# #8

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| **First Name:** | Karla |
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| **Custom Data:** | World Languages (Arabic, Aramaic, French, Spanish) |
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## Page 1: I. Program Overview and Update

**Q1** Department(s) Reviewed:

World Languages

**Q2** Lead Author and Collaborators:

Karla Gutiérrez

**Q3** Dean:

Alicia Muñoz

**Q4** Program Update (Required): Please summarize the changes, additions, and achievements have occurred in your program since the last program review. To access last year's program review, visit the IPRPC Intranet Page, accessible here.

• Department in general: Faculty from the World Languages Department actively participate in campus events to promote equity. They have participated in Latino and Middle Eastern panels, different events from the Latinx Heritage Month, Day of the Dead Celebration, Cesar Chavez & Dolores Huerta Day, Encuentros Conference, Middle Eastern Heritage Month, and Chaldean College Hour among others. Faculty from this department are also advisors to the World Cultures Club, Raza Unida, and Middle Eastern Student Club to promote student engagement, equity, and validation. Furthermore, all language instructors have been updating their material in Canvas to ensure everything is accessible for students with disabilities.

• Arabic: For the first time a course in Iraqi dialect was offered during Fall 2018. Additional sections of Arabic II, III, Arabic Civilization, and Arabic Conversation were added. Furthermore, there are plans for adding a second semester for Arabic Civilizations and for Iraqi Dialect. The Arabic program continues to grow steadily. In five years it has grown 169%.

• Aramaic: Aramaic courses are offered one level per semester. Aramaic 120 usually enrolls more students than the negotiated cap. However, with just one instructor available to teach only one section of Aramaic per semester, higher levels of Aramaic suffer of low enrollment.

• French: French classes did not have sustainable enrollments, so the department decided to temporarily cancel French classes in Fall 2017 and reconsider the possibility of offering them again in the future.

• Spanish: Spanish I classes in general have healthy enrollment. However, higher levels of Spanish courses struggle to maintain healthy enrollment. The department chair is working with counselors and with the Pathway Academy Coordinator to advise heritage and native Spanish speakers to be assessed and take higher-level courses. For the past year, Spanish instructors have been encouraging students to take advantage of the free tutoring services offered at Cuyamaca in an effort to increase retention rates. While enrollment is decreasing, the program success and retention rates went up.

## Page 2: IIB. Student and Program Learning Outcomes

**Q5** Do you have an assessment plan on file with 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.          **No**

**Q6** Please provide an analysis of your student learning outcomes (SLO) findings and what changes, if any, were made as a result.

Every semester during Professional Development Week the World Languages Department has discussions about SLOs, first as a department and then by discipline. During the Spring 2018 meeting, the department started working on a SLO assessment plan.

For the past year, Arabic instructors have gathered to discuss the questions on their final exams that could be used to assess each of the SLOs. They have decided which questions will be used as future Method of Assessments of their SLOs. However, some are concerned about the possibilities of students cheating if the same questions are used in all sections. SLO discussions will continue and ways to prevent cheating on the final exam will be one of the main topics.

Spanish instructors have been modifying the reading comprehension part of the final exam used to assess SLO 1. The assessment has gone from a reading passage in Spanish with true or false questions, to a Spanish passage with Spanish questions, to a passage in Spanish with English questions, and our last version is Spanish passage that needs to be translated into English. After many discussions, instructors agreed that translating was the only way to know if students fully understand the passage. Now, instructors are looking for a way to normalize the grading of this section. Furthermore, instructors discussed the Method of Assessment for SLO 2 which assess cultural competency and realized the assessment tool did not assess what SLO 2 states. Instructors are working on new questions to assess cultural competency that require more critical thinking from the students.

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**Q7** Review your PLOs. Are the listed PLOs an accurate reflection of the program's current learning objectives?     **Yes**

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**Q8** Are the PLOs mapped onto the course SLOs?     **No**

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**Q9** Discuss your assessment plan for the PLOs.

Spanish PLOs need to be mapped onto the course SLOs. Moreover, Arabic PLOs have not been developed yet. This semester we will be working on developing the Arabic program PLOs and in creating an SLO and PLO assessment plan for the department. This plan will assess SLOs of one or two course levels per semester and will assess Arabic and Spanish PLOs on the year Comprehensive Program Review is due.

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Page 3: IIB. Student Achievement

**Q10** How has the program's success rate changed over the past year?

Arabic: Success rate in all Arabic courses is very high. It ranges from 92% to 100% in all classes for the last five years, during Fall and Spring semesters, with three exceptions: Arabic 221 had a success rate of 80% in Fall 2015, Arabic 250 had 89% in Fall 2015, and Arabic 251 had 83% in Fall 2013.

Aramaic: This is a special program since Cuyamaca College is the only college in California that offers Aramaic courses and it is one of the few in the nation. Even though, higher levels of Aramaic courses tend to have low enrollment since they feed just from one ARMC 120 section offered every three semesters, success rates all across the board are high, they range from 89% to 100%.

Spanish: The overall success rate for Spanish courses in the last five years, went from 67% to 76% during the Fall, that is an 11% increase. During the Spring semesters, the overall success rate went up 12%, from 63% to 75%. Even though the Spanish program is shrinking due to low enrollment, success and retention rates are improving. This improvement could be attributed to our biannual discussions, during Professional Development Week, on how to improve retention and success rates. One of our strategies is to encourage students to go to tutoring by giving them participation points, by making the first hour of tutoring an assignment, or by giving them extra credit for attending. We realized that students do not understand the benefits of tutoring until they go for a session. In Fall 2016, the current Department Chair decided to work hand in hand with the tutoring center to provide students the best tutoring service possible. That semester, new tutors were hired and since then, the Department Chair has mentored them. In Spring 2017, during Professional Development week, for the first time, Spanish instructors discussed ways to encourage students to take advantage of the tutoring services. The number of student visits went from 12 visits in Fall 2016 to 248 visits in Spring 2017. Moreover, retention rate increased 8% and success rate went up 6% in Spring 2017.

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**Q11** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your will program help the College reach its long-term goal of increasing the course success rate to 77%. This is intended to provide a goal for improvement only; programs will not be penalized for not meeting the goal. What is your program's one-year goal for success rate across all courses in the program?

Arabic: The success rate in Arabic courses is usually above 90%. Our goal is to keep success rate at least 95%. This is a large and growing program with very high success and retention rates. If the program continues to grow and we maintain at least a 95%, it will be a major help in achieving the College goal of 77%.

Aramaic: The success rate in Aramaic courses is usually high. An attainable goal would be 92% since enrollment varies so much from one level to the other (ARAM 120 usually enrolls more students than the negotiated cap, while higher levels may struggle to get the minimum number of students) and percentages may be affected by low enrollment. Even though this is a one course per semester program, having a success rate above 90% will definitely help the College achieve its goal.

Spanish: The Spanish Program overall success rate in Spring 2018 was 75%. Our goal is to bring it up at least 1% per year to ensure it is above 77% by 2024. Spanish faculty will continue to discuss techniques on how to improve student success. Moreover, Spanish faculty will continue to work hand in hand with tutors to find the best ways to support our students.

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**Q12** Which specific groups (by gender and ethnicity) have success rates lower than that of the program overall?

Arabic: There are not major differences in success rate of male and female students. However, the success rate by ethnicity shows that African-American and Hispanic students have a significant lower success rate. After analyzing the number of African-American and Hispanic students enrolled in Arabic classes versus the percentages, I realized that in all cases only one student from each group was not successful. The percentages are low, because the number of students retained is very low. For example, in Spring 2017 out of two African-American students taking Arabic courses only one was successful, therefore, student success rate was 50%. In regards to Hispanic students, retention rate is affecting success rate. For example, in Fall 2013, ten Hispanic students enrolled in Arabic courses, only six were retained, from which five were successful. From those retained, just like with African-American, only one was not successful. Retention rate was low affecting the success rate. A similar scenario was observed in Spring 2016 and Spring 2018 with Hispanic students. The department will discuss the reasons affecting retention of Hispanic students in order to find effective ways to improve success rate among Hispanics taking Arabic courses. The success rate for White-Non-Hispanic students (assumingly Middle-Eastern) is above 90% all across the board.

Aramaic: There are no major differences in success rate based on gender. However, Hispanic success rate is low, but it is due to the number of Hispanic students who have enrolled in Aramaic courses. For example, in Fall 2013, two Hispanic students enrolled in Aramaic, only one was retained and successful, therefore, success rate was 50%. A similar situation was observed in Spring 2017 when three Hispanic students enrolled, two were retained and successful, and success rate was 67%. Even though success rate was low, 100% of Hispanic students who remained in the class were successful.

Spanish: In Spanish courses enrollment numbers, retention rates, and success rates for males are slightly lower than those of females. Success rates in some semesters are low for African-American, White Non-Hispanic, and Multiple Races/Ethnicities students. As an observation, retention rates are low for these groups making success rates very low. Spanish instructors are committed to finding ways to improve success in their classes. Future department meetings will include discussions on how to improve retention and success of males and the ethnic groups mentioned above. Department Chair will develop a survey for students taking Spanish classes to identify the challenges they have to face that interfere with their educational goals. The survey will ask for their gender and ethnicity in order to have a better understanding on the causes for this equity gap.

**Q13** What program (or institutional) factors may be contributing to these lower rates of success for these groups of students?

All language classes have students with different levels of knowledge of the target language in one classroom. These courses have native and heritage speakers of the target language mixed with students who are real beginners and some who have taken language classes in the past. Students who know the language are not required to take higher-level courses causing beginner students to feel uncomfortable and unprepared for a basic language class. As a result, students from ethnicities that do not speak the language being learned perform lower than those who are native or heritage speakers of the language. If students were placed at the right level, retention rates of students who are not native or heritage speakers would improve since they would not feel intimidated by those who are fluent in the target language. It is very important for instructors to assure beginner students that the beginner courses are designed for their level and that they will not be compared to native and heritage students.

**Q14** What specific steps will the program take to address these equity gaps in the 2019/20 academic year?

All language instructors will address this issue during Professional Development Week. We will discuss ways to encourage students who are not native and heritage speakers to remain in class. Moreover, we will discuss ways to keep these students motivated and to help them be successful in learning a new language.

**Q15** How do these activities align with the goals set forth in your last comprehensive program review?

One of the goals in the last Comprehensive Program Review was to strengthen the programs we have in regards to Productivity/Efficiency/Success & Retention rates. By addressing the above mentioned equity gaps, the retention and success rate of students, especially those from ethnic groups that are not native of the target language, will improve. Thus, productivity and efficiency in our programs will improve.

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**Q16** 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. You can upload PDF, Word, and image files.

**World_Languages_Program_Review.pdf (934.1KB)**

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Page 4: Distance Education

**Q17** Does your program offer any courses via distance education (online)?          **Yes**

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Page 5: Distance Education Course Success

**Q18** Are there differences in success rates for distance education (online) versus in-person sections?          **Yes**

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**Q19** If there are differences in success rates for distance education (online) versus in person sections, what will the program do to address these disparities?

Spanish offers two sections of hybrid courses every semester. At the beginning of the semester some students do not know what a hybrid course is and are unaware that they need high-speed internet in order to successfully complete the class. Some students do not have reliable internet connection at home. During the first class of the semester, instructors usually take students to a computer lab for a hands-on orientation on how to follow the class in Canvas. This orientation has been crucial for students who had never taken an online/hybrid class before. In the future, this orientation will also provide students with information on computer labs that are available on campus for them to complete their assignments. Furthermore, a visit to the tutoring center will be scheduled since they have computers available and tutors to help them with their assignments.

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Page 6: IV. Previous Goals: Update (If Applicable)

**Q20** Would you like to provide an update for your previous program review goal(s)?          **Yes**

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Page 7: Previous Goal 1

**Q21** Previous Goal 1:

Create curriculum for a separate Ancient & Modern Middle Eastern Culture Class

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**Q22** Link to College Strategic Goal(s):

**Guided Student Pathways** ,

**Student Validation and Engagement** ,

**Organizational Health**

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**Q23** Goal Status

**In Progress**

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**Q24** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Once the courses have been approved, we will offer them as a separate Ancient & Modern Middle Eastern Civilization course and assess their fill rates along with retention and success rates.

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**Q25** Please provide the rationale for this goal:

The Middle Eastern Culture class that we presently offer includes both Ancient and Modern Civilization. This is a hugely popular class and the amount of material covered could easily be separated into two separate courses.

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**Q26** Please provide the goal action steps for the year (previously "Activities"):

Curriculum for these courses was developed and submitted to the Curriculum Committee, but it was not approved. We are in the process of modifying the previous submission based on the recommendations of the Curriculum Committee.

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**Q27** Do you have another goal to update?

**No**

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Page 8: Previous Goal 2

**Q28** Previous Goal 2:

**Respondent skipped this question**

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**Q29** Link to College Strategic Goal(s):

**Respondent skipped this question**

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**Q30** Goal Status

**Respondent skipped this question**

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**Q31** How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

**Respondent skipped this question**

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**Q32** Please provide the rationale for this goal:

**Respondent skipped this question**

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**Q33** Please provide the goal action steps for the year (previously "Activities"):

**Respondent skipped this question**

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**Q34** Do you have another goal to update?                    **Respondent skipped this question**

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Page 9: Previous Goal 3

**Q35** Previous Goal 3:                                        **Respondent skipped this question**

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**Q36** Link to College Strategic Goal(s):                     **Respondent skipped this question**

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**Q37** Goal Status                                            **Respondent skipped this question**

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**Q38** How was the goal evaluated? If the goal is "in          **Respondent skipped this question**
progress," how will it be evaluated?

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**Q39** Please provide the rationale for this goal:            **Respondent skipped this question**

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**Q40** Please provide the goal action steps for the year      **Respondent skipped this question**
(previously "Activities"):

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**Q41** Do you have another goal to update?                    **Respondent skipped this question**

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Page 10: Previous Goal 4

**Q42** Previous Goal 4:                                        **Respondent skipped this question**

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**Q43** Link to College Strategic Goal(s):                     **Respondent skipped this question**

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**Q44** Goal Status                                            **Respondent skipped this question**

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**Q45** How was the goal evaluated? If the goal is "in          **Respondent skipped this question**
progress," how will it be evaluated?

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**Q46** Please provide the rationale for this goal:            **Respondent skipped this question**

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**Q47** Please provide the goal action steps for the year      **Respondent skipped this question**
(previously "Activities"):

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Page 11: V. New Goals (If Applicable)

**Q48** Would you like to propose any new goal(s)?          **Yes**

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Page 12: New Goal 1

**Q49** New Goal 1:

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

**Q50** Link to College Strategic Goal(s):          **Student Validation and Engagement**

**Q51** Please provide the rationale for this goal:

Student success rate in Spanish courses for male students, African-American, White Non-Hispanic, and Multiple Races/Ethnicities is low according to the disaggregated data.

**Q52** Please provide the goal action steps for the year (previously "Activities"):

Spanish instructors will survey students to better understand the obstacles they may face to achieve success. Department Chair will create a report with the information gathered to share with all Spanish instructors and discuss ways to improve retention and success of males and specific ethnic groups. Department Chair will also look for workshops on how to reduce the equity gap among these groups and share the knowledge acquired with other language instructors during Department meetings.

**Q53** How will the goal be evaluated?

After an action plan has been developed and put into action, Department Chair will compare disaggregated data from 2018 to the new data.

**Q54** Do you have another new goal?          **No**

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Page 13: New Goal 2

**Q55** New Goal 2:          **Respondent skipped this question**

**Q56** Link to College Strategic Goal(s):          **Respondent skipped this question**

**Q57** Please provide the rationale for this goal:          **Respondent skipped this question**

**Q58** Please provide the goal action steps for the year (previously "Activities"):          **Respondent skipped this question**

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

**Q60** Do you have another new goal?                           **Respondent skipped this question**

Page 14: New Goal 3

**Q61** New Goal 3:                                             **Respondent skipped this question**

**Q62** Link to College Strategic Goal(s):                     **Respondent skipped this question**

**Q63** Please provide the rationale for this goal:            **Respondent skipped this question**

**Q64** Please provide the goal action steps for the year      **Respondent skipped this question**
(previously "Activities"):

**Q65** How will the goal be evaluated?                         **Respondent skipped this question**

**Q66** Do you have another new goal?                           **Respondent skipped this question**

Page 15: New Goal 4

**Q67** New Goal 4:                                             **Respondent skipped this question**

**Q68** Link to College Strategic Goal(s):                     **Respondent skipped this question**

**Q69** Please provide the rationale for this goal:            **Respondent skipped this question**

**Q70** Please provide the goal action steps for the year      **Respondent skipped this question**
(previously "Activities"):

**Q71** How will the goal be evaluated?                         **Respondent skipped this question**

Page 16: VI. Resources Needed to Fully Achieve Goal(s)

**Q72** Is the program requesting resources this year to        **Yes**
achieve this goal?

Page 17: V. Faculty Resource Needs

**Q73** Are you requesting one or more faculty positions to achieve this goal?                    **Yes**

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## Page 18: Faculty Position Request(s)

**Q74** Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of the Position Requested:

Full-Time Arabic instructor to fulfill the demand of Arabic courses.

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**Q75** Faculty Position Request 1 - Related Program Goal(s):

The overall goal of the Arabic program is to continue to grow by adding curriculum and offering more course sections.

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**Q76** Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here (under Staffing Request Information).

**ArabicFacultyPositionRequestForm-2018-19FINAL.pdf (448.8KB)**

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**Q77** Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below.The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information).Brief Description of Position Requested:       **Respondent skipped this question**

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**Q78** Faculty Position Request 2 - Related Program Goal(s):       **Respondent skipped this question**

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**Q79** Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.       **Respondent skipped this question**

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## Page 19: VI. Classified Staff Resource Needs

**Q80** Are you requesting one or more classified positions to achieve this goal?       **No**

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## Page 20: Classified Staff Position Request(s)

**Q81** Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting.Brief Description of Position Requested:

**Respondent skipped this question**

**Q82** Classified Staff Position 1 Related Program Goal(s):

**Respondent skipped this question**

**Q83** Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here.

**Respondent skipped this question**

**Q84** ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR).

**Respondent skipped this question**

**Q85** Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting.Brief Description of Position Requested:

**Respondent skipped this question**

**Q86** Classified Staff Position 2 Related Program Goal(s):

**Respondent skipped this question**

**Q87** Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here (under Staffing Request Information).

**Respondent skipped this question**

**Q88** ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR).

**Respondent skipped this question**

Page 21: VII. Technology Resource Needs

**Q89** Are you requesting technology resources to achieve this goal?

**No**

Page 22: Technology Request(s)

**Q90** Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

**Respondent skipped this question**

**Q91** Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form

**Respondent skipped this question**

## Page 23: VIII. Perkins and Strong Workforce Resource Needs

**Q92** Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

**No**

## Page 24: Perkins Request and Strong Workforce

**Q93** Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

**Q94** Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

**Respondent skipped this question**

## Page 25: IX. Supplies/Equipment Resource Needs

**Q95** Are you requesting supplies and/or equipment resources to achieve this goal?

**No**

## Page 26: Supplies/Equipment Request(s)

**Q96** Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

**Q97** Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

**Q98** Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

**Respondent skipped this question**

**Q99** Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

**Respondent skipped this question**

## Page 27: X. Facilities Resource Needs

**Q100** Are you requesting facilities resources to achieve this goal?

**No**

## Page 28: Facilities Request

**Q101** Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: Facilities Request Form

**Respondent skipped this question**

**Q102** Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here:Facilities Request Form

**Respondent skipped this question**

## Page 29: XI. Professional Development Resource Needs

**Q103** Are you requesting professional development resources to achieve this goal?

**No**

## Page 30: Professional Development Request

**Q104** Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

**Q105** Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

**Respondent skipped this question**

## Page 31: XII. Other Resource Needs

**Q106** Are you requesting any other resources to achieve this goal?     **No**

## Page 32: Other Resource Requests

**Q107** Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.     **Respondent skipped this question**

**Q108** Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.     **Respondent skipped this question**

## Page 33

**Q109** Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.     **Respondent skipped this question**