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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

Introduction and Directions

Review your responses from the prior year’s APU and provide updates to the progress made in your department/program. After you have completed the APU, send a copy to your dean/supervisor.

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

[APU 2020-2021 timeline](https://drive.google.com/file/d/1zaaWWpL4v7vM0wfS3gQJ35ojpgjiweGK/view?usp=sharing) has been developed for each program and services to guide. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

The APU is intended to primarily focus upon planning for the subsequent year and institutional effectiveness. The APU process directly leads to the institutional resource allocation process and budget planning for the following academic year ([2020-21 PR/APU & Resource Allocation Cycle).](https://drive.google.com/file/d/1rk1xLecdpcsyL5zjwRbx-KHVFOJ2Afe7/view?usp=sharing)  This is an opportunity for each program, student services, and department to reflect on progress made since last year based on the goals (outcomes) set, identify areas of program improvements to achieve student success and elimination of achievement gap that are identified in the [Berkeley City College Strategic Plan 2018-2020](https://drive.google.com/file/d/1BVSnFJNGByVXzFLsLzDqkO-48MkRlgn7/view?usp=sharing). In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request additional resources that support achieving the stated goals.

**Please email the completed APU to your Deans or Managers by November 6, 2020.**

If you have questions regarding data, please contact Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu). If you have questions regarding other material in the APU, please contact your Dean or Manager.

**COLLEGE PROFILE**

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| **Student Demographics** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| Annual Headcount | 11,195 | 11,041 | 10,903 | 10,759 |
| Total Enrollment (census) | 34,402 | 32,850 | 30,298 | 31,007 |
| **Ethnicity** |  |  |  |  |
| African-American | 18% | 15% | 16% | 15.2% |
| American Indian/Alaskan Native | 0.2% | 0.2% | 0.2% | 0.3% |
| Asian | 24% | 22% | 22% | 21.5% |
| Filipino | 3% | 2% | 2% | 2.4% |
| Hispanic | 22% | 24% | 25% | 25.9% |
| Multi-Ethnicity | 3% | 7% | 7% | 6.9% |
| Pacific Islander | 0.4% | 0.3% | 0.3% | 0.3% |
| Unknown | 5% | 4% | 3% | 5.1% |
| White Non-Hispanic | 25% | 24% | 24% | 22.5% |
| **Gender** |  |  |  |  |
| Female | 55% | 55% | 55% | 56% |
| Male | 43% | 43% | 42% | 41% |
| Unknown | 2% | 3% | 3% | 3% |
| **Age Group** |  |  |  |  |
| 19 or Less | 28% | 27% | 29% | 30% |
| 20 to 24 | 35% | 35% | 33% | 32% |
| 25 to 29 | 16% | 16% | 16% | 15% |
| 30 to 34 | 7% | 8% | 8% | 8% |
| 35 to 39 | 4% | 4% | 4% | 4% |
| 40 to 49 | 5% | 5% | 5% | 5% |
| 50 + | 5% | 5% | 5% | 6% |
| **Full-Time/Part-Time Status** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| Full Time | 21% | 18% | 18% | 15% |
| Part Time | 79% | 82% | 82% | 86% |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** |
| Full Time Equivalent Students (FTES) | 4140 | 3864 | 3696 |
| Productivity (avg faculty-student ratio) | 13.4 | 13 | 13.2 |
| Success Rate (%) | 67% | 69% | 67%\* |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 |

*\*Excludes “EW” grades*

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| Name(s) of members completing this update | Department/Program | Completion Date |
| Fabian Banga | Modern Languages | 11/09/2020 |

[**Click here to access your program’s APU report from 2019-20.**](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing)

You can copy, paste, and edit your responses.

1. Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College’s mission.

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| The mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning. |

1. **List your faculty and/or staff with assignments in fall 2020.**

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| Full Time | Part Time |
| Fabián Banga – (Chair - Spanish)  Willy Lizarraga – (Spanish) | Ana Belén Redondo Campillos – (Spanish)  Anne McCormick – (French - Spanish)  Donna Southard – (Spanish)  Gaye Walton-Price – (Arabic)  Kenny Buquen – (French)  Patricia Jorgensen – (Spanish) |

1. **The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.**

Continue developing and implementing assessment processes  
Continue offering (based on students’ demand) and assessing: Arabic, French, Mandarin, Portuguese and Spanish  
Expand French course offerings to keep up with demand made by students. To meet this goal the department needs to offer numerous courses beyond the existing level of French 1A and French 1B. These new courses will be designed to give students a more in-depth familiarity with the language, culture, and literature of France as well as the French-speaking world.  
Explore the possibility of expanding into Ohlone and Japanese.

**What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?**

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| 1. Continue developing and implementing assessment processes  Status: In-Progress  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.î  District Goal: Build Programs of Distinction  2. Continue offering (based on students’ demand) and assessing: Arabic, French and Spanish  Status: In-Progress  College Goal: Increase Transfer and Transfer Degrees: Ensure that all of BCCâ€™s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.  District Goal: Build Programs of Distinction  3. Expand French course offerings to keep up with demand made by students. To meet this goal the department needs to offer numerous courses beyond the existing level of French 1A and French 1B. These new courses will be designed to give students a more in-depth familiarity with the language, culture, and literature of France as well as the French-speaking world.  Status: In-Progress  College Goal: Increase Transfer and Transfer Degrees: Ensure that all of BCCâ€™s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.  District Goal: Build Programs of Distinction  4. Explore the possibility of expanding into Ohlone and Japanese.  Status: In-Progress  College Goal: Increase Transfer and Transfer Degrees: Ensure that all of BCCâ€™s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.  District Goal: Build Programs of Distinction |

1. Describe your current utilization of facilities, including labs and other space.

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| The Modern languages department has a language lab room. A mobile language lab was created in 2013. The lab offers support, learning resources (computers, software) and a space for the students to work on class projects and homework. The lab also has instructors and tutors to help students. The computers have installed an Auralog system. Auralog was a company that produced language education software under a brand called "Tell Me More". It was bought by Rosetta Stone in 2013. Since all book come now with a robust online component, virtual remote materials are incorporated in the classroom curriculum. The lab is also used as classroom space so the mobile language lab can be deployed during the classroom time.  The lab technology and software were updated in fall 2017. The technology in the lab is appropriate and will not need any update until this year. However, because of the COVID19 pandemic the physical lab is not open until further notice. In the academic year 2020-2021 the department will assess the possibility of re-create a complete virtual language lab. |

1. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (see [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf)). [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing).

Review [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf) and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for APUs  1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)  [**Planning Documents**](https://www.berkeleycitycollege.edu/wp/prm/bcc-plans/)(Education Master Plan,College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)  *\*For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu* |
| In the last academic year 2019-2018 the course completion rate and the course retention rate in Spanish have improved or maintain almost identical to the last academic year despite the situation related to the pandemic. Spanish completion went from 65.8% (2018-2019) to 69.4% (2019-2020). The difference in course completion is only -1.7%. In Arabic the improvement is +15.1% (completion) and + 11.9 (course retention). In French the improvement is +12.1% (completion) and + 9.1 (course retention).  The department is working with the LRC to support students in need of technical and academic support during the pandemic. The academic support (tutors) is offered in collaboration with the Jerry Adams Learning Resources Center. The department will continue supporting the Language Lab after the pandemic, so that it will have an adequate number of tutoring hours available for the students. Most of the tutors are hired using financial aid work-study hours; however, this year funds were allocated with the help of the Office of Instruction budget. The department needs a constant budget allocation to pay tutors when these tutors cannot be hired through the Federal Work-Study budget.  Course retention and course completion rates have been improving the past several academic years for practically for all subgroups. 2016-2017 (Retention 74%, Completion: 64%), 2017-2018 (Retention 78%, Completion: 67%), 2018-2019 (Retention 80%, Completion: 72%). In the last year these numbers for female, male and unknown students was practically identical (Retention M and F: 80% and U:77%, Completion: M:72%, F:71%, U: 74%).  There were cases of decline numbers like DSPS, Veterans and Foster Youth students in the last two academic years (These are very small populations of no more than 30 students so it is difficult to identify the problem.)  DSPS students: from 2017-2018/2018-2019 Retention: 79% to 63% and Completion: 73% to 53%  Foster Youth: from 2017-2018/2018-2019 Retention: 79% to 63% and Completion: 73% to 53%  Veteran: from 2017-2018/2018-2019 Retention: 81% to 78% and Completion: 61% to 67%  On the other hand, there is steady improvement with First Generation and Low-Income students in the last 3 academic years.  There was also improvement in the area of course completion rates in the last academic year for Black/African American students: from 39 to 46%, Hispanic / Latino/a students: from 49 to 64% and Asian students: from 68 to 74%. Course completion rates for White students have been consistent the last 3 academic years (71, 73 and 71%)  The achievement gap of African American and Hispanic students on campus is irrefutable. Resources are needed to help these students and other students in a similar situation. This is a problem that not only affects these students but our whole campus and nation. “The persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national recession” (McKinsey & Company 2009, 6). The Modern Language Department will continue helping these students providing tutors, classroom and pedagogical techniques, special attention to students in need but this issue transcends our department and needs the attention of the whole campus.  “On average, black and Latino students are roughly two to three years of learning behind white students of the same age. This racial gap exists regardless of how it is measured, including both achievement (e.g., test score) and attainment (e.g., graduation rate) measures. Taking the average National Assessment of Educational Progress” (McKinsey & Company 2009, 9)  McKinsey & Company. 2009. The Economic Impact of the Achievement Gap in America’s Schools: Summary of Findings.  http://dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT\_GAP\_REPORT\_20090512.pdf. |

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| **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO and PLO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan 2018-2020.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the APU resource allocation requests require the completion of assessment in order to qualify.* |

1. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta?  Yes  No

If no, what was the reasons for not having been able to assess?

Courses were planned to be offered but cancelled

COVID–19 disruption (in person to OL conversion)

Other:

When do you plan to assess these courses that you did not complete this semester? Indicate the plan in the department assessment calendar. Work with your assessment liaison, if you need assistance**.** [Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc)

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| Only 3 conversation courses were not offer this semester (COVID-19 disruption) but will be offered after the pandemic, Spanish 10A and B and Arabic 30A. These courses will be offered and assessed after the pandemic. The program has discontinued courses in Portuguese and Chinese. Portuguese will not be offered in the near future. |

1. Describe the impact and accomplishments from previous year’s funded resource allocation request. If not funded, leave blank.

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| --- | --- | --- | --- |
| Brief description of funded request | Funding Source  (any additional award outside your base allocation) | Total  Award Amount | Outcome/Accomplishment |
|  |  |  |  |
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1. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | Tutors |
| Description: | The department needs a budget allocation to pay tutors when these tutors cannot be hired through the Federal Work-Study budget. |
| To be completed by [Date]: | 05/18/2021 |
| Responsible person: | Fabian Banga |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

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| **Prioritized Resource Requests** |
| In the boxes below, add resource requests for your department/program that *have not been funded by existing sources*. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank.  You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff |  |  |  |  |  |
| Student Worker | The department needs a budget allocation to pay tutors when these tutors cannot be hired through the Federal Work-Study budget. |  |  |  | 14000 |
| Part Time Faculty |  |  |  |  |  |
| Full Time Faculty |  |  |  |  |  |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

Thank you for your time and effort in completing the Annual Program Update!