

## 2011-12 ANNUAL PROGRAM REVIEW

The Annual Program Review is a data-informed review, needs assessment, and goal setting mechanism. It must contain linkages to District and College goals. It is also a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to the College on findings of ongoing assessment and evaluation of instructional programs and services units. The College is looking for quantitative data which document the program's and unit's quality initiatives and outcomes. While anecdotal accounts may be beneficial, they should only supplement other data which establish longitudinal trends and patterns. In addition, each review should show the progress of the Action Plan from the previous review, if applicable. Start by filling in the chart below. These data points are areas which the District and College have identified as key performance indicators of College and student success.

If you need training or any help, contact either of the following to schedule an appointment or suggest workshop times:

Ann Morgan, Director, Institutional Research and Planning ([anmorgan@bakersfieldcollege.edu](mailto:anmorgan@bakersfieldcollege.edu) or x4453)

Stephen Eaton, Dean of Instruction ([seaton@bakersfieldcollege.edu](mailto:seaton@bakersfieldcollege.edu) or x4743)

Bill Barnes, Assistant Professor, Agriculture, Co-chair, Program Review Committee ([wbarnes@bakersfieldcollege.edu](mailto:wbarnes@bakersfieldcollege.edu) or x4637)

### Due Dates for Instructional Programs

- September
  - Training for department chairs and administrators
  - Week of September 19: 5-Year trend data from Institutional Research & Planning to instructional units
- October
  - Week of October 3: Instructional chairs submit APR to deans
  - Columbus Day (10/10): Submit final copy to dean and vice president

### Assessment Plan

The assessment plan and results will be due **April 16, 2012** to Dean Suderman. Forms and supporting documentation are in the Office of Academic Affairs public folder. [Click here](#) for directions to the folder.

Trend Data from Institutional Research & Planning<sup>1</sup>

## Foreign Language

Student Demographic Information								2010-11				
								Department		Collegewide		
Student Headcount	2006-07		2007-08		2008-09		2009-10		#	% change - Prior Yr	#	% change - Prior Yr
	#	%	#	% change - Prior Yr	#	% change - Prior Yr	#	% change - Prior Yr				
Unduplicated <sup>2</sup>	2,148	--	2,180	1%	2,042	-6%	1,997	-2%	2,000	0%	27,396	-3%

								2010-11				
								Department		Collegewide		
	2006-07		2007-08		2008-09		2009-10		#	%	#	%
	#	%	#	%	#	%	#	%				
<b>Gender</b>												
Female	1,390	65%	1,375	63%	1,254	61%	1,271	64%	1,297	65%	14,947	55%
Male	757	35%	798	37%	786	38%	722	36%	696	35%	12,365	45%
Unknown	1	0%	7	0%	2	0%	4	0%	7	0%	84	0%
<b>Age</b>												
19 & Younger	793	37%	822	38%	770	38%	726	36%	681	34%	6,852	25%
20-29	983	46%	993	46%	962	47%	939	47%	1,011	51%	13,602	50%
30-39	182	8%	185	8%	159	8%	182	9%	173	9%	3,872	14%
40 & Older	190	9%	180	8%	151	7%	150	8%	135	7%	3,070	11%
<b>Ethnicity</b>												
African American	162	8%	162	7%	137	7%	117	6%	104	5%	2,185	8%
American Indian	35	2%	28	1%	21	1%	16	1%	18	1%	261	1%
Asian/Filipino/Pacific Islander	100	5%	113	5%	87	4%	88	4%	91	5%	1,421	5%
Hispanic/Latino	934	43%	1,023	47%	1,024	50%	1,154	58%	1,215	61%	14,018	51%
White	838	39%	774	36%	682	33%	566	28%	519	26%	8,595	31%
Two or more races	26	1%	26	1%	39	2%	40	2%	44	2%	578	2%
Unknown	53	2%	54	2%	52	3%	16	1%	9	0%	338	1%

Course Enrollments - Productivity								2010-11				
								Department		Collegewide		
	2006-07		2007-08		2008-09		2009-10		F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE
	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE				
Number of Sections	95		101		89		79		77		3,431	296
<b>Enrollment<sup>4</sup></b>												
Census	2,564		2,601		2,409		2,305		2,302		113,343	11,151
Students/Section <sup>5</sup>	27		26		27		29		30		33	38
<b>Productivity</b>												
FTES <sup>6</sup>	404.7		405.9		380.8		365.0		367.0		12,809.0	1,242.8
FTEF <sup>6</sup>	25.8		26.1		23.6		23.3		22.8		745.7	69.4
FTEF/FTEF <sup>7</sup>	15.7		15.5		16.1		15.7		16.1		17.2	17.9

Trend Data from Institutional Research & Planning<sup>1</sup>

## Foreign Language

Outcomes	2010-11											
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide	
	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE	F-t-F <sup>3</sup>	DE
Retention Rate by Delivery Mode <sup>8,9</sup>	85.6%		87.5%		84.3%		80.8%		84.0%		83.5%	74.2%
<i>Overall Department Retention Rate</i>	85.6%		87.5%		84.3%		80.8%		84.0%		82.6%	
Success Rate by Delivery Mode <sup>8,9</sup>	69.9%		72.8%		68.2%		67.9%		68.9%		65.5%	49.8%
<i>Overall Department Success Rate</i>	69.9%		72.8%		68.2%		67.9%		68.9%		64.1%	

Degrees - Certificates	2010-11											
	2006-07		2007-08		2008-09		2009-10		Department		Collegewide	
	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT	AA/AS	CERT
Awards related to or contributed to by Foreign Language												
American Sign Language	16	0	10	0	9	0	13	0	9	0		
Spanish	13	0	13	0	9	0	10	0	10	0		
<b>Total Awards by Type</b>	29	0	23	0	18	0	23	0	19	0	912	654
<b>% of total awards by type</b>	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	58%	42%
<b>Total Awards</b>	29		23		18		23		19		1,566	
Allied Health	15	11	15	16	20	29	21	16	17	21		
Business Communication	0	174	0	156	0	103	0	79	0	0		
Social & Behavioral Sciences	127	9	144	7	132	14	153	7	188	8		
Liberal Studies	101	0	79	0	85	0	83	0	76	0		
Liberal Arts/Science	252	0	243	0	231	0	166	0	132	0		

**Definitions**<sup>1</sup> **Source:** ODS Reports (September, 2011)<sup>2</sup> **Student Headcount, *Unduplicated*:** Number of students enrolled on census day, where each student is counted one time.<sup>3</sup> **F-t-F:** Face to Face delivery mode.<sup>4</sup> **Enrollment:** Every course in which students are enrolled on census day.<sup>5</sup> **Students/Section:** Student enrollments per section on census day. Cross-listed sections are not combined.<sup>6</sup> Acronyms **FTES** and **FTEF** represent full-time equivalent students and full-time equivalent faculty, respectively.<sup>7</sup> **FTES/FTEF:** A measurement of productivity where the generally accepted target is 17.5.<sup>8</sup> **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).**Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).**Success and Retention rate denominator:** Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR).

Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.

<sup>9</sup> Distance education retention and success rates not displayed if only one distance education course was offered.

## Foreign Language 2011-12 Annual Program Review

### 1. Program/Unit Description, Mission, and Alignment

#### Description:

The mission of BC's Foreign Language/ASL Department is to provide a linguistic and sociological study of foreign language; to enable students earning an AA degree to pursue employment in fields requiring foreign language expertise or to transfer to university level programs; and to provide classroom and community immersion opportunities mutually beneficial to both students and the community.

#### Mission Statement:

The Foreign Language/ASL Department provides courses in ASL, French, Japanese, and Spanish that satisfy core general education requirements for career pathways in workforce associate degrees and in satisfying transfer requirements for the CSUs and UCs. The department also offers advanced courses in Spanish and American Sign Language for students pursuing language studies as a major.

#### Alignment with Budget Decision Criteria

Courses within FL/ASL transfer to all CSU and UCs in addition to many other universities. Courses within FL/ASL--specifically Spanish and ASL--fortify student success by allowing students to earn an AA degree at BC. In addition, nearly all courses in FL/ASL allow students to satisfy general education requirements for graduation and transfer.

### 2. Other Program Data

- **Provide the following data if available and relevant to your program:**
  - Cost per FTES – From the Office of Academic Affairs
  - CTE: Non-traditional enrollment, Student survey results, Employment
  - Transfer data – may use National Student Clearinghouse data when reliability improves

**3. What are the Program’s/Unit’s strengths?**

- Discuss the following elements where applicable. List any strength that may be unique to your program or unit. For each strength, complete all relevant boxes on the chart.
- Questions to consider: [Link to APR SWOT Questions](#)
- Best practices contact: [Link to Form](#) (this will ask for name, email, phone, practices)

Strength	Relationship to Budget Decision Criteria	Outcomes Achieved	Assessment Results	Innovative Solutions / Best Practices	Program Data – Discussion of Findings/Impacts	List of Attachments/Data Tables/Graphs
FL/ASL has exceeded the college average for retention and success						
Students interact with language groups						
Consumer demand of classes as demoed by waitlists						
All courses lead to transfers						
New trends: Dept. uses advanced technology (language lab)						

**4. What are the Program's/Unit's weaknesses?**

Weakness	Relationship to Budget Decision Criteria	Outcomes Not Yet Achieved	Assessment Results	External Conditions	Internal Conditions	Trend Data
Waitlists. We are turning away hundreds of students						
No placement mechanism to place students in classes (native speakers) due to budget constraints						
We have no online classes						
No administrative support on-site						

**5. What are the Program’s/Unit’s opportunities?**

- Consider items that do not currently exist in the program/unit that could be implemented to help the program, unit, and/or College reach its goal.

Opportunity	Relationship to Budget Decision Criteria	Possible Outcome	Assessment Methods	Non-Financial Resources Required (including collaboration)	Funding/Support Requested	
					Equipment <ul style="list-style-type: none"> <li>▪ Include # of units &amp; estimate total cost</li> <li>▪ For ISIT requests, use <a href="#">form on APR website</a></li> <li>▪ For M&amp;O requests, use <a href="#">form on APR website</a></li> </ul>	Staffing <ul style="list-style-type: none"> <li>▪ # Positions</li> <li>▪ Total cost for each position</li> <li>▪ % time</li> <li>▪ Other</li> <li>▪ <a href="#">Staff request forms on APR website</a></li> </ul>
FL/ASL Orientation						
Establish connections with transfer institutions						
Interpreter training program (ASL, Spanish, medical, etc.)						
Serve more students if we has more instructors						

- How could the weaknesses listed above be addresses to move them from weaknesses to strengths?

**6. What external threat(s) does the Program/Unit face?**

Threat	Relationship to Budget Decision Criteria	Source of Threat	Action Plan if Threat Materializes
AB1330 (Furitani) removing FL requirements (blame the Cuban)			
Students are underprepared for college-transfer courses			CAS workshops targeting linguistics mechanics
Low retention (may be addressed by online classes).			



**7. List the Program's/Unit's goals for the coming year.**

Goal	Relationship to Budget Decision Criteria	Action Plan
Interpreter training program		
Increase enrollments while maintaining quality		
Hire new faculty		
Increase course offerings at sattalite locations		

**8. List any Maintenance and Operations needs**

[Link to Multipage Excel M&O Worksheet on APR website](#)

Support need for room with appropriate [Link to room utilization statistics](#) developed by FCDC subcommittee

**9. List any Information Systems & Information Technology (ISIT) Requests**

[Link to Multipage Excel ISIT Worksheet on APR website](#)

**10. List curriculum changes.**

- What curriculum did/will the Program/Unit review . . .

Last Year (2010-2011)	This Year (2011-2012)	Next Year (2012-2013)

- Has the Program/Unit made any of the following changes? If so, please list.

Added or Deleted Courses	Added Prerequisites	Changed Units	Modified, Added, or Deleted Degrees or Certificates

- Has the Program/Unit made any online/distance education changes? If so, please list.

**11. How do the Retention/Success rates of Face-to-Face courses vs. Distance Education/Online courses compare?**

(Refer to data table from Institutional Research &amp; Planning)

Type of Course	Retention	Success
Face-to-Face Courses		
Distance Education / Online Courses		

**12. Evaluation**[Link to Evaluation \(Survey Monkey\)](#)

- Please click the link above that will take you to an evaluation form that asks:
  - What did you find beneficial about this process?
  - How can we improve the process?
  - Is there anything else you would like to know?