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2020-2021 Annual Program Review, Instructional (NonCE)

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A. Program Description

In one or two paragraphs, provide a description of the primary goals of your program or service area.

The Modern Languages and Cultures Department offers a program where our students learn to contribute to the global community. By virtue of our offerings in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, linguistics, Persian, Portuguese, Russian, Spanish, and Turkish, our department endeavors to develop in our students an understanding of their relationship to the diverse linguistic, cultural, economic, political and social areas that are inherent to their studies.

We offer courses in fifteen different disciplines. Our students learn to compare and contrast their experiences in their own cultures and languages with the ones that they study in our program. When they study linguistics, they learn commonalities and differences between different languages and cultures, and they learn how to apply linguistic theory to diverse languages and understand language as a manifestation of human culture. Our courses and programs give the students the necessary global perspective they need to fully appreciate other cultural heritages. This, in turn, promotes community, national, and international understanding and cooperation.

B. Progress Since Last Review (2019-2020 Objectives)

Identify the original objectives from your 2018-2019 review, as well as new objectives that have emerged since then (if applicable). For each objective, determine status and explanation for status. Note: The 2019-2020 annual review was modified due to the COVID-19 pandemic and did not include an objectives section. As a result, please reflect on the 2019-2020 objectives identified in the previous year's annual or six-year review (2018-2019).

Past Objective NonCE

1. [Communication](#)
 2. [Cultures](#)
 3. [Connections](#)
 4. [Comparisons](#)
 5. [Communities](#)
-

C. Achievements

OPTIONAL: List any notable achievements your program accomplished in the last year.

- Professor Alejandro Lee was invited as a member of the Advanced Placement World Languages Academic Advisory Committee to the College Board, March-December 2020.
- Professor Alejandro Lee and Professor Nancy Melendez-Ballesteros(SMC), in collaboration with Professor Cristina Moon (Chabot College) and Professor Nicolás Crisosto (LACC), completed an OER for second-year Spanish, titled *Entrada Libre*. The OER was completed in Summer 2020. The project was funded by the Academic Senate for California Community Colleges Open Educational Resources Initiative grant. Link: [https://human.libretexts.org/Bookshelves/Languages/Spanish/Intermediate_Advanced_Spanish_Manual_\(Entrada_Libre\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/Intermediate_Advanced_Spanish_Manual_(Entrada_Libre))
- In Spring 2020, Professor Jihyeon Cha took a sabbatical leave for her project on "Developing teaching materials for newly approved Korean conversational courses." In Fall 2020, she successfully submitted her sabbatical report to the Sabbaticals, Fellowships, and Awards Committee.
- Professor Banafsheh Pourzangi participated in a roundtable presentation of "Story Telling in Language Learning Process" for the Middle East Studies Association annual conference on October 8, 2020.
- Prof. Alejandro Lee was invited as a panelist on the "Latino Heritage Panel:" a panel webinar in celebration of Latino Heritage Month, with leaders in Spanish as a Heritage Language including Krystal Kurtz, Alejandro Lee, Jazmin Mier, Diego Pascual y Cabo, and Alegría Ribadeneira," organized and moderated by María Carreira, National Heritage Language Resource Center at UCLA, on October 10, 2020. <https://international.ucla.edu/nhlrc/article/235795>
- Prof. Alejandro Lee was invited to speak in Prof. Paula Gutiérrez heritage class on: "Identities en contacto", at Pitzer College, on October 21, 2020.
- Prof. Alejandro Lee was invited to be an editorial board member of "Plurilingual & Pluriculturales: A newsletter on Critical Language Education," in December 2020 - present. <https://mailchi.mp/ucr.edu/plurilingual-pluriculturales-a-newsletter-in-critical-language-education>
- Professor Yuka Kitazono received the ACTLF Oral Proficiency Interview certificate as of Winter 2021 (1-year OPI tester training)

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- Professor Jihyeon Cha served as a reviewer for the Journal of Asian and African Studies in Spring 2021.
- The College Board has extended Professor Alejandro Lee's chairpersonship of the CLEP Spanish Test Development Committee for an additional year (ending in June 2022).
- Prof. Alejandro Lee was elected as "Community College Representative" for the American Association of Teachers of Spanish and Portuguese, 2020-23.
- Prof. Jamie Thomas was awarded the ACLS Community College Faculty Fellowship for her project titled: Closing Racial Equity Gaps in Online Teaching of Introductory Linguistics.

D. Assessment and Evaluation

D1. Outcomes and Evaluation Research

Reflect on the outcome assessment (PLO, SLO) data that your program reviewed in the 2020-2021 year that have yielded notable or actionable findings. Note: It is not required to name every outcome assessed in your program. You can look up course SLO mastery rates in the menu Program Review>Course Outcomes>SLO

SLO/PLO

1. [Delete](#) [Edit Form](#) [SLO/PLO](#)
[Add](#)

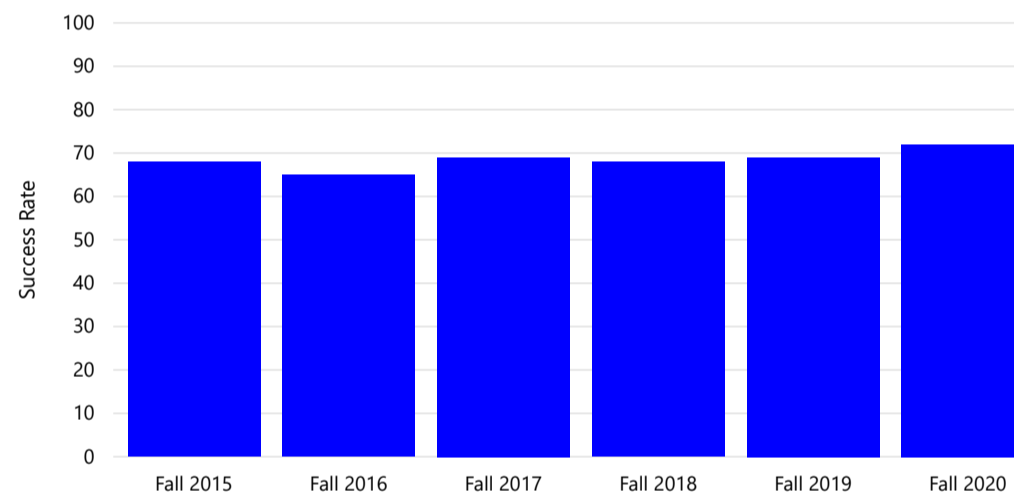
OTHER EFFECTIVENESS DATA

Reflect on the other effectiveness data you collected and analyzed for the program in 2020-2021.

[Hide Success Rates by Course](#)

Course Success Rates

Modern Lang/Cul



Measures: Success Rate and Success Count and Attempts

	Fall 2015			Fall 2016			Fall 20	
	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Succe: Coun
Measures	68%	1,561	2,283	65%	1,498	2,314	69%	1,5

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Credit Courses Only

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Note the trends for course success rates in your department over the last six years.

Course Success Rates Trends

- Course success rates have increased.
- Course success rates have decreased.
- Course success rates have remained relatively stable.

[Clear](#)

[Hide Course Retention Rates](#)

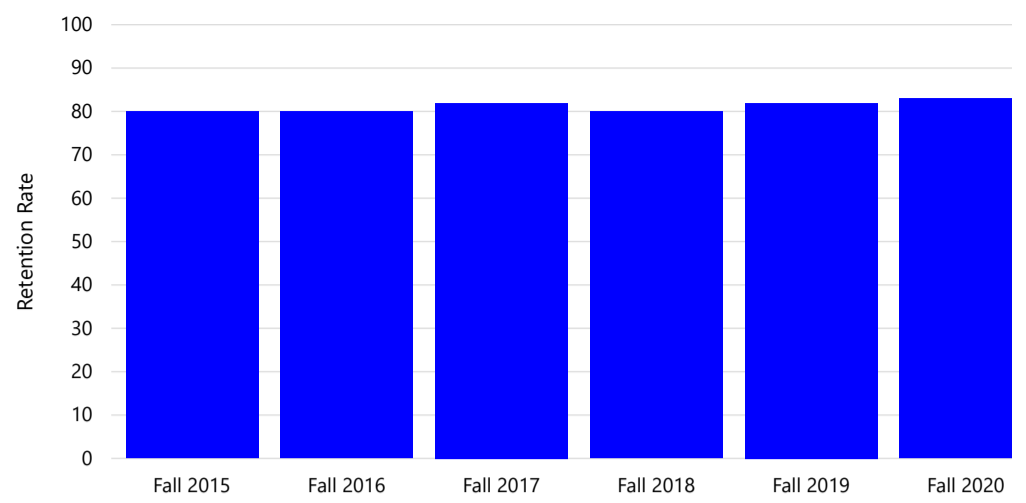
Course Retention Rates

Modern Lang/Cul

Limits: Course Credit Type Credit, Degree Applicable Credit, Not Degree Applicable Course Retention No Retained Retained

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Limits: Course Credit Type Credit, Degree Applicable Credit, Not Degree Applicable Course Retention No Retained Retained

Measures: Retention Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Measures	80%	80%	82%	80%	82%	83%

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Credit Courses Only

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Course Success Rates Trends

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Clear

Course Success and Retention

After reviewing the course success and retention rates for your program, describe how these rates reflect the overall effectiveness of the program, and discuss any planned changes or actions your program plans to take to address the results (if applicable).

- Both the success and retention rates went up.
- The MLCD faculty did a great job supporting students during the transitioning to remote instruction due to COVID-19.
- Assessment problems-cheating and plagiarism
- The rates vary depending on disciplines
- We dedicated part of our departmental Spring 2020 Flex Day to discuss the issues that affect student retention and success rate and to share ideas for possible solutions. Faculty worked in groups to discuss ideas, such as:
 - Reach out to students when you know they're struggling: send emails, refer them to counselors via GPS flags.
 - Flexibility - not being so rigid with deadlines for assignments and attendance.
 - Build community in the classroom - create activities that ask students to do group work (ex: discussion forums; encourage Whatsapp or Discord study groups)
 - Have clear guidelines to use Canvas and to navigate your course: clear instructions for assignments and consistent deadlines
 - Give feedback and encouragement. Sometimes students want to connect and know their instructors are there for them. Give timely feedback. Refer them to tutoring. Be flexible and understanding.
 - Hold special review sessions before tests (give extra credit, every other week)
 - When a student misses a class, send a message/email (communication is important).
- In Fall 2021 will discuss the racial equity gaps for course success findings to understand the specific factors affecting the racial equity gap in each discipline.

[Hide Term course success equity gaps](#)

Term Course Success Equity Gaps

Limits: Fall 2020

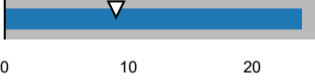
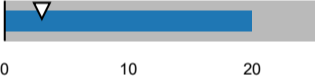
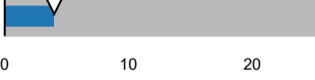
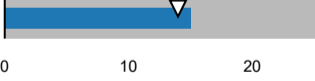
This tool is designed to highlight groups experiencing disproportionate impact. Disproportionate impact means significantly lower rates.

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Target Success Rate

Departments K-O - Modern Lang/Cul
Number of sections: 60

Course Completion with Margin of Error

Target Population(s)	The # of credit courses students enrolled in & were present on census day in Fall	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Comparison to the reference group (Percentage point difference with +/- added)*	Percentage Point Gap and M
All Students (Modern Lang/Cul, 60 sections)	1,953	72%	0	
Asian (comparison group)	200	83%	0	
Black	110	59%	-24	
Latinx	788	63%	-20	
Native American	N/A			
Pacific Is.	N/A			
Two or More	115	75%	-8	
Unreported	278	85%	++2	
White	458	79%	-4	
Female (comparison group)	1,127	74%	0	
Male	777	71%	-4	
Unreported	49	59%	-15	
Current or former foster youth	21	62%	-10	
Individuals with disabilities	45	76%	+3	
Veterans	43	70%	-3	

The Percentage Point Gap (PPG) is the difference between the success rate of the noted disaggregated subgroups and the success rate of the comparison group. The Margin of Error (MOE) is based on the formula $E = 0.98 / \sqrt{\text{subgroup size}}$.

Subgroups are highlighted when the PPG exceeds the MOE.

In the chart, the PPG is the blue bar and the MOE is the triangle.

Please indicate which student demographic groups you examined as part of your review. At a minimum, programs are expected to review course success rates by student ethnicity/race.

Student Demographic Group

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- Gender
- Ethnicity/Race
- First Generation College Student Status
- Financial Aid Status or EOPS Status
- Students with Disabilities
- Veteran Student Status
- Foster Youth Status
- Other

Racial Equity Gaps for Course Success

After reviewing the course success rates by ethnicity/races and other demographic variables, identify any equity gaps, and discuss any planned changes or actions your program plans to take to address the gaps (if applicable).

In the fall will discuss the racial equity gaps for course success findings as a department to understand the specific factors affecting the racial equity gap and course retention and success rate in each discipline. Click the link below to see our findings:

https://smcollege.sharepoint.com/w/s/MLCD2020-2021AnnualProgramReview/Ef9uiZTssK1LrRyyc9GnkVIBZoZhY_42NZec_hqj2tTI6oA?e=ntmiuu

We will continue to use the Supplemental Instruction program to support student success in Spanish 1 so they are better prepared and successful in the next levels. In the fall we will have for the first time supplemental instruction support for Japanese 1 students as well. Japanese is the second-largest program in our department.

We diversified the teaching modality of Linguistics 1 classes to accommodate the students learning style and schedules. We will offer three completely asynchronous sections. Two synchronous and late-start classes.

We will continue to work closely with the tutoring coordination to help in the efforts of providing support to students. The tutoring center has experienced several roadblocks to successfully hire new tutors, and therefore, several languages have been left without tutors.

[Hide Degrees and Certificates](#)

Degrees and Certificates

Modern Lang/Cul

Measures: Degrees and Certificates

Award Type	Program Title	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
A.A.-T	Spanish	1	1	6	6	12	7
	Total	1	1	6	6	12	7
Cert 16 to 29 Units	Asian Studies	0	0	0	0	0	2
	Total	0	0	0	0	0	2
Total		1	1	6	6	12	9

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Degrees and Certificates

After reviewing the number of degrees and certificates awarded by your program, describe how the data reflect the overall effectiveness of your program, and discuss any planned changes or actions you program plans to take to address the results (if applicable).

In 2019-2020, we awarded 12 Associate of Arts in Spanish, which represents twice the number awarded last year. This is a great achievement for our program and we intend on continuing our efforts to advertise this AA to our students (especially by offering more DE classes).

Last year (2019-2020), our three departmental certificates of Achievement were approved by the Chancellor's office: African and Middle Eastern Studies Certificate of Achievement ; Asian Studies Certificate of Achievement ; Latin American Studies Certificate of Achievement.

The data reveals that no certificate of Achievement was awarded last year, which seems to be linked to COVID and the switch from departmental certificates to certificates of Achievement. Our faculty will redouble its efforts to advertise them and make sure students are aware

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of them. We intend on making sure that the information on the SMC website and our different social media platforms are visible and clear to our students.

Additionally, we are currently in the process of getting a "European Studies Certificate of Achievement" approved by the Curriculum Committee. We hope to receive approval by the end of Spring 2021 and to make it available for Fall 2021. This will help languages such as German, Italian, French, Spanish, Russian, and Portuguese.

ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS

If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results. Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups and interviews, advisory committee minutes, labor market data, license exam pass rates

Based on the learning modality survey conducted from March to April 2021, the MLCD needs to submit distance education proposals to increase the online offerings.

D2. ANALYSES OF THE RESULTS

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (Part E). In one or two paragraphs, describe what you have learned about your program from the evaluation/assessment results and how this knowledge will inform your plans for next year.

As mentioned in part D1. "Outcomes and Evaluation Research," in Spring 2020 and Fall 2020, the department did not officially assess SLOs. Early on in the transition to the remote teaching environment required instructors to transform and adapt their teaching practices, including assessments to Canvas, Zoom, and other software and applications. Some of our faculty were not ready to undertake the challenges as they did not have experience with technology. We encountered that some instructors had only email knowledge and basic experience with Canvas. Each discipline has its own set of SLOs, and they vary from oral presentations and compositions. Instructors were experiencing challenges transferring the assessments to the online environment, as to do so, they would have to learn to use new software and applications. Luckily, many of our faculty worked very hard during the summer and fall semesters to get professional development on course design and best practices for online teaching. This Spring, we resumed the assessments of SLOs, and we will discuss the results in one of our department's Fall 2021 Flex Days. The SLO implementation and discussion have been inconsistent throughout some disciplines because rare times do all instructors have the opportunity to have a meaningful conversation about the results. In other instances, we have found that some instructors feel pressured to submit outstanding SLO results by giving their assessments as take-home instead of in an exam, as their group had planned. We hope to redesign the way we assess and update SLOs by dedicating flex activities in the fall and get the input of as many of our instructors as possible.

E. Next Year's Objectives (2021-2022)

Itemize any specific strategies or projects you plan to accomplish in the next year to improve the effectiveness of your program. Limit 3 objectives.

Objectives for Improvement

1. [Delete](#) [Edit Form](#) [Objectives for Improvement](#)

[Add](#)

F. Current Planning and Resource Needs

In the space below, broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year. In the table below, itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year. While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Please see below the specific needs of our department:

Human Resources

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1. [Human Resources](#)

2. [Human Resources](#)

Facilities

Equipment, Technology, Supplies

1. [Equipment, Technology, Supplies](#)

2. [Equipment, Technology, Supplies](#)

3. [Equipment, Technology, Supplies](#)

4. [Equipment, Technology, Supplies](#)

Professional Development

1. [Professional Development](#)

2. [Professional Development](#)

G. Challenges Faced

(Optional) List significant challenges your program faced in the past year.

Department-wide challenges:

- Difficulty hiring tutors for all languages
- Loss of full-time faculty due to retirement including the department Chair.
- Loss of tutoring coordinator in the middle of the semester.
- We have a very diverse group of faculty with different levels of experience in teaching remotely.
- We had challenges hiring new adjunct faculty on time, this affected student learning experiences.

Faculty-specific challenges:

- Problems with logistics at home: limited resources (unstable Wifi or no internet) and lack of proper electronic equipment (computer with camera and mike, modem, headset, electronic pen, etc.) and necessary software (Nearpod, Kahoot, Screencastify, PinyinJoe, and Google Pinyin Input, etc.), especially for some foreign languages that do not use the Roman alphabet letters.
- Insufficient training for most instructors to learn Zoom and Canvas prior to switching to the remote teaching modality; since they could not get the necessary training in time, they had to learn them while teaching online.
- Delayed or inadequate administrative support from HR, DSPS, DE Team, Care Team, and Counseling Office on and off-campus.
- Without effective proctoring support, it was very challenging to assess students' performance effectively, accurately, and fairly in an online class. Plagiarism, cheating, and dishonesty were rampant; it was also hard to prevent grade inflation.
- Problems with the online language lab.
- Lack of tutors in some languages.
- The student demographic has drastically changed after the pandemic; there are now fewer foreign students and more local ones; and their goals, motivations, and preparation for college study are significantly different from the former ones; there are more students with disabilities, which adds more challenges to the already increased workload.
- There is a huge gap between privileged and underprivileged students in terms of technological and learning resources, skills, and knowledge.

PROGRAM AREA VP FEEDBACK

To be completed by area VP: Provide any feedback and comments for the program here.

Congratulations to the many MLCD faculty who won awards and gave presentations! These dept members are clearly deeply engaged in their professional communities. I appreciate their passion and dedication. Kudos also on the curricular changes you've made to create more opportunities for students to earn degrees and certificates, on increasing course success and completion rates, and for your ongoing work to address racial equity gaps.

Please reach out to Regina Ip and/or Paul Trautwein for assistance with your webpage, and to Dean Dione Carter regarding the software needs. Both Jason Beardsley and Dione Carter are working with IT to ensure cameras and microphones are installed where needed throughout campus, so please let them know of your needs in the Modern Languages Lab, too.

Program area VP confirmation

Check this box to indicate that you have reviewed the program's

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annual review.

Yes, I have reviewed the program's annual report

Clear

This form is completed and ready for acceptance.

Notify Jennifer Merlic