



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*
- **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 Completion and Eliminate Equity Gaps:** Adopt and foster diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms. (X)
- **Increase Equitable Access:** 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)
- **Increase Persistence and Eliminate Equity Gaps:** 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: 10/27/2024

Summary of Progress or Results: The department is adding this overarching goal this year as part of our effort to foster DEIAA in everything we do as a department. The department chose to delete the previous goal and instead adopt a broader goal to promote equity, diversity, and inclusivity in all our policies and practices. The previous goal of "Review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI" will be carried over as one of the action steps for this new goal.

Reporting Period: 2024 - 2025

Status: Not Started

Action steps for this academic year.:

- 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

Program Overview and Update

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Collaborator(s)

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Dean/Manager(s)

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Initial Collaboration Date with Dean

10/10/2024

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

Achievements:

1. Our Arabic program was awarded a full ZTC Accelerated Grant from the ASCCC OERI in the amount of \$200k to create zero cost textbooks. Our faculty are right now working on ancillaries for Arabic 120 and 121, and will continue to work on new OER textbooks for Arabic 220 and 221.
2. Spanish was also awarded \$30k to work on a collaboration project to evaluate and assess their OER resources.
3. A new Spanish 250 OER grant was just approved. Full-time Spanish instructor Karla Gutierrez will develop the resource with a focus on social justice, diversity, and inclusion to ensure it serves all our students equitably and to support the department's new goal of fostering DEIAA, to comply with Title 5 regulations of DEIAA in curriculum, and to align with Cuyamaca's Mission, Vision, and Values.
4. The work to request another grant for Spanish 251, 141, and 145 OER textbooks is underway. We are hoping that this grant be approved so we can move on and start offering Spanish 141 and 145. These two courses will enhance the department focus on diversity and inclusion of all cultures including Latin American and other Spanish speaking countries.
5. Both Spanish and Arabic programs completed adopting Work-Based Learning outcomes into their Spanish 221 and Arabic 221 as part of the department's effort to adopt more equitable assessment strategies. Both CORs were modified and approved to include the work-based learning outcome.
6. The department is proud to have been able to hire our SDICCCA intern and offer him an assignment to officially teach Spanish as an adjunct. This is exemplary of the department's commitment to equity in hiring. The intern is now a Cuyamaca faculty and is doing a great job teaching Spanish.
7. Hiring new Spanish and Arabic instructors: The department hired two 3 new adjunct instructors, one for Spanish and two for Arabic.
8. A number of our Course Outlines of Record have been reviewed and updated through the curriculum process. The modifications mostly reflected an intentional focus on culturally relevant content and equitable methods of instruction and assessment.
9. We are seeing a growing student demand as was evident in the long waitlists for some classes. Our Spanish program is blossoming and we were able to duplicate a couple of classes in Spring 2024.

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10. The department conducted a student survey and a faculty survey in Spring 2024 to inform our scheduling process. A summary of the findings is attached.
11. In 2023, the department requested 15 laptops to support students' work in the classroom as they work on their projects. We have heard that the request was approved, but have yet to hear from the resource committee on how or when the request will be funded.

Assessment and Student Achievement

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

Yes

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 pending an update to the OER textbook. Planning to offer it as soon as the OER is ready.
- Spanish 250 is connected to 251 and is being assessed at the same time however the data is entered only for 251.
- Aramaic 120 was put back on the schedule in Fall 2022 and has not been assessed since then.
- Aramaic 121 and 220 have not been successfully offered since before the pandemic.
- All other courses are being assessed according to the assessment plan.

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.

A good number of the faculty in our department participated in the work-based learning training that was offered at Cuyamaca a couple of years ago, and the department has been working on a plan to adopt work-based learning outcomes in courses. Last year, the department made the decision to incorporate this equitable content and assessment in some of the courses. Spanish 221 and Arabic 221 added a work-based learning outcome to their SLOs. And Arabic 220 added work-based learning content in the COR.

Arabic 122, 123, 145, and 220 course outlines were modified to adopt equitable assessment strategies to address the students' diverse needs and abilities.

Some of our courses use SLO Canvas assessments.

Our PLOs are shared by the ACP and are mapped to the SLOs.

Student Achievement

Please discuss any equity gaps in access or success.

Equity gaps in access:

- Gender gaps, enrollment numbers are still higher for females than they are for male students in the department. In 2022-2023 we served an average of 59% female students and an average of 40% male students. This compares to the college wide access numbers of 54% females and 45% males. Although the gaps still exist, nonetheless they are showing a decreasing trend since 2020.
- Ethnicity gaps persisted from 2022-23 to 2023-24 for African Americans with an average of 3% enrollment. Not too far from the college-wide 5% but still concerning and indicates that as a department we need to do a better job to make our programs more accessible to our African American students. As for Hispanic/Latino students our department's average enrollment of 48% well exceeds the 34% college-wide rate for this category. This is due to our Spanish classes being in high demand for our Hispanic/Latinx students whether

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they are native speakers of Spanish or heritage students who see themselves represented in curriculum. Nonetheless, Arabic needs to do a better job attracting Hispanics and so does Spanish to attract Arabic Speakers. The department is aware of these access gaps and is always looking for ways to increase enrollment for the underrepresented students.

Equity gaps in success:

- The department's average success rate for the 2023-24 academic year marked a high of 82%, well above the college-wide success rate of 75% for that year. Nonetheless, and consistent with the college-wide equity gaps in success, our department is still seeing equity gaps in the category of African Americans. Although the number of students is in the single digit and the rate might not be efficient, it still indicates that we need to attract more African American students to our courses and hopefully do a better job supporting those students once they are enrolled. There was a narrow equity gap in success for the Hispanic/Latinx students in Arabic in Fall of 2023 (71%) but soon improved to no equity gap in Spring 2024. Again, since the numbers are less than 10, we do not believe it's concerning as much as our concerns about increasing the interest of these students in taking our courses.

What action will the department or discipline take to address these equity gaps?

As I mentioned and despite the fact that the numbers of students enrolled is low and in most semesters was in the single digits, the success rates were consistently trending upwards. Our issue is access more than it is with success, and this is a college wide issue when it comes African American enrollment numbers and other underrepresented ethnicities.

We believe that students are succeeding in their courses at a better rate because of the equity measures that the department is focusing on. Our online courses are better designed with a focus on equitable assessments, instruction, and accessibility. Our instructors pay special attention to the different needs of the students when delivering instruction such as using multiple measures when assessing and multiple medium to deliver content such as multi media, texts, audio, and video recordings.

The department has also increased the focus on creating and maintaining substantive and regular student interaction strategies. Special attention was given by our instructors to optimize the instructor-student interactions such as email communications, timely feedback, interviews, office hours in addition to the student-student interaction to support building a class community where students feel that they belong such as discussion boards and group projects.

The department's focus on OER resources and the intentional move to zero cost textbooks instead of the expensive commercial textbooks helped a lot in providing accessible and affordable resources for the students. Spanish uses 100% no cost textbooks, and Arabic is at about 70%. Both Spanish and Arabic are also working on improving and creating more ZTC resources.

We acknowledge the need to continue the work to increase access for the underrepresented. We believe that increasing our offerings on campus will help attract those students. But the problem remains that on campus classes have a higher chance of getting canceled if they don't fill.

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

Despite the fact that the program was able to grow and add a couple of sections in Spring 2024 due to high demand demonstrated by the long waitlists, there was no significant change in enrollment numbers from 22-23 to 23-24 in total. The reason might be that this slight increase got eaten up by the lower numbers in the "on-campus" sections. Our students are continuously showing that they prefer online classes.

The department surveyed the students in Spring 2024 and found that 71% of them enjoy learning remotely and 44% either like remote learning and stay focused or find it easy and convenient. An average of 33% of our students have negative feelings (Such as not convenient, time consuming, flexibility, other responsibilities, hard to make it to class).

Only 47% of the students have positive feelings (Such as: like and stay focused, human interaction, meeting classmates and teacher, and sense of support).

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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?

N/A

What has this data revealed about the progress of the program review goals you set?

The high success rates and the steadiness in enrollment numbers are great indicators that the goal we set for the department has worked very well. Our goal was to review, improve, and create OER resources with a focus on diversity, equity, and inclusion DEI. The department's success rate is now 82%, well higher than the overall success rate of the college which is 75%. We strongly believe that using no cost textbooks was a big driver to this rate, in addition to the other measures that the department took and is currently working on to make the content of these resources more equitable and inclusive of all races and ethnicities. Our instructors intentionally created culturally relevant curriculum and modified the course outlines to make assessments more equitable.

Although we are marking our previous goal as "inactive", we will keep working on improving and creating OER resources within the new goal we are setting for 24-25. The previous goal will be one of the action steps we will be working on to achieve the overarching new goal of adopting and fostering diversity, equity, inclusivity, anti-racism, and accessibility as a department and in the classrooms.

Distance Education Course Success (If Applicable)

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

The majority of our faculty are EMTLI trained. One is POCR badged, and two has done the Equity Pedagogy and Practice Academy EPPA.

The department have increased the focus on creating and maintaining substantive and regular student interaction strategies. Our instructors work diligently to optimize the instructor-student interactions through strategies such as using email communications, calling by phone those who do not respond to emails, giving timely feedback on assignments and utilizing the "message students who" feature, scheduling one on one interviews with the instructor, using the "announcement" feature in Canvas with replies", and utilizing office hours.

In addition, our faculty are encouraged to optimize the student-student interaction in their courses to support building a class community where students feel that they belong, these strategies include tools such as discussion boards, and group projects.

In the Spring 2024 survey, when the students were prompted to list the best/most effective activity/strategy their instructor used in the classroom, they named the following:

- Breakout Rooms/partner activities/interviews?
- Active learning strategy - Project- based learning?
- Interactiveness?
- Battleship Game?
- Discussion boards/ with audio responses ?
- Teacher interviews?
- Group assignments?
- Recording videos?
- Individual projects?
- Focusing on the main ideas without the condensed content?
- Using the interactive website?

The list illustrate the type of strategies our instructors use to promote regular and effective interaction.

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Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review