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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

World Languages

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Karla Gutiérrez
Jane Gazale

Q3 Dean/Manager:

Alicia Muñoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Department in general: The World Languages Department continues to promote equity and student validation and engagement by actively participating in campus events such as Latino and Middle Eastern Heritage Months, Chaldean College Hour, Day of the Dead, and Encuentros Conference, among others. Furthermore, this year nine language instructors are participating in the Equity Minded Teaching and Learning Institute in an effort to make our teaching practices more equitable for the benefit of our students. Last year all language instructors received training on accessibility to ensure all syllabi and Canvas content were accessible before Accreditation visit. Moreover, Department Chair checked all syllabi over the summer of 2019 to ensure they had the most current SLOs and course descriptions. In Fall 2019, all language class syllabi were uploaded to Canvas as an accessible document with the most updated information.

Spanish: Enrollment in Spanish courses is decreasing and department chair has been modifying the schedule every semester to adapt to present needs. Unfortunately, we had to cut three sections of Spanish in the last year, but this decision resulted in more than 10% increase in our overall fill rate. In Fall 2018, for the first time in many years, our fill rate was 78%, above the college standard fill rate of 75%. Moreover, success rate remains above 70% and in Spring 2019, our overall success rate reached 80%, which is the best rate in many years and it is above the college target of 75%. Spanish instructors continue to work hand in hand with the tutoring center and have successfully increased the attendance to tutoring services. As a result, Spanish success rates have improved. In an effort to increase enrollment in higher levels of Spanish and to contribute with the equity efforts of the college, Spanish 221 has adopted an OER textbook-equivalent to replace a commercial textbook that costs almost \$200.

Arabic: Last year we added to our curriculum two levels of Arabic for Native Speakers. The first level, ARBC 122, was very successful since the first semester it was offered. Currently we are already offering two sections of this class. ARBC 123, the second level, started slow, probably because it fed from the only ARBC 122 ever offered at Cuyamaca. Presently, the one section offered of ARBC 123 is filled to capacity. The Arabic Studies Program continues to grow steadily and its overall success rate remains above 90%. From Fall 2014 to Spring 2019, the Arabic Studies Program grew 371% in sections offered and 314% in enrollment.

Aramaic: Our past practices were to offer one different level of Aramaic every semester. Although, Aramaic 120 always had a healthy enrollment, higher levels suffered since they fed from just one section of Aramaic 120. Last year, Aramaic 120 was offered two consecutive semesters and the instructor agreed on increasing the negotiated cap to ensure the success of higher Aramaic levels. Presently, we are offering an Aramaic 121 section with a healthy enrollment. Cuyamaca College is the only higher education institution offering Aramaic in California and one of the few institutions in the nation. Currently, we only have one qualified instructor to teach this language, thus, growing the program is challenging.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

SLO Assessment Plan.pdf (402.6KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

The World Languages Department meets every semester during Professional Development week to discuss SLO's results and assessments. We have developed an SLO Assessment Plan and we started implementing it last year. So far, the results have been positive since we have been able to focus on just one language level at the time and plan for the next assessment, instead of trying to improve all courses in our one-hour meeting.

Arabic instructors have developed a question bank to assess each Arabic level. Now, instructors are able to customize their final exams, which prevents students from getting the answers to their final exams from students who already took the final in another class of the same level. Moreover, Arabic instructors are working on a process to normalize grading.

Spanish instructors finalized the reading comprehension portion of SLO 1 for Spanish 120 and Spanish 121. Now instructors can choose from a selection of readings in Spanish, written by Spanish instructors, and students need to translate the passage chosen into English. Moreover, we developed a method to normalize the grading of these translations. For higher levels of Spanish, we are still discussing if it is more appropriate to give them a passage where they have to respond in Spanish using critical thinking, instead of a translation. In addition, we decided to evaluate SLO 2 with a simple question that can be adapted to all of our courses. We are still discussing if the new Method of Assessment for SLO 2 works, if it needs modifications, and we need to normalize grading.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Currently, we are in the process of developing learning outcomes by Academic and Career Pathway, led by Tania Jabour, SLO Coordinator.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, click here. **No**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **No**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

Arabic: Although Arabic success rate has slightly gone down since last program review, it is still at 92% overall average, well above the college target of 75%. Moreover, the GPA in all courses is above 3.5.

Aramaic: As mentioned above, every semester we offer a different level of Aramaic since we only have one qualified instructor. Thus, comparisons by academic year may not be fair since we are comparing different courses of Aramaic. All levels are usually above 90% and Aramaic 220 is usually at 100%.

Spanish: Success rate for Spanish courses during the last five years has been about 70% across the board. In 2017, success rate hit 76%, which was the highest for the last five-year period. However, in Fall 2018, the overall success rate went down to its average 70%. The following semester, Spring 2019, the rate went up 10% reaching an overall success rate of 80%. Even though Fall 2018 had a steep fall, over the last five years, success rate has slowly been increasing at the same time that enrollment is decreasing. Some of this success may be attributed to the increasing number of students taking advantage of the free tutoring services that Spanish instructors have been promoting since Fall 2016, when we had our first significant increase in success rate. Department Chair will continue to work with Spanish instructors and with the tutoring center to find better ways to serve our students and to increase retention and success rates in all our Spanish courses.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

Aramaic and Arabic courses are always above the college target of 77% success rate. Although they are not an area of concern, they still engage in departmental conversations on how to better serve our students. On the other hand, Spanish instructors are now taking advantage of the paid office hours program to help their students before or after class. Moreover, instructors are in contact with tutors to mentor them in order to provide students with a quality tutoring service.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

Arabic: Overall, all different groups are above 80% in success rate. Most students identify themselves as White Non-Hispanic or Multiple Races/Ethnicities and we could assume that they are Middle-Eastern. The most outstanding difference in success was in Spring 2019 when females had a 92% and males an 88% success rate, but overall they are above the college target and the department overall rates.

Aramaic: Overall, all different groups are above 90% in success rate. Most students identify themselves as White Non-Hispanic or Multiple Races/Ethnicities and we could assume that they are Middle-Eastern.

Spanish: The only groups in the Spanish data by demographics with more than ten students are: Female, Male, Hispanic/Latino, and White Non-Hispanic. Thus, percentages in other groups are greatly affected per every one (1) student who is not successful. During Fall 2018, success rates went down drastically (as mentioned above) and the only two groups that met the college target were females, Hispanic/Latino, and Filipino. The rest of them were under the college target and the department overall average. However, success rates from Spring 2018 to Spring 2019 went up across the board, for most groups the growth was about 10%, including the male group that had an 81%, which for the first time had a better success rate than women, which had an 80%.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

A general observation is that all across the board, language classes have better success rates in students who are native or heritage speakers of the language they are taking. Moreover, students who are second or third generation descendants of Hispanics or Middle Eastern who do not speak the language of their ancestors, many times have some knowledge of the language and culture since their antecessors spoke it. These students also have an advantage over those who are attempting a new language for the first time, with no previous experience. Therefore, these groups with previous knowledge of the language are more successful. In general, most of the other groups are underrepresented and the lack of success of one student may affect the success rate of the student's ethnic group. The main factor contributing to success rate by demographics is the lack of diversity in our students. The few students from other ethnic groups sometimes feel intimidated by more advanced students and that may affect their success.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

Currently, nine out of the twenty-four language instructors are participating in the Equity Minded Teaching and Learning Institute. Next semester, during Professional Development week, our department meeting will dedicate some time to share what we learned in this institute. Additionally, as a department, we will create a survey for students to identify and to better understand the obstacles and challenges they may face to achieve success. The information will be disaggregated by demographic groups and will be discussed during our subsequent department meeting. Presently, we try to identify those students from the beginning of the semester to give them the support services they need to ensure retention and success. Moreover, Department Chair will introduce the idea of Spanish classes participating in Middle Eastern events and Arabic and Aramaic classes participating in Hispanic events. If the World Languages Department wants to diversify its classes, it is important to encourage students to participate and experience other cultures to generate the interest of students.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

Participating in the Equity Minded Teaching and Learning Institute will help us in developing a better student survey, in analyzing the results, and creating an action plan with our newly acquired equity minded teaching practices. Moreover, this training will help us in developing our new online and hybrid courses since best practices for online teaching are included in this training.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

Spanish instructors work hand in hand with the tutoring center to increase success and retention across the board in Spanish courses. Moreover, in Spring 2019, the Spanish 221 class participated with the Pathway Academy peer mentor program to help students in navigating through the different programs and services offered at Cuyamaca College. Furthermore, the World Language Department actively participates in different events organized by Student Services and the Associated Student Government of Cuyamaca College to celebrate diversity. In addition, the World Languages Department participates every year in Student Success Day, Encuentros Conference, and other recruiting events. Apart from participating in these events, faculty from the World Language Department have been translating documents, information, flyers, for Cuyamaca College and the District Offices into Arabic and Spanish to approach current and new students in a more equitable way.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

There are differences in success rates of hybrid classes and on-campus classes, probably due to the number of students taking hybrid courses and on-campus courses. Every semester we offer one or two sections of hybrid courses and about ten on-campus courses. As mentioned before, if one student is not successful, the percentage goes down dramatically. In Spring 2019, on-campus courses retained 144 students (88%), but the only hybrid course retained 25 students (71%). From the students retained, 134 students were successful for a success rate of 82%. On the other hand, out of the 25 students retained in the hybrid class, 24 were successful, but the success rate was 69%. Now, the GPA for on-campus courses and the hybrid course that semester was the same, 3.19. If the GPA was taken into consideration on-campus courses and hybrid courses would be very close in success and during Spring 2017, the GPA of the hybrid courses (3.14) was higher than the GPA of on-campus courses (3.00).

In order to increase success rate in hybrid courses, this year, hybrid courses have an embedded tutor and one hour of group tutoring before every class session. Moreover, the instructor has provided students with information on computers available on-campus for students who do not have high-speed internet in the areas they live. During the first week of class, students also had one class session conducted in a computer lab for an orientation on how to follow the hybrid class and how to use the two online platforms used for this class: Canvas and Supersite. Additionally, we visited the Academic Resource Center for an orientation since tutoring sessions are conducted there, plus they have computers on-site to work on online assignments if needed.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

The World Languages Department is not currently offering fully online courses, but hybrid courses have weekly discussions where the instructor is a participant. In addition to discussion forums, the instructor sends weekly announcements via Canvas and enables the "Reply" function to create a conversation with students as needed. Moreover, there is a group project every other chapter where student have to collaborate to create a video in Spanish using the grammar and vocabulary learned in the last two chapters. The instructor is committed to respond to students messages within 24 hours on working days. Apart from online collaborations, students have two weekly class meetings and two hours of group tutoring per week that are very well attended.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Create curriculum for a separate Ancient and Modern Middle Eastern Civilization course.

Q26 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q27 Please describe how this goal advances the college strategic goal identified above.

Arabic courses are in high demand and fill up very quickly. Increasing the number of Arabic courses available will surely help students stay on the path and complete their coursework in a timely manner. It will support our Acceleration efforts and Guided Pathways by helping them stay on the path and complete it. However, these courses will also support other College Strategic Goals. Middle Eastern Civilization courses will also support the college efforts for Student Validation since their main emphasis is on the different civilizations, culture and traditions of our growing number of Middle Eastern students. Finally, they will help with our Organization Health since they will contribute to the fill rate college standard of 75% and the new goal of reaching 77% in success rates since all Arabic courses surpass these percentages.

Q28 Goal Status **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

Course Outlines were retrieved from Curriculum packet since they were very similar to a History course outline that was recently approved. Course outlines will be revised and modified this year.

Q32 How will this goal be evaluated?

Once courses have been approved, we will offer them as two different courses: Ancient Middle Eastern Civilization and Modern Middle Eastern Civilization. We will assess their fill rates, as well as their retention and success rates.

Q33 Do you have another goal to update? **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Develop a survey for students to identify the challenges they have to face that interfere with their educational goals. Information will be disaggregated by gender and ethnicity.

Q35 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q36 Please describe how this goal advances the college strategic goal identified above.

Identifying the challenges different demographic groups have to face will be the first step into developing more equitable teaching practices in order to validate every student in our classes.

Q37 Goal Status **In Progress-will carry this goal forward into next year**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q39 Do you have another goal to update? **Respondent skipped this question**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

Currently, a group of nine language instructors are attending the Equity Minded Teaching and Learning Institute to learn about the different challenges students from different ethnic groups and genders have to face during their college years. After this training is over, instructors will meet to create a survey informed by our newly acquired knowledge.

Q41 How will this goal be evaluated?

After an action plan has been implemented, informed by the results of the survey, Department Chair will compare the disaggregated data from previous years to the data of the year on which changes are implemented.

Q42 Do you have another goal to update? **No**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3: **Respondent skipped this question**

Q44 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q45 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q46 Goal Status **Respondent skipped this question**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update? **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year: **Respondent skipped this question**

Q50 How will this goal be evaluated? **Respondent skipped this question**

Q51 Do you have another goal to update? **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4: **Respondent skipped this question**

Q53 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q54 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q55 Goal Status **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? Respondent skipped this question

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: Respondent skipped this question

Q59 How will this goal be evaluated? Respondent skipped this question

Q60 Do you have another goal to update? Respondent skipped this question

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: Respondent skipped this question

Q62 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q63 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q64 Goal Status Respondent skipped this question

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: Respondent skipped this question

Q67 How will this goal be evaluated? Respondent skipped this question

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? Yes

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Increase our Distance Education offerings by adding online courses in Spanish and Arabic, as well as hybrid courses in Arabic.

Q70 Which College Strategic Goal does this department goal most directly support? **Guided Student Pathways**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

Adding hybrid and online language courses will help students to Stay on the Path, which is one of the four pillars of Guided Pathways. This will help students with schedule conflicts for personal reasons, work, or conflict with other class times, to complete their course work as planned, with no delays.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

There is a growing demand in Distance Education courses, not only in Cuyamaca College, but all over the California Community College system. One of the three areas with the least number of online classes is languages. This situation is an obstacle for completion to many students with disabilities who are unable to make it to class, students with social anxiety and other conditions that have reported feeling uncomfortable in the classroom setting and are more successful in the online environment.

Q73 Action steps for this year:

Department Chair will submit the paper work for approval of Distance Education. Meanwhile, different technology will be piloted in hybrid courses and instructors with Online Teaching Certificates will be identified and recertified if needed.

Q74 How will this goal be evaluated?

Once the first courses have been offered, fill rates, retention rates, and success rates will be analyzed and compared to rates for on-campus courses.

Q75 Do you have another new goal? **No**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Respondent skipped this question**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Respondent skipped this question**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

Respondent skipped this question

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

Respondent skipped this question
