#2

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:

Karla Gutierrez, 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 **11/06/2023** with your dean to discuss your program review using this format: MM/DD/YYYY

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 2022 program reviews on the program review webpage.

Since the last Annual Program Review, our department has had the following changes, additions, and achievements:

•   Hired a new full-time Arabic instructor: The department has hired a new full-time faculty who started in Spring 2023. The new instructor will provide support to expand the Arabic program with a focus on online teaching and OER resources. This faculty has already developed a new course to expand our offerings of Dialect classes and meet the students' needs as we are seeing an influx of Syrian refugees.
•   The department created a new conversational course, Levantine Dialect, to expand our offerings and provide culturally relevant curriculum. This course focuses on the Levantine dialect which is the common dialect of Arabic spoken in the Levantine region (Syria, Lebanon, Jordan, and Palestine). The course was approved in Spring 2023 and is now offered and has great enrollment.
•   New OERI grant- Thanks to our adjunct Hanaa Alkassas, in Spring 2023 ASCCC-OERI awarded the OER Arabic team 30k to create OER textbook for Arabic 121. The new textbook will not only save our students' money but will also save an average of 140k for students taking this course statewide. The textbook will provide accessible and equitable learning resources for students. This is the second OER textbook for the Arabic program. Projected implementation date is set for Fall 2024.
•   In Fall 2022 Spanish 141 and 148 were comprehensively updated to add content that engages students in conversations that require critical thinking skills and validates their lived experiences and cultures. These courses have not been offered for a long time; however, the department is planning to bring those courses back to the schedule as part of the department's effort to diversify offerings and provide culturally relevant curriculum.
•   Applying for ZTC Accelerated Grant: Both Spanish and Arabic program are applying for the state ZTC AG in order to transfer the programs to fully ZTC degrees. We are hoping to get approved for the grant and start the transformation. If approved, it is projected that we start working on the courses in Fall 2026.

Page 2: II. Assessment and Student Achievement

Q7

Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs did you assess in the last year?If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

In Fall 2022, all SLOs for Arabic 121, Arabic 122, and Spanish 121 were assessed according to the Assessment Plan. In Spring 2023, all SLOs for Arabic 123, Arabic 220, and Spanish 220 were also assessed according to the plan. As recommended by the Outcomes and Assessments coordinators, our instructors assess all SLOs for the course at once. For example, in Spring 2023 the three SLOs were assessed in Arabic 123 and both SLOs were assessed in Arabic and Spanish 220.

The World Languages Department is at the top of the list of departments that assess regularly. The only courses not assessed within the last four years are those not being offered.
Arabic 256 has not been assessed yet since it was offered for the first time in Spring 2023.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

•   Work-Based Learning- many of our faculty members have been trained to integrate work-based learning and assessments in their courses. During our department meetings, we discuss the different avenues that we can improve as we integrate this learning pedagogy. We had extensive discussions on how to better the implementation of the work-based assessment tools, so that students do not repeat the same experience in more than one class. A module was created in the department Canvas course for instructors to share their tools, firstly to share the wealth and best practices, and secondly to ensure that instructors are not using the same project for more than one class.

•   Many instructors attended the SLO on Canvas PD (Professional Development) workshop in preparation for starting to implement assessing in Canvas at the department level. Instructors have been testing the Outcomes tool in Canvas to assess SLOs. They tested single assessments per SLO and combined multiple assessments to evaluate a single SLO. The department will continue to work towards full implementation of outcomes assessment through Canvas. We are still in the initial stages.

•   In Fall 2022, the department invited Rachel Polakoski (the Outcomes and Assessment Co-coordinator) to give a special presentation on equity and assessments. The presentation focused on how we can improve our assessments to make them more equitable including low stakes assessments, diverse tools, and flexible dates.

•   PLOs: The World Languages department participated in the pilot trial of mapping out ACP SLOs with ACP PLOs. This project is still in the planning and initial stages, and we do not have any updates on how it will be implemented. Waiting for directions from the Outcomes team.

Q10

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

SLO%20Assessment%20Plan%202023%20(1).pdf (101.8KB)

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

Access:
Like the college wide equity gap, there is an obvious gap in access when it comes to race and ethnicity in the World Languages department. For Arabic, Middle Eastern students enrolled in our courses at a high rate of 66% in 22-23 compared to the low rates of other ethnicities. In Spanish, we see the same gap with a high 55% rate of Hispanic/Latino students. The department is aware of this gap, and we continuously discuss ways to attract the underrepresented ethnicities in both disciplines; Spanish and Arabic. Hopefully, with our plans to integrate culturally diverse content that reflects other cultures into our curriculum and with more outreach we will see students' interest grow. Our faculty will also be working on enhancing the OER resources being developed and the existing ones to include more representation of other ethnicities. There is also the intimidation of the high concentration of native speakers in our classrooms which scares away students of other linguistic backgrounds. The department has a vision of eventually offering two tracks for the degree in Arabic; one for non-native speakers and the other for natives. This will hopefully eliminate some of the factors that drive students of other ethnicities away from enrolling in our classes. Please keep in mind that the Middle Eastern ethnicity category was only implemented in the new applications since 2018 which might not reflect the accurate numbers of enrolled Middle Eastern students college wide.
Success:
For Arabic - No equity gaps related to gender. Both females and males have a remarkably high success and retention rates. In 2022-2023, the Arabic program had an average of 94% retention rate, and 93% success rate. The rates are obviously higher than the college wide rates for the past year averaging at 87% and 74%. There is an equity gap within Asian students. As I mentioned earlier, we need to do more to attract and retain these students. We think creating more support for the non-native speakers of Arabic will help the retention and success rate. One idea that we are looking at is to create support courses for the lower level following the model of English and Math. For example, for Arabic 120 there will be Arabic 20 for students to concurrently enroll in it. We have not figured out the logistics of scheduling, registration, and placements.
For Spanish – No equity gaps in gender. In 2022-2023, the Spanish program had an average of 82% and 72% respectively for retention and success. The retention rate is just 5 points lower than the college wide 87% and matches exactly the 74% success rate. The data for the past year shows no equity gaps in the race and ethnicity category except within African American students. Although consistent with the college wide trend for this category, the department acknowledges that we need to do more to, first, attract more African American students and to try and keep them and help them succeed. One reason for this might be that we offer more online classes now where there could be a barrier.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Spanish instructors are working closely with the Tutoring team at Cuyamaca. The Spanish tutors have become part of the program. The tutors have access to Spanish classes in Canvas, so they can review the content before meeting with the students. Instructors promote tutoring services frequently, so students remember that they do not have to complete the work on their own, especially in the asynchronous classes. Collaborating with the Tutoring Center provides extra support for those students who need it the most.
Arabic instructors believe that support courses for the beginning levels, especially for ARBC 120 and 121 are especially important to ensure equitable access and retention. As I explained earlier, there is a level of intimidation as non-native speakers and students of other ethnicities join an Arabic class where most students are native speakers. Please note that native speakers do not necessarily have the grammatical and basic skills of the academic level of the language. The other step that the department is looking into is creating a non-native speaker track parallel to the Native Speaker track that we are working on. In addition to that, we are working on adding more culturally relevant content that represents those students that are underrepresented in our curriculum.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

In our comprehensive program review in 2021-2022, our new goal was to reduce equity gaps in language classes by updating curriculum and creating diverse material that appeals to students from different ethnicities. Hiring a new Arabic full time instructor, adding more OER/ZTC courses to our schedules, revising/creating curriculum with a diversity/equity lens, and adding Work-based projects in our curriculum were all achieved and helped decrease equity gaps in many areas. Although consistent with the college wide data, the department acknowledges that we need to do more to try and eliminate access equity gaps for African American, Asian, and Latino students for Arabic and African American students for Spanish.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

•   EMTLI: Only a handful of our instructors have not yet participated in EMTLI. The majority of our instructors completed the institute, and some have done it twice to refresh their knowledge.
•   Culture and Community Events: Our department participates in planning and facilitating a number of events during the Latinx Heritage Month in September-October and the Middle Eastern Heritage month in April.
•   Participatory Governance: Our full-time and part-time faculty members are active participants in many of the committees across campus. Through their participation in those committees, our faculty members advocate for advancing social justice and work to create an equitable learning environment in many aspects. We have representation in the Senate Officer Committee, Academic Senate, OTLC, SSEC, Curriculum, Program Review, Teaching & Learning, and many more.
•   Two of our full-time faculty members completed EEO representative training and are active participants in search and hiring committees

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

Like most departments, we are still struggling to bring back in-person classes. Our students are either not showing interest in those classes, or do not have enough confidence enrolling in them due to the cancellation policy of low enrolled classes. We are trying to build back the confidence in in-person classes.

Q16   **Respondent skipped this question**

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Page 4: II. Assessment and Student Achievement continued

Q17   **Yes**

11. Does your department offer classes that are approved distance education courses?

Page 5: DE Course Success Rates

Q18

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.

For Arabic, the success rates in the last comprehensive program review 2021-2022 had no significant differences. Both modalities had comparable success rates. Our instructors applied all measures to ensure regular and effective contact with students and to utilize equitable assessment tools, one-on-one assistance with technology issues, and offering low stakes assessments rather than high stakes exams.
For Spanish, a slight decrease in success rate was noticed in 22-2023. The decrease was about 2 points between both semesters from an average of 72% to 70%.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

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

Q20   **Completed**

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21

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

A full-time Arabic faculty has been hired in Spring 2023. A new culturally relevant dialect course has been developed. Spanish is using100% OER/ZTC textbooks and Arabic was granted another OERI grant to work on ARBC 121 OER textbook

Q22   **No**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23   **Respondent skipped this question**

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

Q24

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

Q25

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

Q26

Do you have another goal to update?

Respondent skipped this question

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Respondent skipped this question

Q28

3. Goal Status

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q29

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

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

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

Q31

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

Respondent skipped this question

Q32

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

Q33

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

Q34

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

Respondent skipped this question

Q36

3. Goal Status

Respondent skipped this question

Page 13: III. Previous Goals: Update continued

Q37

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

Respondent skipped this question

Q38

Do you have another goal to update?

Respondent skipped this question

Page 14: III. Previous Goals: Update continued

Q39

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

Respondent skipped this question

Q40

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

Q41

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

Q42

Do you have another goal to update?

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

Respondent skipped this question

Q44

3. Goal Status

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q45

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

Q46

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

Respondent skipped this question

Q47

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

Q48

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

Q49

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

Yes

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI.

Q51

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

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Q52

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

OER resources are free textbooks that the students can utilize with no cost at all. For the past couple of years, the World Languages department has consistently worked towards eliminating expensive textbook for both Spanish and Arabic programs. As of this year the Spanish program is using either ZTC or OER textbooks at a 100% rate. In the Arabic program this Fall, 60% are using ZTC/OER textbooks at no cost for the student. The department is applying for the statewide ZTC Accelerated Grant to improve the existing resources by reviewing them with a focus on DEI and by creating more ancillaries to support students' success. In addition, the grant will be used to create new OER resources for Spanish 141,145 and Arabic 220, 221. OER for Arabic 121 is being developed as we speak.
This goal has a direct positive effect on access, success, persistence, and completion. Having equitable and diverse curricula by providing free textbooks for students will increase enrollment and encourage students to persist and keep working towards completing their degrees/certificates or transferring to 4-year institutions. Removing the barrier of expensive textbook cost is a great step towards equitable access and making those textbooks inclusive and diverse will support students' success and retention. In addition, by creating new OER sources and improving the existing ones the department will include more support for the non-native speakers and the underrepresented groups in our department to help them succeed and persist.

Q53

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):

This goal was informed by students' achievement data and qualitative data gathered from faculty. The department has equity gaps in success for certain ethnic groups both in the Arabic and Spanish disciplines. Reviewing and improving our OER textbooks to include more representation of underrepresented populations within the Arabic and Spanish speaking countries will ensure that our curriculum is equitable and inclusive. Also, faculty have reported that students express more interest and are more likely to persist and succeed when they see themselves represented in those resources. For example, in Arabic textbooks one of the goals is to include representation from North African nations that speak Arabic and are generally underrepresented in most textbooks. For Spanish, OER resources will have a wider representation of the underrepresented Spanish speaking countries to include diverse selection of Spanish speaking cultures.

Q54

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).

- Submit technology request for new computers
- Submit faculty position request
- Review existing OER resources to integrate diverse content that represent the underrepresented populations within all Spanish and Arabic nations.
- Create new OER resources for courses to replace expensive textbooks and to ensure content is inclusive and diverse.
- Ensure that all OER resources include support tools to help decrease equity gaps in access and success.
- Apply for Accelerated Grant to provide a fully ZTC pathway for students to finish their Spanish and Arabic degrees with OER/ZTC textbooks.

Q55

6. How will this goal be evaluated?

The goal will be evaluated by reviewers who will review the end product of the OER resources and by the successful integration of the resources in our classes.
In addition, it will be evaluated by the quantitative data on students' success and retention rates

Q56 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.	**New faculty position,** **Technology**
Q57 Do you have another New Goal?	**No**

Page 20: IV. New Goals continued

Q58   **Respondent skipped this question**

1. New Goal 2:

Q59   **Respondent skipped this question**

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

Q60   **Respondent skipped this question**

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

Q61   **Respondent skipped this question**

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):

Q62   **Respondent skipped this question**

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).

Q63   **Respondent skipped this question**

6. How will this goal be evaluated?

Q64   **Respondent skipped this question**

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.

Q65   **Respondent skipped this question**

Do you have another New Goal?

Page 21: IV. New Goals continued

Q66   **Respondent skipped this question**

1. New Goal 3:

Q67

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

Respondent skipped this question

Q68

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

Respondent skipped this question

Q69

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

Q70

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

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Q72

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

Q73

Do you have another New Goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q74

1. New Goal 4:

Respondent skipped this question

Q75

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

Respondent skipped this question

Q76

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

Respondent skipped this question

Q77

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

Q78

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

Q79

6. How will this goal be evaluated?

Respondent skipped this question

Q80

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

Q81

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