



**GROSSMONT
COLLEGE**

Six Year Program Review Report

2022-28

World Languages

**SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW
RECOMMENDATIONS**

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

ACADEMIC PROGRAM REVIEW

WORLD LANGUAGE DEPARTMENT



GROSSMONT COLLEGE

FALL 2022

This Program Review Report for the period between 2017 and 2022 is respectfully submitted to the Program Review Committee by the full-time members of the World Language Department at Grossmont College.

Full-time Faculty

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3. Ghattas-Soliman, Dr. Sonia
4. Navarro, Ruth Fatima
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6. Young, Virginia

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9. Dolphin, Amanda
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11. Hernandez, Carmen
12. Ito, Keiko
13. Krause, Linda
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24. Rodríguez, Luz
25. Ronke, Dr. Astrid
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DEPARTMENT/PROGRAM? ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW.

DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college.? Include any information that helps the reader understand your department, such as which courses are primarily GE, programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT, PT and staff). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

SECTION 1 –OVERVIEW DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1. Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

In a world increasingly shaped by a global economy, international events and world-wide communication, knowledge of another language and culture is an advantage in any career. ?Economic competitiveness is one of the reasons people should learn a foreign language. Knowing languages other than English is important to doing business and learning about other cultures and helps develop citizens who embrace diversity. ?

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Coursework in the World Language Department at Grossmont College, taught in the target languages, provides language skills and depth of cultural understanding in seven languages: Arabic, Chinese, French, German, Japanese, Russian and Spanish.

In the Fall of 1961 when Grossmont College began on the Monte Vista High School campus, the Foreign Language Department offered French, German and Spanish. At first, the audio-lingual method was used. To make this method more effective, a language lab was established in 1964 and was used on a compulsory basis until 1976. Shortly after, the department phased out the lab and gradually transitioned to the communicative approach. With the financial support of a grant in Fall 1997, the Foreign Language Department: 1. developed and rewrote course outlines based on American Council on the Teaching of Foreign Languages Standards for Proficiency-Based Instruction, 2. developed a model transfer foreign languages sequence of lower division French, German, and Spanish courses, and 3. lowered the class maximum to 30 students for first and second semester courses.

In the Spring of 2011, Yolanda Guerrero led the proposal to change the name of the department from the Department of Foreign Languages to the Department of World Languages. The name change was motivated by the need to align our department name to that of other colleges and universities, which had already made the name switch.

The **Spanish Program** is currently offering **19 sections**. An AA degree and a Certificate of Achievement are offered in this language. Since the AA-T degree was added in 2016, the Program has been very successful in student completion with this award. The program is currently operating with **4 full-time instructors** and **6 part-time instructors**. Carmen Hernández retired in 2010, Edda Temoche-Weldele in 2013, and Yolanda Guerrero in June of 2017.

Through a collaborative agreement with the BOT department, students of Spanish continue to have the opportunity to improve their computer and technology skills by enrolling in BOT (Business Office Technology) classes. Upon the completion of a combination of a given number of BOT units and some specific courses of Spanish, the student will receive a **Certificate of Proficiency**.

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For CSLE in Spanish, students have a selection of locations where they can do their community service learning. Students are placed in local schools, in our own college, in child development centers, and in translation and interpretation agencies. It will be offered in the Fall 2023 after a 2-year hiatus due to COVID-19.

The **French Program** offers **3 sections** including a culture course. An AA degree and a Certificate of Achievement are offered in this language. The French Program does not have a full-time instructor. Muriel Vitaglione, who had been on 100% disability leave since Spring of 2008, retired in 2015. Presently, there are **2** part-time instructors teaching French.

The **German Program** is currently offering **4 sections**. An AA degree and a Certificate of Achievement are offered in this language. Since the retirement of Johannes Bruestle in June of 2017, all sections are now taught by **2** part-time instructors.

The **Russian Program** began in the Fall of 1964. The Russian Program is currently offering **4 sections** including CSLE. An AA degree and a Certificate of Achievement are offered in this language. There are currently **2** part-time instructors in this program.

The **Italian Program** began in the Fall of 1975. The Italian Program currently does not offer any sections and unfortunately has been discontinued due to low enrollment. No AA degree is offered in this language. There were 3 part-time instructors teaching in this program.

The **Japanese Program** began in the Fall of 1986. The Japanese Program currently offers **7 sections**. An AA degree and a Certificate of Achievement are offered in this language. There are **5** part-time instructors teaching in this program.

The **Arabic Program** began in the Fall of 1990. The program now offers **9 sections** including a culture class. In Spring of 2017, a new course, Arabic 161, Basic Arabic for Healthcare Professionals, was added but the course was cut for the FA 2022 semester due to low enrollment. Also, in Fall 2022, another new course, Arabic 168, Bilingual Computer Skills, was submitted to the Curriculum Committee. An AA degree and a Certificate of Achievement are offered in this language. Presently, there are **2** full-time instructors and **2 part-time instructors**.

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Through a collaborative agreement with the BOT department, students of Arabic and French continue to have the opportunity to improve their computer and technology skills by enrolling in BOT (Business Office Technology) classes. Upon the completion of a combination of a given number of BOT units and some specific courses of Arabic and French, the student will receive a **Certificate of Proficiency**.

For CSLE in Arabic, students have a selection of locations where they can do their community service learning. Students are placed in local schools, in our own college, in child development centers, and in translation and interpretation agencies. It will be offered in the Spring 2023 after a 2-year hiatus due to COVID-19.

The **Chinese Program** began in the Spring 2003. The program is currently offering **1 section**. No AA degree is offered in this language. One part-time instructor teaches this section.

Ratio of sections taught by full-time faculty to sections taught by Part-time faculty	
	Fall 2022
Total number of sections	47
Sections taught by part-time faculty	27 57.44%
Sections taught by full-time faculty	20 42.55%

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Total number of faculty	39	
Total number of full-time faculty	6	15.38%
Total number of part-time faculty	33	84.62%

These figures clearly indicate that the percentage of sections taught by part-time faculty is greater than the percentage of sections taught by full-time faculty; in fact, the ratio of courses taught by part-time faculty to full-time faculty has decreased in proportion to the number of part-time faculty cut due to low enrollment. A disproportionate percentage is due to the lack of funding to replace the full-time staff members who have retired. The hiring of new faculty has not kept pace with the growth of our programs, especially Japanese. This disparity in the ratio of classes taught by full-time faculty to classes taught by part-time faculty is detrimental to the effectiveness of the World Language Department. ??

1.2 Your last program review contains the most recent Academic Program Review Committee Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

Recommendations (from Program Review Committee Summary Evaluation) and Departmental Responses. The Committee recommends the following for this department:

1. Develop and implement a plan to improve course success, equity and retention in 120 level courses.

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The World Language Department has added DE courses in order to provide students with additional enrollment opportunities and learning modality options to access our courses. Students have a choice; they can address their needs, and preferences: F2F, fully online, and Zoom.

2. Analyze available SLO data more deeply to make informed decisions on how to improve teaching and learning.

The World Language Department has observed that students in lower-level courses are always challenged to retain information learned at the first level and apply it to the next course levels. The faculty give exams, collect exam results, and then analyze the data to determine what changes to implement in order to improve teaching and learning.

3. Invite and communicate with all part-time faculty in the department SLO process, including assessments, analysis and changes made to teaching and learning as a result of SLO work.

The World Language Department communicates with all part-time faculty at General Department Meetings and Program meetings in order to discuss the SLOAC (Student Learning Outcomes Assessment Cycle) process, including assessments, analysis of assessment results, and any necessary changes. Also, Department Chairs and Coordinators meet with Program instructors throughout the semester to discuss, plan, organize, modify, and make recommendations for implementing the current and the next cycle of SLO assessments.

4. Investigate opportunities to use OER and other resources to reduce textbook costs to students.

The World Language Department met with Nadra Farina-Hess, the Learning Technology Resource Center (LTRC) campus OER liaison, to explore the availability of free online materials, but the faculty found the free online resources currently available do not meet the minimum standards of all our Language Programs.

However, the German and Russian Programs are piloting Open Education Resources. The Russian program is using an online textbook.

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The German Program is using instructor-created materials as an enrollment strategy in order to attract more students to the Program.

5. Increase course management responsiveness and reduce course offerings to decrease department workload and improve department efficiency.

a. Delete at least one language program to make progress toward this recommendation.

The Department has considered this recommendation; however, after having waived the pros and cons of this recommendation, we have concluded it is not in the best interest of the students and the institution.

Diversity, inclusion, equity, and social justice are at the core of our department's values, which align with the College's mission.

By maintaining our language programs, we are providing opportunities for our students to access the rich histories and cultures of the languages we teach. Consequently, students will be able to acquire the soft skills needed that lead to effective, constructive, and positive communication in the workplace.

b. Evaluate individual program fill rates, student success and retention rates, student demand, and availability of high-quality instructors for each program to inform your decision (section 8).

Every semester, our department evaluates individual program fill rates, student success and retention rates, student demand, and availability of high-quality instructors in close consultation with our dean.

The Chair and Program Coordinators schedule multiple meetings throughout the semester with our dean to discuss these issues. These matters are also evaluated and discussed at program and departmental levels.

c. The WLD is analyzing the data and considering moving forward to make the necessary changes to the program.

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The World Language Department has taken proactive steps to monitor, to adjust, and to accommodate student needs and those of the college and the community.

6. Continue to inform the counseling department liaison/chair of career opportunities related to foreign languages studies.

The World Language Department's coordinators continue to have close, positive, and constructive communication with the Counseling Department. In May, our department invited counselor Gary Johnson to a department meeting to give a presentation on the Spanish for Transfer Degree, AA-T Spanish.

Please attach your Program Review Committee Recommendations here.

[SP 18 APR Committee Recommendations.pdf](#)

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

The Arabic Program developed Arabic 161, Basic Conversation for the Professional, as an interdisciplinary course in cooperation with the Allied Health and Nursing Division for students in the health professions. This course teaches basic conversation in Arabic and the cultures of the Arab World. This course was presented to and approved by the Curriculum Committee in Fall 2017.

We also added Arabic 148, Language, Culture, and Literature of the Arab World. This course, part of the College's GE, is taught in English to allow students from all disciplines to enroll in it.

Through a collaborative agreement with the Business Office Technology Program, students can improve their computer and technology skills by enrolling in BOT classes. Upon the completion of a given number of BOT units and some specific courses in Arabic or Spanish, the student will receive a Certificate of Proficiency.

The French Program has updated, modified, and reinstated French 152, the French and Francophone Cultures course. In Fall 2017, the French Program had planned to present a course modification to the Curriculum Committee. This course is cross listed with CCS 152 and was first offered in Spring 2017. The purpose of

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French 152 is to meet the needs of students in French for completing coursework for transfer, the AA Degree or certificate, and GE.

In the Spring 2015, the Spanish Program implemented the Associate in Arts in Spanish for Transfer (A.A.-T) to comply with the ADT Program. This Program has been very successful in guaranteeing students a transfer into a 4-year State University.

In Fall 2020 Spanish 220, 221, and Spanish 220 and 221 tied, were articulated with UCSD. In the Fall 2022, French 220 and 221 were articulated with UCSD.

2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

All World Language Department courses are language and culture courses and therefore foster the College's Mission for diversity, equity, inclusion, social justice, and access. World Language courses, and the classes in which they are taught, course outlines of record, degrees, and certificates inherently align with the College's Mission and embrace it to support Title V. Learning a World Language opens doors to diverse cultures and perspectives. This expands students' worldview and develops their appreciation of world cultures different than their own. When a student completes a course in World Languages they have, from a cultural perspective, embraced and learned the concepts of diversity, equity, and inclusion.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

All WLD courses inherently value the Title V concepts of diversity, equity, inclusion, social justice, and access. All faculty review courses at monthly Department meetings whenever CORs need to be updated and submitted to the Curriculum Committee for approval. For example, during the recent COVID-19 Pandemic, the WLD found it justifiably necessary to submit all language courses for Distance Education approval. This strategy has allowed our Programs to provide students with an optional learning modality to access our Language Programs and courses. Making the online option available to our students also allows a greater number of students of diverse backgrounds, experiences, and life situations a viable pathway for enrollment into and the successful completion of our courses.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

Whenever we adopt a new textbook or edition in any of our 7 Language Programs, we update our course outlines to reflect these changes and inform the Curriculum Committee.

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All course outlines in the World Language Department reflect the best practices of a proficiency-oriented curriculum.

Students of World Languages will be able to:

- * ?Communicate in languages other than English
- * Gain knowledge and understanding of other cultures
- * Connect with other disciplines to acquire new information
- * Gain deeper understanding of their own languages and cultures
- * Participate in multilingual communities at home and around the world.

Thus, all the skills mentioned above are practiced in all our language courses.

Course outlines that were updated and submitted for approval to the Curriculum Committee in Fall '22.

GERM 120	Updated & Submitted September 2022
GERM 121	September 2022
GERM 220	September 2022
GERM 221	September 2022
GERM 250	September 2022
GERM 251	September 2022

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GERM 196	September 2022
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RUSS 120	Updated & Submitted September 2022
RUSS 121	September 2022
RUSS 220	September 2022
RUSS 221	September 2022
RUSS 250	September 2022
RUSS 251	September 2022
RUSS 196	September 2022

SPAN 141	Updated & Submitted September 2022
SPAN 145	September 2022

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2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

Respectful of individual instructor's academic freedom, faculty select textbooks and instructional materials that reflect currency with societal, cultural, technological, political, and environmental issues as well as with pedagogical trends and practices.

All languages are affected in the societies in which they are spoken by current events. Therefore, societal, political, geographical, technological, gender, racial, and environmental issues as well as cultural differences are inherently included in teaching a world language. These issues are explored and presented in multiple formats such as classroom discussions, reading materials presented through our theme-driven textbooks, instructor-generated handouts, guest speakers, Internet research, film, and in-class and off-campus cultural presentations and events.

Language instruction and learning is interactive. For this interaction to yield effective results, language instructors must engage students. This is achieved by fostering student-centered communicative activities whereby students apply, and view newly acquired knowledge from their own perspectives.

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

Maintaining academic standards, integrity, and consistency are top priorities in the World Language Department.

During Professional Development Week, the World Language Department holds a general department meeting and conducts language-specific meetings where instructors from each language program meet for several hours. Instructors team up to develop, share, and discuss all aspects of world language instruction, such as teaching strategies, grading rubrics, exam and quiz preparation, class activities and assignments based on SLOs assessment, discussion, and recommendations.

In order to ensure consistency among courses, instructors in each language use the same textbooks and workbooks, use standardized quizzes and tests, and follow standardized grading criteria. During staff development, faculty receive

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syllabi and departmental information regarding due dates, and departmental and campus policies and procedures.

Since the last Program Review cycle, numerous seminars for World Language faculty have been offered. These seminars usually pertain to the methodology of world language teaching, best practices of the proficiency-oriented curriculum, the use of technology in the world language classroom, and the assessment of language skills (listening, speaking, reading, and writing). These seminars serve to keep faculty current while maintaining academic standards and integrity.

Furthermore, there is a very specific set of criteria used to evaluate instructors during the formal evaluation required by the collective bargaining contract. There are presently five criteria on the Grossmont College evaluation form that specifically target world language instruction, added in Spring 1998. These are: 1) The instructor communicates in the target language; 2) The instructor encourages practice in the target language during the semester; 3) The instructor uses interactive activities: visuals, props, videos, audio, internet, and instructional apps; 4) The instructor provides a relaxed environment conducive to learning and speaking the language, and 5) the instructor incorporates cultural insights of the country/countries where the language is spoken. The overall process helps ensure that instructors follow the department's guidelines and that they teach according to the official course outlines. ?

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

After reviewing and analyzing the enclosed data, the results show that our grade distribution of B, C, D, and others in the Fall and Spring semesters is rather close to both the College's and the Divisions' grade distributions. However, when it comes to the percentage of "A", it is higher than both. Nonetheless, the gap is narrowing between the Division and the World Languages Department in the Summer.

As for enrollment, regardless of the modality, it is a fact that World Languages is a smaller Program with fewer classes. Therefore, enrollment can surely be affected. As shown in the data, the total grade distributions in the World Language Department are stable and are consistent with the patterns of the division, college, and state.

Also, the data illustrates that courses have higher success rates as students' progress through the curriculum.

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Mastery of a foreign language is an intensive and rigorous process. It requires comprehensive development of four basic language skills (listening, speaking, reading, and writing) as well as cultural literacy.

Retention, success, and persistence of beginning students enrolling in lower level five-unit courses are affected by multiple factors. Students are challenged by the rigor, the intensity, and study skills needed in foreign languages. The pressures of maintaining a high GPA, defined college pathways, academic goals and objectives, and challenging life situations affect the completion rates --all these contribute to lower retention at the first level course.

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.

In Fall 2015, the Curriculum Committee approved the new Associate in Arts in Spanish for Transfer (A.A.-T).

The World Language Department works closely with our colleagues from San Diego State University, UCSD, and other community colleges in the area, as a result of the Foreign Language Articulation Project designed to develop a model foreign language transfer sequence of lower division French, German and Spanish courses based on the American Council on the Teaching of Foreign Languages standards for proficiency-based instruction.

Foreign languages taught at Grossmont College are widely and readily articulated course-to-course with transfer university and college partners. In addition, they are included for CSU and IGETC GE certifications as fulfilling the area of arts/humanities. As new courses are developed, they are submitted to the universities for articulation and also to the system offices for inclusion into general education packages.

There are some cases, with Russian and Japanese at SDSU being examples, where specific language courses are not accepted for articulation. SDSU requires proficiency exams for these specified languages but articulates the majority of Grossmont College's foreign language courses.

Although proficiency exams are sometimes needed for the specific majors in foreign languages, Grossmont College courses fulfill university foreign language graduation requirements.

In regard to course-by-course graphs:

ARABIC:

The semesters' grade distribution shows a rather consistent pattern. However, the summer displays a higher percentage of "A"s which could be attributed to increased daily instruction meetings.

Students have more opportunity to practice the language, apply what they have learned and retain the material more easily.

Arabic 123

Arabic for Arabic-speaker II is an advanced class. Students with good knowledge of both Arabic and English can excel in the class, which can justify some high grades.

As for the advanced classes, the high percentage of "A " is due to the strong language formation and background of the students. With sometimes a limited number of students, that percentage can seem high.

FRENCH

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French 250 in Spring 2019 had 2 students

French 152 in Spring 2022 had two students

Note: That histogram did not separate French 220 and 221, and 250 and 251.

ITALIAN

Has not been offered since 2019 and instructors are available.

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

As evidenced in the data, the total grade distributions in the World Language Department are stable and are consistent with the patterns of the division, college, and state. The data illustrates that courses have higher success rates as students progress through the curriculum.

Mastery of a foreign language is an intensive and rigorous process. It requires intensive development of four basic language skills (listening, speaking, reading, and writing) as well as cultural literacy. Retention, success, and persistence of beginning students enrolling in lower level five-unit courses are affected by multiple factors. Students are challenged by the rigor, the intensity, and study skills needed in foreign languages. The pressures of maintaining a high GPA, defined college pathways, academic goals and objectives, and challenging life situations affect the completion rates --all these contribute to lower retention at the first level course.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

The WLD just began to offer DE courses in the FA 2022 semester, therefore there is not enough data currently to make a coherent and proper analysis.

I am unable to provide any information since the histogram is listing the information in terms of ethnicity and there is none for the Middle Eastern students. I have requested several times to list them independently according to their ethnic background; however, my request was not granted. Cuyamaca College is listing its students accordingly.

2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to "credit for prior learning" per the Title V changes? (Contact the Dean of CTE if you have questions).

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The World Language Department has had a good working relationship with local high schools. World Language faculty members also visit elementary, middle, and high schools to promote lesser taught/critical languages in order to recruit students. Some of our world languages evening instructors are high school teachers who function as informal liaisons to our college.

The World Language Department has actively participated in the East County Education Alliance to support student pathways in foreign language study.

El Cajon Valley High School offered our Arabic 120 taught by a Grossmont College instructor, a five-unit course, for college credit. Currently, Arabic 120 is offered at Granite Hills High School and is taught by a Grossmont College instructor.

Helix Charter School was teaching French 120 and French 121. Also, they continue to offer Spanish 120 and Spanish 121 courses. Spanish 121 is taught by a Grossmont College instructor. These are all five-unit classes for college credit and are a part of the Dual Enrollment Program.

These collaborations with local high schools have required long hours of intensive work. Time has been spent in articulation agreements, development of curriculum, meetings, travel, organization, planning, student assessment, and faculty resources.

2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

In Fall 2020 Spanish 220, 221, and Spanish 220 and 221 tied, were articulated with UCSD. In the Fall 2022, French 220 and 221 were articulated with UCSD.

Arabic 122 and 123, as well as SPAN 122 and 123 are fully articulated with SDSU.

In Fall 2015, the Curriculum Committee approved the new Associate in Arts in Spanish for Transfer (A.A.-T).

The World Language Department works closely with our colleagues from San Diego State University, UCSD, and other community colleges in the area, as a result of the Foreign Language Articulation Project designed to develop a model foreign language transfer sequence of lower division French, German and Spanish courses based on the American Council on the Teaching of Foreign Languages standards for proficiency-based instruction.

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World Language courses taught at Grossmont College are widely and readily articulated course-to-course with transfer university and college partners. /In addition, they are included for CSU and IGETC GE certifications as fulfilling the area of arts/humanities. /As new courses are developed, they are submitted to the universities for articulation and to the system offices for inclusion into general education packages.

There are some cases, with Russian and Japanese at SDSU being examples, where specific language courses are not accepted for articulation. SDSU requires proficiency or placement exams for these specified languages but articulates most of Grossmont College's foreign language courses. /

Students are required to take these placement examinations before registering for any class. The language is difficult enough that many students who had completed a higher level at a community college have needed to start at a lower level at SDSU. Students receive no credit for lower-level courses taken after a higher-level class. Since we do not articulate these courses, students receive credit for the transfer courses as well as whatever SDSU course they need to start at.

Although proficiency exams are sometimes needed for specific majors in foreign languages, Grossmont College courses fulfill university foreign language graduation requirements.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

As for the SLOs, after attending several workshops, the chairs and all the Program coordinators, including the German and Russian coordinator have shared the *Nuventive* platform and the SLO and PSLO requirements and procedures and how to implement them in accordance with the courses' descriptions and objectives.

At times WLD instructors find specially challenging topics for students to which they need to proactively respond. At the Spanish 120 and 121 levels, some quizzes and/or exams have been adjusted to reflect these specific, challenging topics taught in class. For example, one challenging topic for students in Spanish 120 is

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the use of the expression for possession using the structure “to be” plus the preposition “of”. In Spanish 121, it is challenging for students to master adjective/noun agreement in number and gender when multiple adjectives modify a noun. In response to these challenges, instructors provide their students study guides, practice exams and quizzes, and additional practice sheets for mastering these topics before being tested. In Arabic and French, too, as in all WLD Programs, even before the remote teaching modality, the students relied on the instructors’ additional handouts, exercises, summaries, and study guides. The WLD makes efforts to reach out to students from traditionally underrepresented backgrounds, to assure an equitable learning environment through best practices, incorporating games, group work, and applications to real life situations that greatly contribute to students’ language acquisition, retention, and success. Instructors try to be inclusive in representing diverse cultures, beliefs, backgrounds, and lifestyles. Usually, before a test, a midterm and a final, the instructors give the students a study guide to go over at home, followed by an in-class review. Speaking and listening activities, informal conversations, written exercises, group work, handouts and summaries contribute to greater success and retention results.

3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

Based on results of PSLO assessments, the WLDs’ Programs have found it unnecessary to make any degree and/or certificate programs’ adjustments at this time.

3.2 What general trends or patterns do you see as you review your department’s analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

For success, course retention rates, program completion rates, and semester to semester persistence rates, each of the three WLD coordinators analyze data from program review, Reports, and RPIE dashboards. For example, over the period of the past five years as gleaned from the data on the RPIE (Research Program Institutional Effectiveness) for all Language Programs, enrollments have declined, which reflects the general decline in enrollment for the college, but the trends in student retention and success have steadily improved. The WLD recognizes the value of persistence in WLD course study. For this purpose, Department coordinators make an extra effort to visit class sections to promote our Programs and emphasize to students the importance to them to be persistent in their study of World Languages.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

Course retention, completion, and language acquisition are Department priorities for all World Languages. Instructors devote their office hours to provide additional

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help to students who need more attention. They encourage them to seek further help at the Tutoring Office. Very often, the instructors hear from the students themselves that if it were not for their encouragement and their support, they would have dropped the course.

The WLD continues to provide Professional Development Workshops to its instructors on the Proficiency-Oriented Curriculum, the use of technology for world language teaching and learning. This past FA 2022, a workshop was presented by a part-time instructor, Dr. Walberto Diaz, on tools and strategies to facilitate and improve online teaching. The workshop also included topics on the creation of class communities, student engagement, and teaching presence. The WLD will continue to explore opportunities for additional professional development training for the teaching of world languages to our students.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

The World Language Department adopted the Five-Year Assessment Plan Template created by our fellow colleague in the English Department, Dr. Tate Hurvitz. We have followed and plan to continue to do so the timeline for organizing, assessing, reflecting, and planning, and implementing, established in the assessment template.

Regardless of the adversity we and our students have faced during this past two academic years, all Language Programs and language instructors of the WLD have continued to strive to uphold high academic standards and to provide opportunities for success to our students, linguistic tools to succeed in a globalized world, and encouragement to be lifelong learners.

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.

[CHIN_JAPN_SPAN Assessment Plan 2021-2026-1 \(2\).xlsx](#)

[GERMAN 5-year SLO Plan 2021-2026 \(2\).xlsx](#)

[RUSSIAN 5-year SLO Plan 2021-2026 \(2\) \(1\).xlsx](#)

[ARAB_FREN Assessment Plan 2021-2026.xlsx](#)

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

Faced with the challenges of 2020, the trends in lower enrollment over the past decade, the teaching experience of the ERT modality, and the need to compete with surrounding local colleges and/or be prepared for what the future may have in store for us, the Department of World Languages took a closer look at the implementation of online courses. For the SPR 2022 schedule, the DE Committee approved a DE Spanish 120 course. Consequently, the Spanish Program scheduled one section of Spanish 120 online as a pilot course and thereafter analyzed the results. Since all went well, the World Language Department submitted DE

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Proposals for Spanish 121, Spanish 220, Spanish 221, and Spanish 123 in the FA 2022 semester. Currently, we are offering SPAN 120 DE and plan to offer three of our four core-sequence of Spanish courses in the DE teaching modality in the Spring 2023 semester. In addition, Spanish for Native Speaker's courses, Spanish 122 has been offered in a synchronous, online format beginning in the FA 2021 semester. Other Language Programs have followed suit. Regardless, providing students with online learning options has given our Programs a competitive edge, allowed us to better serve our students, and provided depth to the College's curriculum and improved its enrollment.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

The World Languages Department does not have designated classrooms. We are assigned to teach in rooms throughout the whole campus. For example, we teach many classes in buildings 51, 53, 54 & 55.

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

No

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

Not applicable.

If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

Many of the rooms where world language classes are taught are not ideal for learning or teaching language. Some rooms pose physical hazards, such as faulty electrical connections, leaky roofs, damaged ceiling covers, poorly anchored screens, and doors that improperly close and slam. Also, the rooms are inadequate because the walls are not soundproof. The chosen model of student's desks on wheels is hazardous. These factors hinder collaborative learning efforts. In addition, some classrooms are too small, and have insufficient lighting.

There are also issues with the air conditioning. Classes have been moved to temporary rooms due to AC issues.

To maintain and support the integrity of these programs, we require language course-specific rooms to accommodate the needs of our programs and better meet our educational goals.

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4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Language classes are offered from 8:00 am to 9:20 pm affording students' courses at various times, and a wide choice of course offerings.

Since the COVID-19 pandemic, Distance Education classes are offered in asynchronous and synchronous teaching modalities.

In our smaller programs, we offer language 220 and 221 courses as tied courses, which are two courses taught in one classroom at the same time by one instructor. Tied courses help students complete their degrees in a timely fashion.

The French Language Program has been offering both French 220 and 221 as well as French 250 and 251 as tied courses for several semesters now. However, the cancellation of those courses in Fall 2022 resulted in the loss of students who were planning to graduate or receive their Certificate in Spring 23.

We also offer Conversation 250/251 as tied courses.

The Spanish program offers short-term, 8-week courses.

This Fall 2022, The Arabic Language Program is offering an 8-week course of Arabic culture.

Also, the Arabic, German, Japanese, and Spanish programs offer summer courses.

The Spanish and the French programs are currently offering dual enrollment in partnership with local high school (Helix Charter High School).

At Grossmont College, the World Language Department used to face problems scheduling classes at popular hours due to the lack of availability of classrooms and competition with other disciplines. "Popular hours" refers to the hours from 8am-1pm, Monday through Thursday. This problem has been partially solved by the offering of Distance Education classes.

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In addition, the French and the Arabic Programs offer afternoon and evening classes. Most students are either high schoolers or people who work during the day.

Our department would benefit from discipline-specific rooms to enhance faculty teaching and student success.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

Today, faculty members in the World Language Department need state of the art computer equipment in the classrooms (Smartboards, PowerPoint remote controls with laser pointers, and interactive projectors) and software in order to address their instructional needs and the expectations of our students.

Over the years, the department has submitted activity proposals for larger and more efficient computers that can handle multimedia projects of considerable scope. This promotes student interest in what they are learning as well as student and faculty success. For example, larger computer screens provide instructors with better tools for creating improved visuals that enhance teaching and instructional delivery. They also offer the instructor and the students improved viewing of online materials and activities.

Also, faculty members in our department need state-of-the-art computer equipment in their offices.

4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Virginia Young, writer of Section 4, contacted Dr. Victoria C. Rodriguez via email on September 28, 2022, to request the results pertaining to the Faculty and Staff survey.

Since her office could not find any survey results, she was instructed to include the statement:

"There were no responses to the survey, so there is no data to share in response to the question".

4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?

No

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If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

Not applicable.

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Even though the World Language Department has had difficulty scheduling classes at popular hours (8AM to 1PM) due to the lack of availability of classrooms, Instructional Operations has always been very gracious in accommodating our needs. Instructional Operations has helped the department make changes to the class schedule, opened classrooms for waitlisted students, provided room changes, or larger rooms whenever needed.

4.7 If applicable, please include any additional information you feel impacts your program/department regarding facilities, scheduling, faculty, and classified staff support services that were not included above.

It would benefit the students if the bookstore, Admissions & Records, and the LTRC provided evening hours of operation to better serve working students.

An increase in the number of hours for our clerical assistant can better support the needs of faculty, instructors, and students.

Also, all instructors would benefit from extended hours of service from the Duplicating Center.

In addition, students on Financial Aid would benefit from improved processing time to receive their funds from EOPS.

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

The college data shows that there has been a steady decline in enrollment from 2019 to the present. The enrollment in the division shows a similar pattern. The World Language Department also experienced a similar decline. This trend is also mirrored by similar enrollment trends at the state and national levels.

As mentioned in section 3.6, faced with the challenges of 2020 that resulted from the Covid-19 pandemic and the need to compete with other colleges offering online classes, the Department of World Languages began submitting DE proposals to the Curriculum Committee for all language courses offered in our department. Many of these proposals have been recently approved. This has

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allowed the department to offer courses in three modalities: face-to-face, DE synchronous (Zoom), and DE asynchronous.

Given the popularity of DE synchronous and asynchronous online language classes, it appears likely that enrollment would increase if more classes were to be offered in these delivery formats.

DE classes afford students flexibility to complete their language courses at a place and time that is convenient to them. They also remove barriers to students who experience transportation and mobility issues. DE courses allow the department to accommodate non-traditional students who are unable to attend classes with times and days, as well as to give choices to students with a wide variety of learning styles and preferences.

5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

Enrollment data disaggregated by age

When looking at enrollment patterns by age in the World Language Department, most of our students are between the ages of 18 and 24. This is comparable to the enrollment patterns of the division and of the college. Many students take our courses to satisfy GE requirements and to transfer to 4-year institutions.

Enrollment data disaggregated by gender

When looking at the enrollment patterns by gender in the World Language Department from 2018 to the present, the trends follow those of the college and the division. There are more female students enrolled in our classes than male students. A very small percentage of students enrolled in our department identified themselves with Other or Unknown gender. This is also reflected at college and division levels.

The World Language Department does not have research-based information to explain enrollment patterns by gender in our department.

Enrollment data disaggregated by ethnicity

When looking at the enrollment by ethnicity in the World Language Department from 2018 to the present, they follow the overall trends at the college and the division.

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Most of the students taking classes in the World Language Department identify as Hispanic/Latino and White.

The enrollment of students in our department who identify themselves as African American/Black mirrors the enrollment patterns of the college and of the division.

The enrollment of students who identify as Asian/Pacific Islanders is on par with the enrollment patterns of the college and of the division.

The enrollment patterns of students who checked “other” for ethnicity and those did not disclose their ethnicity, also correspond to collegewide enrollment trends as well as those of the division.

The World Language Department does not have research-based information to explain enrollment patterns by ethnicity in our department.

5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

When compared with the 5-year success rates of the college and the division, the overall success rates during this period in the World Language Department are higher.

When compared with the 5-year overall retention rates of the college and the division, the overall retention rates during this period in the World Language Department are also higher.

It is worth noting that during the period between Spring 2020 and Spring 2022 (Pandemic years) the success rates in the World Language Department have stayed noticeably higher than those of the college and slightly higher than those of the division.

Also, worth pointing out, is that the retention in the World Language Department during the period between Spring 2020 and Spring 2022 (Pandemic years) has been noticeably higher than the collegewide retention rates for the period, and very much on par with those of the division.

The high success and retention rates in the World Language Department can be attributed to a multiplicity of factors. One of the main ones is that instructors

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make it a top priority to put students first. This is done by using a variety of instructional approaches and techniques to personalized language learning and make it accessible to students with diverse backgrounds and learning styles. Instructors review lessons and offer constructive feedback on formative and summative assessment to optimize students' language learning skills and experiences.

Instructors also provide many avenues for students to reach out to them outside class. This is done through regular F2F office hours, one-on-one consultations via Zoom, and communication via email and virtual office hours. Some online instructors offer office hours in the morning, in the afternoon, and in the evening to accommodate students' busy schedules.

Another well-established practice within our department is that instructors reach out to students when they are underperforming and provide additional academic support to help students stay motivated and on track.

As mentioned in Section 5.1, the World Language Department offers courses in three delivery modalities to accommodate students' scheduling needs, to provide greater accessibility to our courses, and to better accommodate learning styles and preferences. We believe that when students can choose how they wish to learn and when, this can potentially have a positive impact on greater student success and retention.

These are just a few examples of the many ways instructors in the World Language Department engage students to help them feel welcomed, appreciated, supported, and be successful.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

Student Success by ethnicity:

During this 5-year Program Review cycle, the success of students who identify as African American is noticeably higher in the World Language Department than in the college as a whole and the division. It is worth noting that the lowest success rate for this group in our department was Fall 2019 with 58% compared to 49% campuswide. Taken as a whole, the average success rate in our department for this group from Fall 2018 to Summer 2022 was 80.18%.

The success of students who identify as Hispanics enrolled in our department is higher than the success rate campuswide, and comparable to the success rate in

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the division. Between Fall 2018 and Summer 2022, the average success rate for this group in our department was 80.72% noticeably higher than collegewide.

The success of students who identify as Asian/Pacific is also higher than collegewide and comparable to the student success in the division.

The success of students who identify as White is also noticeably higher in the World Language Department compared to campuswide student success, and comparable to student success rate in the division.

The success rate of students who Other ethnicity is considerably higher than collegewide success rates, but comparable to student success in the division.

The success rate of students with Unknown ethnicity is notably higher than collegewide success rates, but very comparable to the student success rate of the division.

As mentioned in Section 5.3, the high success and retention rates in the World Language Department can be attributed to a multiplicity of factors. One of the main ones is that instructors make it a top priority to put students first. This is done by using a variety of instructional approaches and techniques to personalized language learning and make it accessible to students with diverse backgrounds and learning styles. Instructors review lessons and offer constructive feedback on formative and summative assessment to optimize students' language learning skills and experiences.

Instructors also provide many avenues for students to reach out to them outside class. This is done through regular F2F office hours, one-on-one consultations via Zoom, and communication via email and virtual office hours. Some online instructors offer office hours in the morning, in the afternoon, and in the evening to accommodate students' busy schedules.

Another well-established practice within our department is that instructors reach out to students when they are underperforming and provide additional academic support to help students stay motivated and on track.

Retention by ethnicity:

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The retention for African American students is considerably higher than the collegewide retention and very comparable to retention rates in the division. The average retention rate for this group in our department between Spring 2018 and Summer 2022 is approximately 86.63%.

The retention for Asian/Pacific students is also higher than collegewide and very comparable to retention rates in the division

The retention for Hispanic/Latino students is considerably higher than collegewide retention and very comparable to the retention rates in the division.

The retention for White students is higher than collegewide and very comparable to the retention rates in the division.

The retention for student with Other ethnicity is also notably higher in the World Language Department compared to the campuswide student retention, but very comparable to the retention rates in the division.

The retention for students with Unknown ethnicity is considerably higher too compared to campuswide retention rates, but comparable to retention rates in the division.

The high retention rates in the World Language Department are a testament to the dedication and student-centered teaching methodologies and teacher timely interventions when students show signs that they need additional instructional support.

Success by gender:

The success rate of female students in the World Language Department is noticeably higher than the success rate of this group campuswide, but very comparable to that of the division.

The success rate of male students in the department is also notably higher than the success rate campuswide, but very similar to that of the division.

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At a departmental level, the success rate of students whose gender is Other or Unknow is also considerably higher than that of the college, and very comparable to that of the division.

The World Language Department does not have research-based explanations as to why the success rates of female students and students whose gender is Other or Unknown tend to be generally higher than the success rates of male students.

Retention by gender:

The average retention rate for female students in the World Language Department from Spring 2018 to Summer 2022 is approximately 91%, much higher than the retention rate for this group campuswide, but comparable to the retention rate in the division.

The average retention rate for male students in the department from Spring 2018 to Summer 2022 is approximately 88.54%, higher than the retention rate campuswide, but similar to the retention rates of the division.

The average retention rate for students whose gender is Other or Unknown is approximately 91.9%, much higher than the retention rate of the college, but comparable to the retention rates of the division.

The World Language Department does not have research-based explanations as to why the retention rates of female students and students whose gender is Other or Unknown tend to be generally higher than the retention rates of male students. We welcome any suggestions from the Program Review Committee that can provide guidance as to how to improve retention numbers for male students.

Success by age:

The success rate of students 19 years old or younger in the World Language Department between Fall 2017 and Spring 22 is higher than that of the college and the division.

The success rate of students between 20 years of age and 24 is slightly higher than the college and the division. The same can be said about students between the ages of 25 and 29.

For students between the ages of 30 and 49 the success rate is also higher when compared to that of the college and the division.

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Students who are between 50 years old or older, their success rate in our department is substantially higher than the college, and slightly higher than that of the division.

Retention by age

When looking at retention rates by age within the World Language Department, we have observed the following:

The retention for students 19 or younger is slightly higher than that of the college and comparable to that of the division.

The retention for students between the ages of 20 and 24 mirrors that of the college and the division.

For students between the ages of 25 and 29, the retention is also comparable to that of the college and the division.

For students in the 30 to 49 years of age category, the retention rates are higher than those of the college and the division.

The retention rates for students 50+ category, the overall retention is higher than that of the college and very similar to that of the division.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

New technology and upgrades have instituted a great deal of change in the World Language Department:

Since our last program review, the World Language Department has witnessed the end of the use of commercial foreign language computer-installed software, on the part of the students and teachers, in favor of free online resources offered by the textbook publishing companies. As a result of this, students and teachers have stopped relying on the language audio-cassettes, CDs, and computer software available at the library and are instead using free online activities, course materials, and additional cultural and online instructional resources offered by the publishing companies.

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All the foreign language instructors use computers either on-campus or at home to create quizzes, course syllabi, compute grades, communicate via email, etc. They also use the Internet for research purposes and review of foreign language websites and new multimedia software. This has become essential over the last years as many publishing companies today move towards providing support not only for the traditional, face-to-face language instruction format but also for the hybrid and online course formats. During our last program review, publishers still included online supplements, resources, and CD-ROMS with their books, workbooks, video and audio CDs packages for teaching in the traditional face-to-face format. Today's publishers are providing self-contained, seamless language instruction packages for multiple formats of language instruction.

The World Language Department has had a website since 1995, and it is used to promote our language programs, to inform the public about the philosophy of our department, the courses and degrees we offer, and the career opportunities that a person might have in the field of world languages.

The World Language Department subscribes to the general framework of proficiency-oriented language instruction and thus, uses a variety of pedagogical tools for encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Below are examples of teaching methods, techniques, and resources instructors use to enrich the learning experiences of their students in their face to face, DE synchronous, and DE asynchronous classes.

- **Communicative Approach:** Because students learn best by applying the rules and patterns presented in actual communicative activities, all the foreign language classes are interactive. There is constant instructor-student and student-student oral interaction in all course modalities.
- **Language Patterns:** Students are given many examples in the target language in order to discover new patterns and apply them on their own either outside of class or by acting them out in front of their peers.
- **Chunking:** This teaching technique is used to break lesson content into comprehensible bite-size pieces to facilitate learning.
- **Contextualization:** Vocabulary and grammar structures are presented in real-life contexts that students can relate to.
- **Recycling:** Vocabulary and points of grammar are frequently reviewed to reinforce student understanding and mastery of the course content.

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- **Collaborative Learning:** Pair work is used to promote collaborative learning and practice.
- **Gamification:** Language games played F2F and/or online are used to promote a sense of community among learners as they practice vocabulary, grammar and basic languages skills.
- **Instructional Language Apps:** *Quizlet, FlipGrid, Kahoots* are some popular applications widely used to practice vocabulary and grammatical concepts in interactive ways.
- **Language Immersion:** All classes are taught in the target language to provide students with maximum input and practice in the target language. The instructor provides comprehensible input supported by authentic materials.
- **Real Life Situations:** Exploring real-life situations through the use and practice of role-playing, and hands-on activities.
- **Total Physical Response (TPR):** Many students learn better by touching objects or acting out what they are learning. Instructors use many TPR activities to facilitate language acquisition.
- **Oral Presentations:** Students research, organize and present a subject-related topic to their peers in the target language.
- **Voice and Video Recordings:** *Studio* and *GoReact* are video recording applications that are used to promote student self-expression and synchronous as well as asynchronous peer interaction in the target language.
- **Voice Boards:** These are oral online discussion forums where students can post text or audio information and respond to their classmates' posts. They are a great tool for providing students with opportunities to engage with other students asynchronously and develop interpersonal communicative skills.
- **Speech Recognition Software:** Some of our textbooks provide this innovative technology that assists students in pronunciation through low-stake production practice.
- **Synchronous Online Partner Chats:** These are activities that facilitate synchronous communication between students so they can interact with each other as if they were in a face-to-face classroom. These can be recorded and later reviewed by instructors to provide personalized feedback to each student.
- **Video Virtual Chats:** These activities provide virtual chats designed to provide students with opportunities to develop their listening and speaking skills and to build confidence as they practice with video recordings of native speakers.
- **Canvas Discussions:** Provide a platform for students to come together to share ideas, points of view, and experiences as well as to interact with their peers and their instructor in the target language.

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- **Study Groups:** Students are encouraged to form study groups or to meet for virtual coffee to practice and improve their language skills.
- **Tutoring Center:** Instructors encourage students to seek help and additional practice at the Tutoring Center. Each tutoring session is one hour long, and students can receive up to two hours of tutoring a week, free of charge.
- **Community Service-Learning Experience:** This community outreach program promotes the national agenda of volunteer engagement. The purpose is to provide students with an opportunity to explore options and careers in Arabic, French, German, Japanese, Russian and Spanish. Students with a minimum of 2 semesters of study in these languages are placed in educational, medical, business, and legal settings to practice and develop their communicative skills in the target languages. Students enrolled in CSLE (Community Service-Learning Experience) contribute greatly to publicizing the Grossmont College World Language Department. As a result, business, medical institutions, and schools frequently call our department to request student volunteers.
- **Resource Guide:** Individual instructors have prepared papers or electronic guides listing all resources related to the target language in the San Diego area.
- **Foreign language clubs, WACC, and other cultural activities on campus or in the community:** Students are strongly encouraged to attend and actively participate in these organizations and events.
- **Office Hours:** Instructors use office hours for individual student consultation, an obvious component of the teaching-learning experience. Office hours are held in person, via Zoom, or asynchronously (Virtual Office).
- **Language Clubs:** Provide students with opportunities to participate in cultural activities that promote student interactions in the target language outside class.
- **Free Study Abroad Opportunities:** Starting Spring 2016, the German program has been able to offer an almost free study abroad opportunity to 4 selected students, which is paid 80% to 90% by the Checkpoint Charlie Foundation Berlin, Germany. Students who are selected to participate travel to Berlin/Germany for a 4-week program which includes an internship (4 half days a week) at a German company, 20 hours a week of language school, 5 cultural excursions, and stay with a German host family.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

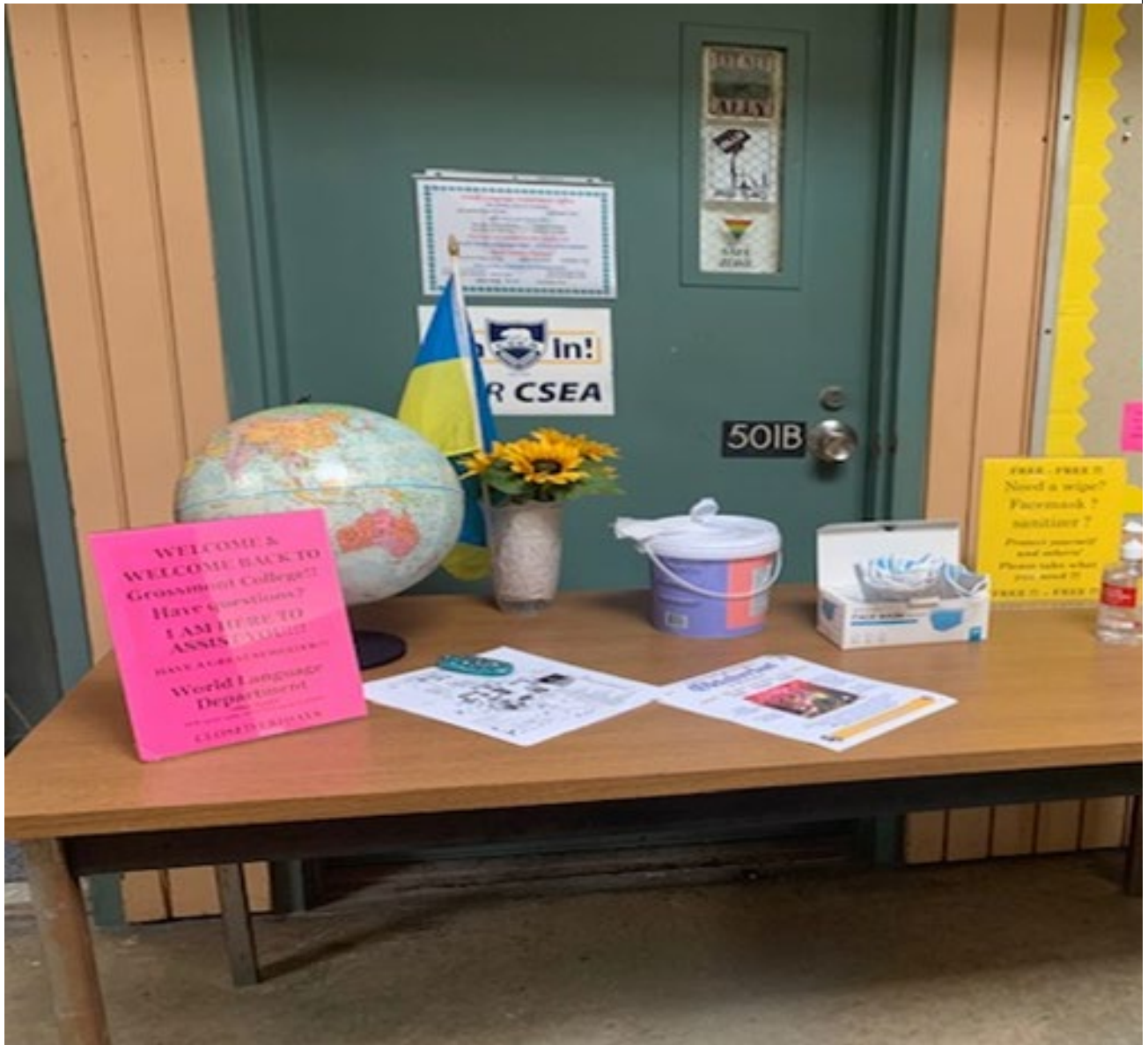
The World Language Department provides the following opportunities for its students to encourage and extend learning outside the formal classroom:

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- **Clubs:** Language and cultural clubs promote better working relationships between students, enable them to further explore the language and culture(s) of study and to form study groups. More importantly, language and culture clubs help retain and motivate students to complete a foreign language program. Club members enjoy many opportunities to practice their language abilities, develop leadership skills, and learn about culture on and off campus by inviting guest speakers to their club meetings, watching videos, going to museums, concerts and ethnic restaurants, and participating in cultural fairs.
- **Arabic Culture Day:** Organized by the Arabic Program. This event is designed to honor several Middle Eastern Cultures. Students have an opportunity to enjoy Middle Eastern folkloric dances, music, and food.
- **Japanese Culture Day:** Organized by the Japanese Program, it is designed to promote the Japanese AA degree program offered at Grossmont College, and to encourage students to learn more about many aspects of Japanese culture, such as animation, calligraphy, cutting-edge computer technology, dance, food, painting, and traditional crafts.
- **Virtual Coffee Sessions:** Some instructors meet with students for “virtual coffee” to practice conversational skills in the target language and to share cultural insights.
- **Community Service-Learning Experience (CSLE)** is a community outreach program, which promotes the national agenda of volunteer engagement. The purpose is to provide students with an opportunity to explore options and careers in Arabic, French, German, Japanese, Russian and Spanish. Students with a minimum of 2 semesters of study in these languages are placed in educational, medical, business and legal settings to practice and develop their communicative skills in the target language. Students enrolled in CSLE (Community Service-Learning Experience) contribute greatly to publicizing the Grossmont College World Language Department. As a result, business, medical institutions and schools frequently call our department to request student volunteers. German Program places CSLE students in Einstein Academy primary and secondary schools. The Japanese Program places students in Saturday Japanese schools. These schools follow the same rigorous curriculum as schools in Japan. These programs are very effective and efficient in ensuring that students become bicultural and bilingual. The Spanish Program has placed students in Linda Vista Academy, Sherman Academy, Heritage Elementary School, and the prestigious Riverview Elementary School, a total immersion school. These community service-learning experiences for our students are opportunities which have been nurtured over time through the development of strong relationships between faculty leaders and the hosting institutions. Instructors in Arabic, German, Japanese, Russian and Spanish have contributed to their success.

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· **World Language Department Bulletin Boards:** They are used to advertise language courses, tutoring services as well as cultural events organized by language clubs and programs.



Picture taken outside the World Language Department office. Pat Palma, our clerical assistant, sets this table during business hours to invite students to stop by

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to inquire about our courses, ask for directions, and learn about upcoming cultural events. Face masks and disinfecting wipes are available for students who may need them.

- **Grossmont College Facebook Page:** Our courses and cultural events are advertised using this social media outlet.
- **Tech Mall:** Students are encouraged to visit the Tech Mall on a drop-in basis to use computers, and to access online resources.
- **Tutoring Center:** Tutors offer up to two hours of help per week to students in Arabic, Chinese, French, German, Japanese, Russian and Spanish. This is a non-credit service provided to students.
- **Cross-listed Courses:** The World Language Department has three cross-listed courses: French/CCS 152 (The French-Speaking World) is taught in English by a French instructor. Spanish/CCS 122 (Spanish for the Native Speaker) is taught in Spanish by a Spanish instructor. Spanish/CCS123 (Spanish for the Native Speaker II) is taught in Spanish by a Spanish instructor.
- **Job Placement Abroad:** Students German are encouraged to take advantage of job opportunities in France and Germany sponsored by the Ministry of Education in these countries.
- **Newspapers, Periodicals and Books in the Target Language:** Students are encouraged to expand their cultural and linguistic knowledge by reading newspapers, periodicals and books in the target language. Presently, GC library has an impressive selection of newspapers and magazines in Arabic, Chinese, French, German, Japanese, and Spanish to mention a few. Our students are highly encouraged to take advantage of these resources in the public libraries.
- **Internet Assignments:** Internet assignments are excellent learning vehicles that allow students to experience the target language and acquire greater cultural knowledge through a myriad of online language and cultural resources and activities. In many of the textbooks presently used in the eight World Language programs, Internet assignments are integrated into each chapter.
- **Study Groups:** These groups, initiated by instructors as well as students, serve different and important functions: they allow students additional study time to review for written and oral exams, to prepare presentations, and to practice their oral skills. Study groups are excellent ways to promote collaborative learning among students.

The World Language Department collaborates with the whole campus community when it organizes and presents campus culture events in collaboration with WACC and other college departments.

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Furthermore, foreign language classes contribute to a student's knowledge in many other fields of study, such as International Business, Cross-Cultural Studies, English, all Social Sciences, History, Art, all medical fields, etc.

5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

Not applicable to the World Languages Department.

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.

The total number of degrees completed in the World Language Department between the period of 2016 to 2020 was 190. No data was available in Reports for 2020-2021.

The total number of certificates awarded between the period of 2016 to 2020 was 154.

The decrease in degrees awarded in the academic year 2018-2019 mirrors a dip in collegewide degrees awarded this same year.

The decrease in certificates and degrees awarded between 2019 and 2020 in the World Language Department seems to correlate to the decrease in enrollment and fill rates collegewide between this period.

ARABIC Degrees and Certificates

The degrees and certificates awarded in Arabic decreased between 2018 and 2020. The decrease in certificates and degrees awarded between 2019 and 2020 seems to correlate to the decrease in enrollment and fill rates collegewide.

At the time of this writing, no data was available in Reports for 2020-2021.

2016-2017	2017-2018	2018-2019	2019-2020	Total

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10	13	8	5	36
16	13	10	9	45

FRENCH Degrees and Certificates

The number of degrees and certificates in French went down in 2018-2019 but up on 2019-2020.

The decrease in degrees reflects a dip in collegewide degrees awarded in 2018-2019. French registered the largest number of certificates awarded in 2019-2020. At the time of this writing, no data was available in Reports for 2020-2021.

2016-2017	2017-2018	2018-2019	2019-2020	Total
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4	5	3	5	17
4	6	4	9	23

GERMAN Degrees and Certificates

The number of German degrees was consistent except from 2019-2020.

The number of degrees and certificates in German went down considerably in 2019-2020. The decrease in certificates and degrees awarded between 2019 and 2020 seems to correlate to the decrease in enrollment and fill rates collegewide.

At the time of this writing, no data was available in Reports for 2020-2021.

2016-2017	2017-2018	2018-2019	2019-2020	Total

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6	6	6	1	19
7	8	10	2	27

JAPANESE Degrees and Certificates

The number of degrees in Japanese went down by 50% between 2018 and 2020. This decrease reflects a dip in collegewide degrees in 2018-2019. The decrease in certificates and degrees awarded between 2019 and 2020 seems to correlate to the decrease in enrollment and fill rates collegewide. At the time of this writing, no data was available in Reports for 2020-2021.

JAPANESE	2016-2017	2017-2018	2018-2019	2019-2020		Total
Degrees	4	4	2	2		12
Certificates	0	0	0	0		0

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RUSSIAN Degrees and Certificates

The number of degrees in Russian went down in 2019-2020. Certificates were up in 2018-19, but slightly down in 2019-2020. The decrease in certificates and degrees awarded between 2019 and 2020 seems to correlate to the decrease in enrollment and fill rates collegewide. At the time of this writing, no data was available in Reports for 2020-2021.

2016-2017	2017-2018	2018-2019	2019-2020	Total
1	2	2	1	6
1	2	4	3	10

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SPANISH Degrees and Certificates

The Word Language Department added a Spanish for Transfer Degree in 2015. This split Spanish up into two categories: Spanish AA Degree and Spanish for Transfer AA Degree (AA-T). The Associate in Arts in Spanish for Transfer degree is designed to facilitate transfer to a California State University.

The combined number of Spanish degrees including the AA for transfer between 2016 and 2020 is 100. The total number of certificates is 49.

The number of degrees and certificates in Spanish went down between 2018 and 2020. This decrease reflects a dip in collegewide degrees in 2018-2019. The decrease in certificates and degrees awarded between 2019 and 2020 seems to correlate to the decrease in enrollment and fill rates collegewide. At the time of this writing, no data was available in Reports for 2020-2021.

2016-2017	2017-2018	2018-2019	2019-2020	Total
15	12	8	8	43
18	15	6	10	49

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2016-2017	2017-2018	2018-2019	2019-2020	Total
17	17	12	11	57

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

In today’s highly interrelated world, knowledge of a foreign language is an invaluable, if not indispensable asset, which affords students career opportunities in many fields.

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In a globalized economy and competitive job market, knowledge of a foreign language is a valuable tool for relationship building, career and financial success.

Our graduates work in schools as tutors, (bilingual) teachers, and teaching assistants. Virginia Young, a full-time Spanish instructor, is a graduate of Grossmont College. And, like her, many other of our graduates are currently pursuing teaching careers in K-12, and higher education.

Our graduates also work in law enforcement agencies, where a large demand for bilingual officers exists. Students pursuing careers in law enforcement understand that bilingual language skills represent a competitive advantage, and that these will prove handy when considering career advancement. Some government special law enforcement agencies that value multilingual officers include (but are not limited to): Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Drug Enforcement Administration (DEA), Federal Bureau of Investigation (FBI), Immigration and Customs Enforcement (ICE), Internal Revenue Service (IRS), Transportation Security Administration (TSA), United States Postal Inspection Service (USPIS), United States Secret Service, and Customs & Border Protection (CBP).

A great number of our graduates choose to pursue careers in medical fields working as nurses and technicians in local clinics and hospitals. Some of them have gone to other states to further their studies in their chosen career field. Equipped with knowledge of a foreign language, our graduates working in medical fields gain in job flexibility, are better able to move within their profession, and increase their possibility of foreign travel, volunteering their nursing and medical services abroad, and doing international health care.

Additionally, some of our graduates have chosen to work in international business, tourism, and as translators and interpreters in the private and public sectors.

SECTION 6 - STUDENT SUPPORT SERVICES

6.1 In what ways does your program inform students about student support services?

The World Language Department (WLD) faculty employs different ways to inform students about the college student support services (SSS). Instructors highlight the student support services at the first meeting with students. They include information and links to the college student support services in their Canvas shell. They provide their students with easy access to these links. Some instructors invite members from student support services to their classes to talk about their

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services to the students. Others print the student support services links and pass them out to students in class. In addition, instructors include the different services that are offered by SSS in their syllabus. The chair, coordinators, and instructors of the WLD not only encourage their students to use these services, but also urge them to attend the SSS events. Instructors reach and contact SSS for questions to help their students. Pat Palma, the World Language Department clerical assistant places a table with fliers regarding the programs and activities that are offered to Grossmont College students. The World Language Department affirms that students are aware of the student support services in Grossmont College and encourages students to use these services.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

The World Language Department (WLD) motivates students to use the facilities offered by student support services (SSS). Tutoring Center (TC) is one of the main services instructors emphasize on. Learning a new language presents many challenges for first time student. Therefore, the WLD promotes and encourages students to make appointments early with TC at the beginning of the semester. Instructors provide the TC information in their syllabus. They urge students to take advantage of the resources TC offers for them. Moreover, instructors inform students that they can develop and enhance the four skills of learning a new language by getting help from tutors in the Tutoring Center. Tutoring Center not only helps students to improve their academic performance, but also assists with assignments comprehension and knowledge retention. Instructors share with students some advantages of using Tutoring Center services such as having one-on-one attention, helping overcome learning obstacles, and improve their grades. Many students in our department rely on the Tutoring Center for additional practice of their written and oral skills. Students also use the TC to better prepare for tests, or for help on online assignments. The Tutoring Center provides tutors who can work at different times of the day so students have access to tutoring when their schedule permits.

Accessibility Resource Center (ARC) is another service that the World Language Department focuses on. We work closely with ARC and have a strong relation with them. WLD has always accommodated the students whenever needed.

The ARC has been instrumental in helping the WLD respond to the unique needs of students with disabilities. ARC provides a wide variety of educational accommodations to our students such as note-taking assistance, sign language interpreters, test proctoring, distraction-free accommodations, and enlarged print materials. The Center also provides assistive technology such as voice recorder,

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video phones for use by deaf or hard of hearing students, and other equipment based on individual needs.

Prior to fall 2020, the World Language Department used to rely on the Testing and Assessment Center to give prerequisites exams and provide us with results. The Testing and Assessment Center used to provide WLD with instruction, information and decides if students need prerequisite exams. The World Language Department relied on the Testing Assessment Center to provide testing facilities to students who have documented excuses and were unable to take a written quiz or exam during scheduled class time. The Center also assists our language programs with the administration of pre-requisite exams, which allowed students to enroll in higher course levels if they pass the exams with at least a 70% score.

We refer our students to the Counselling Center for assistance and advice. The WLD program coordinators attend one counselling meeting to provide additional clarification for their program. There is a positive relationship between Counselling Center and WLD. We work closely with the counselling center.

In addition to the student support services that shown above, the WLD is also informs students about other services such as ASGC, Transfer Center, and Health Center.

As mentioned above, the World Language Department faculty includes the Student Support Services webpage on their first module on Canvas and highlights all the services the college offers.

6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

The Chair of the World Language Department informs full-time and part-time faculty about students support services in their first meeting during professional development week. The Chair and Coordinators of the World Language Department sends emails regularly to both full-time and part-time faculty with information about ongoing events on campus. The chair of the World Language Department reminds instructors to encourage their students to use the college services and attend workshops that are offered by the students support services.

The part-time faculty not only include information about student support services provided by the college on their syllabus, but they also integrate a Canvas button to access information to these services.

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6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

The World Language Department instructors emailed the survey they received from the APR chairs to their students. Instructors allocated the first ten minutes of class for students to complete the survey. The survey focuses on the following student support services (Counselling, Accessibility Resource Center, Tutoring, Library Resources, Success coach, Student Health Center). The survey includes the following questions:

4- Please select each of the student services you were made aware of in this class.

5- Did you access any of these services during this class? (Select all that apply)

6- Were the services accessed known to you prior to this course?

9- You indicated you did not learn about specific student services in this class. Did you learn about any of the following services outside of this class? (Select all that apply).

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

Tutoring is the service most utilized by students due to the instructors' advice and guidance on the importance of this service. World Language instructors believe that Tutoring helps students to overcome their learning challenges and fears of the subject matter. Therefore, in addition, to answering students' questions during office hours and in class, instructors recommend to students that they take advantage of the Tutoring support services as early in the semester as possible. Also, instructors emphasize the one-on-one interactions between student and tutor. Tutoring helps students to become more confident in completing homework assignments and developing their target language skills. Often in some languages the demand for tutoring services is greater than the capacity to serve them.

The survey results show that Counselling is the second most service that is utilized by students. Counselors advise students on several issues that they may face during their educational journey. Some of the issues may include advising students on students' pathways, classes to take, retaining students' academic performance, helping students with financial aid applications, and offering career ideas.

Library Resources is the third most service that is utilized by students. The library provides a productive and quiet workspace, study rooms, and computer stations

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that help students focus, study, and complete their homework assignments. It is also a good place to work individually and collaboratively on group projects. The library offers additional online resources to students to help them strengthen their academic skills and learning. Students can receive assistance from librarians on research resources, books on reserve, and study room reservations.

Students' fourth choice as the most utilized service is the Accessibility Resource Center. The center provides services for students with disabilities and learning difficulties. Accessibility Resource Center offers academic accommodation, disability management, and counseling services.

The Success Coach Program is the least utilized service by students. The Success Coach Program helps students to connect to campus programs and resources. They guide students to navigate the college experience, develop effective academic strategies and time management. Also, they help support students in building stronger academic skills. Success Coaches work with students to facilitate their academic success and personal development. Even though the Student Success Coach Program is the least utilized program, it offers many valuable resources for students' academic and personal success.

In conclusion, the survey results show the importance of the WLD in promoting the Student Support Services that give students the necessary tools to break through barriers to complete their degree. Without the WLD's active participation, many students would not utilize Student Support Services. The WLD plays an active role in promoting Students Support Services by continuously reminding them to utilize Student Support Services. Therefore, students are empowered to achieve their academic goals.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

[WLD PR Section 7 Grid \(2\).docx](#)

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

Name of Faculty	Activity and Year Brief Description	Teaching Development/Training	Prof al Deve
Antonio Crespo	In 2018 Dr. Crespo completed a certification in Mental Health First		X

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	Aid through the National Council of Behavioral Health.	
Antonio Crespo	In 2019 Dr. Crespo participated in the Grossmont College Puente Mentorship Project.	x
Antonio Crespo	In 2019 Dr. Crespo completed a certification in Theory and Practice of Mediation through the National Conflict Resolution Center.	x
Sonia Ghattas-Soliman	Dr. Ghattas-Soliman is the recipient of various awards for her outstanding service to her students and the College, including the Excellence in Teaching Award in 2010 and in 2020.	
Sonia Ghattas-Soliman	On campus, Dr. Ghattas-Soliman actively participates in fairs and events such as Got Plans? Grossmont College Summer Institute, Adult Re-entry, Open House, among others. During WOW! (Week of Welcome), she makes sure the Arabic and French clubs are present to welcome and recruit new members.	
Sonia Ghattas-Soliman	To foster a greater understanding of their cultural diversity, since the proclamation of April as Arab-American Heritage Month in 2019, Ghattas-Soliman in collaboration with Dr. Noha Ireiqat, the Arabic instructors, the officers, and members of the Arabic Club,	

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	celebrated and shared their culture with the Grossmont community.	
Sonia Ghattas-Soliman	Dr. Ghattas-Soliman developed two new courses: Arabic 122, Arabic for Native-Speaker I and Arabic 123, Arabic for Native-Speaker II. She also developed Arabic 148, Arabic Language, Culture and Literature, a course that transfers to the UC universities. The Arabic Culture course was taught in English so students of all disciplines could enroll in it and have better understanding of the Arabic culture. At the request of the Allied Sciences Department and in collaboration with Zahra Samir, she developed a course entitled "Basic Arabic for Healthcare Professionals" that was scheduled to be reviewed by the Curriculum Committee in Fall 2017.	X
Sonia Ghattas-Soliman	In 2017 too, Ghattas-Soliman developed a dual enrollment program for El Cajon Valley High School. The courses were taught by Huda Aljabiri, a Grossmont adjunct Arabic instructor.	X
Sonia Ghattas-Soliman	In Fall 2017, Ghattas-Soliman received release time with to co-write with Ruth Navarro the Program Review Self-study (2011-2016).	
Sonia Ghattas-Soliman	In August 2020, Ghattas-Soliman converted Arabic 120, 121, 122, 123, 148, 161, 220, 221, 250 and 251 into ERT courses. In French, French 120,	X

121, 152, 220, 221, 250 and 251 were also converted into ERT courses. In July 2022, she converted all those Arabic and French courses into DE courses.

At the request of Ghattas-Soliman, the Curriculum Committee applied for articulation of both French 220 and French 221 with UCSD. In 8/22, the Curriculum Committee informed Ghattas-Soliman that both courses have been articulated with UCSD LITFR 2A, 2B and 2C.

Dr. Ghattas-Soliman has served the College as a presenter of the Arabic Language Program. Every semester, she organizes information sessions for the students of Arabic to update them on language requirements for certificates, and the A.A. degree in Arabic. To encourage the students to develop computer skills, she advises students to take advantage of the interdisciplinary Stackable Certificates the Arabic Language Program has created for its students, in collaboration with Business Technology. As a result, many students received certificates in BOT and Arabic.

X

Sonia Ghattas-Solimna

In addition, Ghattas-Soliman developed Arabic 168: Bilingual Computer skills. The new course will allow the students to perform digital tasks successfully. Arabic 168 was submitted to the curriculum committee in July 2022.

X

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Sonia Ghattas-Soliman

She has served as a translator and reviewer of college documents, such as the “EOPS Instructions and Responsibilities” into Arabic. Dr. Ghattas-Soliman also translated into Arabic fliers and posters of the Fall College Preview Event (Fall 2017). As the instructor responsible for Arabic Community Service-Learning Experience courses, every semester she places students with non-profit organizations, schools, and agencies, such as the International Rescue Committee, St. Michael Aid Society, Anza Elementary school, Carlton Hills Elementary School, among others, with the hope they can eventually be hired there. During the pandemic, Ghattas-Soliman suspended the Community Service course; however, it will resume in spring 2023. In addition, to Community Service, Dr. Ghattas-Soliman submits, every semester, a request for several student workers who can be trained as TAs and tutors in the Arabic and the French Language Programs. Presently, both the Arabic and the French Programs have no student workers since the Financial Aid Office does not allow the hiring for either DE or remote courses. In 2019, Ghattas-Soliman interviewed and hired a tutor of Arabic Maysaa Toma and in 2022, a tutor of French Ismael Ossiri.

X

Noha Ireiqat

Dr. Ireiqat published two journal articles: “Philosophies of education”

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	<p>for the International Journal of Social Sciences and Humanities Invention (2016) and “Ideologies in the Middle East: is it conservatism, modernism, or liberalism” for the Journal of Education and Human Development (December, 2015).</p>	
Noha Ireiqat	<p>She is the co-advisor of the Arabic club alongside Dr. Sonia Ghattas-Soliman. During the past two years, they created a full calendar for April's Arab American Heritage Month. Dr. Ireiqat presented and organized several of the events for the month.</p>	
Noha Ireiqat	<p>Dr. Ireiqat presented with Dr. Elizabeth Brooke during professional development week: “Introduction to the Religious Diversity of Grossmont College” in 2021 and “Creating a Religiously Inclusive Classroom” in 2022.</p>	X
Noha Ireiqat	<p>Dr. Ireiqat presented with Dr. Elizabeth Brooke during professional development week: “Introduction to the Religious Diversity of Grossmont College” in 2021 and “Creating a Religiously Inclusive Classroom” in 2022.</p>	X
Noha Ireiqat	<p>Dr. Ireiqat is part of the 2022-2023 mentor/mentee program and volunteered to be a scholarship application reviewer for 2023.</p>	

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Ruth F. Navarro	Ruth F. Navarro is currently the Chair of the World Language Department, and Coordinator of the Chinese, Japanese, Russian, and Spanish Programs.	
Ruth F. Navarro	Ruth F. Navarro is also one of five writers who worked on the 2018-2022 Program Review document.	
Ruth F. Navarro	In Spring 2022, she developed the first Span 120 (Spanish I) fully asynchronous course at Grossmont College and has successfully taught it since Summer '22.	X
Ruth F. Navarro	In Fall 2021, she participated in the Hyde Gallery Exhibit "Grossmont Open," a campus-wide faculty and staff exhibition of art created during a pandemic.	
Ruth F. Navarro	In Fall 2020, her teaching was recognized in honor of National Teach Spanish Day.	
Ruth F. Navarro	In Summer 2020, she completed her Canvas Certification for Online Teaching.	X
Ruth F. Navarro	In 2019, she served on the hiring committee for a full-time Arabic instructor.	

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Paul Vincent	Department multiple times and was the Chair from 2014 to 2020 and thereafter the Co-Chair until FA 2022.
Virginia Young	In Fall 2019 she served on a Hiring Committee for Computer Helpdesk and Web Support Specialist position.
Virginia Young	In Spring 2022, she completed her Canvas Certification for Online Teaching. X She is also one of the five writers who worked on the 2018-2022 Program Review document.
Virginia Young	She is currently a member of the Online Teaching and Learning Committee.
Aruba Huda AlJabiri	Aruba Huda AlJabiri is a member of the Foreign Language Council of San Diego (FLCSD). She is a certified OPI (Oral Proficiency Interview) of Arabic Language and is a distinguished fellow of the California World Language Project after having completed 120 hours of Professional Development in the SAILN Learning and Leadership Series. To promote the Arabic Program, she has participated in Wow!, Got Plans?, and many Arabic Club activities and events. She is currently teaching a

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	<p>dual enrollment Arabic 120 at El Cajon Valley High School.</p>
Lina Davalos	<p>Lina Davalos is co-adviser to the Spanish Club. For the last three years, she has helped set up the Day of the Death altar as well as the display of traditional Mexican dresses in the library.</p>
Jiryas Haddad	<p>Jiryas Haddad received the Part-time Faculty Excellence in Teaching Award in Spring 2011. He is a member of the Foreign Language Council of San Diego (FLCSD). He assists the Arabic Club in an advisory capacity and helps organize the Arabic film showings at Grossmont College and City College. He participates in Adult Re-entry workshops, and most recently in Got Plans?, the College and Career Fair sponsored by the East County Education Alliance, a partnership between the Grossmont-Cuyamaca Community College District and the Grossmont Union High School District. He also takes his students to local Arabic restaurants, so they can better appreciate the culinary traditions of the Arabic-speaking countries. Haddad actively participates in all Arabic Club events.</p>
Linda Krause	<p>Linda Krause received the Part-time Faculty Excellence in Teaching Award in Spring 2012. She is a</p>

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member of the Foreign Language Council of San Diego (FLCSD). In addition to participating in local workshops and conferences, Ms. Krause is actively involved in the French Club. She helps organize potlucks and visits to local French bakeries and restaurants. She has also provided her French language expertise to the Theater Department. She continuously promotes student success by establishing strong student services provided by ARC, and the Tutoring Center. She attends local language conferences to stay current in her field. She is also a reviewer of *Imaginez*, a college French textbook.

Asuka Kuratani

Asuka Kuratani is the recipient of Kudos Awards (2002, 2011, 2013, 2014, and 2015), and the Outstanding Adjunct-Faculty Award (2003). She is the recipient of the John & Suanne Roueche Excellence Award (2015). She has been nominated by SDSU graduate students of Japanese as one of the most influential faculty at that institution (2013, 2015). She helped develop the Japanese major at Grossmont College. To this end, she created two courses: Japanese 149 Japanese Culture and Civilization, and Japanese 196 Community Learning Experience. To stay current in her field, she has attended numerous local and international conferences on language teaching. She has received several

X

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certifications from the American Council of Teachers of Foreign Languages in Oral Proficiency Instruction, and one from SDSU on Teaching English as a Second Language.

Claire Liu

Claire Liu is the adviser to the Chinese Club. Since her hiring in 2013, she has received multiple WACC grants to fund The Chinese New Year Celebration (2014, 2015, 2017), and the Chinese Lantern Festival (2016). She also received ASGC grant money for a Chinese calligraphy demonstration, and a Tea Ceremony (2016).

Yousra Quidemat

Yousra Quidemat is a member of the Foreign Language Council of San Diego (FLCSD), the American Council of Teacher of Foreign Languages (ACTFL), the Southern California Arabic Language Teachers Council, and the San Diego Adjunct Faculty Association. She has attended numerous workshops on teaching and learning, on SLOs, and on child abuse and neglect. Qudeimat actively participates in Arabic Club events, Adult Re-entry, and Got Plans? She annually attends the San Diego Mesa Foreign Languages Conference.

Astrid Ronke

Astrid Ronke received the Excellence of Teaching Award in Spring 2017 and the Distinguished Part Time

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	<p>Faculty Award in Spring 2018. She is currently the coordinator of the German Program. Dr. Ronke has been instrumental in providing German students with the opportunity to apply for Study Abroad Scholarships to Berlin, Germany, sponsored by the Checkpoint Charlie Foundation Berlin. This scholarship provides four recipients annually with four-weeks of all paid living expenses, language school, and an internship in Berlin, Germany.</p>	
Zahra Samir	<p>Zahra Samir served as a member of the Program Review Committee in Fall 2017. She received the Part-time Faculty Excellence in Teaching Award in Spring 2017. She participates in the Arabic Club, WOW! Week of Welcome, Got Plans?, and open houses organized by the Arabic Language Program. In addition, she annually attends the San Diego Mesa College Foreign Languages Conferences.</p>	
Mariana Spinelli	<p>Mariana Spinelli, in conjunction with Maria Laneri Schroeder, presented a workshop on <i>Engaging Language Learners through the Integration of Technology</i> in Spring 2017.</p>	X
Maria Laneri Schroeder	<p>Maria Laneri Schroeder, working with Mariana Spinelli, presented a workshop on <i>Engaging Language Learners through the Integration of</i></p>	X

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Technology in Spring 2017. Ms. Spinelli also participated in the Got Plans? (2017). To stay current in her field, she participates in conferences and workshops offered by ACTFL and Mesa College.

From a holistic perspective, the above-mentioned activities provide value to our students' educational experience, the World Language Department, and the campus community at large. Each activity in which our faculty is involved contributes to the development, promotion, and strength of our programs and gives cohesiveness to our department and contributes to the college's Strategic Plan. We commend the dedication of our faculty members who volunteer their time to better serve our students, the college, and the community.

The World Languages Department's contribution to our college's Strategic Plan is showcased in our effort to continuously promote our language courses and programs. The faculty members in the World Language Department are actively and continuously involved in student outreach and recruitment on-campus, as well as off-campus. All of our language programs participate in all college and community outreach events such as Got Plans?, Wow! Week of Welcome, Oktoberfest, and numerous cultural community events. Our department also advertises and promotes our language programs through fliers, posters, and program brochures. Language clubs actively promote the rich history and culture of our language programs through cultural events and performances. For example, the Arabic Club introduced a mock wedding with all its traditions and customs. During the reception, several Arabic traditional dishes were served to the Grossmont College community. The Chinese Club hosts annual events for the Chinese New Year, and the Chinese Moon Festival. The Russian Club has held annual Russian celebration events. The French Club has a Facebook page, *Le*

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Cercle Français, showcasing various activities and events. The Spanish Club has two annual exhibitions, celebrating the Day of the Dead and showcasing traditional Mexican dresses. All these activities give students a sense of community, connectedness, and help make Grossmont College a culturally diverse and welcoming place to study languages. The diversity and the richness of the World Language Department are unparalleled on the campus and in the community. In summary, we represent the culture of inclusivity, exemplifying diversity and equity through our discipline and outreach.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

The average class size caps in the World Language Department have not changed. They are the same for all languages since they were standardized by FLAP (the Foreign Language Articulation Project). The purpose of FLAP was to maximize student/instructor oral interaction to reach the department's goal of oral proficiency in the target languages. The World Language Department has the following class size maximums:

- 30 students - Language I / 120
- 30 students - Language II / 121
- 30 students - Language III / 220
- 25 students - Language IV / 221
- 20 students - Conversational 250 /251

World language classes are smaller than non-language classes. For instructors to assess and to evaluate the proficiency level of each student and provide individualized feedback, class sizes need to remain small. Smaller classes help lower the affective filter and provide a comfortable learning environment conducive to second language acquisition. Language classes need to be interactive, collaborative, personalized, and student-centered. Individual communication with each student is necessary to effectively teach world languages in any course delivery format. Small size classes promote successful language learning, something that cannot be done in large classes.

Enrollment Patterns and Maximum Enrollment

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The observed decline in enrollment data from Fall 2018 to Spring 2022 in the World Language Department parallels that which has been experienced in the college. This enrollment decline reflects a state and national trend in two-year postsecondary education.

The decline in enrollment in the college, the division, and the World Language Department is clearly noticeable starting in Fall 2019 and continuing into Spring 2022.

The decline in maximum enrollment in the World Language Department was more pronounced between the periods of Fall 2021 and Spring 2022, this last one being the semester with the lowest enrollment in this Program Review cycle. A combination of several factors may have contributed to this drop in enrollment in Spring '22: The Covid-19 pandemic, the fact that classes that were published as on-ground had to be offered online for approximately a month and moved to on-ground, and students migrating to other colleges to enroll in DE courses.

In Spring '22, we also observed that courses that were offered remotely tended to have more students than similar ones that were offered on-ground. We also noticed that many students were enrolling in language programs in Cuyamaca or other local colleges that were offering fully synchronous and asynchronous online language courses.

As a proactive measure, the World Language Department began submitting DE proposals for all language courses to the Curriculum Committee. Most of these DE proposals were approved in August '22. And a small number of them will be approved in Fall '22.

In Summer 2022, our course offering for Spanish included one fully DE asynchronous course. The demand was so great for this format that we ended up opening a second one. In Fall 2022, we began with two sections of Span 120 in DE asynchronous format. Due to long waitlists, two additional sections were opened to meet student demand.

Also, starting Fall 2022 many of our language programs began offering courses in DE synchronous modality (Zoom) in addition to face-to-face on-ground course sections.

We are hoping that by offering courses in different delivery formats our

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department will be better equipped to meet the increasing student demand for greater scheduling flexibility and, consequently, boost our enrollment numbers moving forward.

Fill % Rates

Between Fall 2018 and Spring 2018, the % fill rates of the World Language Department were lower than the % fill rates of the college and the division. We do not have verifiable data to explain why this is the case.

In Spring 2019, the department had a lower % fill rate than that of the college and the division. However, the % fill rate of the department in Fall 2019 was comparable to that of the college and the division.

The % fill rates of the World Language Department between Spring 2020 and Fall 2020 were on par with those of the college and the division.

In Spring 2021, the overall % fill rate of our department was slightly higher than that of the college and lower than that of the division. However, the % fill rate dropped in our department compared to that of the college and the division in Fall 2021. We do not have verifiable data, only anecdotal information, to explain this drop in % fill rate.

Spring 2022 showed a considerable drop in % fill in the college as a whole and the division, but it was more pronounced in the World Language Department. As mentioned above, several factors may have contributed to this drop in % fill rate in our department in Spring '22: The Covid-19 pandemic, students migrating to other colleges with a broader selection of DE courses, and the fact that many of our course were published as on-ground but then had to be taught remotely for about a month before they could be moved to on-ground, something that was not favored by many students.

The % fill rates in the World Language Department for Summer 2018 and 2019 were higher than the College as a whole, and comparable to those of the Division. The % fill rate for Summer 2022 was higher than that of the Division and lower than that of the College as a whole.

% fill rate data for Summer 2020 and 2021 was not available as courses were not offered.

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8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Earned WSCH

The patterns in WSCH observed between the period of Fall 2018 and Spring 2022 in the World Language Department mirrored those of the college and the division.

During this Program Review cycle, Fall 2020, Spring 2021 and Fall 2021 showed the lowest WSCH at the college, the division, and departmental levels. However, in Fall 2021, the WSCH for the department appeared to be lower than the college and the division. A pattern of recovery in WSCH at the department level mirrored that of the college and the division between in Spring 2022 and Fall 2022.

The World Language Department WSCH for the summer of 2018, 2019 and 2022 is comparable to that of the college and the division. The World Language Department did not offer courses in Summer 2020 and 2021; therefore, WSCH data for these two summers was not available.

FTEF

Between Fall 2018 and Spring 2022, the patterns observed in FTEF in the World Language Department mirrored those of the college and the division. The same was true for Summer 2018, 2019 and 2022. The World Language Department did not offer courses in Summer 2020 and 2021; therefore, FTEF data for these two summers was not available.

WSCH/FTEF

The patterns observed in the World Language Department are on par with those of the college and the division in Fall 2018 and 2019. Department WSCH/FTEF for Fall 2020 was not provided. In Fall 2021, there is an observable increase in the WSCH/FTEF of the department; this increase was also reflected at the college level. However, in Fall 2022, the World Language Department registered a drop in WSCH/FTEF, but this was still higher than Spring 2022.

WSCH/FTEF for the World Language Department dropped slightly in Spring 2019 when compared to Spring 2018. It trended upward in Spring 2020 and went even higher in Spring 2021. But it registered a noticeable decline in Spring 2022.

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Since the beginning of the Program Review cycle, the World Language Department has been communicating with our dean(s) about enrollment management and has taken steps to mitigate the circumstances surrounding low enrollment. For example, low-enrollment courses have been cancelled, removed from the schedule, or fewer courses have been offered at different times and days. The department has now started offering courses in DE formats to boost enrollment and respond to increased student demand for DE courses.

In addition, courses have been tied, against best practices, to improve enrollment numbers in those sections, but in some cases, has caused some students to leave our programs.

8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

The funds are used to pay our clerical assistant, to buy office supplies, and instructional materials as well as to cover the cost of in-house professional development workshops on a variety of topics related to language teaching and instructional technology.

The World Language Department's budget allocation is \$28,282.00. Of this amount, 85.85 % of the budget is used to cover our clerical assistant's salary and benefits. 14.14% is used to purchase general supplies, to pay for workshops, and to reimburse faculty for work-related travel mileage, subscriptions to language teaching apps, professional organizations within our professions, and teaching materials.

Ongoing funding to meet our instructional goals and technological needs benefits faculty, staff, students, and the Grossmont College community. Since starting to offer courses in several distant education modalities, the faculty have needed updated computers and software to meet the needs of students taking courses remotely.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

For the period 2018-2022, the World Language Department did not receive support or subsidy outside the college budget process.

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Human Resources

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

Part-time instructors constitute the backbone of our language programs. Through their involvement in serving the students in and outside the classroom, they contribute to diversity, inclusion, equity, and student success and engagement by creating welcoming and safe learning environments for all students. They also do so through pedagogical sound teaching practices, culturally responsive teaching methods, and support they provide to all their students after class, via email, and during office hours. Part-time faculty participate in curriculum development, in updating SLO and SLO assessments and analysis, and provide essential feedback to the SLO process. Part-time instructors help update official course outlines, SLOs, and entrance and exit skills. They also participate in the selection of textbooks and play a crucial role in the development of instructional materials.

Part-time instructors also plan, organize, and host community language cultural events. Part-time faculty participate as advisors to language and culture clubs, maintain websites and use social media to promote cultural activities and events.

Part-time faculty support the college's efforts for dual enrollment, enrollment management practices, Guided Pathways development. They also participate in Program Review and help coordinate programs for the department.

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

The new faculty members are introduced to the division and to the department at the Division and General Department meetings scheduled during Professional Development week.

New faculty are also introduced to our clerical assistant who provides information on a variety of administrative and practical issues. For example: how to report absences, how to request a substitute teacher, how to fill out office hour forms, how to request a parking decal, how to request a key to the part-time faculty office(s) and to the faculty bathroom(s), how to request a designated file cabinet in part-time faculty office(s) to store instructional materials and provides additional information on campus services and events.

The onboarding of new instructors includes a visit to the department's office and the part-time instructors' offices. A tour of the campus is also offered to new faculty members, so they know where to go to get their mail, to pick up copies, to

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turn in forms to the dean, to pick up office keys, and where to direct students when looking for a particular office.

New faculty are also provided with sample syllabi, desk copies of textbook(s), and information on resources and services for instructors and students.

Best practices, assessment practices, culturally responsive teaching methods, department mission statement and philosophy as well SLO development and analysis are all topics that are discussed with the new faculty member before and during their onboarding process.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

It is very likely that half of the full-time faculty (presently a total of 6) will retire in the next five to six years. If these positions are not replaced, it means that the remaining few full-time faculty will have less support to divvy up non-teaching duties and responsibilities. Also, fewer full-time instructors could potentially affect overall student retention and success.

To date, none of the following full-time teaching positions have been replaced:

In the Spanish Program, three full-time faculty have retired since 2010: Carmen Hernandez (2010), Edda Temoche-Weldele (2013), and Yolanda Guerrero (2017).

The French Program lost its full-time instructor with the retirement of Muriel Vitaglione (2014).

The German Program no longer has a full-time instructor due to Johannes Bruestle's retirement (2016).

The staffing needs of the department require additional full-time faculty replacements for the integrity of the World Language Department.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

Since the last Program Review cycle, the World Language Department has submitted Full-time Faculty Staffing Requests every year per the recommendations of the Program Review Committee and plans to continue doing so in the future.

8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff

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as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.

[8.9 Non Faculty Position Chart.docx](#)

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

The World Language Department has a clerical assistant. The funding for this position comes directly from our department budget:

2000/2217 Classified Salaries

3000/3850 Employee Benefits

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
Clerical Assistant	WLD Department Budget	17 hours a week per semester	17 hours a week per semester	17 hours a week per semester	17 hours a week per semester	17 hours a week per semester	17 hours a week per semester

Pat Palma has been the World Language Department's clerical assistant for the past 25 years. She is charged with answering directly to the needs of the Department Chair and is in support of the daily operation of the World Language Department Office. Currently, Pat Palma provides daily, ongoing support services for the department's chair, 5 full-time and 52 part-time instructors. Her duties include assisting the department chair in carrying out secretarial duties, answering student questions by phone and email, making photocopies, running errands related to department business on or off campus, organizing department events such as workshops, flex week general department meetings, and other related events either on or off campus, all communication by phone or email between the chair and faculty members, word processing and the filing of important department documents for future reference. There has never been an increase in the hours for the clerical assistant. The number of work hours for this position has remained the same over the last twenty-five years, even though these years have been marked by

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measurable changes. Over this period, the World Language Department has experienced continuous needs of faculty, students served, and classes offered. These needs have been compounded by a corresponding increase in the complexity of the department through the addition of new courses and certificates now being offered. In addition, changes to current local demographics have also presented challenges that have required significant adjustments. Given these recorded changes, the support services provided by the clerical assistant alone justify an increase in hours for her to efficiently perform her duties and meet the needs of the department.

Classes in the World Language Department are from 7am to 10pm. The Clerical Assistant works from 9 am to 1 pm, just 17 hours a week. Therefore, because of the restrictions in the number of allocated work hours, she is unable to serve the needs of students and faculty from 1pm to 10pm.

For the past 25 years the World Language Department has been requesting more hours for our clerical assistant. This request has been included as recommendations in all the Program Reviews since the 1980s, and they have also been included as an activity proposal in the department's 6-year Educational Master Plan, but the number of hours has never been increased.

This is a real concern because the lack of support for students and faculty alike affects student retention and success, and the morale of all faculty. This situation undermines not only our efforts to serve all students and faculty, but the overall efficiency and cohesiveness of the World Language Department.

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

In Fall of 2022, the following instructors are receiving reassigned time:

Antonio Crespo, Co-writer of Program Review.

Sonia Ghattas-Soliman, Coordinator of Arabic and French.

Noha Ireiqat, Co-writer of Program Review.

Ruth Fátima Navarro, Chair of the World Languages Department, Coordinator of Chinese, Japanese, Spanish and Russian Programs, and co-writer of Program Review

Astrid Ronke, part-time instructor, and Coordinator of the German Program receives part of the Chair's reassigned time to coordinate this program.

Paul Vincent, Co-writer of Program Review.

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Virginia Young, Co-writer of Program Review.

The full-time faculty believe in sharing the workload of running our department to promote faculty engagement, to cultivate collaboration among peers, and to increase efficiency when completing administrative tasks and requirements. The sharing of duties and responsibilities provides the World Language faculty with valuable experience that can prepare them for taking on leadership roles within our department.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

Education Excellence

- When compared with the 5-year success rates of the college and the division, the overall success rates during this period in the World Language Department are higher.
- When compared with the 5-year overall retention rates of the college and the division, the overall retention rates during this period in the World Language Department are also higher.
- The overall success and retention rates of African American and Hispanic students is noticeably higher in the World Language Department between Fall 2018 and Summer 2022 than in the college as a whole.

The overall success rate of African American students in the department for this period is approximately 80.18%. The overall retention for this group is approximately 86.63%, exceedingly higher in the department than in the college.

The success rates for Hispanic students in the World Language Department between Fall 2018 and Summer 2022 is approximately 80.72%, also noticeably higher than campuswide. The overall retention rate for this group during this period is approximately 87.72%, noticeably higher in the department than in the college.

- The overall success rate of male students in the World Language Department between Fall 2018 and Summer 2022 is approximately 88.54%, much higher than that of the college.

Completion Culture & Community Collaboration

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- The World Language Department offers students opportunities to earn AA degrees in 6 languages: Arabic, French, German, Japanese, Russian, and Spanish, in addition to the AA-T Spanish.
- A total of 190 AA degrees were awarded between 2016 and 2020. The total number of certificates awarded during the same period was 154.
- Our department provides extensive and on-going opportunities for students to extend their learning outside the formal classroom through participation in Community Service Learning, department and college-sponsored activities, clubs, use of on-campus student services, and social media channels.
- We offer Community Service-Learning Experience (CSLE) in Arabic, French, German, Japanese, Russian, and Spanish. These courses promote the national agenda of volunteer engagement. Students with a minimum of 2 semesters of study in these languages are placed in educational, medical, business, and legal settings to practice and develop their communicative and social skills in the target languages.
- In partnership with the World Languages, Helix Charter High School has a successful dual enrollment program of French. In the fall, the school offers one class of French 120 and another one of French 121 and one course of French 120 in the spring. French classes are offered in accordance with the school period. The teacher of French is evaluated by the Grossmont coordinator of French and according to the college evaluation's schedule. Both French 120 and French 121 are 5-unit course each.

In July 2017, Dr. Sonia Ghattas-Soliman met Kim Patterson, then, El Cajon Valley High School Principal to discuss the development of a course of Arabic 120. Sonia Ghattas-Soliman proceeded with the planning and the development and in August 2018, the first dual-enrollment Arabic course was offered at the school as an after-school course that both El Cajon High School and Grossmont College students could attend. Huda AlJabiri, a Grossmont adjunct instructor was the teacher. In spring 2019, the school offered two courses, one Arabic 120 and one Arabic 121. Before the beginning of the semester, AlJabiri and Ghattas-Soliman gave the students a Placement test so they could be placed at the right level. Dr. Ghattas-Soliman evaluated AlJabiri and commended her for excellent instruction.

In Fall 2020, having received her Arabic Language credential, AlJabiri was hired

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as a full-time teacher at the school and classes became part of the school curriculum and are being offered now as regular school periods. Dr. Ghattas-Soliman asked AlJabiri to have the Arabic language still being offered as a dual-enrollment program. However, with the change of principal and Aljabiri new functions, this request has not materialized yet. The El Cajon Arabic-speaker community is very enthusiastic about the new Program. Parents encourage their children to enroll in it and other schools of the area are following suit.

In Fall 2020, AlJabiri was contacted by two schools: West Hills and Grossmont High Schools requesting the development of an Arabic Program. Dr. Ghattas-Soliman approached the administration to discuss the offering of those courses at the two sites. However, the request was denied since according to the responsible the priority was to be given to Grossmont College.

In Fall 2022, AlJabiri was assigned to teach a course of Arabic 120 at Granite Hills. In spring 2022, Granite Hills High School's principal approached AlJabiri with a request to start an Arabic dual-enrollment program at their school. AlJabiri gave him Dr. Ghattas-Soliman's contact information. However, she was surprised afterwards to be contacted by Jane Gazale, Cuyamaca's Arabic full-time instructor instructing her to move from Grossmont to Cuyamaca to teach the course for them. AlJabiri refused since she has been teaching at Grossmont since 2003. Dr. Ghattas-Soliman requested from both the dean and the VPAA of Academic Affairs, Dr. Marshall Fulbright to have both Huda AlJabiri and Arabic 120 Granite Hills course listed as Grossmont's to no avail. Granite Hills' Arabic 120 Fall 2022 and Spring 2023 are being offered as Cuyamaca's courses under Huda AlJabiri's name, a Grossmont College adjunct instructor.

- A successful dual-enrollment partnership in Spanish also currently exists between the College, the World Language Department, and Helix Charter High School. Helix Charter High School is currently offering Span 120, and 121 in the fall and two sections of Span 120 in the spring. These are five-unit classes for college credit. This collaboration has required long hours of intensive work. Time has been spent in articulation agreements, organization, planning, development of curriculum, assessment, and faculty evaluations.
- The World Language Department strives to maintain open and continuous communication with different student services, and to actively promote these services in classes, email, and via Canvas.

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- Through our cultural events and performances organized by world language clubs and individual language programs, we actively promote the rich histories and cultures associated with the languages we teach in our department.

Innovation, Effectiveness & Operational Excellence

- The World Language Department recently updated its college webpage, where students can access information about our course offerings, degree requirements, faculty, and career opportunities.
- Academic plans (maps) and career opportunities (paths) for each of our degree programs are now included in the Academic and Career Paths website.
- World Language courses are DE approved. This allows our department to better serve the needs of our students, to support the college's mission to create accessible pathways to course and degree completion, as well as departmental and college efforts to increase enrollment.
- As a strategy to increase enrollment, the department is now scheduling different course formats (F2F, hybrid, Zoom, and DE asynchronous) to address an increase in student demand for more scheduling flexibility and distant education offerings. DE classes afford students flexibility to complete their language courses at a place and time that is convenient to them. They also remove barriers to students experiencing transportation and mobility issues. DE courses allow the department to accommodate non-traditional students who are unable to attend classes with specific times and days, as well as to give choices to students with a wide variety of learning styles and preferences.
- Workshops on methods, best practices, and technology are on-going at the World Language Department. These professional development opportunities provide faculty with skills and tools to better support students' language learning needs and experiences.
- World Language faculty use culturally responsive and diversified teaching methods, techniques, and resources to enrich the learning experiences of all students.
- Language Programs' cultural activities are organized year-round for the entire Grossmont College community. These events promote cultural diversity, language learning, and showcase our language programs. These activities

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support the college's mission of inclusion and foster respect for cultural diversity.

- For the last 5 years, the German Program in our World Language Department has been able to offer a very affordable study abroad opportunity to 3 or 4 selected students. This opportunity has been sponsored 80% to 90% by the Checkpoint Charlie Foundation Berlin/Germany. The year 2023 marks the sixth-year students have benefited from the Berlin/Germany 4-week Program, which includes an internship at a German company, language school, cultural excursions, and a stay with a German host family. To be selected, students must hand in a resume and a motivational statement. The committee will then invite the most promising candidates to an interview. Former recipients have described their time in Berlin as "eye-opening, very informative, life-changing, fun, and unforgettable." Furthermore, they all mentioned a large increase in their knowledge of the German language and culture, and an expansion of their historical, political, cultural, personal horizon, and their world view. These scholarships also benefit the number of Associate Degrees and Certificates of Achievement in German, since students are encouraged to enroll in advanced German classes (GERM III or IV) before or after their trip.

- The special projects and innovations undertaken by the World Language Department, and by individual faculty members, illustrate the wide-ranging interest of the faculty as well as their ongoing concern for the success of their students.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Below is our list of opportunities to improve in terms of the current Strategic Plan (2022-2028):

- We will continue to expand DE course offerings to address the demand for diverse course formats to meet our students' scheduling needs and their learning styles and preferences.
- We also need to continue providing faculty with professional development opportunities on best practices and available technology (tools) to be able to deliver excellent learning experiences to our students in the different course formats.
- The World Language faculty will continue to collectively engage in assessing SLOs, analyzing data, and proposing strategies for improvement of assessment tools and practices.

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- We will continue to actively promote student services in our classes and communication with ARC, Tutoring Center, Counseling, ASGC, and other offices to better serve our students.
- We will continue to promote student engagement in learning experiences outside class.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

Below are our most pressing concerns:

Since the last two Program Review cycles, we have lost four language instructors to retirement: Johannes Bruestle in German, and Carmen Hernández, Edda Temoche-Weldele, and Yolanda Guerrero in Spanish. These faculty have not been replaced despite having requested full-time replacements year after year.

As noted in our answer to question 8.7, it is very likely that within the next six years, the World Language Department will experience another reduction in full-time instructors due to retirement. If they are not replaced, the remaining few full-time faculty will have less support to divvy up non-teaching duties and responsibilities. Fewer full-time faculty would likely impact the department's ability to carry out essential non-instructional duties such as peer evaluations, updating course outlines, and participation in committees. Fewer full-time instructors would also limit the department's contribution to the implementation of the college's Strategic Plan due to a lack of human resources.

Full-time faculty members communicate directly with part-time faculty about administrative and departmental needs and any changes in these areas. Without the necessary number of full-time faculty, the part-time faculty will lack adequate knowledge of departmental and institutional directives.

Full-time faculty are responsible for completing the Program Review self-assessment. This process requires institutional and departmental memory that is passed down from senior faculty members to junior faculty members. If we do not have the full-time faculty resources needed to write this self-study, this jeopardizes future program reviews.

Fewer full-time language instructors can potentially affect overall student retention and success as student success within each and every language program benefits from the experience, expertise, leadership, and mentorship of a strong core of full-time instructors.

More full-time faculty are needed to go out into the community, promote our programs, and recruit students.

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We fear the reduction in the number of full-time faculty in our department can jeopardize students' completion of language degrees.

The limited hours allocated to the World Language Department Clerical Assistant will continue to affect our ability to efficiently meet the needs of our students and faculty in the afternoon and in the evening.

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

The following is a rank-ordered list of the World Language Department recommendations:

1. Continue to apply for additional full-time, tenure-tracked faculty.
2. Continue to develop DE offerings.
3. Continue to engage in assessing SLOs, analyzing data, improving assessment tools, and reporting assessment results on *Nuventive*.
4. Continue to create welcoming and safe language learning spaces for our students, to promote culturally responsive, and equitable teaching and learning practices.
5. Request an increase in the World Language Department's Clerical Assistant hours.
6. Continue to provide students with opportunities to extend their learning outside the classroom.
7. Continue to provide the Grossmont community with cultural events that promote cultural diversity, awareness, and literacy.

ACADEMIC PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends this department for:

1. The variety of approaches to student engagement (i.e. learning abroad/Community Service Learning/Foreign Language Clubs).
2. Multiple and varied modalities/models F2F, Online, Hybrid, synchronous, and asynchronous to increase student success, retention, and persistence.
3. Continue to increase fully online offerings with multiple modalities (as above)

The Committee recommends the following for this department:

1. Apply for a grant to allow for the development of OER in Arabic and keep applying until you are awarded
2. Regularly reflect on SLO results in order to determine what you can say about student learning.
 - a. Make notes within your course SLO documentation on the discussions and reflections that are shared between faculty members.
 - b. Analyze SLO data more deeply to make informed decisions on how to improve teaching and learning
 - b. Look at models of departments (History, ESL, Math) that are successful in SLO data utilization and adopt one that matches your program structure
 - c. Enter SLO data into Nuventive
3. Increase Professional Development for all full-time and part-time faculty members is related to teaching pedagogy, online teaching, and equitable teaching and learning strategies, etc.
4. Look more deeply at your data to make informed decisions addressing equity and gender enrollment gaps.

College President

Program Chair

Program Review Co-Chairs

WORLD LANGUAGES
DATA TABLE

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2018-19	76.4	344.1	71.4	305.0
2019-20	80.0	338.8	82.3	355.2
2020-21				
2021-22			39.0	163.0
2022-23	63.4	302.5	55.3	256.0