participate in the International Cultural Week in order to give our program greater visibility while sharing the knowledge related to our areas of expertise. Finally, in conjunction with our identification as a Hispanic Serving Institution, Professor Martinez has begun the Spanish Club in order for students to have a venue to practice their Spanish and continue to be exposed to Spanish-American culture while contributing something of value to the community.

B. Facilities (M&O requests can be submitted by completing the M&O Request form.)

1. Assess the effectiveness of the facilities used by your program in meeting college strategic goals.

The Spanish classroom facilities continue to be used to their maximum capacity as Spanish instructors increase their student cap up to ten percent per class. However, the college's strategic goal to improve the maintenance of the facilities and infrastructure continues to be unsuccessful, as foreign language students lack the ability to use efficient technology in the classroom. Regarding student success, collaboration, communication and integration, the faculty has met all of the desired strategic goals throughout the year.

2. Justify your facilities and M & O request.

The most meaningful expectation when learning a foreign language requires that the students be able to perform/speak, practice and utilize the new information in real life contexts. In other words, they need to see and hear the information. With the current television sets, we estimate that more than half of our Spanish students are unable to see the information being presented by their peers and by the instructor due to screen size. In addition, due to the instability of the internet connections, TV carts cannot be moved from their corners, further limiting visibility based on location. With the use of a proper means of technology, Spanish faculty would be much more effective and efficient at providing lessons that include cultural content, and as a result, increase student interest and further their perceptions on Spanish speaking communities around the world.

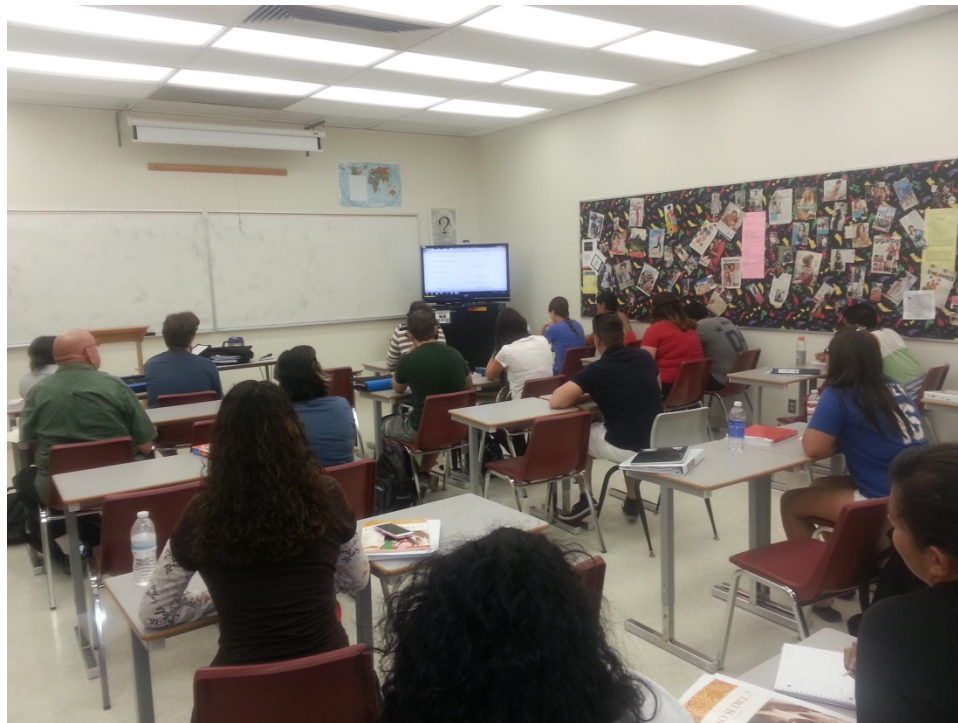
C. Technology (Technology requests can be made by filling out the [ISIT Request form](#).)

1. Has your program received new or repurposed technology in this 3-year cycle?

- a. If yes, discuss the assessment of its effectiveness as it relates to student, program, or administrative outcomes.

No, we have not received new nor repurposed technology; although, it should be noted that we do receive great support from our IT professionals with what we do have.

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



This picture was taken from the back of LA 224.

The technology we are requesting are wall mounted projectors. The effectiveness of the basic technology we are requesting is commonly used across the country by Spanish programs and the

requested technology is not expensive or new technology. Nonetheless, wall-mounted projectors would have a positive impact on implementing dynamic lesson plans, more student and instructor presentations, and the possibility for all students to have access to presentations. The increased size of the visual image would make it possible for students to actually see the text and other visual images.

Without the wall-mounted projectors, we cannot assess the effectiveness of how technology influences student success. We can assess that the lack of such technology is hindering student success by eliminating diverse sources we can incorporate in the classroom. In conclusion, the wall projectors would increase student success by allowing us to integrate diverse immersion opportunities.

2. Discuss the effectiveness of technology used in your area to meet college strategic goals.

The Spanish program rarely implements the use of technology because we do not have effective technology. With what we have, we can play listening activities and attempt to provide power point presentations.

3. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.

The wall projectors will aid the instructors in connecting more students, more effectively, to the larger foreign language community. This is particularly significant to our non-heritage speaking 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.

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 or auditory 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, will prove more reliable with less required maintenance and repair. The projector mounted on the wall will also defy current structural limitations, and contribute by enabling all students access to the images being presented and not be limited by the angle in which the television is set.

The Spanish program learning outcomes are based on five principles: communications, connections, comparisons, communities and cultures. With the use of effective technology, all of the five principles can be implemented and assessed.

- D. Budget (Changes to the budget allocation can be requested using the Budget Change Request Form). If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

N/A

IV. Trend Data Analysis:

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

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

Our demographics have remained fairly stable over the past three years with an increase in students of Hispanic/Latino ethnicity of 3%, among an increase of nearly 200 students (718-906). We are serving a significantly higher percentage of students younger than 19 ranging from 32% to 34%, while the college as a whole is at 25%. From 20-29 years we are serving 54% while the college is serving 52%. Beginning with ages 30-39 and up we serve a significantly smaller percentage than the college (30-39 8% vs. 13%, 40+ is 5% vs. 10%). One possible reason for these lower numbers is the difficulties older students experience in seeing instructional materials.

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

Our enrollments have increased from 1055-1266 on census day, our sections have also increased from 40-44, and our students-per-section number has gone from 26 to 29. Our productivity increased modestly from 15.3-15.4. In general, our productivity is stable but lower than the college as a whole (17.2). This is due to the nature of language instruction, which does not lend itself to large classes in a lecture hall environment, such as English, ESL, Japanese and ASL. It should also be noted that the number of students that we are serving has increased as well as our overall productivity.

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

Our success rates have ranged from 72% to 71% over the past three years. Our 5-year success rate is higher than the college for 19 and younger (66% vs. 72 %), and 20-29 (66% v. 71%) but then falls for 30 and older (72% v. 64%). For all age groups combined over the last 5 years we are higher than the college average by 3% (67%-70%).

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

See chart below

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

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

Degree or Certificate	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AA Degree Spanish	9	6	10			
AA-T Degree Spanish				20	30	40

V. Progress on Previously Established Program Goals, Future Goals and Action Plans:

A. 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 <i>(state goal)</i>	Which institutional goals from the <u>Bakersfield College Strategic Plan</u> will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (Choose one)	Comments (if applicable)
1. Develop a Foreign Language Program Website for the 2013-14 Academic Year	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: March 2014 _____ (Date) <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	This goal was accomplished by developing a Spanish Program Website that introduces the Spanish faculty, the current courses, information about student placement, and course sequence.
2. Conduct a Spanish faculty meeting once or twice per semester in Delano.	<input type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>May 2015</u> (Date) (state revised goal)	So far that goal has not been implemented. Revise Goal: We are working with the part-time faculty in the Delano campus by keeping them informed on textbook adoptions, chapters covered in each course, facilitating syllabi for guidance and answering any questions they have regarding teaching, testing, and assessing SLOs. We keep in touch with the Delano faculty through emails, texting and phone calls. We remain committed to establishing face-to-face meetings with the Delano faculty.
3. Seek data to further understand departmental decreases in non-Hispanic student enrollments.	<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development	<input checked="" type="checkbox"/> Completed: _____ 2014 _____ (Date) <input type="checkbox"/> Revised: _____ (Date) (state revised goal)	The faculty has sought data regarding the decreases in this population in our courses and has come to the conclusion that our decrease mirrors that of the college as a whole.

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 goal must include an action plan.

Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
1. Increase offerings to Heritage Speakers	Increase the number of Heritage Speaker Classes to increase retention an success for our Hispanic/Latino population	Maritza Salguiero-Carlisle	2014-15
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development			

Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
3. Incorporate New SLOs, and PLOs, to be in line with ILOs as well as creating Course Objectives to be in compliance with ACCJC	1. Write and approve SLOs and PLOs 2. Write and approve Course Objectives 3. Submit for revision	David Neville	2014-15
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success <input checked="" type="checkbox"/> 2: Communication <input type="checkbox"/> 3: Facilities & Infrastructure <input checked="" type="checkbox"/> 4: Oversight & Accountability <input checked="" type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development			

Future Goal	Action Plan	Lead person for this goal	Timeline for Completion:
3. Increase the use of the language laboratory.	The department shares the language laboratory with the ASL Program and the ESL department. Integrate laboratory activities into the courses. 1. Evaluate needs and how the computer lab can best be used by professors and students. 2. Research software options. 3. Purchase and arrange for training.	Lily Martinez	2014-16
Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)			
<input checked="" type="checkbox"/> 1: Student Success <input type="checkbox"/> 2: Communication <input checked="" type="checkbox"/> 3: Facilities & Infrastructure <input type="checkbox"/> 4: Oversight & Accountability <input type="checkbox"/> 5: Integration <input type="checkbox"/> 6: Professional Development			

VI. Curricular Revisions (*Instructional Programs only*):

A. Review of Course Information:

- Column A list all of the courses associated with the degree.
- Column B list the Fall term the review process will be started for ongoing compliance.
- Column C list the compliance due date.
- Column D list any changes to courses with regard to distance education.
- Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

****Dates listed should reflect a five year cycle allowing for one year of review to maintain ongoing compliance****

A. Course	B. Fall Term Review will be submitted	C. Compliance due date	D. Distance Education changes	E. C-ID Descriptors available
Span B1	2018	2019	N/A	Span 100
Span B2	2018	2019	N/A	Span 110
Span B3	2018	2019	N/A	Span 200
Span B4	2018	2019	N/A	Span 210
Span B35	2018	2019	N/A	Span 220
Span B36	2018	2019	N/A	Span 230

A. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Yes, the program information housed in CurricUNET is accurate. However, the SEP in “attached files” has some errors. The originators of the SEP will correct the errors and the revised SEP will be reflected in the addendum.

Is the program and course listing information in the current catalog accurate? If not, list the requested changes below. Catalog information should reflect what is in CurricUNET.

Some errors were identified in the current 2014-2015 BC Catalog. Sharon Bush is working on correcting the errors and changes will be reflected in the addendum as of September 30, 2014.

B. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated?

Yes, but only partially.

If applicable, SEP Pathway with IGETC indicated?

No. None of the courses shows IGETC status.

If applicable, SEP Pathway with BC General Education indicated?

Yes.

****Please ensure that the information housed in CurricUNET and the current catalog match. ****

- C. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

All Spanish courses have been submitted to C-ID for approval and are currently “in progress.”
 The Spanish ADT was approved at BC Curriculum Committee level on March 27, 2014, and has now been approved at the state level.

VII. Faculty and Staff Engagement:

- A. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

The faculty in the Spanish program is very active on campus wide committees. Each faculty member in the department serves on two or more committees. Members of the faculty regularly attend conferences related to foreign language teaching, assessment, and other areas that are vital to our department and college. In addition, Spanish faculty also present at the college as well as at conferences. Please refer to Program Assessment H for in-depth details.

- B. *Instruction Only:* Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

The faculty includes the adjunct faculty in the textbook adoptions, SLO assessments, and department meetings. Some faculty members also give one-to-one training on the electronic materials associated with new adoptions as well as sharing syllabi, exams, and teaching materials.

VIII. Program Funding Sources:

Identify any non-KCCD general fund sources

	Title of Account/Grant/Categorical Funding	Start Date	End Date	Percentage of Program Budget Covered	Positions funded wholly or in part
Foundation Accounts					
Grants					
Categorical Funding					

IX. Conclusions and Findings:

Present any conclusions and findings about the program.

Our department has undergone major changes during the past three years. We introduced two new Heritage Speaker courses and established a new AA-T program in Spanish. In addition, we have two new faculty members in the program and adopted new textbook materials.

One extant and manifest concern that our department has regards technology in the classroom. We have identified the need for wall mounted projectors in LA 201 and LA 224 as being the most pressing technological concern. Our students’ ability to view and interact with the visual images as well as instruction presented visually in Power Point presentations and other written information is a disadvantage to our students that we feel should be resolved.

In conclusion, we are excited about the implementation of the ADT program and we plan to continuously monitor and evaluate our program in order to better serve our students.

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

- | | | |
|--|--|---|
| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> Professional Development | <input checked="" type="checkbox"/> ISIT Form | <input type="checkbox"/> M & O Form |
| <input checked="" type="checkbox"/> Best Practices Form (Required) | | <input type="checkbox"/> Other: _____ |