

APR Instructional World Languages 2022-23 Latest Version

Annual program review for world languages, reviewing the 2022-23 academic year.

APR Instructional

Annual Course Student Learning Outcome Data : Version by **Pierce, Sara** on **01/25/2024 20:41**

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
ASL101 - American Sign Language - Level I		
1. Participate accurately in expressive and receptive dialog using ASL at the beginning elementary level. (Active from Summer 2017)	70.00%	100.00%
2. Identify and discuss cultural issues concerning the Deaf community. (Active from Summer 2017)	70.00%	100.00%
3. Integrate knowledge and sensitivity to the Deaf-World view. (Active from Summer 2017)	70.00%	100.00%
ASL102 - American Sign Language - Level II		
1. Participate in expressive and receptive dialog using ASL at the mid beginning level. (Active from Summer 2017)	70.00%	100.00%
2. Demonstrate accurate use of ASL linguistic and facial grammar at the mid beginning level. (Active from Summer 2017)	70.00%	100.00%
3. Demonstrate the use of ASL while applying spatial referencing for both concrete and abstract ideas at the mid beginning level. (Active from Summer 2017)	70.00%	100.00%
4. Discuss cultural issues concerning the Deaf community at the mid beginning level. (Active from Summer 2017)	70.00%	100.00%
5. Integrate knowledge and sensitivity to Deaf individuals' choices, values, and agency at the mid beginning level. (Active from Summer 2017)	70.00%	100.00%
ASL103 - American Sign Language - Level III		
1. Participate in expressive and receptive dialog using ASL at the high beginning level. (Active from Summer 2017)	70.00%	0.00%
2. Demonstrate accurate use of ASL linguistic and facial grammar at the high beginning level. (Active from Summer 2017)	70.00%	0.00%
3. Demonstrate, narrate, comprehend, and self-express in ASL while applying spatial referencing for both concrete and abstract ideas at the high beginning level. (Active from Summer 2017)	70.00%	0.00%
4. Discuss cultural issues concerning the Deaf community at the high beginning level, including Deaf literature, songs, art, and idioms in ASL. (Active from Summer 2017)	70.00%	0.00%
5. Integrate knowledge and sensitivity to Deaf individuals' choices, values, and agency at the high beginning level. (Active from Summer 2017)	70.00%	0.00%
ASL104 - American Sign Language - Conversational I		
1. Apply vocabulary learned to create and participate in dialog at the beginning elementary level. (Active from Summer 2017)	70.00%	100.00%
2. Demonstrate body and gaze shifting during casual and formal conversations. (Active from Summer 2017)	70.00%	100.00%
3. Identify, interpret, and reproduce basic American Sign Language facial grammar/non-manual markers. (Active from Summer 2017)	70.00%	100.00%
4. Appraise, analyze, and define the difference between a "signer" and an "interpreter." (Active from Summer 2017)	70.00%	100.00%
ASL106 - American Sign Lanuage - Fingerspelling I		

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
1. Visually discriminate and identify fingerspelled words. (Active from Summer 2017)	70.00%	0.00%
2. Produce 2-6 letter fingerspelled words clearly and accurately. (Active from Summer 2017)	70.00%	0.00%
3. Coordinate fingerspelling with appropriate mouth movements when using simultaneous communication (manual and vocal). (Active from Summer 2017)	70.00%	0.00%
4. Read simple fingerspelled words executed at careful and rapid speeds. (Active from Summer 2017)	70.00%	0.00%
ASL108 - American Deaf Culture I		
1. Compare, contrast, and evaluate educational, political, and historical events in the Deaf community. (Active from Fall 2015)	70.00%	0.00%
2. Explore the psychological and emotional aspects of deafness. (Active from Fall 2015)	70.00%	0.00%
3. Analyze and evaluate assigned topics related to the Deaf community. (Active from Fall 2015)	70.00%	0.00%
4. Define and identify differences in Deaf vs. hearing culture. (Active from Fall 2015)	70.00%	0.00%
ASL201 - American Sign Language - Level IV		
1. Participate in expressive and receptive dialog using ASL at the intermediate level. (Active from Summer 2017)	70.00%	0.00%
2. Demonstrate accurate use of ASL linguistic and facial grammar at the intermediate level. (Active from Summer 2017)	70.00%	0.00%
3. Demonstrate, narrate, comprehend, and self-express in ASL while applying spatial referencing for both concrete and abstract ideas at the intermediate level. (Active from Summer 2017)	70.00%	0.00%
4. Discuss cultural issues concerning the Deaf community at the intermediate level. (Active from Summer 2017)	70.00%	0.00%
5. Integrate knowledge and sensitivity to Deaf individuals' choices, values, and agency at the intermediate level. (Active from Summer 2017)	70.00%	0.00%
ASL205 - American Sign Language - Interpreting Introduction		
1. Analyze various interpreting scenarios and determine how to deliver interpretation with the appropriate service models. (Active from Summer 2017)	70.00%	0.00%
2. Apply the ASL interpreters Code of Professional Conduct to a variety of interpreting situations and settings. (Active from Summer 2017)	70.00%	0.00%
3. Apply beginning sign-to-voice techniques and voice-to-sign practices. (Active from Summer 2017)	70.00%	0.00%
JPN101 - Elementary Japanese I		
1. Speak at the introductory level using the present tense and grammatical structures introduced in this course. (Active from Fall 2015)	70.00%	100.00%
2. Build proficiency in reading and writing Hiragana (Japanese alphabetical system). (Active from Fall 2015)	70.00%	100.00%
3. Read, write, and speak using 200 vocabulary words. (Active from Fall 2015)	70.00%	100.00%
4. Create alternative ways to express an idea or concept using circumlocution techniques. (Active from Fall 2015)	70.00%	100.00%
5. Develop sensitivity to the culture as it directly relates to the spoken language. (Active from Fall 2015)	70.00%	100.00%
JPN102 - Elementary Japanese II		
1. Speak at the elementary level using grammatical structures in the present and past tense. (Active from Winter 2020)	70.00%	100.00%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
2. Write two Japanese alphabets fluently (Katakana and Hiragana) with a basic introduction to Kanji (Chinese characters used in Japanese). (Active from Winter 2020)	70.00%	100.00%
3. Read, write, and speak using 450 vocabulary words. (Active from Winter 2020)	70.00%	100.00%
4. Create alternative ways to express an idea or concept using circumlocution techniques. (Active from Winter 2020)	70.00%	100.00%
5. Develop sensitivity to the culture as it directly relates to the spoken language. (Active from Winter 2020)	70.00%	100.00%
JPN103 - Elementary Japanese III		
1. Speak at the intermediate level using major verb tenses and grammatical structures. (Active from Winter 2020)	70.00%	100.00%
2. Read and write 100 Kanji (Chinese characters used in Japanese). (Active from Winter 2020)	70.00%	100.00%
3. Read, write, and speak using 700 vocabulary words. (Active from Winter 2020)	70.00%	100.00%
4. Create alternative ways to express an idea or concept using circumlocution techniques. (Active from Winter 2020)	70.00%	100.00%
5. Communicate cultural sensitivity with the spoken language. (Active from Winter 2020)	70.00%	100.00%
6. Speak Japanese without delays apparent in translation. (Active from Winter 2020)	70.00%	100.00%
SPA101 - Elementary Spanish I		
1. Investigate and discuss the culture and peoples of a Spanish-speaking country demonstrating information learned and personal insight. (Active from Fall 2019)	70.00%	87.16%
2. Communicate and comprehend in target language at beginning-elementary level with appropriate grammar, present tense verbs, and vocabulary as listed in course topics. (Active from Fall 2019)	70.00%	87.04%
3. Participate in casual and formal dialogue in class activities and oral presentations that demonstrate recycled vocabulary, grammar, and phrases. (Active from Fall 2019)	70.00%	87.04%
SPA102 - Elementary Spanish II		
1. Investigate and discuss the culture and peoples of a Spanish-speaking country demonstrating information learned and personal insight. (Active from Fall 2019)	70.00%	98.28%
2. Communicate and comprehend target language at mid-elementary level with appropriate grammar and vocabulary as presented in the list of topics for this course. (Active from Fall 2019)	70.00%	98.28%
3. Participate in casual and formal dialogues by means of class activities and oral presentations that demonstrate recycled vocabulary, grammar, and phrases. (Active from Fall 2019)	70.00%	96.55%
4. Recognize, differentiate, and produce statements and questions with regular and irregular verbs in present and preterite tenses and be able to express future actions. (Active from Fall 2019)	70.00%	96.55%
SPA103 - Elementary Spanish III		
1. Investigate and discuss the culture and peoples of a Spanish-speaking country demonstrating information learned and personal insight. (Active from Fall 2019)	70.00%	93.94%
2. Communicate and comprehend target language at high-elementary level with appropriate grammar and vocabulary as presented in the list of topics for this course. (Active from Fall 2019)	70.00%	97.06%
3. Distinguish and create statements and questions using regular and irregular verbs in the present, past, and future tenses. (Active from Fall 2019)	70.00%	96.97%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
4. Participate in high-elementary casual and formal dialogue that utilizes previous vocabulary and grammar and that applies new vocabulary and grammar as presented in the course topics. (Active from Fall 2019)	70.00%	97.06%
SPA110 - Hispanic Civilization and Culture		
1. Identify, explain, and discuss the major movements in the conquest, independence, and revolution. (Active from Fall 2015)	70.00%	100.00%
2. Compare and contrast the influences and perspectives of pre-Colombian civilizations with colonial and modern day Latin America. (Active from Fall 2015)	70.00%	100.00%
3. Differentiate, internalize, and describe Latin American countries' history, literature, culture, and peoples through class discussion and compositions. (Active from Fall 2015)	70.00%	100.00%
SPA110 - Hispanic Civilization and Culture		
4. Compare and contrast one Latin-American historical period with a different Latin-American historical period from the perspective of developments in religion, philosophy, art, social/political institutions and popular culture. (Active from Summer 2020)	70.00%	0.00%
SPA143 - Conversational Spanish III		
1. Compose dialogs at the elementary-high level. (Active from Fall 2015)	70.00%	0.00%
2. Relate a series of events in the present, past, and future tenses. (Active from Fall 2015)	70.00%	0.00%
3. Communicate in Spanish. (Active from Fall 2015)	70.00%	0.00%
4. Research a cultural celebration of a Spanish-speaking country and present it to the class. (Active from Fall 2015)	70.00%	0.00%
SPA201 - Intermediate Spanish I		
1. Write a composition and discuss the culture related to a Spanish-speaking country based on an interview with a native Spanish speaker. (Active from Fall 2019)	70.00%	100.00%
2. Demonstrate oral fluency and comprehension in the target language at the intermediate-low level using the vocabulary and grammar presented in the list of topics for this course. (Active from Fall 2019)	70.00%	100.00%
3. Distinguish, infer, and narrate using verbs in the indicative, imperative, and subjunctive moods. (Active from Fall 2019)	70.00%	100.00%
4. Participate in formal and casual conversations and engage in real-life situations by means of interaction in class activities and oral presentations. (Active from Fall 2019)	70.00%	100.00%
SPA202 - Intermediate Spanish II		
1. Write essays in Spanish which reflect the culture and history of the Spanish Renaissance "El Siglo de Oro." (Active from Fall 2019)	70.00%	100.00%
2. Demonstrate oral fluency in the target language at the intermediate-mid level using the vocabulary, grammar, and literature presented in this course. (Active from Fall 2019)	70.00%	100.00%
3. Identify, explain, and dramatize historical and cultural influences in Spanish literature. (Active from Fall 2019)	70.00%	100.00%
4. Read and discuss authentic Spanish literature at the intermediate-mid level. (Active from Fall 2019)	70.00%	100.00%
SPA203 - Intermediate Spanish III		
1. Conduct research, analyze, and discuss the culture of Spanish-speaking countries using Spanish at the intermediate-high level. (Active from Fall 2019)	70.00%	100.00%
2. Communicate in the target language at the intermediate-high level using the vocabulary, grammar, and literature presented in this course. (Active from Fall 2019)	70.00%	100.00%

CSLOs	Expected/Benchmark Performance	Actual Performance (Aggregate of All Terms)
3. Read, discuss, and dramatize authentic Spanish literature at the intermediate-high level. (Active from Fall 2019)	70.00%	100.00%
4. Write essays at the intermediate-high level using past indicative tenses and the subjunctive mood. (Active from Fall 2019)	70.00%	100.00%
SPA221A - Spanish for Heritage and Bilingual Speakers 1A		
1. Compose short essays that illustrate the differences and diversity of Latin American culture in and out of the United States at the low-intermediate level. (Active from Summer 2019)	70.00%	0.00%
2. Distinguish, infer, and utilize intermediate grammatical concepts as presented in list of topics. (Active from Summer 2019)	70.00%	0.00%
3. Interact and comprehend at the intermediate level through activities and oral presentations that demonstrate insight about the countries presented in the list of topics. (Active from Summer 2019)	70.00%	0.00%
SPA221B - Spanish for Heritage and Bilingual Speakers 1B		
1. Compose short essays at the low-advanced level that illustrate the differences and diversity of Latin American culture in and out of the United States. (Active from Summer 2020)	70.00%	93.02%
2. Distinguish, infer, and utilize low-advanced grammatical concepts as presented in the list of topics. (Active from Summer 2020)	70.00%	93.02%
3. Interact and comprehend at the low-advanced level through activities and oral presentations that demonstrate insight about the countries presented in the list of topics. (Active from Summer 2020)	70.00%	93.02%

APR Questions Tableau : Version by Pierce, Sara on 01/25/2024 20:52

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/LTCCProgramReviewSummary?:iid=1>) please provide the number of students (headcount) that are served by the discipline.

We have a total of 800 headcount for the AY 2022-23 in World Languages.

Using the Data Provided (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/Demographics?:iid=1>), identify the populations served by the discipline. Are there any inconsistencies? Does the Population served reflect the population of the college? If not, why, and how can the discipline serve a population more reflective of our community?

Our demographics reflect the overall demographics of the college. We have more representation in almost all modalities of Black, Asian, and Latina/o/x students.

Using student success data (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/SuccessRatesOverall?:iid=1>), identify any trends in successful completion of courses.

Are there particular courses (<https://10az.online.tableau.com/#!/site/ltcc/views/ProgramReview/SuccessRatesbyCourse?:iid=1>) students are struggling in?

Are there any demographics that are less likely to complete certain courses in the discipline?

What steps need to be taken to support students and the department in meeting its equity obligations?

Our success data reflects that Black students are not completing at the same levels of White students or Latina/o/x students. We believe that this is due to a multitude of factors that affect underrepresented populations.

Our action plans are the following:

- Continue to promote the resources that the college offers specifically for these underrepresented populations.
- Share this equity gap information with our part-time instructors.
- Increase visibility of Black students within our courses.

Are there any courses lacking Title V Updates?

If so, how many and why?

(Please check your courses in eLumen for the most recent list of courses that require updates.)

No. We are current.

Describe the approach to scheduling in terms of offering a balance of Face to Face (F2F) and Online opportunities for students.

We are aware a balanced course offering for students is important for equity. We have scheduled various face-to-face courses that have not run successfully. We will continue to listen to our students and offer as many as they want. In the meantime, our DE courses are healthy and robust.

Are there any insights specific to this discipline regarding scheduling modality in terms of success rates, student retention, or course cancellations?

No.

Are the full-time faculty teaching the courses with the most face to face students? Why/why not?

Yes. All face-to-face courses are taught by the fulltime faculty.

Are staffing levels adequate to fulfill the purpose of the program?

Yes, we have a great cadre of part-time faculty.

What professional development opportunities have faculty in this discipline taken advantage of? Are there any unmet professional development needs?

Online teaching Webinars and @one courses.

We do not feel like at this time there are any unmet professional development needs.

Where applicable, outline and explain any budget shortfalls for this discipline.

n/a

We have not budget with the exception of staffing.

If additional financial resources are needed, please describe how they will increase student success, retention, or completion.

n/a

Using the SLO Data above, are there any SLOs for any particular courses that students are not successfully understanding? How do you plan to address this?

We are pleased with our SLO data.

What are the major strengths of your department?

- Diverse team of part-timers.
- Robust offering of courses in different modalities.
- New pathway of AA-T for Hertiage Speakers!
- Strong communication within department.
- Curriculum developed with equitable practices in mind.
- Us! The fulltimers! We rock!

In what ways could your department improve to better meet the needs of the College and support student success?

- Continue to promote resources at the college for underrepresented students.
- Encourage tutoring throughout department.
- Work in conjunction with the counselors to promote the new AA-T pathway for Heritage speakers.

What are the biggest challenges your department may face in making these improvements?

No challenges....only oportunitites!

Identify any other questions, comments, suggestions, or concerns you may have.

No other questions! We rock!

Dean Review : Version by **Williams, Sarah** on **01/31/2024 19:23**

Sarah Williams