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

Introduction and Directions

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.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

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

Please email the completed Program Review to your Dean by November 30, 2021.

COLLEGE PROFILE

Click here to view the Berkeley City College Student Demographics Dashboard.
This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.

College Outcomes	2017-2018	2018-2019	2019-2020	2020-21
Full Time Equivalent Students (FTES)	4,140	3,864	3,696	3,290
Efficiency (Productivity; avg faculty-student ratio)	13.4	13	13.2	14.3
Success Rate (%)	67%	69%	67%*	74%
Degrees + Certificates Awarded (#)	1,021	948	1,106	1,014

*Excludes "EW" grades

To view prior Program Reviews, click here. To view prior Annual Program Updates, click here.

I. DEPARTMENT DESCRIPTION

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

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.

Name(s) of member(s) completing this Program Review	Department/Program	Completion Date
Fabian Banga	Modern Languages	11/29/2021
List faculty names and/or staff with assignments in fall 2021.		
Full Time	Part Time	
Fabián Banga – (Chair - Spanish) Willy Lizarraga – (Spanish)	Ana Belén Redondo Campillos – (Spanish) Anne McCormick – (French - Spanish) Juan Miranda – (Spanish) Kenny Buquen – (French) Patricia Jorgensen – (Spanish)	

II. STUDENT EQUITY & SUCCESS

Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.

Click here if you would like to view BCC's Planning Documents (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
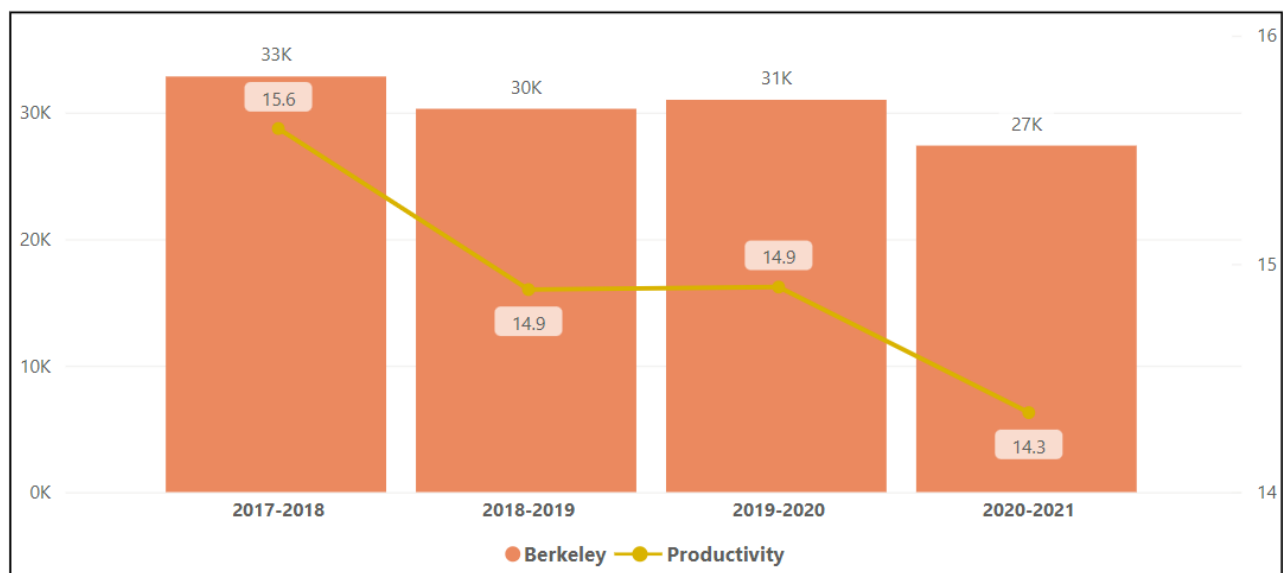
3A. Enrollment Trend and Produtivity Dashboard

*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

What are your enrollment trends in the past three years?

BCC enrollment and productivity:

Census Enrollment and Productivity by Year and Campus

Year	Enrollment	Productivity
2017-2018	33K	15.6
2018-2019	30K	14.9
2019-2020	31K	14.9
2020-2021	27K	14.3

Legend: ● Berkeley ━━ Productivity

Spanish enrollment and productivity:
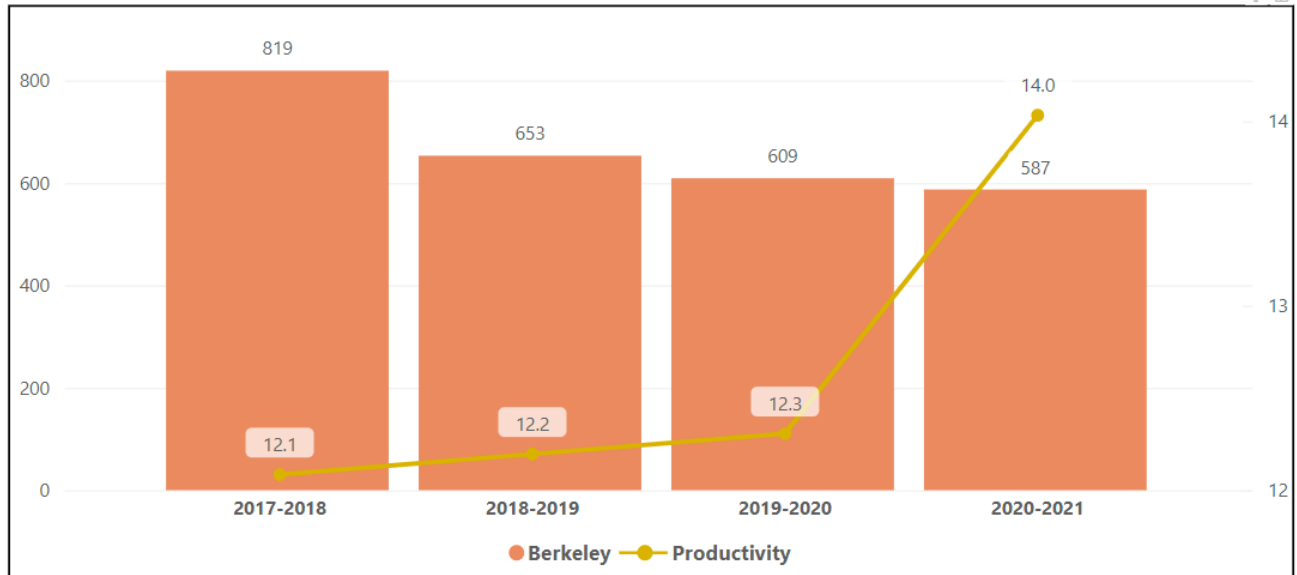
Census Enrollment and Productivity by Year and Campus

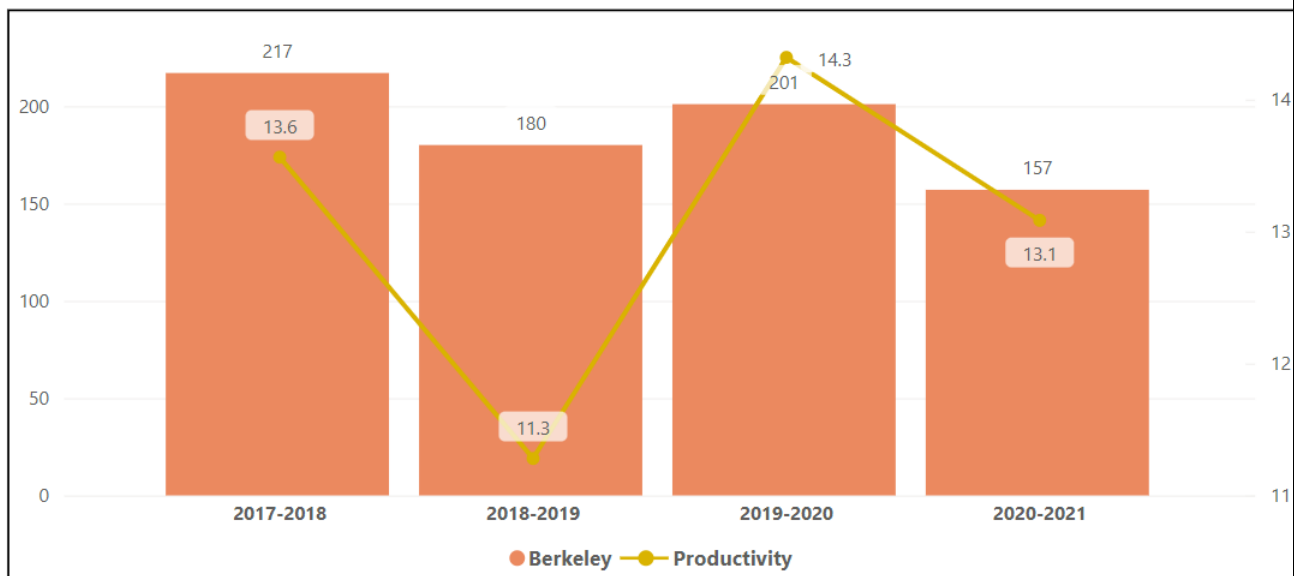| Year	Enrollment	Productivity
2017-2018	819	12.1
2018-2019	653	12.2
2019-2020	609	12.3
2020-2021	587	14.0

● Berkeley — Productivity

French enrollment and productivity:

Census Enrollment and Productivity by Year and Campus

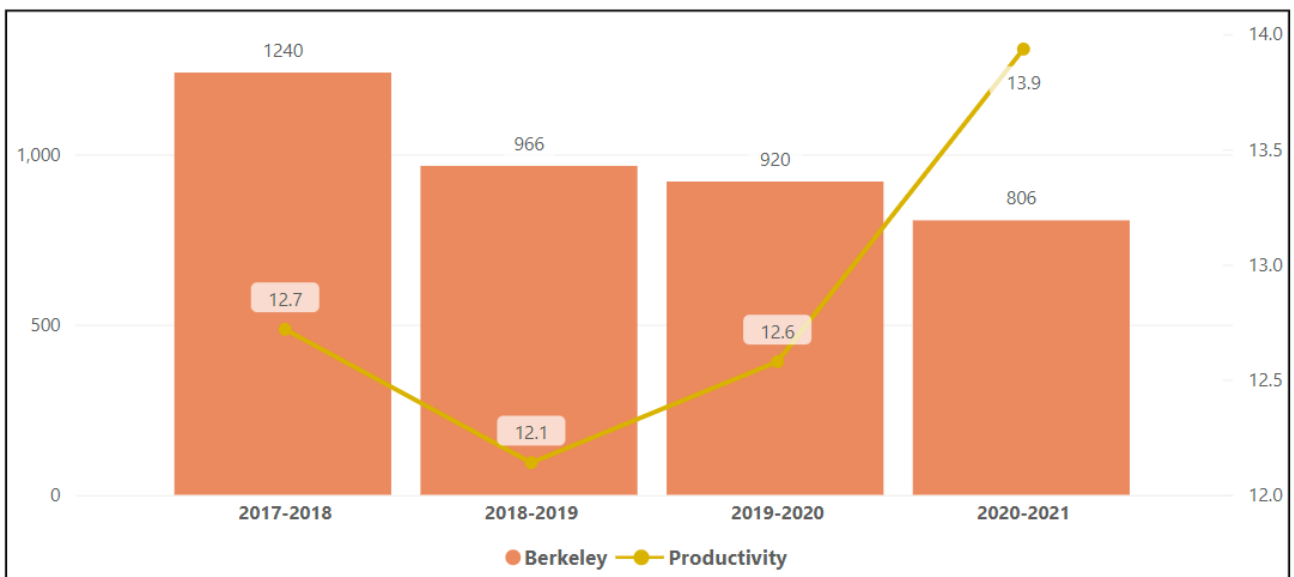| Year	Enrollment	Productivity
2017-2018	217	13.6
2018-2019	180	11.3
2019-2020	201	14.3
2020-2021	157	13.1

● Berkeley — Productivity

Arabic enrollment and productivity:

Census Enrollment and Productivity by Year and Campus
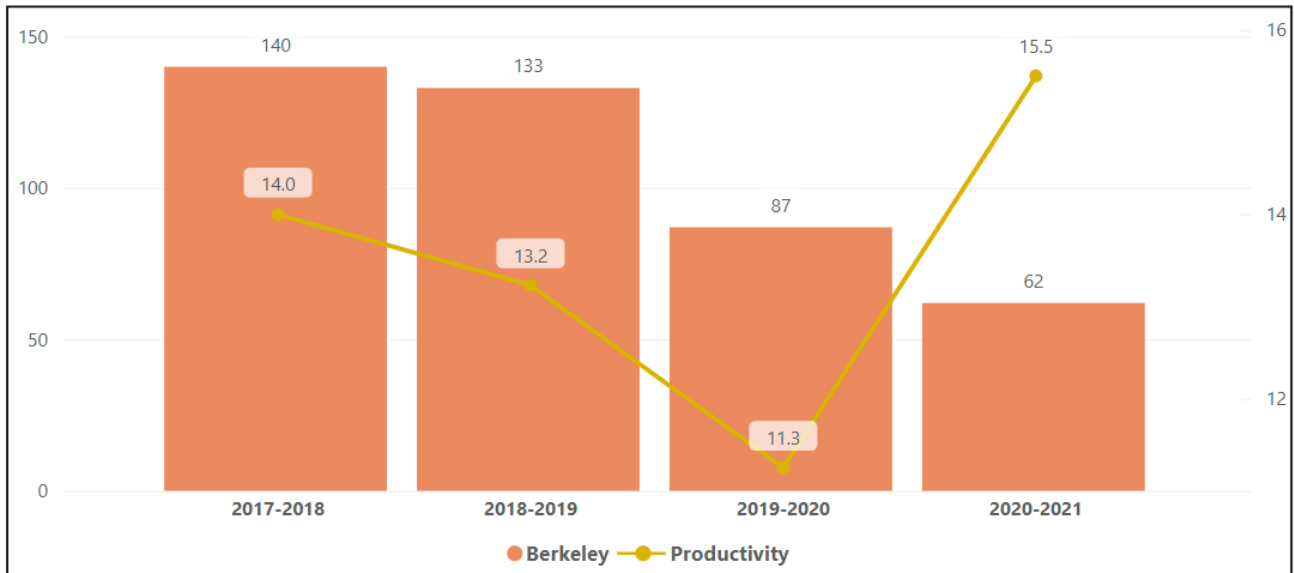
All languages including Chinese (only from 2017-2020)

Census Enrollment and Productivity by Year and Campus

When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?		
Year 1 (2021-22)	**Year 2 (2022-23)**	**Year 3 (2023-24)**
There is a clear demand for online classes and the demand for these classes is higher than in person classes. We predict this demand is going to show in the years to come when we can offer F2F and Online classes for students to decide which classes to take. The development of a virtual language laboratory will require at least one year of analysis. (Development of a virtual language lab)	It will take a second academic year to finish the virtual lab.	We will assess the effectiveness of the lab and see the benefits in students retention, and success.

What would you recommend that we do to increase student enrollment in your department?

We cannot suggest what to do to increase student enrollment since student enrollment is affected by factors outside our department: transfer rates, economic situation of the country, general enrollment, etc. Support and the presence of a functional language lab, the use of OERs materials to reduce cost to students and a robust tutoring center will not only attract students but will help with other issues like retention, completion, and success.

The department could expand the offering of courses not intended for transfer students, but rather for students who want to simply learn a foreign language.

3B. Course Completion and Retention Rates Dashboard – Instruction

*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

If you need more guidance with this item, click here for additional support. Click here for additional guidance for how to view and use equity data. If you would like to view BCC's Equity Plan, click here.

On page 3 of the "Course Completion and Retention Rates by Subject" dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?

BCC's average retention was 87.7% in 2019-20 and 85.3% in 2020-21; completion was 67.6% (19-20) and 71.3% (20-21). The decline in retention was accentuated by the need of shelter in place and the closing of the physical campus due to the pandemic. Retention and completion of the department was lower than that of the campus, but not abysmally lower. Retention was 81.6% in 2019-20 and 77.9% in 2020-21, completions was 63.4% (19-20) and 63.9% (20-21). The reason for this discrepancy may be understood by the difficulty of teaching languages in the adverse conditions generated by the pandemic. ASL presents similar data.

Then the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?

BCC:

Course Completion and Retention Rates by Subject

Academic Year ▼	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	F	6200	17035	69.2%	77.6%	87.9%	86.4%
2019-2020	M	4448	13323	66.0%	75.1%	87.6%	85.9%
2019-2020	X	332	894	62.9%	73.6%	85.9%	83.5%
Total		**10980**	**31252**	**67.6%**	**76.4%**	**87.7%**	**86.1%**

Academic Year ▼	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	16-18	1470	3888	67.8%	76.4%	89.2%	87.9%
2019-2020	19-24	5056	16342	67.1%	75.8%	87.4%	85.8%
2019-2020	25-29	1781	4387	69.4%	77.1%	86.8%	85.3%
2019-2020	30-34	962	2189	68.0%	77.5%	88.0%	86.3%
2019-2020	35-54	1249	2870	66.3%	76.2%	87.1%	85.1%
2019-2020	55-64	283	681	67.4%	78.4%	88.7%	86.8%
2019-2020	65 & Above	208	496	65.8%	78.0%	91.2%	89.6%
2019-2020	Under 16	278	399	79.4%	84.5%	92.2%	91.7%

Academic Year ▼	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	American Indian	26	67	59.1%	67.2%	75.8%	72.4%
2019-2020	Asian	2617	7469	76.2%	82.9%	90.9%	90.2%
2019-2020	Black / African American	1710	4578	57.9%	67.5%	84.0%	81.3%
2019-2020	Hispanic / Latino	2863	8503	61.7%	71.2%	85.9%	83.7%
2019-2020	Pacific Islander	35	102	54.5%	66.7%	82.8%	79.0%
2019-2020	Two or More	765	2372	66.6%	75.4%	86.6%	84.8%
2019-2020	Unknown / NR	488	1330	64.0%	75.4%	88.5%	86.4%
2019-2020	White	2476	6831	73.4%	81.9%	89.3%	88.1%

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	F	6651	15737	71.3%	74.1%	85.5%	85.0%
2020-2021	M	4405	11035	71.3%	73.8%	85.0%	84.5%
2020-2021	X	377	876	72.0%	74.4%	83.5%	83.0%
Total		**11433**	**27648**	**71.3%**	**74.0%**	**85.3%**	**84.7%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	16-18	1816	3896	76.8%	81.4%	91.1%	90.6%
2020-2021	19-24	4917	13310	69.7%	72.4%	84.4%	83.8%
2020-2021	25-29	1863	4085	69.9%	71.4%	82.6%	82.2%
2020-2021	30-34	1102	2170	70.6%	72.5%	83.2%	82.7%
2020-2021	35-54	1425	3037	70.9%	73.2%	84.6%	84.2%
2020-2021	55-64	242	524	76.4%	78.5%	87.2%	86.8%
2020-2021	65 & Above	114	237	76.2%	79.3%	92.6%	92.3%
2020-2021	Under 16	272	389	84.6%	89.2%	93.3%	93.0%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	American Indian	25	55	61.8%	63.0%	80.0%	79.6%
2020-2021	Asian	2683	6504	79.5%	81.3%	89.6%	89.4%
2020-2021	Black / African American	1794	4016	62.5%	65.2%	81.7%	80.9%
2020-2021	Hispanic / Latino	3041	7622	64.7%	68.2%	82.1%	81.1%
2020-2021	Pacific Islander	58	124	61.2%	63.8%	75.2%	74.1%
2020-2021	Two or More	854	2115	68.9%	71.6%	83.0%	82.4%
2020-2021	Unknown / NR	412	944	72.6%	74.9%	86.3%	85.9%
2020-2021	White	2566	6268	77.6%	79.6%	87.7%	87.4%

Modern Languages:

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	F	461	530	63.2%	72.4%	80.9%	78.2%
2019-2020	M	304	344	64.5%	73.8%	81.7%	79.1%
2019-2020	X	42	46	56.5%	74.3%	89.1%	85.7%
Total		**807**	**920**	**63.4%**	**73.0%**	**81.6%**	**78.8%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	16-18	94	106	65.1%	70.4%	82.1%	80.6%
2019-2020	19-24	345	386	61.7%	72.1%	81.1%	77.9%
2019-2020	25-29	122	139	67.6%	76.4%	81.3%	78.9%
2019-2020	30-34	49	56	60.7%	73.9%	83.9%	80.4%
2019-2020	35-54	83	92	67.4%	75.6%	81.5%	79.3%
2019-2020	55-64	46	57	57.9%	70.2%	80.7%	76.6%
2019-2020	65 & Above	34	43	60.5%	76.5%	88.4%	85.3%
2019-2020	Under 16	39	41	65.9%	69.2%	78.0%	76.9%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	Asian	101	112	65.2%	76.0%	83.9%	81.3%
2019-2020	Black / African American	109	118	46.6%	56.7%	72.0%	66.0%
2019-2020	Hispanic / Latino	220	246	58.9%	67.1%	78.5%	75.5%
2019-2020	Two or More	58	63	58.7%	71.2%	85.7%	82.7%
2019-2020	Unknown / NR	52	62	69.4%	79.6%	85.5%	83.3%
2019-2020	White	264	316	72.2%	81.1%	85.4%	83.6%

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	F	476	518	62.3%	64.8%	76.3%	75.4%
2020-2021	M	236	257	67.7%	73.4%	82.1%	80.6%
2020-2021	X	31	34	58.8%	60.6%	70.6%	69.7%
Total		**743**	**809**	**63.9%**	**67.3%**	**77.9%**	**76.7%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	16-18	131	135	68.1%	81.4%	96.3%	95.6%
2020-2021	19-24	273	296	55.6%	56.6%	67.1%	66.6%
2020-2021	25-29	89	99	66.7%	68.0%	76.8%	76.3%
2020-2021	30-34	80	85	61.9%	65.8%	79.8%	78.5%
2020-2021	35-54	100	111	68.5%	69.7%	76.6%	76.1%
2020-2021	55-64	25	29	71.4%	74.1%	78.6%	77.8%
2020-2021	65 & Above	12	13	92.3%	100.0%	100.0%	100.0%
2020-2021	Under 16	36	41	80.5%	86.8%	90.2%	89.5%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	Asian	91	99	75.5%	77.9%	85.7%	85.3%
2020-2021	Black / African American	121	128	54.7%	59.3%	78.9%	77.1%
2020-2021	Hispanic / Latino	240	259	57.9%	61.2%	72.2%	70.6%
2020-2021	Two or More	60	69	68.1%	70.1%	79.7%	79.1%
2020-2021	Unknown / NR	31	33	66.7%	68.8%	84.8%	84.4%
2020-2021	White	196	216	69.6%	72.7%	78.5%	77.6%

We have decided to analyze the retention and completion of the students in our department (for the last two academic years) in comparison with the general and average population of the college, including excused withdrawals and military withdrawals.

The critical need of having not only the right technology but also the appropriate conditions for taking online classes has affected two student populations that historically have clear socioeconomic disadvantages. We can especially see this problem in the population of Hispanic, Black /African American, and Pacific Islanders. Not only the anecdotal experience seen by the professors of the department when giving classes, supports this assumption, but also concrete data provides numbers that sustain this hypothesis. Even though the retention of these populations is closer or even identical to the average retention and completion of the department in most cases, completion is approximately 10% lower than the average of the department. Furthermore, in 2019-2020, during the most difficult period of the pandemic, completion in Black / African Americans was almost 20% lower than the average. (see data)

The recommendation is identical to previous programs reviews. The achievement gap of African American and Hispanic students on campus is irrefutable; and continues to be unresolved. Resources

are needed to help these students and other students in similar situations by offering more tutoring, more support in the use of technology and helping students to acquire these technologies. The department could not even use the language lab during the pandemic. A transformation of the lab by using virtual technologies is imperative. However, if students are not familiar with these technologies or simply do not have access to these technologies, the transformation of the lab will not help these three populations.

This issue was already stated in the previous program review (2019-20):

> 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.

Unfortunately, the emphasis on productivity does not help disadvantaged populations. The increase in students in classes offers an excellent result in the area of productivity, but significantly disadvantages underprivileged students who require more attention from instructors. It is not surprising, in this context, that if the level of productivity has improved significantly in the last semesters, completion and retention has not with groups with socio-economic needs. Furthermore, problems in these areas (completion and retention) have exacerbated.

How do these outcome trends compare to the college average?

Retention and completion are approximately 9% lower in comparison to college average. As mentioned before, the reason for this discrepancy may be understood by:
- the difficulty of teaching languages 100% online at the elementary level,
- all the classes offered online,
- without preparation,
- in the adverse conditions generated by the pandemic.

ASL presents similar data.

What questions do you have about the trends?

A significant phenomenon is that retention and completion are lower in women than in men in the last semesters during the pandemic (2020-2021). This is the first time we see this discrepancy. We also see in

the data, lower retention and completion in students aged 19-24. The question is if this issue is related to the pandemic or will continue in future years.

Based on input you've received from students, what have they expressed as their need (s) to complete and succeed in your courses? (Support your recommendations with examples) e.g., offer diff modalities; timing of day).

Per the recommendation of the administration, we will offer different modalities to accommodate different preferences and schedules. However, in a conversation with French students (French 1A) the instructor got the feedback that, overwhelmingly students are "going to sign up for the Laney class for 1B because it is remote and more convenient for them" Professor Anne McCormick 11/20/21. We had the similar input in advanced courses in Spanish 2A and 2B. Students will stay in our BCC 2B in the next semester because it is offered online at our campus. We will be able to offer a more detailed assessment in next academic years when we offer the 4 modalities: F2F, 100% online asynchronous, hybrid (F2F - online asynchronous) and hybrid (zoom synchronous - online asynchronous)

How will these outcome trends you identified in this section affect your department goals and plans for the next three years?

| Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
We will offer the 4 modalities in spring and work on the increase of the virtualization of the program (virtual lab, online tutoring, etc.) It will take us more than one semester to fully develop a virtual language lab.	We will continue the development of the virtual lab and will evaluate the enrollment trends, modalities, etc.	We will design a plan for the next 4 years.

3C. Degrees and Certificates Dashboard

On page 1 of the "Degrees and Certificate Awards Trends" Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).

BCC Degrees and Certificates:

Degrees and Certificates Awards Trend

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.
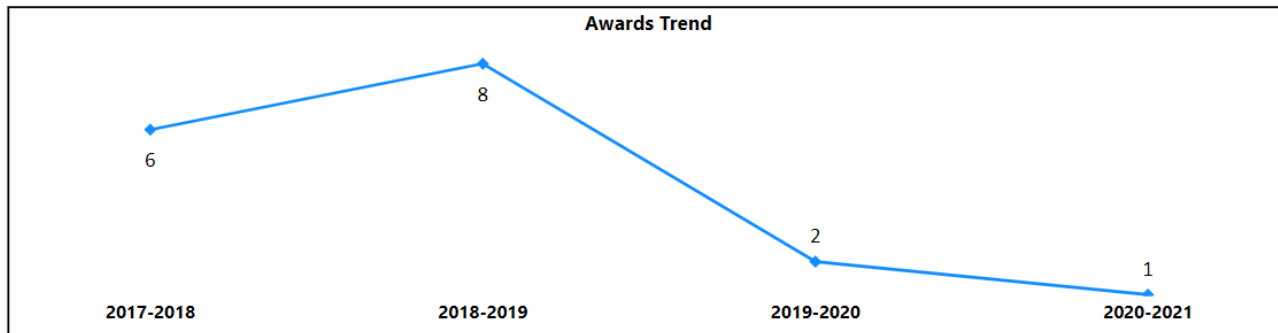
Awards Trend

2017-2018	2018-2019	2019-2020	2020-2021
1021	948	1109	1016
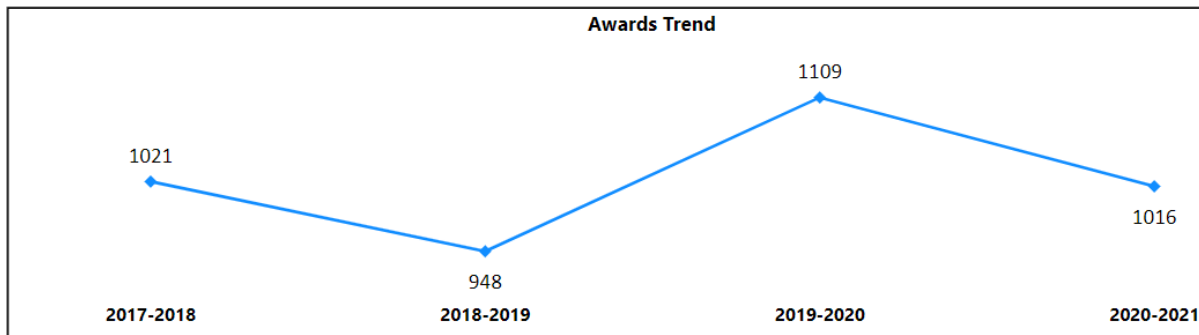
Academic Year	Campus	Division	Subject	Description	Degree Type	Award Counts
2020-2021	Berkeley		ART	AA-T ART HISTORY	Associate in Arts for Transfer	1
2020-2021	Berkeley		ENGL	AA-T ENGLISH	Associate in Arts for Transfer	8
2020-2021	Berkeley		PHIL	AA-T PHILOSOPHY	Associate in Arts for Transfer	1
2020-2021	Berkeley		ART	AA-T Studio Arts	Associate in Arts for Transfer	6
2020-2021	Berkeley		ENGL	Academic Composition Skills	Certificate of Competency-Noncredit	88
2020-2021	Berkeley		BUS	Accounting	Certificate of Proficiency	4
2020-2021	Berkeley		ASL	AMERICAN SIGN LANG	Associate in Arts	6
2020-2021	Berkeley		ASL	American Sign Language	Certificate of Achievement	7
2020-2021	Berkeley		CHEM	Analytical Chemistry	Associate in Science	6
2020-2021	Berkeley		CHEM	Analytical Chemistry	Certificate of Achievement	6
2020-2021	Berkeley		MMART	Animation -	Associate in Arts	4
Total						**4094**

Modern Languages Degrees and Certificates:

Degrees and Certificates Awards Trend

To view degrees and certificates conferred by college or subject, start with the right filters. Data can be disaggregated by subgroups to the lower right.

Awards Trend

Academic Year	Campus	Division	Subject	Description	Degree Type	Award Counts
2020-2021	Berkeley		SPAN	Spanish Language AA-T	Associate in Arts for Transfer	1
2019-2020	Berkeley		SPAN	SPANISH LANGUAGE	Certificate of Achievement	1
2019-2020	Berkeley		SPAN	Spanish Language AA-T	Associate in Arts for Transfer	1
2018-2019	Berkeley		SPAN	SPANISH LANGUAGE	Associate in Arts	3
2018-2019	Berkeley		SPAN	SPANISH LANGUAGE	Certificate of Achievement	3
2018-2019	Berkeley		SPAN	Spanish Medical Interpreter	Certificate of Achievement	2
2017-2018	Berkeley		SPAN	SPANISH LANGUAGE	Associate in Arts	3
2017-2018	Berkeley		SPAN	SPANISH LANGUAGE	Certificate of Achievement	1
2017-2018	Berkeley		SPAN	Spanish Language AA-T	Associate in Arts for Transfer	2
Total						**17**

On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?

The number of diplomas is too low to see a clear trend. On the other hand, of the students who have transferred to 4y-institutions in the last 3 years (1539 students) **only 163 were Black / African American**. The other 3 groups within the 4 majorities have very similar numbers: Hispanics 446, Asian 419 and White, 332. The DI group that needs support is the first one. (see District Student Demographic Dashboard, BCC)

In the last two years of the pandemic, the number of diplomas awarded has dropped to the minimum number of 1 single diploma. It is evident that in difficult times such as during the pandemic, with the reduction of student's enrollment in universities, the department is also affected. On the other hand, per the data we see in student evaluations, consistently 75% of our students who take language classes (such

as 1A and 1B) for a degree requirement or as an elective. 1As and 1Bs represent approximately 70% + of the classes offered in the Department. Almost 900 students have transferred to UC from BCC in the last 3 years. The department has the function of offering classes to achieve the Language other than English requirement for students who do not have a proficiency equivalent to two years of high school courses in the same language.

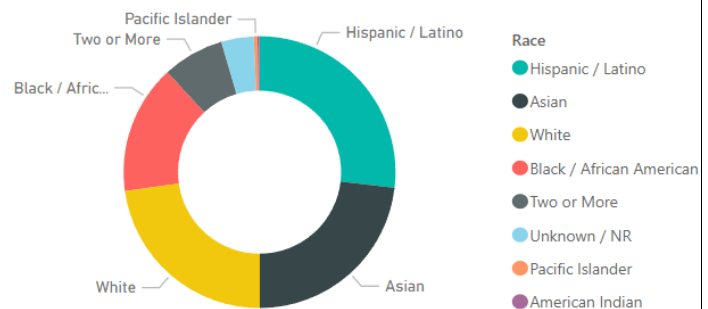## District Student Demographic Dashboard

Campus
Berkeley

Term
Multiple selec...

10749
Headcount

Tution Status	Headcount
California resident	9758
Resident of a foreign country	626
Resident of other state	402
Total	**10749**

EDUC_GOAL	Headcount
	101
4yr coll stdnt taking courses	526
Advance in current job/career	191
Complete crdits for HS Dpl/GED	499
Discover career interests	323
Earn a voc cert w/out transfr	116
Educational Development	611
Improve basic skills(Eng,Rd,M)	257
Maintain certificat or license	42
Move from noncred to Cred Crse	14
Obtain 2yr AA w/out transfer	362
Obtain 2yr Voc Deg w/out trnfr	9
Obtain AA-Transfer to 4 year	3707
Prepare for new career	464
Transfer to 4yr without AA deg	1819
Uncollected / unreported	146
Undecided on goal	1617
Total	**10749**

Ethnicity Chart

Race
- Hispanic / Latino
- Asian
- White
- Black / African American
- Two or More
- Unknown / NR
- Pacific Islander
- American Indian

Age Group

Age Group	Headcount
I - Under 16	192
II - 16-18	1616
II - 19-24	4867
II - 25-29	1741
II - 30-34	975
II - 35-54	1296
II - 55-64	263
III - 65 & above	173
Total	**10749**

CITIZENSHIP	Headcount
Alien Permanent	159
Alien Temporary	192
N	674
Native	8626
Naturalized	2
Other	330
Others	1
Permanent Resident	713
Student VIsa (F1 or M1)	52
Total	**10749**

How do these outcome trends compare to the college average?
Comparably, to in almost all subjects, the number of AAT diplomas has dropped dramatically during the pandemic; like similarly to all subjects in the humanities (history, philosophy, anthropology) the number of degrees has declined.

Based on input you've received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (Support your recommendations with examples)
We can see a predominate interest among language students to transfer to UC and complete the Transfer Studies/IGETC requirements. All 1A and 1B classes are articulated with UC and every semester, we have

students from UC taking these classes in the department. In the last years, we are also seeing students from private institutions, such as Saint Mary's College, taking our classes.

How will these outcome trends you identified in this section affect your department goals and plans for the next three years?		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Continue articulating curriculum with UC and explore the possibility to invigorate the vocational programs in Spanish. The creation of a summer study abroad program (Andalucia) can help to attract more students.	Continue articulating curriculum with UC and explore the possibility to invigorate the vocational programs in Spanish. Start the study abroad program.	Continue articulating curriculum with UC and explore the possibility to invigorate the vocational programs in Spanish. Assess the study abroad program.

3D. Transfer Dashboard

This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.)

The department has the mission of offering classes to achieve the Language other than English requirement for students who do not have proficiency equivalent to two years of high school courses in the same language. This has been one of the main missions of the department since its establishment. However, the department has also created diplomas such as Spanish AA-T and a certificate for those students who are interested in receiving a diploma.

With the creation of the AA-T, the AA diploma has been transformed in AA for Spanish for Heritage Speakers. Since students who previously pursued the AA diploma have shown no interest in having this previous diploma, and or substituting the AA for the AAT, the department does not see the need to offer the first diploma again. This issue may be reevaluated in the future if students request it.

3E. Curriculum

View the department's curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success.

How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?
Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.).

In the last academic year 2019-2018 the course completion rate and the course retention rate in Spanish have has improved or maintained a level 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) and back to 64.8% in 2020-2021. 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). Retention in 2020-21 was 79.6%.

The department continues 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, with the creation of a virtual component for the lab, 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 consistent budget allocation to pay tutors when these tutors cannot be hired through the Federal Work-Study budget.

In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	Modern Languages
Action Name:	Creation of a virtual component for the language lab.
Description:	The department wants to develop a virtual language lab so that it's resources and programs can be available to all online students.
Completion timeline:	Summer 2022
Responsible person:	Fabian Banga

III. PROGRAM GOALS

1. List your current Department Goals.

- Virtualization of our Language Lab to support online students
- Develop a study abroad program in Andalucía.
- Continue developing and implementing assessment processes
- Continue offering (based on students' demand) and assessing: Arabic, French, 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.

2.	**How do the goals align with the College goals? If so, which ones?**

Berkeley City College Goals
- **GOAL I:** Strengthen Resilience: Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
- **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
- **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.
- **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.
- **GOAL V:** Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

- Virtualization of our Language Lab to support online students. (Goal II and V)
- Develop of a study abroad program in Andalucía. (Goal I, II and V)
- Continue developing and implementing assessment processes. (Goal II, III and V)
- Continue offering (based on students' demand) and assessing: Arabic, French, and Spanish. (Goal II, III and V)
- Expand French course offerings to keep up with demand made by students. (Goal II, III and V)

3.	**Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why?** *Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.*

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
• Virtualization of our Language Lab to support online students. • Development of a study abroad program in Andalucía.	• Completion of our Language Lab. • Completion of a study abroad program in Andalucía.	• Assessment of our Language Lab. • Assessment of a study abroad program in Andalucía.

4.	**What are the essential functions of your department, any unique characteristics, or trends? Provide specific examples.**

The essential functions are
- to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion in Spanish,

- transfer to a university,
- to provide the general requirements for the AA. and AA-T degrees or transfer,
- and lifelong learning.

5. Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)

Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion timeline:	
Responsible person:	

III. ASSESSMENT

Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for to areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan. *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 Program Review resource allocation requests require the completion of assessment in order to qualify.*

9A. List and describe the department/program's progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

All offered courses SLOs in the department have been assessed between 2019-2020.

College	Subject	Title	Created Date	Last Modified	Status
Berkeley City College	ARAB	ARAB 001A Walton-Price SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	ARAB	ARAB 001A Walton-Price SLO2 Fall 2020	10/6/2020		Active

Berkeley City College	ARAB	ARAB 001A Walton-Price SLO3 Fall 2020	10/6/2020		Active
Berkeley City College	ARAB	ARAB 001A Walton-Price SLO4 Fall 2020	10/6/2020		Active
Berkeley City College	ARAB	ARAB 001A Walton-Price SLO5 Fall 2020	10/6/2020		Active
Berkeley City College	ARAB	ARAB 001B Walton-Price SLO1 Spring 2020	12/28/2020		Active
Berkeley City College	ARAB	ARAB 001B Walton-Price SLO2 Spring 2020	12/28/2020		Active
Berkeley City College	ARAB	ARAB 001B Walton-Price SLO3 Spring 2020	12/28/2020		Active
Berkeley City College	ARAB	ARAB 001B Walton-Price SLO4 Spring 2020	12/28/2020		Active
Berkeley City College	FREN	FREN 001A McCormick SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	FREN	FREN 001A McCormick SLO2 Fall 2020	10/6/2020		Active
Berkeley City College	FREN	FREN 001B Buquen SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	FREN	FREN 001B Buquen SLO2 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 001A 20371 SLO1 Spring 2019	11/5/2019		Active
Berkeley City College	SPAN	SPAN 001A 20371 SLO2 Spring 2019	11/5/2019		Active
Berkeley City College	SPAN	SPAN 001B 20372 SLO1 Spring 2019	11/5/2019		Active
Berkeley City College	SPAN	SPAN 001B 20372 SLO2 Spring 2019	11/5/2019		Active
Berkeley City College	SPAN	SPAN 002A Banga SLO1 Spring 2020	6/25/2020		Active
Berkeley City College	SPAN	SPAN 002A Banga SLO2 Spring 2020	6/25/2020		Active
Berkeley City College	SPAN	SPAN 002A Banga SLO3 Spring 2020	6/25/2020		Active
Berkeley City College	SPAN	SPAN 022A Banga SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 022A Banga SLO2 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 022B Banga SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 022B Banga SLO2 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 035B Banga SLO1 Fall 2020	10/6/2020		Active
Berkeley City College	SPAN	SPAN 035B Banga SLO2 Fall 2020	10/6/2020		Active

Berkeley City College	SPAN	SPAN 035B Banga SLO3 Fall 2020	10/6/2020		Active	
Berkeley City College	SPAN	SPAN 038 23739 SLO1 Spring 2020	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 038 23739 SLO2 Spring 2020	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 039 20536 SLO1 Spring 2019	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 039 20536 SLO2 Spring 2019	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 040 47681 SLO1 Fall 2019	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 040 47681 SLO2 Fall 2019	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 040 47681 SLO3 Fall 2019	12/14/2020		Active	
Berkeley City College	SPAN	SPAN 101 McCormick SLO1 Summer 2020	12/2/2020		Active	
Berkeley City College	SPAN	SPAN 101 McCormick SLO2 Summer 2020	12/2/2020		Active	

In Fall 2021 we started the assessment of PLOs, and the process will be finished in Spring 2022.

9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.

PLOs assessment will end in 2022. We will be able to offer recommendations in our next Program Review.

Some actions plans were recommended after the SLOs assessment of courses:

Elementary level.

Increase guidance for students as they work on assignments: The department will focus on the instructor's plan for the implementation of rubrics or equivalent grading documents within assignments/activities to explain how participation, assignments or quizzes will be evaluated.

Visit classrooms to provide feedback (mentoring): Peer-review evaluation of the class.

Analyze course curriculum in collaboration with colleagues: The department will engage in encouraging interdisciplinary and thematic research among faculty to update the program and find solutions to issues related to retention and success.

Intermediate level:

Provide more frequent or more comprehensive feedback on student progress: 2 of the 3 students who dropped the class could pass the class if they finished the final exam. The pandemic factor could be a factor with these 3 students. Another possibility could be that these students wanted an A in the class (they were transfer students) Perhaps more interaction with

the students, based on more opportunities for regular effective contact using a wide variety of communication tools could be beneficial.

Spanish for Bilingual Speakers

This class was appropriate for all students (advanced level, ACTFL). Unfortunately, there is a clear problem of academic immaturity with some HS students. Some of them are not ready for a college class.

Recommendation: work with counselors.

9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement. Include the three most significant plans for improvements as a result of the assessment process with timelines. Click here to view your Assessment Calendar

The department assigned a representative of the department to have an active presence on the assessment committee. this year (2021) we have finished the first cycle of SLOs assessment and started the evaluation of its PLOs in Fall 2021.

Discipline	Program Title	Award Type	Total Units to complete program	Your Proposal	Due for Update in Year	Other
SPAN	Spanish	AA-T	60		22-23	review percent of DE for program
SPAN	Spanish Language for Heritage Speakers	AA	60		21-22	review percent of DE for program. After consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23.
SPAN	Spanish Language for Heritage Speakers	CA	22		21-22	review percent of DE for program. After consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23.

Discipline	Course #	Title	Units	Your Proposal	Due for Update in Year	Consider Deactivation	Other
ARAB	001A	Elementary Modern Standard Arabic	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
ARAB	001B	Elementary Modern Standard Arabic	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.

ARAB	030A	Beginning Conversational Arabic	3		N/A	Y	deactivation in progress; effective F21
CHIN	001	Elementary Chinese (Mandarin)	5		N/A	Y	deactivation in progress; effective F21
FREN	001A	Elementary French	5		22-23		
FREN	001B	Elementary French	5		22-23		
PORT	001A	Elementary Portuguese	5		N/A	Y	deactivation in progress; effective F21
PORT	001B	Elementary Portuguese	5		N/A	Y	deactivation in progress; effective F21
SPAN	001A	Elementary Spanish I	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	001B	Elementary Spanish II	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	002A	Intermediate Spanish	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	002B	Intermediate Spanish	5		22-23		
SPAN	010A	Advanced Spanish Conversation	3		~~21-22~~ / 22-23		last offered Summer 2016 - **This course should not be deactivated, it is part of an AAT.** after consultation with the dean, Modern Languages 21-22 updates can be postponed to

							22-23 with the exception of 10B. Courses not offered within 3 years should be deactivated. If they are not being offered, they are of no value in the ADT.
SPAN	010B	Advanced Spanish Conversation	3		21-22		last offered Summer 2016; if it will remain active: remove `continuation of' language from the description in 10B. Courses not offered within 3 years should be deactivated. If they are not being offered, they are of no value in the ADT. This course should not be deactivated, it is part of an AAT.
SPAN	011	Spanish for the Medical/Health Professions	3		N/A	Y	deactivation in progress; effective F21
SPAN	012	Spanish for the Business Professions	3		N/A	Y	deactivation in progress; effective F21
SPAN	015	Spanish Composition	3		~~21-22~~ / 22-23		last offered Spring 2017 - **This course should not be deactivated, it is part of an AAT.** after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B. Courses not offered within 3 years should be deactivated. If they are not being offered, they are of no value in the ADT.

SPAN	022A	Spanish for Bilingual Speakers I	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	022B	Spanish for Bilingual Speakers II	5		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	035A	Intermediate Conversational Spanish: Current Events	3		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	035B	Intermediate Conversational Spanish: Film	3		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	038	Latin American Literature	3		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	039	Latin American Novel	3		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	040	Hispanic Civilization and Culture	3		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.
SPAN	049	Independent Study in Spanish	0.5-5.0		~~21-22~~ / 22-23		after consultation with the dean, Modern Languages 21-22 updates can be postponed to 22-23 with the exception of 10B.

9D. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

The department relies on the help and direct communication of the professors with the students and the professors with the chair who has monthly meetings with the Department Dean. Service and SLOs are clearly detailed in the syllabus.

Furthermore, classes are designed with good practices like such as:

- Objectives are consistently placed and/or explained in each learning unit
- Objectives are written in language that is student-centered
- The connections between content and learning unit objectives are made explicitly clear to the students
- Institutional/instructor policies are provided in units or activities where they are most relevant
- The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
- Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

(From Peer Online Course Reviewer (POCR) rubric.)

9E. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.

On our website: https://www.berkeleycitycollege.edu/languages/
And campus website https://www.berkeleycitycollege.edu/slo/student-learning-outcomes/

In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

IV.   ENGAGEMENT

10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.

Fabian Banga: Chairs Council, Curriculum Committee, Hiring Committees
Willy Lizarraga: Academic Senate
Juan Miranda (PT): Assessment Committee

10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Professor Fabian Banga is member at the of The Modern Language Association of America, and of the Committee on Community Colleges 2019–22; and Chair of this committee 2021–22. Working through June 2025, the Committee on Community Colleges will consider a range of issues that affect modern language teachers in two-year colleges, e.g., conditions of employment, staffing, curriculum, articulation with secondary schools and four-year institutions, the preparation and recruitment of faculty, and the encouragement of scholarship about teaching in the community college.

10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

PT teachers actively participate in department and curriculum decisions at regular departmental meetings. Professor Anne McCormick is the lead faculty in French. Professor Juan Miranda is also the department's representative on the Assessment Committee.

10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.

The department regularly supports the efforts of the LRC in the area of tutoring and the Counseling Department in advising students in areas that are relevant to languages. This relationship and support between units is vital since mutual support benefits both the department and the LRC reciprocally.
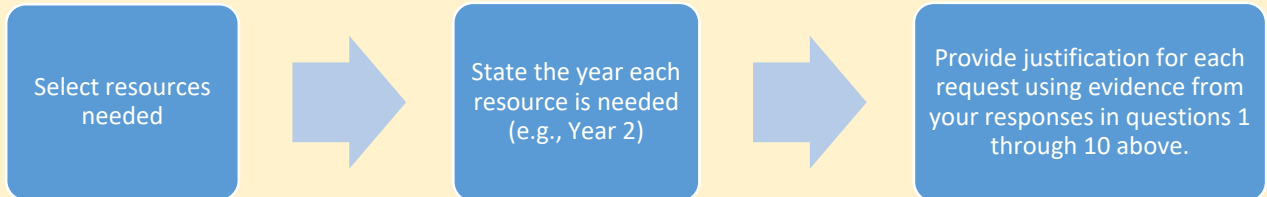
In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS	
Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

VI. Prioritized Resource Requests

In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.

| Select resources needed | → | State the year each resource is needed (e.g., Year 2) | → | Provide justification for each request using evidence from your responses in questions 1 through 10 above. |

Click here to view the Resource Request Process and Timeline

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Overall Priority Ranking of ALL Requests (1=Most important, 2=Second Most Important, etc.)
Personnel					
Classified Staff	Yr 1= Yr 2= Yr 3=				
Student Worker	Yr 1= Yr 2= Yr 3=				
Part Time Faculty	Yr 1= Yr 2= Yr 3=				
Professional Development	Description/Justification			Estimated Cost	
Department wide PD needed	Yr 1= Yr 2= Yr 3=				
Personal/Individual PD needed	Yr 1= Yr 2= Yr 3=				
Supplies	Description/Justification			Estimated Cost	
Software (for whom or role?) need to fill in?	Yr 1=Virtual language lab platform (Like Sanako) / see department goals Yr 2= Yr 3=			?	1
Books, Magazines, and/or Periodicals	Yr 1= Yr 2= Yr 3=				

Instructional Supplies	Yr 1= Yr 2= Yr 3=		
Non-Instructional Supplies	Yr 1= Yr 2= Yr 3=		
Technology & Equipment	Description/Justification *Before you list your technology request, <u>click here to view the latest Technology Refresh Plan</u> to verify whether it has already included.*	Estimated Cost	
New	Yr 1= Yr 2= Yr 3=		
Replacement	Yr 1= Yr 2= Yr 3=		
Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices			
Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials (including streamline media needs)	Yr 1= Yr 2= Yr 3=		
Library collections			
OER			
Other	Description/Justification	Estimated Cost	
OTHER Description	Yr 1= Yr 2= Yr 3=		

Thank you for your time and effort in completing the Program Review!
Please email the completed Program Review to your Dean by November 30, 2021.