



C U Y A M A C A  
· C O L L E G E ·

# Annual Update Report

Program Review - World Languages

## Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility practices as a department and in the classrooms (New Goal 1)

**Program Goal:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms.

**Goal Status:** Active

### Mapping

2022 - 2028 Strategic Plan: (X)

*Strategic goals are mapped based on the following action steps:*

- Continue to review, improve, and create OER resources with a focus on diversity, equity, inclusion, anti-racism, and accessibility.
- 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 degrees with OER/ZTC textbooks.
- Develop curriculum with culturally diverse content
- Re-design Canvas courses with a focus on improving accessibility
- Adopt equity rubrics such as the Peralta Rubric or a modified version of it.
- Train faculty on DEIAA practices such as accessibility, UDL, AI, and rubrics.
- Continue diversifying our faculty to look more like the students we serve
- Explore and discuss AI developments and applications to mitigate its impact on the department's teaching and learning practices.
- Submit faculty position request
- **Increase Equitable Access:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)
- **Eliminate Equity Gaps in Course Success:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)
- **Increase Completion and Eliminate Equity Gaps:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)
- **Increase Hiring and Retention of Diverse Employees:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)

**Summary of Progress or Results**

**Summary Date:** 12/19/2025

**Summary of Progress or Results:** The World Languages Department is making significant progress by updating Course Outlines of Record (COR) to embed Diversity, Equity, Inclusion, Antiracism, and Accessibility (DEIAA) principles across all courses. Faculty are collaborating to redesign curricula, develop new resources – including Open Educational Resources (OER) - and integrate Universal Design for Learning (UDL) to ensure accessibility and flexibility for all learners. In addition, the department is incorporating project-based learning and work-based learning opportunities into select courses to enhance real-world application and student engagement.

**Reporting Period:** 2025 - 2026

**Status:** In Progress - will carry forward into next year

**What resources, if any, are needed to achieve this goal? (Select all that apply):** Facilities renovation

**Action steps for this academic year.:**

Faculty will continue reviewing CORs and developing new resources to support our shared goal. Additionally, during department meetings, faculty will share best practices from their language courses to inspire colleagues to try innovative approaches that benefit our students. Faculty will also examine groups with equity gaps in retention and success and collaborate on strategies to effectively address these disparities.

## **Program Overview and Update**

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**Lead Author**

Karla Gutiérrez

**Collaborator(s)**

Roula Aoneh

**Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.**

We created a shared document in which we drafted our ideas and have a few meetings to discuss our input.

**Dean/Manager(s)**

Jane Gazale

**Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.**

We shared the department draft with our dean and discussed via email and meeting.

**Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**

- Arabic 122, 123, and 145 were revised to strengthen alignment with the college's mission of equity, inclusion, and cultural relevance. These updates incorporated diverse teaching modalities and culturally responsive, equitable assessment practices.
- Arabic 220 was updated to place greater emphasis on work-based learning and career-connected pathways to support both academic success and professional readiness.
- Arabic 130 is also undergoing an extensive update, which includes adopting the latest textbook editions, refining evaluation methods, and enhancing instructional strategies.
- Arabic 120 and 121, now integrates new Open Educational Resources (OER) and Student Learning Outcomes (SLOs) that better reflect current instructional goals and student needs.
- The Arabic and Spanish programs have successfully integrated an OER through an interactive homework platform called ADAPT. This system connects seamlessly to the Canvas Gradebook and provides students with automatic feedback. Notably, some of the content was developed by Arabic and Spanish instructors from Cuyamaca College!
- Spanish secured an additional \$170,000 in grant funding to complete a Zero Textbook Cost (ZTC) pathway for students pursuing a Certificate of Achievement, an Associate of Arts, or an Associate Degree for Transfer in Spanish.
- During the Fall 2025 semester, Spanish 250 and Spanish 251 piloted a new Spanish conversation OER developed by Cuyamaca College instructors. These resources align with the college's mission and vision by embedding Diversity, Equity, Inclusion, and

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Antiracism (DEIA) principles and social justice themes. The redesign also incorporates Universal Design for Learning (UDL) principles to ensure accessibility and flexibility for all learners, while shifting away from traditional exams toward project-based learning.

- Spanish 221 recently incorporated work-based learning projects and introduced a new SLO to assess this area.
- An exciting trend is emerging: Latino students are enrolling in Arabic courses, and Middle Eastern students are taking Spanish. This cross-cultural exchange marks a significant achievement, as it was not happening just a few years ago. Through intentional departmental conversations and strategies, we are now seeing students choose languages outside their cultural norms: Spanish for Arabic speakers and Arabic for Spanish speakers.

Together, these initiatives support diverse learning styles, deepen student engagement, and promote a more inclusive and supportive learning environment for all students.

## Assessment and Student Achievement

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**After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?**

No

**If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.**

Some courses have been revised, and new SLOs have been added to their Course Outlines of Record (COR). Aramaic has been reinstated with our class offerings. For this reasons, some language courses show in Nuventive as "never assessed". The plan is to assess all the courses that are marked as "never assessed" in the coming year to prepare for the Comprehensive Program Review that is due on Fall 2026. The department has a plan that has been followed, but these changes have affected the Nuventive record.

**Which courses have not been assessed in the last 4 years?**

- Spanish 141 and 145 have not been assessed in the last 4 year because they have not been offered. They have recently been approved for transferability and are waiting for Cal-GETC review. Planning to offer them in 2027.
- Aramaic 120 and 121 new instructor will meet with department chair at the beginning of the Spring semester to talk about SLOs. He will be assessing them in the Spring 26 and Fall 26 semesters. Moreover, the conversation will also include revising the COR for these courses and updating SLOs as he considers necessary.
- Arabic 120, 121, 221, 250, 251, 254, and Spanish 221 are marked as "never assessed" because of the COR modifications but will be assessed during the Spring 26 semester.

**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.**

The World Languages Department assesses SLO in different courses every semester.

**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.**

- The department is transitioning into evaluating SLOs using Canvas.

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- Some instructors are evaluating SLOs using projects instead of traditional exams.
- Both, Arabic and Spanish programs have incorporated work-based learning in some of their courses.
- Our PLOs are shared by the ACP and are mapped to the SLOs.

## Student Achievement

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### **Please discuss any equity gaps in access or success and share what the program will do to address them.**

Enrollment in both Arabic and Spanish programs remains steady. Overall, their enrollment trends closely mirror the college's patterns across most categories, with one notable exception: Latino enrollment in Arabic courses and Middle Eastern enrollment in Spanish courses. Traditionally, students tend to choose the language associated with their own culture; however, through intentional departmental efforts, we are beginning to see a meaningful shift, with more students crossing cultural lines to explore new languages. The department will continue its efforts to attract new students of diverse backgrounds to its classes.

Another area where the Spanish program differs from overall college enrollment trends is among male students. Enrollment of male students in Spanish courses is approximately 10% lower than the college average.

The Spanish program continues to experience success gaps among African-American students. While success rates have improved significantly, from 25% to 57% in the fall and from 55% to 67% in the spring, this group still shows a notable gap. Another group facing challenges is students who identify as multiracial. Their success rates increased by 10% in the fall semester but declined by 17% in the spring semester.

In the Arabic program, students who identify as Asian show a success gap during the fall semester, although their success rate improved by 6%. By the spring semester, this gap was fully closed. Another group experiencing success gaps in Arabic courses are Latino students, whose success rates declined by 17% in fall semesters and 22% in spring semesters.

To address these disparities, the department will engage in discussions on incorporating culturally relevant materials and activities that resonate with these student groups during our first department meeting of the Spring 26 semester.

### **Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.**

Online classes in synchronous and asynchronous modalities are thriving and have steady enrollment. It has been difficult to bring language classes back to in-person modalities. There is no decrease or increase in enrollment; it has just remained low.

### **If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?**

Support Needed to improve in-person enrollment.

1. Marketing & outreach: Promote value of in-person language learning.
1. Flexible scheduling: Offer classes at different times, morning, afternoon, and evening, or short-term options. If classes are low enrolled, keep them for the first semesters to build trust in the system. Students do not enroll, knowing that if enrollment is low, classes will be cancelled, affecting their planned schedule.
1. Counseling collaboration: Highlight benefits and degree pathways for in-person courses.

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### Distance Education Course Success (If Applicable)

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#### If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

To ensure Regular and Substantive Interaction (RSI), language instructors implement a variety of strategies across both synchronous and asynchronous courses:

##### Live interaction in synchronous classes

- Zoom meetings during scheduled class times
- Breakout rooms for small-group collaborations
- Partner activities such as interactive games (e.g., Battleship, Memory, Guess Who?) and other communicative gap activities
- Student-to-student and teacher-to-student interviews during class sessions

##### Engagement in asynchronous classes

- Partner activities completed with a classmate, tutor, or instructor during virtual office hours (including games and communicative exercises)
- Teacher-student interviews scheduled via Zoom at mutually convenient times

##### Active learning strategies

- Project-Based Learning: Replacing traditional exams with projects presented in discussion boards, fostering interaction between students and the instructor
- Group assignments: Collaborative projects that encourage peer-to-peer engagement

##### Discussion boards

- Multiple submission formats (written, audio, video, infographics) to support Universal Design for Learning (UDL)
- Creative responses to prompts that promote student-to-student and instructor-to-student interaction

##### Multimedia and communication tools

- Video and audio recordings for project presentations, for discussion board prompts and responses, and for asynchronous oral practices

##### Feedback and communication

- SpeedGrader for personalized feedback in written form, audio or video recording
- Canvas annotation tools for direct comments on submitted work
- Announcements with “Allow Comments” enabled to encourage follow-up questions and dialogue

## Program Goals

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### Program Goals Status

I have updated the progress on my previous goals.

1/29/2026

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### Program Goals Mapping

Mapping for all active Program Goals complete.

## Submission

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### Program Review response is complete and ready for review.

Yes - Response complete and ready for review

## Dean Approval and Feedback

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**I have reviewed the program review with the author and provided feedback.**

Yes - Review and feedback complete

### Feedback

Great efforts to increase compliance with RSI standards. I would like to commend the department on their efforts to make the transition to fully OER/ZTC department. I encourage the department to discuss adding new goals for the coming four years as part of their comprehensive review next year.