General Directions:

1. **Download the following document or copy and save in TEAMS with a new name that identifies your department/area. You are welcome to work in TEAMS on the document, just make sure, you are working on your area audit, not another group's or the template.**
2. **Work with your department(s) to complete the fall, winter, and spring sections within their specified quarter. Each is due by the last record day of the quarter. If something comes up, and the report will not be able to be completed by this time, please let your dean/director know.**
3. **Audits will be turned in on TEAMS in the Program Audit (thus a benefit to working on it in there).**

2023-2024 Transfer Program Audit Report FALL

PROGRAM QUALITY – TRANSFERABILITY:

1. Discuss how your department determines that the courses offered are still viable and relevant?
   During assessment cycles, the World Languages Department regularly assesses how well its courses align with the overall educational goals and mission of the college. This involves ensuring that the language offerings contribute to the well-rounded education of students. The World Language Department seeks to include the importance of global connections in its courses, encouraging students to make those connections between the culture in which they live and participate daily and the culture which they are studying in their language courses. Our assessments have shown that students are indeed making the connections hoped for which aligns with the goal of Big Bend Community College in recognizing the importance of cultural diversity.
   The student body at Big Bend Community College reflects our larger community and therefore, many of our students are of a Spanish speaking heritage. Because the relevance of language courses can be evaluated by considering the diverse linguistic needs of the local community as well as the broader global context, the World Languages Department offers many courses in Spanish. The skills learned in these courses are very likely to be used by our students as they navigate our community on a daily basis. However, the World Languages Department also offers courses in two other languages, French and German, which allows our student body to explore other diverse cultures and language.

2. Does course curriculum satisfy DTA requirements? How do you know? What needs to change?
   Yes, the courses in the World language Department satisfy DTA requirements. The BBCC course catalog indicates how our courses satisfy DTA requirements.

3. Please construct a table to show all courses offered by your department and how they transfer to CWU, EWU, and WSU. Identify any courses that do not transfer or transfer as general electives.

Course Number	Course Title	Transferability to CWU	Transferability to EWU	Transferability to WSU
SPAN&121	Spanish I	Yes	Yes	Yes
SPAN&122	Spanish II	Yes	Yes	Yes
SPAN&123	Spanish III	Yes	Yes	Yes
SPAN&221	Spanish IV		Yes	Yes
SPAN&222	Spanish V	Yes	Yes	Yes

SPAN&223	Spanish VI	Yes	Yes	Yes
SPAN&211	Spanish for Spanish Speakers I		Yes	Yes
SPAN&212	Spanish for Spanish Speakers II	Yes	Yes	Yes
SPAN&213	Spanish for Spanish Speakers III	Yes	Yes	Yes
FRCH&121	French 1	Yes	Yes	Yes
FRCH&122	French 2	Yes	Yes	Yes
FRCH&123	French 3	Yes	Yes	Yes
GERM&121	German 1	Yes	Yes	Yes
GERM&122	German 2	Yes	Yes	Yes
GERM&123	German 3	Yes	Yes	Yes

4.   If some of your courses are not transferring to universities as you expected, what information and/or assistance do you need to help you resolve these transfer issues?

All of our courses transfer to our major transfer institutions as offered.

ADVISING RESOURCES:
1.   Please review your department catalog and website information. Is the information current and accurate? What changes need to be made or would you like to make to better assist students? Submit catalog changes with this report. If you need to make changes to the bigbend.edu website, you will need to submit a work order in the Kace system (where BBT and Advising Map work orders are submitted) in the Communications area to arrange for website changes.

The information provided in the Department catalog and website are current and accurate with the exception of the lack of description for Spanish for Spanish Speakers, second and third quarters. These courses have not been taught in many years but the course descriptions should be updated to provide coherence in the catalog. I will submit that request to the Kace system.

2.   Has your department developed advising resources/maps to assist students majoring in your discipline or in a related field? Please describe these advising resources/maps. Have you considered developing transfer resources (such as four-year advising maps) for students intending to transfer to CWU, EWU, or WSU and major in your discipline or in a related field? How could BBCC assist you in developing these resources?

We do not have advising maps for students majoring in one of the World Languages offered here at BBCC. Students interested in majoring in one of these languages should consult directly with one of the faculty members for guidance.

SCHEDULING:
Please review your course offerings and enrollments over the last three years as well as the FTE information for your department.
3.   Discuss how the scheduling for your courses has been evaluated. Describe how scheduling has been altered or maintained to meet the needs of other programs or populations of students.

Scheduling for World Languages is evaluated based on the availability of our instructors. We have, in the past, altered the schedule of our course offerings to help students arrange their schedules when sequential courses in other Departments were offered at conflicting times. This was of great benefit to many of our students taking sequential courses in the mathematics and science Departments.

4. Has this program considered providing other options for offering the program content; such as, online, hybrid, nights, competency-based, weekends, etc? Discuss.
   a. If yes, what is being considered and why?
   2. Yes, the World Languages Department has shifted to offering two hour block classes twice a week as well as true hybrid courses.
   3. Spanish I, II and III are also offered as a night option each year.

5. Discuss future plans for annual scheduling based on this audit review. Please share how annual scheduling will need to change to meet future student needs as well as any department needs you have identified with respect to instruction.

   Based on student feedback from the 2022-2023 and Fall of 2023, enrollment in the World Languages Department might benefit from offering at least one Spanish course that meets daily, instead of offering only a Hybrid model for these courses.

TRANSFER PARTNERSHIPS:
6. Provide information about how this department is involved in building and/or maintaining specific partnerships/relationships with one or more of our three transfer institutions (WSU, CWU, EWU). List and identify the partners/transfer institutions, describe the relationships that have been established, and what is planned for the future to establish better connections with our transfer institutions.

   The faculty in the World Languages Department have not developed relationships/partnerships with our major transfer institutions. If this is a goal for the institution, administrative suggestions/guidance and support on how to accomplish this would be appreciated by World Language Department faculty.

CAREER GUIDANCE:
7. How does your department provide career counseling with information on employment trends, wages, and opportunities to assist students plan their education? What resources do you need to assist you in providing career counseling information to your students and advisees?

   Since World Languages does not have a clear majors pathway, career counseling is not a focus in the department. Faculty in the World Languages Department advise students individually who express interest in careers in World Languages and also encourage students who show an aptitude in linguistics to pursue majors in the languages.

2023-2024 Transfer Program Audit Report WINTER

PROGRAM QUALITY – INSTRUCTION:

1. Select all methods that are used by your department to integrate the academic knowledge and skills of your students and ensure that they are taught with the same coherence and rigor as all other students. *Please provide short descriptions of each selection.*

☒Contextualized Instruction
☐Team-Teaching
☐Math-First Initiatives
☐College-Level Core Curriculum
☒College-Wide Student Learning Outcomes
☐STEM Initiatives
☐Tutoring
☐Flipped Classrooms

☐Just in Time Support Instruction/Accelerated Learning
☒Active Learning/Student Engagement Techniques
☒Project Based Learning
☐Industry Standardized Tests/Exams
☐I-BEST Programs
☐Other (Please describe.)

Contextualized Instruction: Students are introduced to the target language with consistent reference to the history and culture of countries in which the language is spoken. Connections between these countries, as well as to the United States, are also emphasized to allow students to recognize the importance of their position as global citizens. Students are also introduced to vocabulary and structures which allow them to interact with respect to different courses of study as well as daily life and experiences.

College-Wide Student Learning Outcomes: All courses in the department are assessed in accordance with the institutional goals and learning outcomes.

Active Learning/Student Engagement Technique: Students in the World Language Department are instructed with a highly active learning pedagogy entitled TPRS (Total Physical Response Storytelling/Teaching Proficiency through Reading and Storytelling) in which grammar and vocabulary are acquired through context and scaffolding by acting out stories, reading those stories and writing using the grammar and structures to which they were exposed. Students are also exposed to music in the target languages and sing daily, which also reinforces the grammar and vocabulary they are taught in the storytelling portion of class.

Project Based Learning: Students in the World Languages Department work on various projects in which they use the target languages to share their language acquisition in family relationships. Students also research countries in which the target language is spoken and create class presentations explaining the culture, history, and geography of these countries.

PROGRAM QUALITY – STUDENT ACHIEVEMENT DATA:
Please use the student achievement data provided to discuss and review how successful students are within your classes. Please use the Overall Success Rates and Course Success Compare tabs in the About BBCC Tableau workbook to gather the data for the courses in your department. These workbooks can be found on the Institutional Research & Planning page in the Portal.

2. Are there certain classes with student success rates below 75%? Within your courses, what achievement gaps do you observe within underrepresented groups taking your courses? Which of these gaps are you focusing your efforts on and what are your next steps? How does this student achievement data intersect with your assessment efforts?

   Achievement gaps within underrepresented groups were not observed in the data in the World Language department. There did seem to be a lower achievement rate overall during the 2021-2022 academic year, which was surprising. In discussing it with faculty in the division, this seemed to be seen across departments. Perhaps students struggled with the return to face-to-face classes after the year on on-line classes due to Covid restrictions.

A drop in achievement rates in the SPAN&123 courses in the Spring of 2023 was also seen in the data. In analyzing this, I realized that this was specifically in the night course, which had a change of instructors due to low enrollment. Some students struggled with the change in teaching styles and, as it was a small section, even one or two students doing poorly seemed to indicate a significant problem.

3. Please describe what you are doing as a department to increase student success, especially within courses that exhibit low success rates or that indicate achievement gaps exist for some student groups? How are you closing the loop to see if your efforts have made improvement or not? What further steps do you plan to pursue?

4. Are there additional insights you have observed when looking at student grade data within courses? Please highlight one or more of these observations.

PROGRAM QUALITY – ASSESSMENT PLAN:
5. Please review your department's 7-Year Plan and Course Crosswalk for accuracy and completion. Does the course crosswalk accurately reflect the courses offered by your department? Are all courses offered being assessed once within a seven-year span and are all program outcomes included within your department's courses assessed at least once during the plan. Update your plan to include seven years moving forward from this year.   Submit your updated plan along with the Winter Quarter Program Audit Report.

LAB FEES:
6. Does your department maintain a lab fee account? **No**
    a. If yes, please answer the remaining questions regarding lab budgets.
    b. If no, please skip the remaining questions regarding lab budgets.

7. Is the lab account balance adequate to cover consumable expenses?
    a. If no, have fees been reviewed? Why/why not? What is needed to ensure consumables are covered. Discuss. (Should this discussion be used to request a fee increase?)
    b. If yes, do fees need to be reduced? Discuss.

8. Is the lab account balance adequate for purchasing needed equipment/technology updates?
    a. If no, do fees need to be increased to help support these? What is needed and what will it cost? How much do the fees need to increase? Discuss. (Should this discussion be used to request a fee increase?)
    b. If yes, what will be purchased and when?

TECHNOLOGY:
9. Does your department have the technology available that is needed within courses to prepare students for transfer? Discuss.
    At the current time, our department has the necessary technology to prepare our students. Instructors utilize the available audio-visual equipment (computer, projector and screen) to present information in the courses. We have utilized funds from the Language Lab fees to purchase textbooks that students are able to check out of the BBCC library instead of purchasing. We would like to research online language learning resources to purchase as well.

Review your current equipment/technology inventory. Are there equipment/technology purchases that you think that you may need within the next three years. Please discuss equipment/technology where replacement/update is needed or where technology/equipment is obsolete. Have you planned for these purchases within your lab fee account, if you have one? How do you plan to budget for these purchases? **The projector in 1603/1604 was displaying that there was a problem at the end of Winter quarter 2024. German instructor Jennifer McCarthy notified Tim Fuhrman. Tim indicated that he would notify someone about resolving that issue.**

INTERNAL PARTNERSHIPS:

10. Provide information about how your department is involved in building and/or maintaining specific internal partnerships/relationships. Briefly describe the partnerships you have been working to develop and what the outcome(s) of those partnerships has been. What are you considering or planning to do in the future?

    The "one person" departments within the Humanities division have met together multiple times to complete our Program Audits. These meetings provided much needed support in completing this project, has created good morale within the group, and strengthened the relationship among faculty. Faculty plan to continue this supportive partnership as we complete the Spring portion of the Program Audit.

2023-2024 Transfer Program Audit Report SPRING

PROGRAM QUALITY – ASSESSMENT:
We are required by our accrediting body, the Northwest Commission on Colleges and Universities (NWCCU), to document our assessment of student learning activities. Specifically, we are expected to assess student learning in our programs, to design and implement changes in our teaching intended to improve student learning, and to use further assessment of student learning to measure the impact of those changes on student learning.

Please review the assessment work you did over each of the past three years and then respond to these questions.
1. Based on your prior assessments, what were the issues (problems) that you were trying to address in an effort to improve student learning?

   During the last several years in the World Languages department, we have addressed student recognition of our world's interconnected nature and the ability to communicate effectively in the target language via proper pronunciation.

2. What changes did you make in your instruction and/or program to address the problems identified in the question above?
   After reading novels in the target language, watching videos filmed in the target language and studying historical events in other countries where the target language is spoken, an assessment was given to students in which they were required to express what they had learned about their connection to the global community.

3. After implementing your changes, what impact did the changes have on student learning? How do you know/What did the data tell you?

   Student writing indicated a significant increase in their feeling of being connected to the larger global community, their recognition of a shared humanity with citizens of other countries as well as a desire to learn more about other countries where the target language is spoken and increase the connectedness that they developed.

4. What are the implications for your academic program or department? (What are your next steps now?/What will you do to close the loop?)

   As a department, we were excited to see the growth of our students in this area as they learned more about other countries where the target languages are spoken. We will continue to utilize this assessment but will incorporate a section in which students can speak more closely to their experiences specifically as citizens of the United States.

PROGRAM QUALITY – OUTCOMES:
5. Did your department invest in technology or equipment used to improve content delivery or student performance? If so, please describe the purchase and the impact it has had on content and/or student performance.
   Our department did not invest in new technology over the last several years. However, we did use monies from the now defunct language lab fees to purchase textbooks to be placed in the library for student checkout. This reduced the strain on students purchasing or renting texts for our courses.

6. Please provide examples of any innovative projects, initiatives, or state-of-the-art equipment undertaken in the last year. Please describe and include links to any social media posts and/or press/media coverage, if applicable.

The world language department faculty and students participate quarterly in a "flash mob" on campus in which students perform a song that they have learned in the target language. These performances are posted on YouTube.
https://www.youtube.com/watch?v=o9Qt34lSd6k

https://www.youtube.com/watch?v=4XRc9waZkxE

7. What was the most successful or noteworthy development with respect to program quality and/or program improvement this year?
Over the last two years, the World Languages department has incorporated more modalities (two 2-hour block sessions as well as true hybrid offerings) in class offerings to provide students with more accessibility in taking courses in the department. This may be seen as program improvement, however, with respect to language acquisition, less time in a face-to-face environment is not, generally, a way to improve student performance.

8. What were the most significant challenges (e.g. funding, enrollment, performance, staff retention or turnover, equity, etc.) encountered in the last year? How could BBCC assist in addressing these challenges?
In the last year, the World Languages department has faced significant challenges in enrollment numbers. We believe that some of this can be attributed to changes in the local high schools which have lessened the number of Running Start students enrolling in World Language courses. However, we also believe that the number of online courses offered within the humanities, and the preference of many students to take online courses, has also contributed to the low enrollment in courses that used to fill and have wait lists. The college could assist in this issue by reviewing the necessity of so many online courses which seem to pit faculty against one another for enrollment.
 Also, the Diversity requirement at the college seems to have contributed to the drop in enrollment seen in the World Languages department, as our courses do not fulfill the requirements to qualify as a diversity course.

FACULTY/STAFF PROFESSIONAL DEVELOPMENT:
9. Please provide brief descriptions and dates of professional development in which you and members of your department have participated in the last year.
Faculty participated in professional development opportunities which contributed to the maintaining Senior Associate Faculty designation.

10. What was the most successful or noteworthy development with respect to faculty/staff retention and professional development this year?

The department does not have influence over issues that influence faculty/staff retention.

11. Select the methods employed to provide professional development opportunities for faculty/staff. Provide a brief description of each selection.

N/A
☐New Instructor Conference/Boot Camp ☐Distance Learning Training
☐Deans Academy ☐Technology and E-Learning Tools
☐Return-to-Industry ☐Data and Assessment Workshops
☐Faculty Peer Mentoring ☐Subject Matter Conferences
☐Professional Development Days ☐Other

K-12 COMMUNITY PARTNERSHIPS:
12. Does your department provide opportunity for College in the High School or CTE Dual Credit with area high schools?
    a. If yes, list the classes and the schools.
    b. If yes, could these offerings be expanded? How?

c. If no, is this an area that can be developed? How?

Our department does not provide an opportunity for College in the High School at this time or CTE Dual Credit at this time. At one time, our department did work with Ephrata High School to provide College in the High school courses in Spanish, but that collaboration ended several years ago. The department chair was not made aware of the reason for the ending of the College in the High School opportunity with Ephrata High School.

13. Provide information about how your department is involved in building and/or maintaining specific external partnerships/relationships with K-12 schools and the communities in our service district. What K-12 partners are you working with and what communities are you working in? What was the most successful or noteworthy development with respect to high school partnerships? What are you considering or planning to do in the future?

Our department is not involved in building or maintaining external partnerships with the K-12 schools in our service district. While faculty are not opposed to creating partnerships in the community, it is unclear how this would benefit the World Languages program at the college. However, faculty are open and would be interested in guidance on this.

14. Please describe any outreach events you have participated in as a department. What plans do you have in the future to participate in outreach events with our service district communities?
At this point, the World Languages department has not participated in any outreach events in our service district communities. As an HSI, however, there are multiple opportunities for connection within the community and I will re-evaluate the department's participation in community events.

PROGRAM AUDIT SUMMARY REFLECTION/GOALS:
15. What are some key things you have learned about your program/department as you completed the program audit?

Completing the department audit has allowed me to focus on the many positive things that faculty are achieving in the World Languages department such as innovative teaching methodologies as well as the successes we have seen in student growth through assessment.
I've learned that our student success is quite high in our courses, which is satisfying and reinforces the dedication we feel to the pedagogical approach subscribed to in our department.
The audit also allowed an overarching view of the program which helped me see the need for assessing other aspects in our courses as well as a need to participate more in community outreach and interaction with other institutions in our service district to build bridges with those organizations and Big Bend.

16. What are the primary actions you have taken over the past three years to improve student outcomes in your program/department? Why were you focusing on these things? How do you know you are making progress?

Student outcomes in the World Languages department have not consistently dropped below the desired success rates of the institution nor the department over the last three years. During the academic year after returning to campus after Covid restrictions, one quarter did show a decrease in the success rates in the department. This trend was noticed in other departments too and caused confusion as to the cause of this decrease in student success. Since that year we have not seen this trend return and therefore cannot attribute this decrease to any lack in pedagogical approaches.
Over the last three years faculty have focused on specific outcomes such as ability to recognize the importance of the individual in the global community and ability to communicate in the target language.

Faculty focused on these areas because we felt the importance of language to communicate should be the focus of courses. The utilization of specific assessment assignments has shown marked improvement in student success in these areas with student recognizing the ties between countries and cultures as well as their ability to communicate more clearly due to improved vocabulary and pronunciation.

17. What goals do you want to accomplish over the next three years to improve your program/department?

Over the next few years, I would like to see our department build connections in the community and with other schools in our service area. I would also like to develop more cohesiveness among the goals for our courses so that all students completing courses in the World Languages department are completing our courses with equal abilities. I would also like to see an increase in Professional Development opportunities for faculty.