

Instructional Units Program Review Year Five Update - World Languages Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by Coronado Barraza, Victor on 03/04/2022 20:01

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

The World Language department has seen important changes in the last 2 years. The department keeps growing and so does student enrollment. Our student population always remains stable particularly in the Spanish and American Sign Language disciplines. For this reason, we decided to increase the number of sections of Elementary Spanish I and Elementary ASL classes offered every semester. Additionally, a year before the pandemic started, we also started offering more hybrid and fully online classes in both programs in order to meet the needs of our students, and now, during pandemic times, the vast majority of our World Languages classes can be offered either as hybrid or fully online. Every faculty member of the department has now completed the BEOI trainings and continue participating in other trainings/workshops that help them improve their online teaching and online course design. Similarly, we are currently offering a new Certificate of Achievement in Spanish and in American Sign Language in addition to a brand new Associates Degree in American Sign Language and an AA-T degree in Spanish. In just two years, 2019-2020 and 2020-2021 we have awarded 18 ASL Associates in Arts degrees, 28 AA-T degrees in Spanish and 24 Certificates of Achievement. Very soon, we will be able to offer a new AA degree in Spanish which can be done fully online. Once the new Brentwood campus opens its doors again, we will increase the number of sections in both Spanish and ASL.

The World Languages department is very excited because we have now a new full-time position in ASL and this new hire will keep contributing to the program's development and growth. This new position will serve on both the Pittsburg and Brentwood sites and will enable LMC to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture while making ASL a more inclusive part of our diverse LMC culture and population. The new hire will also help lead the strong group of adjunct instructors, evaluate and maintain high standards in the four-semester length sequential transfer levels currently offered, and will contribute to program development and growth by developing new, innovative courses to further strengthen the program and the new A.A. degree and Certificate of Achievement in ASL. The World Language curriculum has also seen changes in the last few years. It keeps evolving and improving to better serve our student population. Since the last Comprehensive Program Review, we have developed new Spanish courses such as Spanish for the Healthcare Providers, Spanish for the Professions and Spanish for Spanish Speakers I and II. All of these courses have become a crucial part of our program and of the AA-T degree in Spanish, and soon, we will add one more new course, Spanish for Educators. Similarly, we are now offering two of our new Spanish sections as dual enrollment courses. This will also help us bring more students to the program and increase registration for future semesters.

The World Languages Department has been working very hard to apply design and pedagogy to all online courses within the department. Similarly, the pedagogy, course design and assessment instruments in courses designed with the CVC-OEI Rubric standards have been highly successful during the pandemic year within our WL department and the student success rate and enrollment have held high. We hope to see continuous enrollment upticks as a result of the hard work of the faculty in World Languages who have trained extensively to design and teach online courses.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))



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Based on the provided enrollment data, the World Language department and student enrollment keep growing in certain disciplines and language levels. We offer four different disciplines, French, Italian, Spanish, and American Sign Language and most of our courses are well above the 70% census fill rate and 14 Ftes/Ftef. Most of our disciplines and sections are doing very well, but some others such as French and Italian suffered a significant decrease in student enrollment in fall 2021. French went from a census fill rate of 68% in 2020 to an 53% in 2021 and from 13.0 Ftes/Ftef to a 9.0. Similarly, Italian experienced a decrease in census fill rate from 86% in 2020 to 69% in 2021 and from 17.0 Ftes/Ftef to 11.9. These numbers show that the department has to focus even further in these disciplines in order to improve enrollment and to be able to offer more sections. However, we are happy to see that the success rate in French and Italian went up from an 82.1% in 2019 to 93.9% in 2020 and in Italian from 52.9% to 58.6%.

On a different note, Spanish and American Sign Language have either grown or remained stable as far as registration is concerned in the last 2 years. For example, Spanish census enrollment was 377 in 2018, 383 in 2019, 342 in 2020, but decreased to 279 in 2021. The Spanish fill rate remained strong during the past 2 years, but it also decreased from 81% in 2018 to 73% in 2020 with 16.2 Ftes/Ftef to 14.1. Likewise, American Sign Language had a positive and stable census fill rate of 88% in 2018 to 90% in 2020 and 16.8 Ftes/Ftef to 16.3. Census enrollment in ASL went from 221 in 2018 to 288 in 2020 and 255 in 2021. This is very exciting for us because, despite the current circumstances, it means that students continue to be interested in our programs and completing them with the aim to obtain our new Certificate of Achievement or degrees, even though, they are having to due this fully online since the pandemic started.

Something exciting that has happened in Spanish is that in Fall 2017, there were only three students registered in Spanish 53, fifteen students registered in Fall 2018, and eighteen registered in 2019. These numbers remain stable and show that both programs Spanish and ASL keep growing throughout the years, and consequently, we are seeing more and more completers. In just two years, 2019-2020 and 2020-2021, World Language has awarded 46 degrees and 24 Certificates of Achievement.

**1b. Please address the following enrollment data provided for your program.
1.b.2. What does the data suggest in terms of future needs/directions?**

World Language has seen a surge in enrollments for the past year across the department, especially for Spanish and Sign courses, for both face-to-face and online sections. The data suggests that the department needs to continue offering at least 8-10 sections in ASL and 13-14 in Spanish to keep meeting our students' needs. We will need to continue offering as many sections as possible fully online because they continue to have a positive enrollment and success rate. Similarly, we will need to hire an additional Spanish Adjunct instructor and request for new ASL full-time position. ASL is a rapidly growing discipline and is becoming one of the most popular languages on campus. The data also suggests that for Sign the census fill rate has been over 80% and over 14.8 Ftes/Ftef since 2018 and it remains strong. We will see even higher registration numbers if we continue offering more online classes. Due to this reason, a new ASL full-time will be needed.

Also, based on recent information from the Trend Analysis, productivity numbers have also grown consistently over the past years as well as the FTES and FTEF from 77.7 FTES and 4.51 FTEF (2017-2018) to 113.8 FTES to 6.98 FTEF (2020-2021). Overall, enrollment has shown improvement across the department since the 2017-2018 academic year, from 487 students to 722 in the 2020-2021 academic year. The general trend for Spanish and Sign has been upward in both sites and we have continued to grow the programs. ASL courses have been in high demand and have maintained great success rate numbers. The data also suggest that French and Italian have a higher enrollment and fill rate when we offer them online. Online classes across our disciplines seem to be doing better. Something to keep in mind for future semesters.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goal 3: Spanish for Spanish Speakers Course: Spanish for Spanish Speakers has been updated and is back on the class schedule after many years of absence.
Action Steps: Spanish 57 will be offered in Fall 2022 semester.
Responsible Parties: Victor Coronado

Goal 4: Hiring of new adjunct Spanish Instructor: We increased the number of sections in Spanish to meet the needs of our students and one of our Spanish adjuncts instructor has recently retired.
Action Steps: The department will hire a new Spanish instructor by Spring 2023.
Responsible Parties: Victor Coronado and Laurie Huffman

Goal 5: Increase completers for the new AA-T in Spanish and ASL AA degree
Action Steps: A higher number of students have completed and obtained our new AA-T in Spanish and AA degree in ASL since 2018, but the department will continue to work hard to increase the number of completers by 2022-2023
Responsible Parties: Victor Coronado, Laurie Huffman

FOR CTE PROGRAMS ONLY

1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78016), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/169DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d169DDBCC0B6CB11DFB199EEE3FF08959C%26startInde](https://govt.westlaw.com/calregs/Document/169DDBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2f0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3d169DDBCC0B6CB11DFB199EEE3FF08959C%26startInde)))

N/A

FOR CTE PROGRAMS ONLY

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	Goal 3: Spanish for Spanish Speakers Course Offered (after many years of absence) Action Steps: Spanish for Spanish Speakers courses have been updated and are back on the class schedule after many years of absence. These courses will keep contributing to the program's growth and become crucial part of the AA-T degree in Spanish. Responsible Parties: Victor Coronado Time Line: Spanish 57 will be offered again in Fall 2022	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Recommended Actions	Goal 2: Spanish for the Workplace, Intersession Courses. 1-2 units Action Steps: This is now Spanish for the Healthcare Providers and Spanish for the Professions offered each semester as a 3 units class. We will return to the idea of offering Spanish for the Workplace as a 1-2 units course by Spring 2023. Responsible Parties: Victor Coronado, Laurie Huffman	0 linked SLOs 0 resource requests			
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
Recommended Actions	Goal 5: Increase Completers for the new AA-T in Spanish and new AA degree in ASL Action Steps: A higher number of students have completed and obtained our new AA-T in Spanish and AA in ASL since 2019, but the department will continue to work hard to increase the number of completers. Responsible Parties: Victor Coronado, Laurie Huffman Timeline: Spring 2023	0 linked SLOs 0 resource requests			
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Goal 4: Hiring of a new adjunct Sign Language Instructor Action Steps: We increased the number of sections in ASL to meet the needs of our students and new adjunct Sign Language Instructors were hired in Fall 2018 and in Fall 2021. Responsible Parties: Victor Coronado, Laurie Huffman	0 linked SLOs 0 resource requests			
	Hiring of a new adjunct Spanish Instructor Action Steps: One of our Spanish adjuncts has retired and in order to meet the needs of our students and a new adjunct Spanish Instructor will be hired. Responsible Parties: Victor Coronado, Laurie Huffman Timeline: Spring 2023	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by Coronado Barraza, Victor on 03/04/2022 20:01

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	FRNCH 91.0% ITAL 52.0% SIGN 85.9% SPAN 74.3%	FRNCH 90.4% ITAL 53.1% SIGN 80.5% SPAN 76.5%	FA22	Victor Coronado, Laurie Huffman	The department is close to meeting the Program Set Goals. Laurie and Victor will continue working online and initiate an intervention plan for retention and persistence

Degrees (AA, AS, ADT)	AA ASL 0 ADT SPAN 0 New ASL and Spanish degrees were not listed on the degree goal setting document (PR Year 3) The department wanted to award at least 10 ADT in Spanish for 2021-2022.	AA SIGN 9 AAT SPAN 8	FA22	Victor Coronado, Laurie Huffman	Increase retention and persistence. The department is close to meeting the set goals.
Certificates of Achievement	N/A New Spanish and ASL Certificates of Achievement were not listed on the Degree/Certificate Goal Setting document. The department wants to award at least 12 SIGN COA and 12 SPAN COA.	COA SIGN 8 COA SPAN 11	FA22	Victor Coronado, Laurie Huffman	Increase retention and persistence. The department is close to meeting the Program Set Goals.
Unit Reduction	Unit reduction goal 79	ASL 102 SPAN 95	FA22	Victor Coronado, Laurie Huffman	
CTE Jobs	AA-T Spanish Online	Completed	SP22	Laurie Huffman	

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	French 80% Italian 66.7% (numbers based on low enrollment) ASL 80% Spanish 65%	French 83.3% Completed Italian 100.0% Completed ASL 70.4% In Progress Spanish 62.7% In Progress	FA22	Victor Coronado, Laurie Huffman	Initiate steps for intervention for retention and persistence
Low Income	French 90% Italian 66.7% ASL 85% Spanish 80%	French 91.3% Completed Italian 42.3% In Progress ASL 77.8% In Progress Spanish 76.2% In Progress	FA22	Victor Coronado, Laurie Huffman	Offer low-price textbooks or no-cost textbooks for as many courses as possible without sacrificing quality
Foster Youth	French 77% Italian 66.7% ASL 81% Spanish 67%	French 100% Completed Italian ASL 75.0% In Progress Spanish 68.8% Completed	FA22	Victor Coronado, Laurie Huffman	Mentoring of Foster Youth

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by Coronado Barraza, Victor on 03/04/2022

20:01

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
N/A No courses need assessment			

The World Languages department is all caught up with CSLO Assessments. The Cycle Two Assessment Tracking spreadsheet lists all courses we have assessed from Year 1(2017FA-18SP) to Year 4 (2020FA-21SP).

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The World Languages Department, as a result of working with the CVC-OEI Pathways grant, has been fortunate to apply design and pedagogy to all online courses within the department. The Spanish AAT is the first fully online CVC-OEI Consortium offered degree at Los Medanos College. It is serving as a model for the American Sign Language AA which will also apply to be a part of the CVC-OEI Consortium.

The pedagogy, course design and assessment instruments in courses designed with the CVC-OEI Rubric standards have been highly successful during the pandemic year within our WL department. We hope to see continuous enrollment upticks as a result of the hard work of the faculty in World Languages who have trained extensively to design and teach online.

Continued training, mentoring, collaboration and evaluation within the WL Department, will improve student success in enrollments, retention and persistence. Changes to courses online this academic year will coincide with the standards place by the California Virtual College, Online Educational Initiative.

4. Course Outline of Record Updates : Version by **Coronado Barraza, Victor** on **03/04/2022 20:01**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORs to the Curriculum Committee by November 1, 2021.*

**NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
SIGN-052	Victor Coronado
SIGN-053	Victor Coronado
SIGN-070	Victor Coronado
SIGN-072	Victor Coronado
SPAN-060	Laurie Huffman

Impact of Resource Allocation