#1

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

World Languages

Q2

2. Lead Author:

Jane Gazale

Q3

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

Roula Aoneh, Hanaa Alkassas

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met with your dean to discuss your program review using this format: MM/DD/YYYY **11/02/2022**

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2021 program reviews on the program review webpage.

The World Languages Department submitted a comprehensive review in Fall 2021. Since our last Comprehensive Program Review, our department has had the following changes, additions, and achievements:

Changes/Additions

1-Hiring a new full-time Arabic instructor: The department is hiring a new full-time faculty to start in Spring 2023. There's only two full-time faculty in World Languages at this point, One for Spanish and one for Arabic. Hiring another Arabic full-time faculty will enhance the department and provide much needed support to expand the Arabic program with a focus on online and OER resources. The hiring committee is underway and projected to make a selection by the end of Fall 2022.

2-Levantine Dialect: As part of the department's efforts to diversify curriculum and meet students' needs, one of our adjunct faculty is working on developing a Levantine Dialect course. With the influx of Syrian and Afghani immigrants into our community, this course will attract these students in the same manner that our Iraqi Dialect course did few years back. These courses are typically very popular. It's important to give students a curriculum that they see themselves in. We are anticipating that the course will be ready to offer in Fall 2023.

3-Survey: The Department administered an internal survey to collect data from faculty and students at the beginning of Fall 2022. The goal of the student survey is to inform our scheduling strategies and be more student-centered and efficient as we offer courses in Spring 2023. The questions surveyed students' needs and preferences as it relates to times, modalities, and effectiveness of teaching. It was administered in both Arabic and English. Similarly, the goal of the faculty survey is to collect some feedback from our own instructors as to how they feel about remote teaching, their modality of preference, and their reflection on students' experiences in their online classes.

Findings from the surveys came as follows:

Student Survey:

-Over 150 students in both Spanish and Arabic classes responded to the survey.

-From70- 80% of the students surveyed expressed either positive experiences or positive feelings towards remote learning.

-Overwhelming preference of some type of online classes was obvious among our students. 50-55% of the students surveyed prefer or need online synchronous classes with Zoom meetings and 41-45% prefer or need asynchronous classes.

-Most students justified their preference of online classes by talking about convenience of time, ability to juggle work and study, and flexibility.

Findings: Faculty Survey:

-100% of our faculty responded.

-Data about the preferred modalities were very much aligned with those of the students.

-When asked about how they rate online classes when it comes to effectiveness and success, responses were mixed between in-person and fully online. Some faculty thought that the person-to-person interaction is irreplaceable especially in conversation classes, while others thought that their students were more productive and happier with the flexibility of learning at their own time and pace.

4-In January 2022, our own adjunct instructor, Hanaa Alkassas, in collaboration with other adjunct instructors from our department and from other colleges across the state received a 30K OERI grant. Using the money from this grant, Hanaa and her team are working on creating an OER resource for the first level of Arabic. The participating instructors received training in how to apply Universal Design, how to use Libretext and H5P platforms. Close to 100% of the work has been accomplished with the anticipation of having the textbook available to use in the Fall of 2023. It will be free for all, cutting the cost of about $200 for the traditional textbook. In addition, the project will advance equity and success for all students. The OER resource will offer diverse content which will represent the diverse student body we are serving. Contrary to the traditional textbook that's currently being used, this OER resource will educate the students about the ethnoreligious component of the Arab World and the misconception that all Arabs are Muslims. Using this resource for all Arabic 120 sections in Fall 2023 will eliminate a huge fiscal barrier for our students and will offer an equitable and inclusive resource.

5-As part of the Department's effort to transform our curriculum to be more diverse, inclusive, and equitable, our Spanish 141(Spanish and Latin American Cultures) and Spanish 145 (Hispanic Civilizations) had been updated to include culturally relevant content with a focus on equity, social justice, and anti-racism. The updated courses will allow students to engage in conversations that require critical thinking skills and will validate their lived experiences.

6-Starting in Fall 2022, the Department is bringing Aramaic classes back. Aramaic classes have not been offered since the pandemic due to a shortage of instructors who can teach the language. The only Aramaic instructor had retired in 2020. The Department hired a new adjunct instructor and is offering one class this semester with a plan to offer at least one section every semester according to a specific rotation plan. Aramaic is an important language and offering Aramaic courses ensures our Chaldean student population is well served and validated.

7-Shared ACP PLO Assessment Trial: The World Languages Department with its two disciplines; Arabic and Spanish participated in the trial run of PLO assessment for Language and Communication ACP. Language and communication ACP faculty got together in May 2022 to draft a PLO Assessment Plan to map their SLOs to the shared ACP PLOs. This is the first college wide effort to start mapping to the shared ACP PLOs.

Achievements:

1-Peer Online Course Review (POCR): Our Spanish 120 courses taught by Anaid Stere Lugo, is one of ten courses that were identified to receive the Quality Reviewed badge. This means Spanish 120 will be listed on the statewide CVC Exchange website with the POCR designation. This will in turn lead to high quality online instruction and to more inclusive learning and teaching experiences for both the students and the teachers.

2-In Spring 2023 our Spanish program will be 100% a ZTC/OER program. Spanish full-time faculty, Karla Gutierrez is on sabbatical for Fall 2022 and is working on the last OER resource for Spanish 220. With this last resource, all Spanish courses will be taught with zero cost textbooks.

3-The World Languages Department participated in the June 25th Reorientation Event this summer. Both Arabic and Spanish disciplines were represented in this event. The event's goal was to welcome incoming students and guide them through their exploration tour of the different disciplines available for them at Cuyamaca. The event was a huge success, and both full-time faculty had the chance to interact with students, answer their questions, and promote our programs.

4-Arabic 130 is a new course that we offered for the first time in Spring 2022. The course expanded students' options and diversified our curriculum to include content with a focus on authentic and diverse selections of readings. The class was a great success with a success rate of 92% in Spring. Feedback from students was very positive. This semester we are offering 3 sections of this course which is being taught fully online with a cap of 45 students per section.

5-ARBC180/BOT180: We are very proud of the addition of ARBC 180 to our curriculum. In Spring 2022, the department offered Arabic 180, Basic Computer Skills for Arabic Learners for the first time. This course is cross listed with BOT 180 and is the product of a

collaborative effort between World Languages and BOT faculty. As part of our efforts to serve our students in an equitable way, this course helps address the students' need for support in using technology, computers, keyboarding, and other skills, especially those related to Arabic typing and formatting. This need was exacerbated by the pandemic and the unexpected transition to remote learning. Our faculty are already getting positive feedback from students about how this course is helping them succeed in their classes in other programs. This semester, the course had low enrollment in its first session. The second session has just been canceled for low enrollment. We expect enrollment to pick up once the students move up in the pipeline. This is a major requirement and students will have to take it eventually.

Page 2: II. Assessment and Student Achievement

Q7

7. What are your program's key assessment findings over the past year?

In Spring 2022, we assessed for the first time the newly adopted ACP-shared PLOs. In addition, the department participated in the pilot trial that explored mapping the shared PLOs of the Language and Communication ACP to each of the SLOs in both Spanish and Arabic. Results are shown in the attached PLO/SLO Assessment Plan.

Both our SLO and PLO assessments are being conducted according to the assessment plan. The only two courses that have not yet been assessed are Spanish 141 and 145 because they have not been offered for a long time.

Spanish 120 and Arabic 120 and 130 SLOs were assessed in Spring 2022 using multiple measures of assessments. The set criteria for success were met and exceeded in most of the sections. The success rate for the three courses that were assessed in Spring 2022 was similar to the previous semester with 1-3% difference. Typically, the success rates in Arabic courses are between 85% – 92% in average. This is considerably above the college success rate target of 77%. Success rate for Spanish 120, the course that was assessed in Spring 2022, came at 68% which is about the average of the total success rate for this course for the past five years and lower higher than 60% from Spring 2021.

Q8

8. What have you changed (or will you change over the next year) as a result of your assessment findings?

The department has adopted equity-minded assessment tools that were applied across all disciplines. Faculty are now using more equitable assessments such as low stakes exams, multiple assessments, a combination of formative and summative assessments to allow for more flexibility and a variety of tools. This new approach was adopted since we transitioned to online teaching to accommodate students, promote success, and advance equity in assessments across the department knowing that not all students have the same skills and abilities to take tests.

The Arabic faculty members met at the end of Spring 2022 to discuss going back to standardized assessments. Before the pandemic, we used standardized assessments across levels of Arabic to maintain consistency and to help in generating meaningful data when assessing SLOs. This had stopped with the transition to online, and faculty were given some room to settle down and use their own assessment tools. We are gradually going back to the standardized assessments starting Fall 2022.

Q9

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

SLO%20Assessment%20Plan%202022%20(1).pdf (109.9KB)

Page 3: II. Assessment and Student Achievement

Q10

9. What are your plans to improve equitable student access to program courses and outcomes (success, retention, persistence, graduation, etc.) in the coming year?

The majority of our faculty has completed the EMTLI training which had a great impact on our strategies as a department and on the faculty teaching pedagogies. Our faculty are mindful of the variety of needs the students come with and they try to meet the students where they are. We hosted a special SLO training workshop at our department meeting during Professional Development week to improve the assessment process and make our assessment results more meaningful. The department continues to explore Work Based Learning activities and is planning to hold a special training for faculty at our Spring 2023 department meeting. Several of our faculty received WBL training and are already implementing it in their curriculum. WBL is a great equitable tool for helping students explore the job market and be better prepared for their next steps using the skills they learn in the classroom in real life experiences.

Expanding the adoption of OER across the department. Spanish will be using 100% OER textbooks by Spring 2023. Arabic is increasing OER adoption to include all courses in the near future. At this time, we are working on the first OER textbook for Arabic 120. By Fall 2023 only three of the Arabic courses will not be using OER.

In addition, the department continues to develop and improve curriculum to make it more equitable, culturally relevant to students, and hopefully increase access and success. As I previously mentioned, Spanish 141(Spanish and Latin American Cultures) and Spanish 145 (Hispanic Civilizations) had been updated to include culturally relevant content with a focus on equity, social justice, and anti-racism. The updated courses will allow students to engage in conversations that require critical thinking skills and will validate their lived experiences. Furthermore, a Levantine Dialect course will be submitted for approval this semester as part of the department's efforts to diversify curriculum and meet students' needs. With the influx of Syrian and Afghani immigrants into our community, this course is expected to attract these students in the same manner that our Iraqi Dialect course did few years back. We believe that it is important to give students a curriculum that they see themselves in. We anticipate it will be on the schedule in Fall 2023.

The average five-year rate is showing an equity gap in retention and success for our African American students. This is mainly for the rates from 2020 and 2021 when we transitioned to online, however, in Spring 2022 there was no gap in both retention and success rate where we achieved 89% for retention and 78% for success. There is still work to be done with our African American students to increase their access, retention, and success rates in our Spanish courses. The department is continuously improving curriculum to make it more culturally relevant to all demographics and diversifying the textbooks and resources to make it more culturally responsive such as the work being done with developing OER resources with a focus on cultural diversity. The enrollment numbers are on average less than 10 African American students in both Spanish and Arabic. It is the department's goal to first increase access and enrollment among these students and help them be successful to close this achievement gap. We are hoping that modifications to our curriculum and making our courses more relevant to students, might help attracting other ethnicities to enroll in either Spanish or Arabic courses. The reason behind this is usually that students of other ethnicities and races feel intimidated taking a class with most being native speakers of the language.

Middle Eastern or North African race/ethnicity category was implemented on Cuyamaca application in December 2018, so success and retention equity gaps are not accurate as it is shown on the college website. However, Middle Eastern students comprise the majority of our students and have retention and success rates that exceed the college's 77% by much.

Here is a summary of the data for Spanish in order, Retention then Success:

African American/Black – 72% and 54%

American Indian/Alaska Native – 60% and 60% - No equity gaps

Asian – 84% and 82% - No equity gaps

Latinx – 84% and 76% - No equity gaps in the five-year average, eliminating the equity gap in success going from 67% in Spring 2021 to 75% in Spring 2022

Middle Eastern/North African – 89% and 83% - No equity gaps

Pacific Islander – 100% and 75% - No equity gaps

White – 80% and 74% - No equity gaps

Multiple Races – 68% and 73% - persisting equity gaps

Unknown – 90% and 80% - No gaps

Female – 82% and 75% - No gaps

Data for Arabic in order, Retention then Success:

Asian – 93% and 93% - No equity gaps, showing improvement of 7% since Spring 2019.

Latinx – 92% and 92% - No equity gaps in Spring 2022, however, gaps are still showing in the 5 years average influenced by the 2019 to 2020 rates. This means more work must be done by the department to attract and retain our Latinx students.

Pacific Islander – 100% and 75% - No equity gaps

Multiple Races – 93% and 91% - persisting equity gaps

Unknown – 91% and 88% - No gaps

Female – 96% and 94% - No gaps

Q11

10. What did your program learn from the transition to remote teaching over the past few years? How can this be used to improve the student experience in the future?

Like all other departments, the World Languages Department had its own challenges transitioning to remote learning. Although the challenges are decreasing significantly, students and faculty are still facing difficulties. At the beginning of the transition, the department was hesitant about the change because of the nature of language classes needing more space for communicative activities. However, we discovered with time that faculty were highly successful in designing their courses to allow for these activities to happen in a variety of modes such as discussion boards, audio and video recordings, group and individual projects, in addition to Zoom sessions. According to data compiled by our own survey from Fall 2022, 70- 80% of the students surveyed expressed either positive experiences or positive feelings towards remote learning and overwhelming preference of some type of online classes was evident. 50-55% of the students surveyed prefer or need online synchronous classes with Zoom meetings and 41-45% prefer or need asynchronous classes.

Since the transition, we have learned that students are now more comfortable with online learning as they learned the tricks and perks of dealing with Canvas and Zoom sessions. Students are also more comfortable with the flexibility that our online courses provide considering their other responsibilities to their jobs and families.

One of the challenges that we faced at the beginning of the transition was the disparity in digital literacy that most of our students are faced with. The majority of our students did not have adequate computer skills and technology knowledge. In addition, Arabic classes have another layer of skills that the students need to have on top of the basic computer skills; that s Arabic keyboarding. Some students do not have Arabic keyboards, and some cannot afford to buy one. We are hoping that the new Arabic/BOT 180 will help close this gap by providing students with the opportunity to learn and practice computer skills in Arabic. Faculty are also adjusting their instructional methods and modifying submission policies as part of the equity-minded practices that the department is striving to implement. We are working with the library to provide Arabic keyboards for students to borrow.

Page 4: II. Assessment and Student Achievement continued

Q12

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

Yes

Page 5: DE Course Success Rates

Q13

12. 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.

Arabic courses had comparable success and retention rates in all modalities offered. Most Arabic courses are offered in a hybrid modality with scheduled zoom meetings which helps in maintaining regular instructor-student communication. Synchronous classes are highly successful in Arabic. The department will continue to offer the majority of Arabic courses in this modality.

In our last comprehensive program review, which was done just last year, there was a difference in success rates for distance education courses in Spanish. However, the rates increased in Spring 2022 from 77% in retention to 83% and from 67% in success to 73%. This increase is probably due to the intentional effort of the department to close this gap by sharing best practices during the department meetings and incorporating a number of strategies and modifications gained at the EMTLI which most of our faculty completed. Faculty worked on improving instructor-student communication, changing syllabi to a more welcoming and student-centered ones, and encouraging and helping students seek support, such as working closely with the tutoring center. Spanish instructors continue to examine their assessments in the online courses to make them more equitable for all students.

Page 6: III. Previous Goals: Update

Q14

Previous Goal 1:

Reduce equity gaps by updating curriculum and creating diverse content that appeals to students from different ethnicities.

Q15

Previous Goal 1:

In Progress - will carry this goal forward into next year

Page 7: III. Previous Goals: Update continued

Q16

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

Respondent skipped this question

Q17

Do you have another goal to update?

Respondent skipped this question

Page 8: III. Previous Goals: Update continued

Q18

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

Eliminate equity gaps in course success (passing grade in class)

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).

A full-time Arabic Instructor is being hired this semester with an expected date of employment in Spring 2023. The new Arabic instructor will play a major role in creating new curriculum that addresses the surge of Aphgani and Syrian immigrants. The department will also focus on creating more OER textbooks to provide equitable learning experiences.

Arabic Levantine Dialect course will be created to serve our growing Syrian student population.

OER-Spanish will be using 100% OER and Arabic is increasing the use of OER and ZTC resources.

Q20

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q21

Do you have another goal to update?

No

Page 9: III. Previous Goals: Update continued

Q22

1. Previous Goal 2:

Respondent skipped this question

Q23

3. Goal Status

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q24

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

Respondent skipped this question

Q25

Do you have another goal to update?

Respondent skipped this question

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

Q26

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

Respondent skipped this question

Q27

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).

Respondent skipped this question

Q28

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q29

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q30

1. Previous Goal 3:

Respondent skipped this question

Q31

3. Goal Status

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q32

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

Respondent skipped this question

Q33

Do you have another goal to update?

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q34

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

Respondent skipped this question

Q35

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).

Respondent skipped this question

Q36

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q37

Do you have another goal to update?

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q38

1. Previous Goal 4:

Respondent skipped this question

Q39

3. Goal Status

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q40

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

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q41

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

Respondent skipped this question

Q42

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).

Respondent skipped this question

Q43

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: IV. New Goals

Q44

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

No

Page 19: IV. New Goals continued

Q45

1. New Goal 1:

Respondent skipped this question

Q46

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

Respondent skipped this question

Q47

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

Respondent skipped this question

Q48

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

Respondent skipped this question

Q49

5. 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).

Respondent skipped this question

Q50

6. How will this goal be evaluated?

Respondent skipped this question

Q51

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q52

Do you have another New Goal?

No

Page 20: IV. New Goals continued

Q53

1. New Goal 2:

Respondent skipped this question

Q54

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

Respondent skipped this question

Q55

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

Respondent skipped this question

Q56

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

Respondent skipped this question

Q57

5. 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).

Respondent skipped this question

Q58

6. How will this goal be evaluated?

Respondent skipped this question

Q59

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q60

Do you have another New Goal?

Respondent skipped this question

Page 21: IV. New Goals continued

Q61

1. New Goal 3:

Respondent skipped this question

Q62

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

Respondent skipped this question

Q63

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

Respondent skipped this question

Q64

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

Respondent skipped this question

Q65

5. 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).

Respondent skipped this question

Q66

6. How will this goal be evaluated?

Respondent skipped this question

Q67

WWhat resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q68

Do you have another New Goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q69

1. New Goal 4:

Respondent skipped this question

Q70

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

Respondent skipped this question

Q71

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

Respondent skipped this question

Q72

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

Respondent skipped this question

Q73

5. 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).

Respondent skipped this question

Q74

6. How will this goal be evaluated?

Respondent skipped this question

Q75

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 24: Final Check

Q76

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."

I am ready to submit my program review