

## #2

COMPLETE

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### Page 1: I. Program Overview and Update

#### Q1

I.1. Department(s) Reviewed:

World Languages

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#### Q2

I.2. Lead Author:

Karla Gutiérrez

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#### Q3

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

Jane Gazale  
Lauren Halsted

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#### Q4

1.4. Dean/Manager:

Lauren Halsted

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#### Q5

Initial Collaboration Date with Dean:

Enter the initial date you met **10/13/2021**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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### Page 2: II. Program Reflection and Description

**Q6**

II.1. Provide your program's mission statement:

Our mission is to prepare students with the skills needed to succeed in a global society through the study of languages and their culture.

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**Q7**

II.2. How is this program advancing the college mission, vision and values?

The World Languages Department strives for validating the students' cultural background by planning and participating in events that promote the diverse cultural traditions of our student population. In the last years, the World Languages Department has hosted or participated in the Chaldean College Hour, Latinx Heritage Month events, Middle Eastern Heritage Month events, and Day of the Dead Celebration. Moreover, language faculty have been advisors of the Middle Eastern Student Club, World Cultures Club, and Raza Unida student organization. Furthermore, World Languages faculty take part in the planning of the Culture and Community Circle events and the Annual Social Justice and Black Consciousness Conference that provide students with enriching events to promote awareness of current issues affecting our diverse population of students and our society to empower them to make a change. These events also serve to connect students, faculty, and other resources to create a community.

In an effort to become more equitable, most faculty members of the World Languages Department have completed or are currently attending the Equity Minded Teaching and Learning Institute offered at Cuyamaca College. In addition, many World Languages instructors are frequent attendees of the Teaching Dialogues (formerly Diversity Dialogues) where faculty have the opportunity to share and learn practices to become more equity-minded and anti-racist. As a result, some instructors are already incorporating equity practices in the classroom that include transformational syllabi, material that represents people from diverse cultures and addresses social justice. Furthermore, most language classes have stopped using commercial textbooks and have adopted or created Open Educational Resources to help economically disadvantaged students.

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**Q8**

II.3. How does your program support the college's strategic goal of implementing guided pathways?

The World Languages Department has participated in all Student Success Day events from the last five years. Sometimes, the Department has had a booth or presentation just for World Languages, but in the most recent semesters they have collaborated with the other disciplines in the Language and Communication Academic Career Pathway (ACP). During these events, we share information about the different degrees and certificates offered in our disciplines and give them a copy of the different program maps, which are also posted in the World Languages webpage. Both full-time instructors frequently meet with students pursuing a degree in Arabic or Spanish to give them advice. The World Languages Department has been collaborating with other Departments from the same ACP to update the information on their common webpage. Moreover, we have adopted the common ACP Program Learning Outcomes to simplify the path for students. These activities help students in "Clarifying the Path" and "Enter a Pathway".

To "Help Students Stay on the Path" and "Ensure that Students are Learning", World Languages partnered with the Cuyamaca College Language Tutors who are now an essential part of our programs. We have embedded tutors in some of our classes. Other classes often receive visits from the tutors to invite students to the tutoring center. Some instructors schedule a visit to the tutoring center at the beginning of the semester. Others, give points for tutoring sessions. Instructors also take class time to promote this service and explain the benefits of going to tutoring. Spanish has been the program with the most tutoring appointments in multiple semesters. Moreover, before the pandemic, language classrooms had a basket provided by the Cuyamaca Pantry with snacks for students who were hungry and flyers with information on the pantry services. Students received free food to take home and share with their family. This service has helped students focus on learning during class time. Now that we are online, we send announcements to all our classes with information on the Drive-Through Pantry. Furthermore, World Languages faculty has been translating all the Cuyamaca Cares and Cuyamaca Pantry flyers to Arabic and Spanish, for students with limited English knowledge.

Another effort from the World Languages Department is transitioning from using expensive commercial textbooks to using free materials. This is an extensive project that has been happening for years with the participation of most instructors. Using free material helps economically disadvantaged students "Stay on the Path" and "Ensure that Students are Learning" by having access to the material from the first day, without having to sacrifice any basic need to buy an expensive textbook.

**Q9****Yes**

II.4. Is the program description in the current college catalog up to date and accurate?

Page 3: III. Course Curriculum, Assessment and Student Success

**Q10****Yes**

III.1. Access the Five Year Curriculum Review Cycle (requires GCCCD login). Have all of your active courses outlines been reviewed within the last five years?

### Q11

III.2. Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, statewide transfer model curriculum).

There are plans to create a new Levantine Dialect to the Arabic Studies program to address the needs of new Syrian immigrants. In Spanish, the outline of Spanish 141(Spanish and Latin American Cultures) and Spanish 145 (Hispanic Civilizations) will be revised and offered again. The plan is to include in their curriculum topics of equity, social justice, and anti-racism to be considered for the Cultural Diversity Graduation Requirement.

Moreover, the department will start discussions on Work-Based Learning on Spring 2022. As some instructors of Arabic and Spanish completed the Work-Based Learning training last semester and are currently using some WBL projects in their classes, we are in a position to start a discussion about adding WBL to some of our courses' official outline of record.

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### Q12

III.3. How is your program meeting the needs of students, and/or articulation with four-year institutions?

Nearly 50% of the Cuyamaca student population is either Hispanic/Latino or Middle Eastern. The World Languages Department offers courses and programs that validate the culture and traditions of these two ethnic groups. We offer Arabic and Aramaic courses for the Middle Eastern student population, including Iraqi dialect, courses for native and heritage speakers, as well as courses for beginners for Middle Eastern students who are not fluent in Arabic. Moreover, we offer three program options in Spanish for the Hispanic/Latino student population. Students can get a Certificate of Achievement, an Associate's Degree, or an Associate's Degree for Transfer. Most language courses are fully transferrable to any of the universities in the CSU and UC systems. The only two exceptions are Arabic 130 and Arabic 180 that only transfer to the universities in the CSU system.

In Addition, the Arabic Studies program has an alignment agreement with the California University of Pennsylvania that offers a Bachelor's and a Master's Degree in Arabic. Although, there is no AA-T in Arabic, the World Languages Department plans to work on an agreement with San Diego State University now that they offer a Bachelor's Degree in Arabic and Islamic Studies.

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### Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

**SLO Assessment Plan.pdf (402.6KB)**

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**Q14**

III.5. Please provide a high-level analysis of your SLO findings over the past year and discuss what changes, if any, were made as a result. Include any student learning-related successes and challenges that SLO results have revealed for your department.

SLO 1: Reading, writing, listening, and speaking skills in the target language (Aramaic, Arabic, or Spanish) at the specific course level. SLO 1 was assessed with four different sections of the final exam in the pre-pandemic semesters. The reading comprehension assessment was always the controversy in our SLO discussions. We went from true or false, to multiple choice, to one sentence responses in Spanish, to one sentence responses in English, to finally agree on a rough translation assessment where student have to write what they understood in English without using any dictionary. This was the best way to know if they understood, the other type of assessments were flawed and never convinced anyone. When we moved online, the translation assessment did not feel appropriate anymore since students can use the internet to translate the entire content of the assessment. For now, we are back to fill in the blank type of question, but we are exploring other options that could work in an online modality. Language instructors have also engaged in discussions for future SLO assessment tools for the four skills. We are still deciding if we are going to be using the same assessments for online and on-campus classes or if we will have adaptations for the different class modalities.

Some instructors are exploring the use of multiple modalities in SLO assessments to give students the instructor created input. Although instructors are excited about the endless possibilities to assess using technology, they are also concerned about the students' output not being original. Just like instructors have many possibilities open in an online environment, students have endless resources that can be used in their assessments, resources that are not available for students taking in-person classes.

Other topics discussed are the video presentations that replaced the live in-class presentations. Students with limited technology and limited computer proficiency find video presentations challenging. These students are at disadvantage with the rest of the class. On the other hand, live presentations in a face-to-face class may be challenging for some students who get very anxious presenting in front of the class speaking in another language. It gets even more challenging when most of the presenters are fluent in the language of study. Beginning students often feel intimidated by native and heritage speakers. Video presentations are less stressful for students who have the technical skills in general, but more challenging for those lacking the skills and the equipment.

Most Spanish and English alphabet letters are the same, with a few adaptations, Spanish students are able to type all their assessments directly into Canvas or their presentation slides fully in Spanish. However, Arabic has been a challenge since we moved online. Not many students knew how to type Arabic using an English keyboard that types from left to right, the opposite direction of the Arabic writing. Arabic instructors had to allow students to hand-write their responses, take a picture, and submit their assessments. As a result, the World Languages Department in collaboration with the Business Office Technology Department developed a new course, Arabic 180, to teach students in the Arabic courses basic computer skills in Arabic.

SLO 2 Compare and contrast the target culture (Arabic or Spanish) to your own.

Students rely on their own cultural experience to respond to the prompt in the SLO 2 assessment and forget the material covered in class. The prompt asks students to compare the material discussed in class with the American traditions or their own traditions, but if the students' traditions are those covered in class, they forget about comparing, they just write about their own experience. Clearer instructions are needed to ensure students use the material covered in class, their own experience, and the American way to respond to the prompt. The use of rubrics that clearly explain each part of the prompt is worth a specific number of points has been suggested. Other recommendation to address this is to practice with different topics throughout the semester, so they know what the expectations are when taking the SLO 2 assessment.

In general, adding departmental rubrics to the SLO assessment process to normalize grading has been discussed. The department is constantly discussing the methods of assessment used for both SLOs and modifying each assessment as needed. Currently, we are trying to improve the assessments used in Distance Education courses and discussions on future assessments for in-person courses have started.

**Q15**

Yes

IV.1. Does your program offer any degree/certificate programs?

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Page 5: IV. Degree and Certificate Programs

**Q16**

IV.2. For each degree and certificate, indicate how many awards were conferred in the past 5-years.

**Certificates and Degrees World Languages.pdf (106.3KB)**

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**Q17**

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Spanish AA (Fall 2021)

Arabic AA (Spring 2021)

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**Q18**

Yes

IV.4. Can students complete the degree/certificate requirements within a 2-year period? \*\*Requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

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**Q19**

IV.5. How are you currently assessing your PLOs? \*Note: The college requires assessment of PLOs within a 4-year cycle

The World Languages Department recently adopted the Language and Communication ACP PLOs. They were approved on November 9th by the Governing Board. They will be assessed next semester using the higher levels of each language to assess if students taking advanced classes meet the ACP Program Level Outcomes.

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**Q20**

If No, briefly explain the plan to revise:

IV.6. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

They were recently approved and are not official yet.

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Page 6: IV. Degrees and Certificate Programs continued

**Q21**

No

IV.7. Are the PLOs mapped to the course SLOs?

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Page 7: IV. Degree and Certificate Programs continued

## Q22

IV.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade A, B, C or P out of those enrolled at census) for the College as a whole. What is your department or discipline's 4-year (2024-25) goal for success rate across all courses in the department or discipline and how has the department of discipline's success rate across all courses changes within the past 4-years?

Arabic and Aramaic maintain success rate above 90%.

The average success rate for Spanish in the last five years is 74%. Some semesters it was above the 77% College goal or very close to it. However, from Fall 2020 to Spring 2021 the success rate dropped 7% bringing it to 67%. This is the only semester that Spanish got a success rate under 70%. The goal for the next four years is to improve the success rate in future semesters to ensure the five year average of 74% does not go down.

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## Q23

IV.9. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review? Please reference additional internal or external data, such as retention and enrollment, student survey results, focus groups, student throughput, or other data, if there are any notable trends.

Enrollment numbers from students of other ethnicities (non-Latinos for Spanish and non-Middle Eastern/White\* for Arabic) are significantly lower than students from the ethnicity related to the language being taught. Moreover, retention rates are significantly lower, affecting success rates for these other ethnicities. Students that are not from the culture of the language being taught are not attracted to our classes. Furthermore, we are not able to keep those from other ethnicities who decide to try learning a new language. One of the biggest problems instructors reportedly have in classes is that native and heritage speakers of the language enroll in basic courses, a situation that intimidates those who are trying a new language for the first time. Although, Arabic has a program for native and heritage speakers, the Arabic for beginner classes are more popular. In Spanish, when counselors or people from Pathway Academy identify a Spanish speaker who is trying to enroll in a basic level class, they refer them to the Department Chair to assess them and recommend them the appropriate level. However, only a few students are assessed and place at the right level.

\*Since the Middle Eastern ethnicity was recently added, it is assumed that those who identified themselves as White are Middle Eastern.

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## Q24

IV.10. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program? Please discuss all equity gaps identified in the data.

Equity gaps for students who identified themselves as "Multiple Races/Ethnicities" exist in both language programs, Arabic Studies and Spanish. In addition, Spanish shows equity gaps in "African-American/Black" students, and Arabic in "Hispanic/Latino" and "Asian" students. Arabic and Aramaic courses are designed to attract Middle Eastern students and Spanish for Latino students making these programs not very appealing to the other ethnicities. Enrollment from students of other ethnic groups is very low and attrition is high, affecting the success rate for students from these groups negatively. The World Languages Department needs to promote the benefits of learning another language, even if it is not the language from the students' ancestors and make courses more appealing for students of other ethnicities.

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**Q25**

IV.11. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Although, Arabic and Spanish are two different programs affecting different groups of students, the reasons for the lack of success in these programs is the same. Both programs are focused on mainstream Arabic or Latino cultures that are not very attractive to students of different ethnicities. However, within these cultures there are minorities and populations with diverse backgrounds that have been ignored in the commercial textbooks and materials that we have been using.

**Q26**

IV.12. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)? Consider the specific steps your department will take to address equity gaps and discuss any plans for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.

The World Language Department has been working on incorporating new materials to include diversity in our classes. Moreover, some instructors are developing Open Educational Resources and taking the opportunity to address the existing disparities by including topics to discuss social justice issues and promote anti-racism.

**Q27**

IV.13. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

Languages can be taught online, but online classes are not for everyone. A combination of class modalities would be the best approach for the future. Some language instructors are already exploring the new HyFlex modality. Conversations on this modality will be held starting on Spring 2022 meetings.

**Q28**

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 1: Please upload any data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

**Q29**

Respondent skipped this question

OPTIONAL DOCUMENT UPLOAD 2: Please upload any other data-related documents you would like to attach to your program review using the button below. PDF and Word documents may be uploaded.

Page 8: IV. Degree and Certificate Programs continued

**Q30**

Yes

Does your program offer courses via distance education excluding emergency remote teaching in 2020-21 (classes that would have been taught in person, if not for the pandemic)?



## Page 9: IV. Degree and Certificates Programs continued

**Q31****Yes**

IV.14. Are there differences in success rates for distance education (online) versus in-person sections?

**Q32**

IV.15. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Fully online classes in Arabic and Spanish began with the pandemic in Fall 2020, when all on-campus offerings of language classes were paused. Currently, there is no data of online and on-campus language classes that were offered on the same semester. There is only data for pre-pandemic on-campus courses and pandemic online courses. The only Distance Education courses that were offered before the pandemic were Spanish 120 and 121 that were offered in a hybrid modality, but they had an on-campus component, something that is not happening now.

Arabic courses across the board have high retention and success rates. For on-campus courses, or pre-pandemic semesters, the average success rate is 94%, some semesters have as high as 97% rate. Fully-online classes have a 91% success rate on Fall 2020 and Spring 2021, which are the only semesters they have been offered. Hybrid courses, with meetings held on Zoom, have also high success rates, on Fall 2020 it was 96%, which is within the range of the on-campus classes. On Spring 2021, the success rate was 92%, lower than on-campus offering pre-pandemic, but it is still good. Arabic classes have high retention and success rate in all modalities offered.

Spanish courses, on the other hand, started offering hybrid courses a few years ago with low retention rates and, consequently, success rates were low, usually under 70%. However, as students became familiar with this modality and the instructor learned to adapt the teaching practices to the different needs of students taking a class in a new modality, the success started to improve. In Fall 2019, hybrid courses were above 70% and very close to the on-campus success rate for the first time. Hybrid had 71% and on-campus had a 74% success rate. In Spring 2020, the last semester when hybrid and on-campus were offered at the same time, they hybrid courses had an 80% success rate, which was higher than the 75% of the on-campus courses rate. However, this is the semester when the pandemic started and students taking hybrid courses were better prepared to finish the course from home. Up to this point, all hybrid courses had been taught by the same instructor who was already experienced and successful in closing the gap of hybrid courses and on-campus courses success rate.

In Fall 2020 and Spring 2021, when the pandemic started, all Spanish courses were taught in either a hybrid modality with Zoom meetings or fully online. The hybrid courses had a 78% success rate the first semester, which is better than on-campus success in pre-pandemic semester, but in Spring 2021, the success rate went down to 66%. Fully-online classes had 66% success rate on the first semester and 67% on the second semester. In Spring 2021, the difference between the retention rate and success rate of hybrid and fully online classes ranged from 10% to 12%, indicating that retention was not the issue for the low success rate in these two modalities. It is important for Spanish instructors to discuss the reasons that may have caused the decrease in success rate in Spanish courses and share strategies that have worked in dealing with the situations similar to those that caused the decrease. Now that most instructors have either completed or are taking part on the Equity Minded Teaching and Learning Institute, we will have the opportunity to analyze the situation through an equity lens and propose equity-minded solutions to address the decrease in student success.

**Q33**

IV.16. What mechanisms are in place to ensure regular effective contact (Guided to Best Practices in Online Teaching) within online courses across the discipline or department?

Language classes incorporate different practices to ensure weekly regular and effective contact happens. All classes use written and/or video discussions in weekly modules where students engage in discussions related to class topics, grammar points, and personal and cultural experiences. Moreover, Canvas Announcements with the option for students to reply, Inbox, and the comment box in the gradebook, quizzes, and assignments are used to ensure there is instructor initiated interactions.

All language classes use Zoom, but in a different way. Hybrid classes have scheduled synchronous meetings where students have the opportunity to engage in communicative activities in the target language to ensure student-student interactions. Fully-online classes replicate these communicative activities using Zoom or other video recording Software that students are familiar with. Via Zoom, students have the option to visit the instructor virtual hours and work with other students joining the meeting. Moreover, students have the option to use the online tutoring services offered at Cuyamaca to work with other students with the help of a Spanish tutor. Finally, the third option is for students to find another student to work with and communicate via Canvas Inbox to arrange a meeting to complete their weekly oral assignment. Once in their meeting, they can use Zoom or any other video recording tool to complete their communicative practices that needs to be submitted to the instructor. Some instructors also required students to visit their virtual offices a few times per semester to have a one-on-one conversation.

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**Q34**

IV.17. What innovative tools and strategies are you using in your online courses to engage students and support student success?

One of the biggest challenges to teach a language class fully-online is to have synchronous conversations in an asynchronous class. Although, we have video discussions that are completed asynchronous, these do not require the same skill as engaging in a conversation happening in real time. Thus, we created handouts with detailed instructions and examples on the communicative activities that students usually complete in the classroom, but now, they had to compete them with another student at a time that is convenient for them. Students also have the option to go to group tutoring or visit the instructor's virtual hours to work with other students. Instructors have reported this to be a very successful practice.

Another innovative tool that was introduced this semester was the first interactive Open Educational Resource (OER) for Spanish. Currently it is being used in Spanish 120 and in Spring 2022 and it will also be used for Spanish 121. This resource was developed by two Spanish instructors from Cuyamaca College and is now part of the Academic Senate for California Community Colleges Open Education Resource Initiative collection. This interactive resource allows students to complete multiple online auto-corrected activities on grammar, vocabulary, videos, readings, and cultural topics. This is the first OER of its kind.

Written and oral assignments have been modified to encourage students to apply the grammar learned in class with topics of their interested. Students are more enthusiastic to share with the class their interests instead of about generic topics that were used in the past. As we moved online, instructors and students were challenged to learn new technology to replace the in-person experience. Oral assignments became video presentations where students have the option to use different Software. Although, Canvas Studio is the recommended tool, students can use any app or Software they are familiar with. Instructors include tutorials on different free tools available, such as Adobe Spark, Zoom, and Canvas Studio. Flexibility in the delivery format has been key to student success.

**Q35**

**No**

IV.18. Is your program a career education program (e.g., does it prepare student to directly enter the workforce)?

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Page 11: IV. Degree and Certificate Programs continued

**Q36**

**Respondent skipped this question**

IV.19. Please share your observations about the employment rate for your program over the past several years.

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**Q37**

**Respondent skipped this question**

IV.20. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

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**Q38**

**Respondent skipped this question**

IV.21. What would you like your program's employment rate to be, ideally (stretch goal)?

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Page 12: IV. Career Exploration and Program Demand (All Programs)

**Q39**

IV.22. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)? Please include information on how your program is helping students explore careers in your program area.

Faculty is currently being trained and engaging on discussions on how to add Work Based Learning projects to language courses. Although none of the language classes include WBL in their official Course Outline of Record, some instructors are already experimenting with Work Based Learning projects in their classes such as resume and cover letter writing and professional interviews. The plan is to officially designate as WBL courses some language courses in the near future.

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**Q40**

IV.23. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Consider what career information you would share with students on a career or transfer pathway in your area. Labor market data may be sourced from the California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

According to Emsi Occupation Overview 2018- 2028, the San Diego-Chula Vista-Carlsbad region has a higher number of interpreter and translator jobs, then the national average. The San Diego-Chula Vista-Carlsbad region has 1,248 employees, while the national average is 937. Earnings are also higher in this region, interpreters and translators earn an average of \$81,032, while the national median salary is \$52,183. However, job posting activity is low in San Diego, there is an average of 27 job postings compared to the 37 national average. Projections for 2028 are of a 0.7% growth in this area compared to 19% national growth. However, the number of jobs in the region will still be higher than the national average. The San Diego-Chula Vista-Carlsbad region will have an estimate of 1,257 jobs in interpretation and translation, while the national estimated average is 1,115 employees. The higher-than-average supply of jobs may make it easier for interpreters and translators to find employment in the area.

According to the Labor Market Projections 2018-2028 of the Employment Development Department (EDD), the demand for Foreign Language Instructors will grow an average of 9.8% in the San Diego County compared to the average 11.8% in California. There are 400 job openings estimated for the San Diego County and 3,370 in California. The 2021 average salary of a Foreign Language Teacher at a San Diego County secondary school is \$89,806, while the average salary in California is \$90,214. The San Diego County 2021 average of a Foreign Language Teacher at a postsecondary institution is \$141,535, while the California average is \$105,029.

The Emsi Occupational Overview 2020-2026 for Spanish reveals that there is an aggressive job posting demand over an average supply of regional jobs. The San Diego-Chula Vista-Carlsbad has 21,508 jobs in this area, while the national area is 19,851. The average compensation for this area is \$99,320, while the national average is \$75,344. The job posting demand is higher in the San Diego-Chula Vista-Carlsbad area than the national average. There are an average of 1,328 job postings per month in the region, compared to 1,192 nationally. The job market projections for 2026 are of 1.6% in the region, compared to 4.9% nationwide. Even though the growth rated is smaller in this region, the number of jobs will be higher compared to the national average. There will be 21,856 jobs in the San Diego-Chula Vista-Carlsbad region, compared to national average of 20,825 job openings.

Unfortunately, there was no report specific to people holding Arabic degrees. Thus, I included the general reports for foreign languages. However, these reports were limited to interpretation, translation, and education jobs, when people with bilingual or multilingual skills are needed in many other industries.

The demand and wages in this region for people with language degrees is very competitive and it is expected to grow. The World Languages Department is currently exploring the possibility of adding Work-Based Learning to some language courses. Some instructors have been recently trained in Work-Based Learning and are already incorporating professional interviews, and resume and cover letter writing in their classes. However, this is the first semester Work-Based Learning projects have been incorporated in a few language classes and there is still a pending discussion to be held during Professional Development Week of Spring 2022. The Department has plans to add Work-Based Learning language to the official Course Outline of Record of some language courses.

**Q41**

Respondent skipped this question

OPTIONAL - If your program has labor market data to include in your program review, please use the upload button to attach the file.

**Q42**

IV.24. Please describe your program's strengths.

Language instructors are innovative and willing to learn new approaches to teaching. All language instructors are trained to teach Distance Education (DE) courses. Moreover, most language instructors have completed or are currently enrolled in the Equity Minded Teaching and Learning Institute (EMTLI). This year, some instructors completed the Work Force training offered by Cuyamaca. We are together in our learning and teaching journey. We gather to share our learning and successful teaching practices.

Currently, language classes are offered in a variety of modalities, on-campus, fully online, synchronous, and asynchronous, and hybrid. Language courses are challenging to adapt to DE modalities, but Cuyamaca has accomplished what many colleges have not been able to put in practice. This is attracting students from other institutions as SDSU, UCSD, USD, and Grossmont College increasing enrollment numbers in a time where most programs are suffering a decline in enrollment.

The World Languages Department has developed innovative curriculum and teaching approaches. This semester, two new classes in Arabic were added to the schedule, Arabic 130 and Arabic 180. These courses are not taught at any other community college. Arabic 130 is a course on literature and culture and Arabic 180 is to teach basic computer skills in the Arabic language. This course was a response to the remote teaching modality. OER are used in most courses, equity-minded approaches to teaching have been introduced to classes by most instructors, some are introducing innovative materials to their courses to address social justice, equity, and anti-racism, and for the first time, some classes included this semester Work-Based Learning projects.

The Spanish and Arabic programs have steady enrollment, even during the pandemic era. In Arabic and Aramaic success and retention rates are consistently over 90%, way above the Cuyamaca College goal of 77%.

Adjunct instructors are actively involved in Shared Governance. There are World Language Adjuncts serving in the Academic Senate, Senate Officers Committee, Online Teaching and Learning Committee, Teaching and Learning Committee, Student Services Leadership Advisory Team, Student Center Advisory Committee, and Scholarship Committee.

Moreover, World Languages part-time and full-time faculty actively participate in the efforts to change the College culture to become a more equitable institution. World Languages faculty take part in the President's Equity and Social Justice Force, Student Validation and Engagement Work Group, Teaching Dialogues, and Social Justice Conference Planning, among others.

In addition, full-time and part-time faculty have collaborated in curriculum development and on creating Open Educational Resources to help students who are financially disadvantaged.

### Q43

VI.25. Please describe your program's challenges.

Teaching languages online is challenging; thus, many colleges do not offer DE options in their language programs. Students have to learn to type symbols appropriate for other languages using an English keyboard. Cuyamaca College does not have a language lab where instructors can take students to teach them to type or complete other activities that benefit from a language lab, such as audio, oral, or visual activities. Moreover, students must engage in synchronous conversations while taking asynchronous classes to fulfill the speaking requirement of our language programs.

Most faculty are adjuncts. The World Language Department is always working on innovative projects for the future. However, many plans cannot be accomplished just by two full-time instructors. Even when adjuncts collaborate, they also work at other campuses, and they cannot devote all their time to Cuyamaca College.

Failing to attract students from different ethnicities and backgrounds in language classes. Spanish attracts Latinx students and a few others. Arabic and Aramaic students are mostly Middle-Eastern. Having mostly native and heritage speakers of the specific language in the classroom, affects the confidence of students from other backgrounds who are intimidated by the more advanced students enrolled in classes for beginners.

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### Q44

IV.26. Please describe external influences that affect your program (both positively and negatively).

Positive Effects-

Cuyamaca College's demographics: More than 12% of Cuyamaca students are Middle Eastern and about 35% Latino/a/x. Assumingly, more than 50% of the Cuyamaca College population of students is either Middle Eastern or Latino/a/x. (Data shows that 12% of Cuyamaca students are Middle Eastern, but this option has been recently added. It is safe to assume that more than 12% of Cuyamaca students are Middle Eastern.)

The surge of Afghani and Syrian immigrants may increase the enrollment of Middle Eastern students who are very likely to take Arabic courses.

Negative Effects-

Currently, the uncertainty of the Covid pandemic. Students enroll in classes and have to drop for unexpected situations derived from the pandemic. Online classes are not for everyone and students who lack the technology skills needed enroll in classes that become more challenging than they are supposed to be. On the other hand, students have not enrolled in classes programmed to be on-campus. This situation affected students and instructors likewise and will affect the number of sections offered next academic year.

Both communities, Latino and Middle Eastern, are very family oriented. Situations happening in their family environment- job loss, food and housing insecurity, illness, and other family responsibilities- affect their educational plans drastically. Many students are unable to complete their education due to situations happening within their family.

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**Q45**

IV.27. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

Now that we have explored different teaching modalities for languages, we will be able to program classes using all of them to better serve the schedule and preferences of our students.

Most instructors have completed extensive equity training and the department is now having conversations on how to make the World Languages Department more equitable. Many instructors are creating free materials to replace expensive textbooks and applying other equity-minded practices and Work Based Learning projects in their classes. Now that instructors started incorporating equity-minded practices in their classes, it is time to share the activities that work in language classes. Moreover, now, we are able to help economically disadvantaged students not fall behind in our courses for not being able afford the required textbook. By creating our own material, we also have the opportunity to choose diverse material that students can relate to and address social justice issues. The goal is to increase retention and success rates by using differentiated teaching practices to address equity issues in language classes.

In the near future, students will be able to complete all language levels, and earn a Certificate of Achievement without paying for any textbook. Hopefully, in collaboration with other departments, we will also have a path for students to complete a Zero Cost Textbook degree.

There are plans to create new curriculum or update old curriculum to meet our new equity standards. In Arabic, a new Levantine Dialect will be developed to address the needs of new Syrian immigrants. In Spanish, the outline of the civilizations and culture courses will be revised and offered again in the near future.

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Page 14: V. Previous Goals

**Q46**

1. Previous Goal 1:

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

**Q47**

**Guided Student Pathways**

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

**Q48**

**Completed**

3. Goal Status

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Page 15: V. Previous Goals continued

**Q49**

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

The World Languages Department has added two different modalities of Distance Education courses. Currently, most language classes are taught fully-online or in a hybrid modality. Hybrid courses meet via Zoom at scheduled time meetings.

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**Q50**

**No**

Would you like to submit another previous goal?

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Page 16: V. Previous Goals continued

**Q51**

**Respondent skipped this question**

Would you like to submit another previous goal?

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Page 17: V. Previous Goals continued

**Q52**

**Respondent skipped this question**

1. Previous Goal 2:

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**Q53**

**Respondent skipped this question**

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

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**Q54**

**Respondent skipped this question**

3. Goal Status

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Page 18: V. Previous Goals continued

**Q55**

**Respondent skipped this question**

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

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**Q56**

**Respondent skipped this question**

Would you like to submit another previous goal?

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Page 19: V. Previous Goals continued



**Q57**

Respondent skipped this question

Would you like to submit another previous goal?

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Page 20: V. Previous Goals continued

**Q58**

Respondent skipped this question

1. Previous Goal 3:

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**Q59**

Respondent skipped this question

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

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**Q60**

Respondent skipped this question

3. Goal Status

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Page 21: V. Previous Goals continued

**Q61**

Respondent skipped this question

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

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**Q62**

Respondent skipped this question

Would you like to submit another previous goal?

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Page 22: V. Previous Goals continued

**Q63**

Respondent skipped this question

Would you like to submit another previous goal?

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Page 23: V. Previous Goals continued

**Q64**

Respondent skipped this question

1. Previous Goal 4:

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**Q65**

Respondent skipped this question

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

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**Q66**

Respondent skipped this question

3. Goal Status

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Page 24: V. Previous Goals continued

**Q67**

Respondent skipped this question

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

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Page 25: VI. 4-Year Goals

**Q68**

1. Goal 1:

Reduce equity gaps in language classes by updating curriculum and creating diverse material that appeals to students from different ethnicities.

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**Q69**

Guided Student Pathways

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

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**Q70**

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

This goal will help students “Stay on the Path” and “Ensure that Students are Learning”. By updating curriculum and creating diverse material that is interesting and relevant to students from ethnicities other than Middle Eastern, in Arabic courses, and Latino, in Spanish courses, we will attract other ethnicities. This new approach will be more relevant to students from different backgrounds and improve retention and success rates by validating their cultural background. Creating original material will give instructors the opportunity to choose topics of interest and will help students who are economically disadvantaged, those who drop their classes because they cannot afford the textbook. Moreover, if Work-Based Learning is incorporated to our programs, students will find a use to their new language skills.

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**Q71**

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was mainly informed by the enrollment and student achievement data that constantly demonstrate that the World Languages Department is failing to serve students who are not Latino or Middle Eastern. Low enrollment, low retention rates, and even lower success rates for students of different ethnicities are constant topics of discussion in department meetings. However, in the past it was difficult to imagine possible solutions. Lately, full-time and part-time instructors have been engaged in different training on equity practices, differentiated instruction, universal design for learning, social justice and anti-racism, OER creation, adoption, and curation, and un-grading, among other, discussions have turned, and we are finally talking about possible solutions.

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**Q72**

5. 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).

Hire a new full-time Arabic instructor. The Arabic Studies program is growing fast and without another full-time instructor with a larger teaching load, we will not be able to meet demand.

Review and update official Course Outline of Records to include language on diversity, OER, equity, and Work-Based Learning.

Create new curriculum: Levantine Dialect to address the surge of Syrian and Afghani immigrants

Create OER for courses using commercial textbooks. OER must include diverse material to appeal multiple ethnicities to our programs.

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**Q73**

6. How will this goal be evaluated?

This goal will be evaluated with the achievement data results. Achievement gaps from the different ethnic groups will be analyze every semester to see if there is any change in enrollment, retention, and success of any specific group in both programs.

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**Q74**

**No**

Would you like to propose a new, 4-year goal?

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Page 26: VI. 4-Year Goals continued

**Q75**

**Respondent skipped this question**

Goal 2:

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**Q76**

**Respondent skipped this question**

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

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**Q77**

**Respondent skipped this question**

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

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**Q78**

**Respondent skipped this question**

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q79**

Respondent skipped this question

5. 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).

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**Q80**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q81**

Respondent skipped this question

Would you like to propose a new, 4-year goal?

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Page 27: VI. 4-Year Goals continued

**Q82**

Respondent skipped this question

1. Goal 3:

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**Q83**

Respondent skipped this question

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

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**Q84**

Respondent skipped this question

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

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**Q85**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q86**

Respondent skipped this question

5. 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).

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**Q87**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q88**

Respondent skipped this question

Would you like to propose a new, 4-year goal?

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Page 28: VI. 4-Year Goals continued

**Q89**

Respondent skipped this question

Goal 4:

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**Q90**

Respondent skipped this question

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

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**Q91**

Respondent skipped this question

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

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**Q92**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q93**

Respondent skipped this question

5. 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).

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**Q94**

Respondent skipped this question

6. How will this goal be evaluated?

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Page 29: Resources Needed to Fully Achieve Goal(s)

**Q95**

Faculty Resource Needs

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

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Page 31: Final Check

**Q96**

**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 a click "Next."

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