

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: World Languages

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

The World Languages Dept. has added a new major degree, AA-T, in Spanish and is preparing to submit another new Associates degree in 2018, American Sign Language. Courses in ASL have experienced higher enrollments and more demand for higher level sections occurred in 2017 resulting in the addition of an additional ASL III section to support completion of the certificate.

The department has also evaluated courses in Conversational Spanish and determined that revisions were necessary to meet the needs of our community. Courses in Spanish for Health Care Providers and Spanish for the Professions will replace the existing Spanish 44/45 courses in basic Conversational Spanish as of Spring 2018 (with a more vocational focus). Courses in Spanish for Health Care will be cross-listed in the Nursing Department's schedule of classes.

The department has seen a surge in enrollments for totally online Spanish 50 and has added an additional course section each semester.

The AA-T in Spanish (template) will undergo a revision in Spring 2018 for updates and the addition of Spanish for Heritage Speakers as an alternate to the Intermediate Spanish 51/52.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

The Department has presented a new major, American Sign Language, Associate of Arts Degree to the Academic Senate and SGC. These two degrees should show substantial enhancements to enrollments; therefore, a Box2A for a full time position will be presented in 2018.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
<p>List Courses Needed for Degree or Certificate in each semester.</p> <p>Associate in Arts in Spanish for Transfer Degree 23-25 units required</p> <p>Program Requirements: SPAN-050 (5 units) SPAN-051 (5 units) SPAN-052 (5 units) SPAN-053 (5 units)</p> <p>Plus 1 of the following courses: DRAMA-030 (3units) FRNCH-060 (5 units) FRNCH-061 (5 units) ITAL-060 (5 units)</p> <p>College Skills Certificate in Spanish (5 units of Intermediate Spanish II are required)</p> <p>College Skills Certificate in American Sign</p>	<p>SPAN-050 Elementary Spanish I and ITAL-060 Elementary Italian I or DRAMA-030 Chicano/a Mexican American Cinema</p> <p>SPAN-050 Elementary Spanish I</p> <p>SIGN-050 Elementary American Sign</p>	<p>SPAN-051 Elementary Spanish II</p> <p>SPAN-051 Elementary Spanish II</p> <p>SIGN-051 Elementary American Sign</p>	<p>SPAN-052 Intermediate Spanish I</p> <p>SPAN-052 Intermediate Spanish I</p> <p>SIGN-052 American Sign Language III</p>	<p>SPAN-053 Intermediate Spanish II</p> <p>SPAN-053 Intermediate Spanish II</p> <p>SIGN-053 American Sign Language IV</p>

<p>Language 6 units required Required Courses: SIGN-053 (5 units) SIGN-072 (3 units)</p> <p>College Skills Certificate on Cultural Competence in Modern World Languages 13-15 units are required. Required Courses: 3 of the 4 listed below: SPAN-050 (5 units) FRNCH-60 (5units) ITAL-060 (5 units) SIGN -050 (5 units)</p>	<p>Language I and SIGN-072 Deaf Culture</p> <p>SPAN-050 Elementary Spanish I</p>	<p>Language II</p> <p>ITAL-060 Elementary Italian I</p>	<p>FRNCH-060 Elementary French I Or SIGN-050 Elementary American Sign Language I</p>	
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3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

The WL Department offers a mix of evening, day, hybrid, face-to-face and online classes to meet the needs of our students and ensure higher completion rates for our degree and certificate programs. All of our Spanish courses required for our certificates and degree programs have been offered in the past two years. Courses that were not aligned with the AA-T or Certificates within the department were deleted over the years 2014-2017.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

The WL department has deleted Chinese I and II and Italian II due to low enrollments.

Courses in Conversational Spanish 44 and 45 have been revised and will be deleted in 2018.

Spanish 57, Spanish for Spanish Speakers, has not been offered due to low enrollment because of its high prerequisite. However, the department has successfully instituted a challenge to the

Prerequisite Exam that will help students, especially heritage students who have not taken beginning Spanish courses, meet the prerequisite and enroll.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
<i>Spanish 50</i>	6	6	7	7
<i>Spanish 51</i>	2	2	3	3
<i>Spanish 52</i>	1 multiple	1	1	1
<i>Spanish 53</i>	1 multiple	1	1	1
Spanish 60	1	1	1	1
Spanish 57	1	1	1	1
Spanish 046	1	1	1	1
Spanish 047	1	1	1	1
ASL 50	3	3	3	3
ASL 51	2	2	2	2
ASL 52	0	1	1	1
ASL 53	summer 2018	1	1	1
Rationale for Changes/Additions				
<ul style="list-style-type: none"> •Courses in Intermediate Spanish 52/53 will be divided from the existing multiples that are offered in Spring and Fall of 2018. Increasing student enrollments will allow for the separation of multiples. •An additional section of Sign Language III will be added to the schedule due to student demand. •An additional section of fully online Spanish 50 will be added in 2018 due to high demand *Spanish for the Workplace (Spanish 046 and Spanish 047)- New series of Conversational Courses to meet community needs • Spanish for Spanish Speakers (Spanish-057)- Meet the needs of our Spanish-speaking community 				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring

2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<i>SIGN-071</i>	Joan Germany
<i>SPAN-044</i>	COOR updated in Fall 2017 but course will be deleted and replaced in Fall 2018
<i>SPAN-045</i>	Course has been deleted

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	Courses have been changed due to new degrees or a revision of courses based upon changes discussed within the department. Reasons for change include course assessment outcome information and community needs.
How have these changes enhanced your program?	It is difficult to calculate how the changes have enhanced our program due to the fact that the degrees are so new.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	No new courses will be created in Sign Language with the new degree; however, the department is considering adding new certifications in American Sign and Spanish translation.
What significant changes to existing course content would need to be made to support the new degree or certificate?	The addition of courses to American Sign Language, due to the new degree offering, will result in more completers.

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

N/A

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

We have deleted all courses that have had low enrollments over the past three years. The department will be promoting the new intersession courses for 2019.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3

Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.
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7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

Assessing in the 4th week and at the end of the course would give more meaningful data.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Our African American students were not persisting in Spanish courses in 2016. In 2017 we implemented curricular changes and field trips that engaged students in the learning of African Caribbean and African American studies within our existing teaching. That same year, we saw significant increases in retention and persistence. See attached data supporting these efforts.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

(please see full report uploaded with this document)

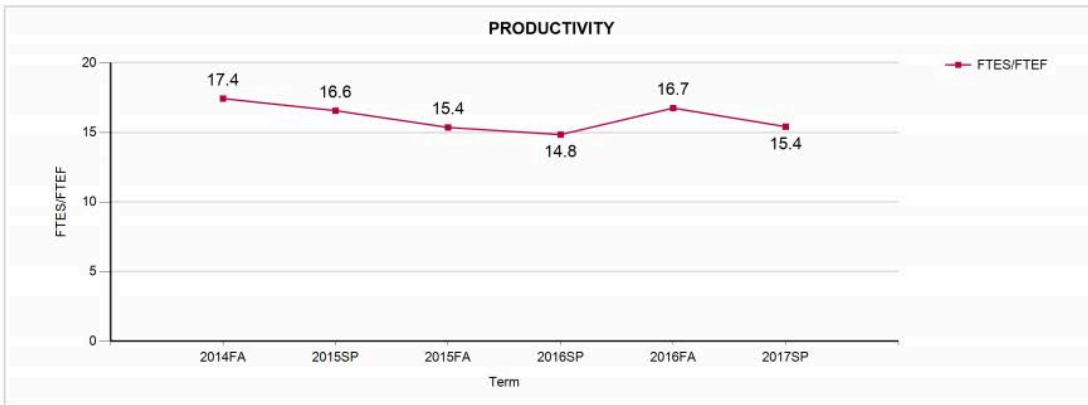
7.2.2.

We learned that the Sign Language certificate completions are half of what they were in 2016. In addition, Spanish had the most completers in the WL Dept. See full report. Data presented to us for Program Review supported our research. (see graphs below)

LMC INTRUCTIONAL PROGRAM REVIEW

SIGN - Sign Language

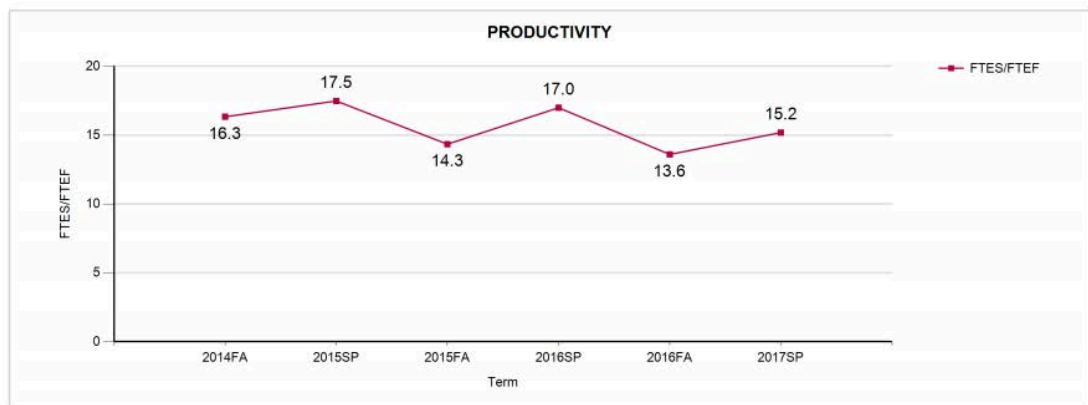
SEC TERM	SEC DEPTS	SEC SUBJECT	SEC COURSE NO	MAX SEATS	CURRENT	CENTUS	FTES	FTEF	FTES/FTEF
2014FA			Total ==>	240	223	244	24.400	1.400	17.429
2015SP			Total ==>	274	241	265	26.500	1.600	16.563
2015FA			Total ==>	240	194	215	21.500	1.400	15.357
2016SP			Total ==>	274	195	222	33.640	2.267	14.842
2016FA			Total ==>	240	199	216	32.380	1.933	16.749
2017SP			Total ==>	274	197	232	34.933	2.267	15.413



LMC INTRUCTIONAL PROGRAM REVIEW

SPAN - Spanish

SEC TERM	SEC DEPTS	SEC SUBJECT	SEC COURSE NO	MAX SEATS	CURRENT	CENTUS	FTES	FTEF	FTES/FTEF
2014FA			Total ==>	396	262	316	52.260	3.200	16.333
2015SP			Total ==>	396	296	339	55.920	3.200	17.477
2015FA			Total ==>	396	221	278	45.887	3.200	14.341
2016SP			Total ==>	406	269	333	54.407	3.203	16.988
2016FA			Total ==>	432	233	294	46.227	3.400	13.597
2017SP			Total ==>	396	240	296	48.573	3.200	15.181



7.2.3. What was the biggest challenge in conducting program level assessment?

Securing the necessary data (Robin was able to find the data we needed)

7.2.4. What resource needs, if any, were identified in your program level assessment?

It is important that we solidify the Sign Language degree with hopes to have a full time instructor for Sign Language. This would increase completers.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low -income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	Increased retention, persistence and completion from 2016 for all languages	18- 100%	Increased retention rates for all sections of World Languages except for Sign Language
Success Rate (program/discipline)	World Languages has had successful success rates	17- 94.4	

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Hispanic Students are the highest completers in the Spanish courses.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low-income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Tutoring, Online Coaching, Field Trips, Curricular infusion such as African Caribbean studies, mentoring, Community Service Opportunities would help our at-risk students within the department.

**Free Textbooks and Online Homework Websites would be extremely helpful!!
Many of these services are available except for free textbooks and online homework codes.**

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Associates Degree AA-T in Spanish Key elements that led to success was increased enrollments and interest from students for the degree
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	None

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<p>1. Increase equitable student engagement, learning, and success.</p> <p>2. Strengthen community engagement and partnerships.</p> <p>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</p> <p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>1. ACCESS: increase access through enrollment of students currently underserved in our community.</p> <p>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</p> <p>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</p> <p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: AA- American Sign Language	1, 2, 3 and 4	1, 3, 4, 5, 6
Goal 2: Spanish for the Workplace, Intersession Courses- 1-2 units	1, 2 and 3	1, 3, 4, 5, 6
Goal 3: Spanish for Spanish Speakers Course Offered (after many years of absence)	1, 2 and 3	1, 3, 4, 5, 6
Goal 4: Hiring of a new adjunct Sign Language Instructor	1, 2 and 3	1, 3, 4, 5, 6
Goal 5: Increased Completers for the new AA-T in Spanish	1, 2, 3, 4	1, 3, 4, 5, 6

OPTIONAL

9.3 Resource needs to meet five-year goals

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
World Languages Goal 4		1	
Department/Unit Name		Position Name/Classification	
World Languages		Sign Language FTime	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
Full Time Faculty Hire in Sign Language for 2019 <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input style="width: 100px; height: 20px;" type="text"/>	
Justification:			
We will be applying for Box2A for a full-time Sign Language professor We will also need to add one adjunct instructor in Sign until we can secure the full time position			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

