LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: WORLD LANGUAGE

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

The World Language department has seen important changes in the last three 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, two years ago, we decided to increase the number of sections of Spanish and ASL classes offered every semester. Additionally, we have also started offering more hybrid and fully online classes in both programs in order to meet the needs of our students. In fact, many of our ASL classes can now be offered as hybrid courses, and a vast majority of our Spanish classes can be offered either as hybrid or fully online. 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. Very soon we will be the first ones in our district to offer a new AA degree in Spanish which can be done fully online. Once the new Brentwood campus opens its doors, we will increase the number of sections in both Spanish and ASL, and we will seek a new full-time position in ASL to keep contributing to the program's development and growth.

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.

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 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

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 15 Ftes/Ftef. Most of our disciplines and sections are doing very well, but some others such as French 60 and Italian 60 have suffered a significant decrease in student enrollment in the last three years. French 60 went from a census fill rate of 88.90% in 2017 to an 80.60% in 2019 and from 16.7 Ftes/Ftef to a 15.5. Similarly, Italian 60 experienced a decrease census fill rate from 86.10% in 2017 to 47.20% in 2019 and from 16.1 Ftes/Ftef to 9. This clearly shows that the department has to focus even further in these disciplines in order to improve enrollment in these courses and to be able to offer more sections or a second level in these disciplines. On a different note, Spanish and American Sign

Language have either grown or remained stable as far as registration is concerned in the last three years. For example, Spanish 50 census fill rate has increased from 92.10% in 2017 to 94% in 2019 with 17.1 Ftes/Ftef to 16.9. Likewise, Sign 50 had a positive and stable census fill rate of 102.10% in 2017 to 100.70% in 2019 and 19.1 Ftes/Ftef to 19.3. We can also note that Sign-52, Intermediate American Sign Language I, had a small decrease in enrollment from a 50% census fill rate to a 47%; however, Sign 53 increased from 31.60% to 47.40% from 2018 to 2019. This is very exciting for us because it means that more of our students are completing the ASL program with the aim to obtain our new Certificate of Achievement or AA degre. The same goes for Spanish where we can clearly see that in the 2017FA, there were only three students registered in Spanish 53, fifteen students registered in the 2018FA and eighteen registered in the 2018FA. These numbers go on to show that both programs Spanish and ASL keep growing throughout the years, and consequently, we are seeing more and more completers.

1.b.2. What does the data suggest in terms of future needs/directions?

The department has seen a surge in enrollments for the past three years for Spanish 50 and 51 courses, for both face-to-face and online sections, and for American Sign Language classes in general. The data suggests that the department needs to start offering more elementary level sections in both ASL and Spanish to keep feeding the higher levels. We will need to hire an additional Spanish Adjunct instructor and request for new ASL full-time position. ASL is a rapidly growing discipline at LMC and is becoming one of the most popular languages on campus. The data also suggests that for Sign-050 the census fill rate has been over 100% and over 19.1 Ftes/Ftef since 2017. As soon as the new Brentwood campus opens, we will see even higher registration numbers. Due to this reason, a new ASL full-time will be needed. This position will serve the ASL/World Language Department on both the Pittsburg and Brentwood sites and it will enable Los Medanos College to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture. A resident expert is needed to lead the strong group of adjunct instructors, evaluate and maintain high standards in the four-semester length sequential transfer levels currently offered and contribute to program development and growth to further strengthen the program and the new A.A. degree and Certificate of Achievement in ASL.

Based on recent information from the Trend Analysis 2011-2019, productivity numbers have also grown consistently over the past years from 16.9 (2011-2012) to 17.39 in the 2018-2019 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 student enrollment and retention numbers. We need a full-time instructor who can help us lead our strong ASL program and meet the needs of our students.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022.   Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: **AA- American Sign Language**	Completed	The new AA degree will enable the World Language department to keep developing and offering a wider, richer variety of course offerings in the area of Sign Language and Deaf Culture and increase the number of ASL completers.	Laurie Huffman and Victor Coronado
Goal 2: **Spanish for the Workplace, Intersession Courses- 1-2 units**	Modified	This is now Spanish for the Healthcare Providers and Spanish for the Professions offered each semester as a 3 units class. As soon as LMC decides if Winter Intersessions will be offered, we will return to the idea of offering Spanish for the Workplace as a 1-2 units course	This will be achieved by 2021-2022 by Victor Coronado and Laurie Huffman
Goal 3: **Spanish for Spanish Speakers Course Offered (after many years of absence)**	**Completed**	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	Spanish 57, Spanish for Spanish Speakers I, will be offered in Fall 2020 semester. Victor Coronado will be the instructor
Goal 4: **Hiring of a new adjunct Sign Language Instructor**	Completed	We increased the number of sections in ASL to meet the needs of our students and a new adjunct Sign Language Instructor was hired in Fall 2018.	Victor Coronado and Laurie Huffman
Goal 5: **Increased Completers for the new AA-T in Spanish**	In progress	A higher number of students have completed and obtained our new AA-T in Spanish since 2018, but the department will continue to work hard to increase the number of completers by 2021-2022	Victor Coronado and Laurie Huffman

For CTE programs only:

1c.   Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

1d.   Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
Course Success	Retention and persistence French 87% Italian 70% Sign 82.8% Spanish 77%	Initiate an intervention plan to retain students	August 2020 – June 2022	Victor Coronado, Laurie Huffman	Laurie will cover online and Social Justice degree
Degrees (AA, AS, ADT)	Award 12 Spanish for Transfer degrees	Intervention plan for retention and persistence	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Certificates of Achievement	N/A New Spanish and ASL Certificates of Achievement not listed on the Degree/Certificate Goal Setting document				
Unit Reduction					
CTE Jobs	AA-T Spanish Online	Spanish courses linked to CTE certs	August 2020 – June 2021	Laurie Huffman	OEI Alignment to existent CTE Certificates, for Spanish 50

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
African American	Increase retention and persistence **French** 80% **Italian** 66.7% (numbers based on low enrollment) **ASL** 80% **Spanish** 65%	Initiate steps for intervention for retention and persistence	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Low Income	French 90% Italian 66.7% ASL 85% Spanish 80%	Offer no-cost textbooks for as many courses as possible without sacrificing quality	August 2020- June 2022	Victor Coronado, Laurie Huffman	
Foster Youth	French 77% Italian 66.7% ASL 81% Spanish 67%	Mentoring of Foster Youth	August 2020- June 2022	Victor Coronado, Laurie Huffman	

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Year 1 2017FA-18SP			
SIGN 050	Course was assessed in Fall 2016	Fall 2019	Joan Germany
ITAL 060	Course was assessed in 2/14/2017	Fall 2019	Debra Moll
YEAR 2 2018FA-19SP			
SIGN 051	Faculty was unaware of assessment	Fall 2019	Jennifer Finnigan
FRENCH 061	Course was canceled	Spring 2020	Florence Kline
ITALIAN 061	Course was not offered		
SIGN 067	Sign 067 is now Sign 052		
Year 3 2019FA-20SP			
CHINESE 030	Course is not offered anymore. We will inactivate course		
CHINESE 040	Course is not offered anymore. We will inactivate course		
SIGN 068	Sign 068 is now Sign 53		
SIGN 070	This course will be offered in Summer 2020	Summer 2020	Joan Germany
SIGN 071	This course will be offered in Summer 2020	Summer 2020	Marisa Keane
SIGN 072	This course will be offered in Summer 2020	Summer 2020	Marisa Keane

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update	
French 060	Outline needs to be updated 2018-2019	Victor Coronado
French 061	Outline needs to be updated **2019-2020**	Victor Coronado
ITAL 060	Outline needs to be updated 2018-2019	Victor Coronado
ITAL 061	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 050	Outline needs to be updated 2018-2019	Victor Coronado
SIGN 051	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 052	Outline needs to be updated **2019-2020**	Victor Coronado
SIGN 053	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 050	Outline needs to be updated 2018-2019	Victor Coronado
SPAN 051	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 052	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 053	Outline needs to be updated **2019-2020**	Victor Coronado
SPAN 060	Outline needs to be updated **2019-2020**	Laurie Huffman

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	

Department/Unit Name	Position Name/Classification	FTE

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #	

Department/Unit Name	Resource Type	
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other	

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies
	☐ Online Learning ☐ IT Hardware/Software
	☐ Other

General Description	Est. Expense

Justification: