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Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

World Languages Department

Q2

1.2 Lead Author

Karla Gutiérrez

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Jane Gazale

Q4

I.4 Dean/Manager:

Alicia Muñoz

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

Department in general: The World Languages Department continues its commitment in planning and participating in events to promote equity and student validation and engagement. Last year, Department Chair joined the Engagement & Validation Advisory Group in charge of planning the events on the Culture and Community Circle. Moreover, there was wide participation of the World Languages Department in events such as the Latino and Middle-Eastern months, Day of the Dead Celebration, Social Justice Conference, Black Consciousness Conference, and the Teaching Dialogues. All language classes were invited to attend the Culture and Community Circle events in an effort to expose students to different cultures. The idea is to create an interest in native-speakers in our languages programs for other languages in an effort to diversify our classes. Our goal is to see more Latino students taking Arabic and Aramaic, and more Middle-Eastern students taking Spanish.

Due to Covid-19, the Department decided to offer all language courses fully online or as hybrid classes. Thus, all language instructors were certified to teach online. Furthermore, starting in March 2020, and throughout the summer, the Department held weekly support groups to share ideas and best practices to teach languages remotely.

Aramaic:

Cuyamaca College is the only higher education institution offering Aramaic in California and one of the few in the nation. It is extremely hard to find an instructor with the qualifications to teach this language. Thus, we only have one adjunct instructor qualified to teach Aramaic, who decided not to teach during the pandemic but is planning to come back once we are back to campus. In general, retention and success rates in all Aramaic courses are above 90% (except in Spring 2020), but their fill rate varies depending on the course taught. There is only one section per semester and we alternate levels. While lower levels have a healthy enrollment, higher levels usually have low enrollment.

Arabic:

The Arabic program continues to be very popular and successful. Its fill-rate for Fall 2019 was 93% and for Spring 2020 was 89%, compared to the College Wide fill-rate of 72% for Fall 2019 and 69% for Spring 2020. The program's retention-rate and success-rate have always been above 90%. The Spring 2020 semester reported its lowest retention-rate of 92% and its lowest success-rate of 92%, but the rates are still very good, especially compared to the College Wide rates of 80% for retention and 76% for success during the same semester. The program has been growing slowly, but steadily, every semester. We usually add at least one section of Arabic to the schedule to meet demand.

Even though, the Arabic classes are very popular and their success rate is high, students are struggling having to take a language class that does not use an English alphabet online with an English keyboard. Currently, the World Languages Department is in conversations with the Business and Professional Studies Department to develop a keyboarding training for students taking Arabic classes.

Spanish:

Spanish instructors continue to work hand in hand with the Tutoring Specialist and the tutors to help students be successful in Spanish classes. During the last couple of years, Spanish students' attendance to tutoring sessions increased significantly and retention and success rates went up. However, when the pandemic started, attendance dropped. Currently, we are working on finding the best way to serve students in the remote environment.

In Spring 2020, all Spanish instructors surveyed their students to identify the challenges that interfere with their educational goals. The survey included some questions directly related to remote learning. This survey will allow instructors to better understand their students to be able to serve them better. In the Department meeting during Professional Development week of Spring 2021, the results of the survey and ideas on how to better serve our students will be discussed.

The department is offering three of its six Spanish courses using Open Educational Resources (OER) to address the equity gap for those economically disadvantaged. Moreover, Department Chair, Karla Gutiérrez and adjunct instructor Anaid Stere-Lugo are working in developing an OER textbook-equivalent for Spanish 120 and Spanish 121. This OER will be available for students starting on Fall 2021. This will save students close to \$300 in textbook costs.

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file and the program is following the plan

Q7

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.

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a. Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

Respondent skipped this question

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

Every semester in our department meeting during Professional Development week, the department takes the last hour to discuss SLO's with other instructors teaching the same language.

Instructors usually discuss the efficiency of the method of assessment of a specific SLO and make recommendations to improve it or change it. Furthermore, the methods of assessment for the courses due for evaluation at the end of the semester are discussed. In Spring 2020, however, the Department decided to postpone their work on SLO's to focus on learning how to teach remotely.

Page 5: II. Assessment and Student Achievement

Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

The World Languages Department continues to support the College goals in the Student Equity Plan in different ways. The Department actively participates in the planning and hosting of events for Student Validation and Engagement. Last year, the Department hosted the different events for the Latino and Middle-Eastern heritage month. Moreover, it hosted their annual Chaldean College Hour and Day of the Dead celebration, which validate the culture, and traditions of two of our largest student populations: Latino and Middle-Eastern.

This year, faculty from the World Languages Department have been serving as translators of different documents, policies, flyers, and other information for students who prefer reading in Arabic or Spanish. The Department has been translating information for the District and the College. Among other information, the Department translated all the messages related to Covid-19 that have been sent to students, including the Cuyamaca CARES drive through pantry.

In Spring 2020, nine language instructors completed the Equity Minded Teaching and Learning Institute (EMTLI) offered at Cuyamaca. Furthermore, some of the instructors who completed the EMTLI have been participating in the Teaching Dialogues every month. These instructors have been sharing their newly acquired knowledge when visiting our weekly support created due to the pandemic. The Department plans to continue having these conversations during official meetings to motivate others to learn about equity-minded practices.

This year, a more diverse material was introduced in Spanish 221 through an OER. This OER focuses on the study of Spanish speaking countries through current social justice issues, including minority groups such as indigenous populations, Afro-Latinos, women, and the LGBTQ+ community. The department continues its search for OER materials to include them across the board in all Spanish classes. This material will not only expose students to real life situations happening in Spanish speaking countries, but also to situations related to the Latino population in the United States. Moreover, the use of OER will reduce the cost of education for students who are economically disadvantaged.

Q11

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Spanish classes have an equity gap in retention and success rates of African-American students and those who identified themselves as multiple-races/ethnicities. Spanish instructors surveyed their students to identify the obstacles students face to achieve success. Spanish instructors will discuss the survey results and the retention and success rates data by demographics during the Department meeting of Professional Development Week in Spring 2021. Instructors will give recommendations using their knowledge acquired during the EMTLI. In addition to adding equity-minded practices to our daily teaching, the Department is slowly infusing curriculum that is representative of Latinos of different races and of African descent.

Arabic classes show an equity gap in the retention and success rates of students who identified themselves as Hispanic/Latino and Asian. Moreover, in Spring 2020, students who identified themselves as Middle Eastern or North African, also had an equity gap. This may be due to the Covid-19 pandemic and the challenges of remote learning. The Department will keep monitoring the success rate of Middle Eastern or North African students. During Professional Development Week, Arabic instructors will be provided with the data to start a discussion on how to close equity gaps.

Q12

Yes

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

In the year 2019-2020, the World Languages Department only offered hybrid courses in Spanish. There were no offerings in Arabic, and there were no fully online offerings. Success rate in Fall 2019 for on-campus classes was 74% compared to 71% in hybrid courses. However, in Spring 2020, on-campus classes had a 75% success rate and hybrid courses an 80%. The gap in the previous year (2018-2019) was 19% in the fall semester and 13% in spring, but it was finally closed this year.

In the year 2019-2020, hybrid classes had an embedded tutor. Instructor and tutors work hand to ensure students' success. The in-class environment was very positive, students were able to share their own stories as they learned Spanish. The instructor, the tutor, and the students, created a bond that continued after the pandemic started and class continued via Zoom. During Spring 2020, only one hybrid class was offered, attendance continued to be excellent after the stay-at-home order was issued and enrollment did not drop.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

Language hybrid classes meet three hours a week where students have the opportunity to engage in-group activities and they receive immediate feedback from the instructor. In addition to the face-to-face interaction, instructors assign weekly written and/or oral discussions through Canvas. Discussion boards provide the opportunity for student-student interaction and instructor-student interaction.

Moreover, weekly announcements are sent to all students where they have the opportunity to reply to announcements with comments or questions. Students' comments are visible to all the class, so others may benefit from questions asked and clarifications. To communicate with individual students, instructors use Canvas Inbox and emails. In addition to messages and announcements, most instructors hold weekly office hours.

In March 2020, face-to-face partner and group activities were conducted via Zoom breakout rooms. Online activities via Canvas were not modified.

Currently, all language classes are hybrid or fully online. The hybrid courses follow the model described above. Fully online classes are formatted in a similar way, but the in-person component must be completed asynchronous, with another student, a Spanish tutor, or during the instructor office hours (with the instructor or with other students present during office hours). Students submit a weekly handout and a recording of their partner activities. A recording is required since all partner activities are oral.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

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

Q16

In Progress - will carry this goal forward into next year

Goal Status

Page 9: III. Previous Goals: Update continued

Q17

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q18

Respondent skipped this question

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q19

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

This goal will be postponed due to Covid-19.

Q20

Yes

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Survey students to identify the challenges they have to face that interfere with their educational goals and create action plan.

Q22

In Progress - will carry this goal forward into next year

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q24

Respondent skipped this question

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

During the World Languages Department meeting of Professional Development Week, Spring 2021, Spanish instructors will discuss the results of the survey and the disaggregated data of student success and make recommendations to address the students' needs. 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.

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 in which changes are implemented.

Q26

Yes

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

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

Q28

In Progress-will carry this goal forward into next year

Goal Status

Page 15: III. Previous Goals: Update continued

Q29

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q30

Respondent skipped this question

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q31

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Spanish will keep adding higher level of Spanish courses to their fully online offerings.

Arabic language classes, however, will continue to have conversations on the possibility of adding fully online classes. The challenges of Arabic language classes are bigger since Arabic does not use an English alphabet and students need to learn to type Arabic characters with a keyboard with an English alphabet. Moreover, they need to practice their handwriting skills.

Once data for Distance Education courses is available, fill rates, retention rates, and success rates will be analyzed and compared to rates for on-campus courses.

Q32

No

Do you have another goal to update?

Page 17: III. Previous Goals: Update continued

Q33

Respondent skipped this question

Goal 4:

Q34

Respondent skipped this question

Goal Status

Page 18: III. Previous Goals: Update continued

Q35

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 19: III. Previous Goals: Update continued

Q36

Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 20: IV. New Goals

Q37

No

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

Page 21: IV. New Goals continued

Q38

Respondent skipped this question

New Goal 1:

Q39

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q40

Respondent skipped this question

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

Q41

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q42

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q43

Respondent skipped this question

How will this goal be evaluated?

Q44

Respondent skipped this question

Do you have another new goal?

Page 22: IV. New Goals continued

Q45

Respondent skipped this question

New Goal 2:

Q46

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q47

Respondent skipped this question

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

Q48

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q49

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q50

Respondent skipped this question

How will this goal be evaluated?

Q51

Respondent skipped this question

Do you have another new goal?

Page 23: IV. New Goals continued

Q52

Respondent skipped this question

New Goal 3:

Q53

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q54

Respondent skipped this question

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

Q55

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q56

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q57

Respondent skipped this question

How will this goal be evaluated?

Q58

Respondent skipped this question

Do you have another new goal?

Page 24: IV. New Goals continued

Q59

Respondent skipped this question

New Goal 4:

Q60

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

Q61

Respondent skipped this question

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

Q62

Respondent skipped this question

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 qualitative or quantitative data (from any source):

Q63

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q64

Respondent skipped this question

How will this goal be evaluated?

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goal(s)?

Page 27: Final Check

Q66

I am ready to submit my program review

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