

CPR - Instructional

A. Program Description

1. Describe your program's purpose and identity/focus, noting any changes since the last review.

The Santa Monica College Department of Modern Languages and Cultures fosters respect and appreciation for diverse communities through the study of language, literature, and culture. We offer courses in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Linguistics, Persian, Russian, and Spanish. Our program develops students' proficiency in listening, speaking, reading, and writing in the target language, enabling them to communicate effectively and engage authentically with diverse communities while cultivating a global perspective that promotes mutual understanding and cooperation.

We currently offer linguistics and twelve modern languages through a broad range of courses, from beginning to intermediate levels, including conversation, culture, and civilization, that build communicative competence while deepening students' cultural awareness. In linguistics, students explore the structure, diversity, and universality of human language and its role in shaping culture and identity. Across all disciplines, students are encouraged to compare their own linguistic and cultural experiences with those of the communities they study, fostering empathy, critical thinking, and intercultural communication.

The department offers several academic pathways, including an Associate Degree for Transfer (ADT) in Spanish and Certificates of Achievement in African and Middle Eastern Studies, Asian Studies, European Studies, and Latin American Studies, which provide a strong foundation for transfer or entry into global career fields.

Since our last Comprehensive Program Review in 2020, completed during the height of the COVID-19 pandemic, the Department of Modern Languages and Cultures has undergone a profound transformation. Before the pandemic, most of our classes were offered in person; however, the sudden shift to remote instruction required us to redesign our courses and adopt new teaching modalities. Santa Monica College now offers multiple instructional formats, including fully online (synchronous and asynchronous), hybrid, and in-person options. Our department has adapted to this new landscape by developing effective online pedagogy, expanding the use of digital tools and open educational resources, and refining our approaches to student engagement and support. We continue to evolve to meet the diverse needs of students who entered college during and after the pandemic, ensuring equitable access and meaningful learning experiences across all modalities.

While we have experienced a reduction in the number of course offerings due to state and institutional factors, as well as national trends affecting language enrollment, we have also achieved significant curricular progress. Notably, we launched the European Studies Certificate of Achievement, expanding interdisciplinary opportunities for students, and strengthening our commitment to global education.

2. What are the critical ways your program advances the college's mission, vision, and goals?

The Modern Languages and Cultures Department advances Santa Monica College's mission by helping students explore cultural communities locally and globally, fostering an inclusive and equitable learning environment, and preparing them for transfer and diverse career pathways. Our courses promote intercultural competence, global awareness, and respect for diversity, core components of the College's vision and Institutional Learning Outcomes.

The department's programs encourage students to learn and communicate across languages and cultures, aligning directly with SMC's goal of cultivating global citizenship and lifelong learning. By offering courses in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Linguistics, Persian, Russian, and Spanish, we serve one of the most linguistically and culturally diverse student populations on campus.

Community Engagement and Collaboration:

The department advances the college's mission through sustained collaboration, cultural outreach, and student-centered initiatives. Together with the ESL Department, we co-run the Language and Culture Exchange (LCE) program, a free initiative that pairs native English speakers learning another language with multilingual students who are improving their English. This partnership provides authentic language practice and meaningful cultural exchange, reflecting SMC's values of inclusion, curiosity, and collaboration.

In partnership with the Japan Foundation Los Angeles, the Japanese program hosts "Tea Time at Santa Monica College," where students practice Japanese in a relaxed, culturally immersive setting. In fact, in Spring 2025, Japanese instructors reached out to local high schools (Culver City High School, Venice High School, and Santa Monica High School) to invite their students to attend the event. The Korean program also maintains strong ties with community and cultural organizations, including the Consulate General of Korea in Los Angeles, the Korean Spirit and Culture Promotion Project (KSCPP), and the Korean Cultural Center. These collaborations have brought to campus a range of activities from the Art of the Korean Lotus Lantern Workshop to the Korean Friendship Festival and "The Globalization of Korean Food," an event that invited students to explore the worldwide influence of Korean cuisine through hands-on activities and cultural presentations. These events not only enrich student learning but also foster intercultural understanding and a sense of belonging among students of diverse backgrounds.

The Spanish program extends opportunities beyond campus through Spain's North American Language and Culture Assistants Program (NALCAP). Several students have participated as cultural ambassadors teaching English in Spain, gaining immersive international experience and advancing SMC's mission of global engagement. In Fall 2024, the department hosted Mr. Josu Baque, Education Advisor from the Embassy of Spain, to present on NALCAP and strengthen partnerships with the Spanish government's educational outreach efforts.

Equitable Learning Environment:

Recognizing that textbook costs can be a barrier to success, the department is expanding the use of Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) options. Supported by the 2023 ZTC Acceleration Grant, several courses—including Spanish 2, 3, 9, and 11 and French 1–4 will be converted into OER/ZTC courses by Fall 2026, reflecting our ongoing commitment to access and equity.

Career and Transfer Pathways:

Students can pursue an Associate Degree for Transfer (ADT) in Spanish and Certificates of Achievement in African and Middle Eastern Studies, Asian Studies, European Studies, and Latin American Studies. These programs provide clear academic and professional pathways, preparing students for successful transfer and careers in education, business, international relations, translation, and public service. Through these programs, students develop critical thinking, communication, and problem-solving skills grounded in cultural awareness—competencies essential for success in today's global workforce.

B. People Involved – Your Students

Population and Demographics:

3. What are the key characteristics that define your program's student population? Compare your program's population to the overall college population, and discuss the extent to which your program's student makeup (including subgroups who are over or under-represented) currently aligns with your program's intended target populations.

Enrollment Trends

The Modern Languages and Cultures (MLC) Department enrolled 1,426 students in Fall 2024, a decline of about 30% from 2,036 students in Fall 2019. This rate of decrease exceeds the college-wide enrollment decline of approximately 16% during the same period. Despite the contraction, the department continues to serve a broad general education and transfer-oriented population across its twelve disciplines. Spanish remains the largest program, accounting for roughly half of total enrollment, followed by Japanese, French,

and Korean. These figures reflect both national post-pandemic enrollment shifts in world languages and ongoing local demand for transfer-level and heritage-language courses.

Gender Composition

Between Fall 2019 and Fall 2024, the department consistently enrolled a majority of female students. In Fall 2024, 55.8% of students identified as female, 39.1% as male, and 5.1% as unreported, compared to the college's 53.4% female, 43.6% male, and 3.0% unreported. Over time, the female share of enrollment has grown modestly (from 53.2% to 55.8%), while male representation has declined (from 45.1% to 39.1%). This pattern aligns with national trends in language education, where women are overrepresented. The department also notes a gradual increase in students selecting "unreported" gender (from 1.7% to 5.1%), which may reflect shifting norms around gender identity reporting. Although female students remain well-represented, the department recognizes the need to increase engagement among male and nonbinary learners through inclusive pedagogy and course design.

Race and Ethnicity

From Fall 2019 to Fall 2024, the MLC Department has consistently served one of the most diverse student populations on campus. In Fall 2024, the department's racial and ethnic composition was as follows:

- Latine/x: 38.1% (vs. 40.5% college-wide) – slightly underrepresented but still the largest group.
 - White: 26.2% (vs. 24.9%) – slightly overrepresented.
 - Asian: 9.3% (vs. 7.6%) – overrepresented.
 - Black/African American: 6.4% (vs. 9.1%) – underrepresented.
 - Two or More Races: 7.1% (vs. 5.2%) – overrepresented.
 - Unreported: 12.6% (vs. 12.4%) – roughly aligned.
- (Native American and Pacific Islander students each represent approximately 0.1% of both populations.)

Looking at the broader period (Fall 2019–Fall 2024), department-level data show that 45–50% of MLC students identified as Hispanic/Latinx, compared to roughly 36% across the college. White students accounted for 20–22%, Asian students 15–18%, and Black/African American students 6–8%. These figures indicate that the department enrolls a higher proportion of Hispanic/Latinx and Asian students than the college overall, reflecting strong accessibility for multilingual and heritage-speaking populations.

While Black/African American students remain underrepresented in language study both locally and nationally, this pattern aligns with national data ([ACTFL, 2022](#); [Moor, 2005](#)) showing systemic under-participation in foreign language education. The reasons are complex, likely reflecting broader social and economic factors such as differential exposure, perceived utility of language study, or access to preparatory opportunities. The department remains committed to addressing these disparities through equity-minded outreach, curricular diversification, and culturally responsive pedagogy.

Residency Patterns

Residency trends in Fall 2024 closely mirror the college overall: 82.0% of students were California residents, 10.4% were international, and 7.6% were out-of-state. These rates align with the college's distribution of 82.0%, 11.2%, and 6.9%, respectively. Over the five-year period, approximately 85–90% of MLC students have been California residents, with 5–7% international. International enrollment is concentrated in Chinese, Japanese, Korean, and French, while most other language programs draw between 80–95% California residents. Slightly fewer international and slightly more out-of-state students are enrolled in the department compared to the college overall. These consistent patterns demonstrate that the department attracts both local students and a healthy international cohort, reflecting its global orientation.

Language-Specific Patterns

Spanish remains the largest program, accounting for about half of the department's total enrollment. Spanish courses attract a particularly high percentage of Hispanic/Latinx heritage speakers, aligning with the department's mission to affirm bilingual identity and enhance transfer readiness through heritage-track offerings such as Spanish 11 and 12. Japanese and Korean programs show strong participation from Asian and international students, often exceeding 60% Asian representation in these languages. French and Italian courses maintain a balanced demographic mix, with strong participation from White and Hispanic students

and a notably high female enrollment (often above 65%). Arabic, Chinese, and ASL, though smaller in scale, enroll students from a variety of cultural and academic backgrounds, including those pursuing interdisciplinary interests in Global Studies, Film, and Communication.

These distinctions highlight the department’s capacity to engage both heritage speakers and new learners across diverse communities, fulfilling the college’s mission to promote equity, inclusion, and global citizenship.

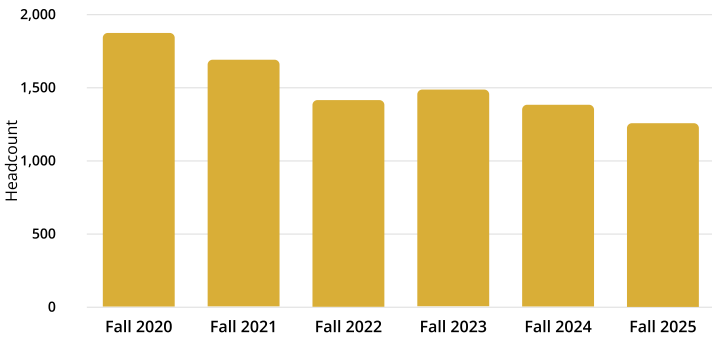
Comparison to College and Implications for Equity

Overall, the department’s demographic profile is well-aligned with that of the college and reflects the program’s commitment to accessible language and cultural learning opportunities. The MLC Department successfully engages Hispanic/Latinx and Asian students, with strong participation from multilingual learners and international students. The overrepresentation of Asian and Two-or-More-Race students demonstrates effective outreach to communities with strong linguistic ties, while the underrepresentation of Black and male students signals the need for targeted equity efforts.

To address these gaps, the department plans to expand collaboration with the Black Collegians program, the STEM and Communication departments, and student success centers to emphasize the professional and cultural value of language learning. The department will also review course scheduling and modality (e.g., hybrid and online sections) to improve access for working students and underrepresented groups.

Student Headcount | Modern Lang/Cul

Number of unique students officially enrolled in courses during the selected term. Each student is counted once, even if they enrolled in multiple courses.



Measures: Headcount

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Headcount	1,875	1,692	1,416	1,488	1,384	1,258

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 02-Mar-2026

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

The department’s demographic trends reveal valuable opportunities to strengthen outreach, equity, and student success:

Enrollment and retention: In our program, enrollment is closely linked to retention and student success, as language courses follow a sequential structure. Progression to Level 2 and higher courses depends on the successful completion of preceding levels, making student achievement in entry-level (Level 1) classes a critical factor in sustaining enrollment. Faculty play a central role in promoting student retention and success by implementing flexible policies—such as extended deadlines, make-up options, and extra credit—as well

as maintaining consistent communication through regular check-ins. Personalized support is provided to help struggling students persist, while advanced learners are offered enrichment activities to deepen their skills. Beyond the classroom, faculty cultivate curiosity and cultural engagement through informal meetings, discussions, and supplemental media resources.

Looking ahead, it would be valuable to analyze enrollment and persistence patterns across levels and disciplines to better understand where and among which demographic groups students discontinue their studies.

Teaching modalities: Currently, the department's experience with multiple teaching modalities provides flexibility to support students balancing work and family responsibilities. Moving forward, continuing to offer online and hybrid course options, while maintaining OER/ZTC materials, will help the department sustain its commitment to equitable access and affordability.

Heritage courses: Given the strong representation of Hispanic/Latinx, Asian, and multilingual heritage speakers, the development of heritage courses has been instrumental in providing more meaningful and effective learning experiences for students with these backgrounds. To build on this progress, expanding heritage-track course offerings and developing culturally responsive materials will further enhance student engagement, retention, and transfer pathways.

Community Engagement: Faculty-led cultural events and partnerships with organizations such as the Japan Foundation and the Korean Consulate offer effective models for community engagement across languages. Building on these efforts, the department also recognizes the opportunities to strengthen connections with neighboring high schools, such as Santa Monica High, Venice High, and Culver City High, and CSU students to introduce students to the college's language programs and encourage early enrollment. Additionally, the department would benefit from expanding and promoting advancement opportunities such as study abroad programs, the JET program, and other global learning experiences.

C. People Involved – Your Staff

Population and Demographics:

5a. Discuss your program's staff (PT/FT faculty, non-faculty, and classified).

The Modern Languages and Cultures Department comprises six full-time tenured faculty members, approximately twenty part-time faculty members, and one classified staff member (shared with the Earth Science Department). Our faculty is racially and culturally diverse, representing a wide range of linguistic backgrounds. The majority are women, and following retirements in Spring 2020, the department has achieved a stronger balance of experience and continuity. Most faculty have served at Santa Monica College for over five years, providing stability and sustained program development.

Since the last program review, we have welcomed a new full-time faculty member, now in the second year of the probationary process. While the college has not authorized additional full-time hires due to institutional enrollment declines and course reductions, the department has recruited new part-time faculty to replace those who have retired or transitioned out of teaching.

Although small, our department's six full-time faculty play a central role in supporting all languages offered by sustaining and advancing the many languages we offer. Of these, three specialize in Spanish, and one each in French, Japanese, and Korean. In addition to teaching and leading their respective disciplines, full-time faculty collaborate across language areas to mentor part-time faculty, coordinate Student Learning Outcomes (SLOs), and maintain curriculum updates to ensure compliance with institutional and state standards. They also organize SLO discussions, participate in departmental planning, and work collectively to support the instructional quality of all our language programs, including those without a full-time lead faculty member.

5b. How reflective of your program's student population is your staff?

The Modern Languages and Cultures Department serves a highly diverse student body, and its faculty composition largely mirrors that diversity in meaningful ways.

The two largest ethnic groups are latine students (approximately 30%) and white students (approximately 30%). Asian students represent about 10% of the population, and black students account for around 8%.

Our faculty is also ethnically diverse, reflecting the wide range of languages we teach. Many of our instructors come from cultural backgrounds directly connected to the languages they teach, which allows them to better understand and relate to the cultural and ethnic origins of our students.

In terms of gender, our student population shows a slight predominance of female students over male students. This trend is also reflected among faculty and staff. Notably, more than 80% of our faculty identify as female. While this demonstrates strong female representation, it is an aspect we may wish to consider as we plan future hiring to ensure greater balance.

In addition, the department's diversity extends beyond race and gender to include a wide range of linguistic and cultural identities. Faculty collectively speak over a dozen languages and represent multiple national and immigrant backgrounds, which enrich classroom instruction and foster an inclusive learning environment. Moving forward, the department remains committed to recruiting and mentoring diverse faculty who reflect our students' experiences and promote equity, inclusion, and belonging across all language programs.

Staffing Changes:

6. Discuss your program's staffing changes since the last review. How have these changes impacted your program's ability to achieve its desired student outcomes?

As noted in question 5a, the department has experienced significant staffing changes since the last program review. In Spring 2020, six full-time instructors retired or resigned: three in Spanish, one in French, one in Linguistics, and one in Japanese. In addition, three part-time associate faculty members have also retired. In Fall 2024, the department successfully hired a new full-time professor in Spanish, partially restoring instructional capacity in one of our largest programs.

The departure of long-serving faculty, many of whom favored traditional teaching models, created both challenges and opportunities. While it increased the workload of remaining full-time faculty, it also allowed for the integration of more contemporary pedagogies, OER/ZTC materials, and innovative, student-centered practices. However, replacing full-time positions with part-time instructors, due to budget constraints, has placed additional demands on continuing faculty, limiting their ability to organize cultural events, mentor adjuncts, and support students through departmental clubs and activities.

The loss of the department's only full-time faculty member in Linguistics has been especially impactful. Linguistics is a highly popular subject, yet budget limitations have forced reductions in course offerings, restricting access to *Linguistics 1* and delaying the development of additional linguistics courses. The Japanese program, the department's second largest, also remains understaffed. A recent full-time hire did not continue with the college, leaving the program with a single full-time faculty member overseeing several part-timers and a growing student population.

We are fortunate to have hired a highly dedicated Media Resource Assistant, Randall Taylor, who continually creates opportunities for students and faculty to use the center. He ensures that all language software licenses remain current, provides technical support to both students and faculty, and creates "How-To" guides and workshops to help users navigate language-learning programs effectively. In addition, we've also hired Mengyi Shi, who coordinates the tutoring program. Her consistent weekly tutoring schedule announcements have made a noticeable positive impact as many more of our students are now taking advantage of tutoring services. Thanks to her efforts, we have also been able to offer a flexible combination of drop-in online and on-ground tutoring, which has greatly supported student access and success.

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

In recent years, the national educational crisis and the ongoing budget constraints at the college have contributed to a decline in enrollment since the pandemic. Despite these challenges, the department has made continuous efforts to sustain and adapt its programs, expanding offerings in response to students' evolving needs.

The department has also faced the loss of two full-time faculty members who contributed to the development of the Japanese and Linguistics programs.

Looking ahead, we anticipate several key challenges that will require strategic planning and support:

- **Hiring a full-time faculty member in Linguistics** to strengthen the program and further develop its course offerings.
- **Hiring a full-time faculty member in Japanese** to support the growth and sustainability of the program.
- **Ongoing recruitment** and mentoring of **adjunct faculty** to ensure continuity in instruction and maintain program quality amid retirements or changes in availability.
- **Recruitment of new adjunct faculty** to bring back classes that are of interest to students and are key to completing our certificates, but are no longer offered (such as Italian 3, Portuguese 1, etc)

The recruitment of two full-time faculty members for the Japanese and Linguistics programs represents a strategic investment in high-impact areas that have collectively served over 4,700 students since 2020. To ensure continued growth and enrollment stability, it is essential to replace these vacant lines with leaders who provide the consistent mentorship and curriculum oversight necessary to maintain our high academic standards. By securing these positions, the department will be able to streamline certificate completion pathways, improve student persistence through direct faculty-student engagement, and significantly increase transfer success for students preparing for global careers. Ultimately, these hires provide the foundational stability needed to scale our current successes and ensure long-term sustainability, securing the department's role as a leader in transfer-oriented language education.

These priorities reflect both immediate needs and long-term goals for maintaining the quality, stability, and growth of our programs. (Proposed rewording; These priorities reflect both immediate needs and long-term goals to maintain program quality, support student success, and ensure the department's continued contribution to SMC's mission of fostering global citizenship and cultural understanding.)

7b. What institutional support does your program need to address these challenges?

To address our staffing challenges and to sustain the growth of our program, we would benefit from the following types of institutional support:

- **Staffing Support:** Hiring two full-time faculty members in Japanese and Linguistics to ensure the stability and continued development of these programs.
- **Curriculum Development Support for Growth Areas:** Expanding our primary language programs—Korean, French, and Japanese—into fully developed AA-certified programs.

- **Curriculum Development Support for At-Risk Languages:** Providing resources to maintain and strengthen programs in languages such as Arabic, Italian, Persian, Portuguese, German, and Chinese, which are essential for students completing our Certificate of Achievement.

8. What key elements of your department culture facilitate and impede your program's ability to achieve its desired student outcomes?

Our program's desired student outcomes include achieving language proficiency, developing strong critical thinking and communication skills to be transfer-ready, building foundational career competencies, and cultivating the qualities of well-rounded global citizens.

With these goals in mind, we recognize the following elements of our department culture as central to supporting these outcomes:

- **Pedagogy and Professional Development:** Faculty remain current with evolving pedagogical practices and the integration of technology both inside and outside the classroom. We encourage active faculty participation in FLEX meetings and ongoing training, particularly in online instruction. In addition, faculty evaluations are conducted each semester to ensure teaching effectiveness and to provide professional and personal support for those who may benefit from additional guidance.
- **Collaboration, Collegiality, and Community Outreach:** Faculty work collectively to strengthen the relevance of our program for students—whether through the adoption of new classroom technologies, the use of Open Educational Resources to reduce textbook costs, or collaborations within and across departments to organize cultural events on campus. These efforts are instrumental in fostering global citizenship and providing students with access to knowledge and experiences that support a range of academic and career pathways.
- **Commitment to Students:** Our faculty partner closely with campus offices such as DSPS and the Care and Prevention team to ensure students receive the support necessary for academic success and transfer. Additionally, we are working to enhance the Modern Languages Lab services so that students have a dedicated space to study, practice, and engage with language learning.

At the same time, several challenges continue to limit our ability to fully support these desired outcomes:

- **Pedagogy and Professional Development:** With only six full-time faculty and approximately twenty adjunct instructors, the responsibility of conducting semesterly evaluations has become increasingly demanding for full-time faculty. In addition, our department is in the process of designing additional internal evaluation tools, as the college's current forms do not adequately reflect the evolution of teaching practices since the pandemic, nor do they distinguish between in-person and online teaching requirements. We have also observed that some of our more senior faculty continue to face difficulties adapting to the new teaching landscape and remain in need of additional training, particularly in the use of technology.
- **Collaboration, Collegiality, and Community Outreach:** Since the pandemic, it has been more difficult to gather faculty on campus for departmental FLEX meetings and other events, resulting in a noticeable decline in collegiality and community engagement. Budget reductions and broader societal challenges have further constrained our ability to organize events and sustain collaborative efforts. Many faculty members report feeling stretched thin by responsibilities beyond their teaching load, making it more difficult to maintain the level of programming and outreach we were able to offer in the past.
- **Commitment to Students:** The department has been actively working to revitalize the Modern Languages Learning Center (formerly the Computer Lab) and expand its services, though progress has been slowed by the college's ongoing plans to relocate the department and lab to another building. This uncertainty

has limited our ability to plan and implement long-term improvements; however, we continue to make the best possible use of the allocated space. Recently, we added a large-screen TV, allowing faculty to bring their classes to the lab for interactive language-learning activities.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

The Department of Modern Languages and Cultures strives to create an inclusive and collaborative environment for all staff and faculty members. Full-time, part-time, and classified staff are encouraged to participate actively in department meetings, Flex Day workshops, and planning discussions. This inclusive approach ensures that all voices are heard in decisions related to curriculum, scheduling, student support, and program initiatives.

Pedagogy and Professional Development: Faculty remain current with evolving pedagogical practices and the integration of technology both inside and outside the classroom. We encourage active faculty participation in Flex meetings and ongoing training, particularly in online instruction. Department-designed Flex sessions also provide opportunities for professional growth, mentoring, and peer collaboration among full-time and part-time instructors.

Collaboration and Collegiality: Faculty work collectively to strengthen the relevance of our program for students, whether through the adoption of new classroom technologies, the use of OER materials to reduce textbook costs, or collaborations within and across departments to organize cultural events. However, since the pandemic, it has become more difficult to gather faculty on campus. Because many professors now teach fully online, the department has become increasingly dispersed. While Zoom meetings have increased attendance at Flex and department meetings, this has led to reduced opportunities for in-person community building and spontaneous collaboration.

Despite these challenges, the department continues to promote collegiality and professional connection through consistent communication, inclusive decision-making, and recognition of faculty and staff contributions. Our classified staff member, who supports both Modern Languages and Earth Science, plays a vital role in communication, scheduling, and event coordination. Faculty and staff remain committed to maintaining open communication and fostering a sense of belonging, even as teaching modalities and workloads continue to evolve.

9b. What roles do your program's staff play on campus and in the off-campus community?

On Campus: Our faculty are actively involved in a variety of college-wide committees and initiatives, including the Curriculum Committee, Faculty Association, Academic Senate, SLO leadership, tenure and hiring committees, among others. They also serve as mentors and advisors to several student clubs such as the Chinese Culture Club, French Club, Japanese Language and Culture Appreciation Club, Japanese Student Association, Korean Student Association, Hong Kong Students Association, Russian Speaking Club, and Spanish Club. Dr. Lee additionally supports students in *Hombre a Hombre* and the *Men of Color Action Network (MOCAN)*.

Supplemental Instruction (SI) is currently offered in Spanish and Japanese, with Professors Espinal and Tsuboi collaborating closely with SI leaders to align lesson topics, reinforce key concepts, and foster active, collaborative learning. Faculty also work closely with Mengyi Shi, the Tutoring Center Coordinator, to recruit and assess potential tutors based on program needs.

In 2024 and 2025, several faculty members participated in the *Equitizing Gateway Courses (EGC)* cohort, engaging in cross-departmental collaboration and peer-led "Equity to Action" groups to strengthen equitable teaching practices and student success.

Off Campus and Community Outreach: Faculty regularly participate in institutional events such as VIP Day, Club Row, and other outreach activities to promote Modern Languages programs. They frequently organize or support enrichment opportunities—including guest lectures, conversation tables, film screenings, and museum visits—to deepen cultural engagement. Professor Tsuboi collaborates with Temple University Japan Campus and Kansai Gaidai University to facilitate transfer presentations and outreach to high school students, actively promoting SMC as a higher education destination.

Additionally, faculty use Canvas to create dedicated modules for student support and share announcements about tutoring, events, and enrichment opportunities.

9c. Discuss how your staff's professional activities since the last review period have positively impacted your program.

Since the last review period, the Department of Modern Languages and Cultures has maintained a strong commitment to professional growth that directly enhances teaching quality, equity, and student success. Faculty have actively participated in department-designed Flex Day workshops addressing emerging pedagogical priorities and evolving student needs. Workshop topics were selected based on trends identified during semesterly faculty evaluations, classroom observations, and faculty feedback.

Professional development has focused on three key areas:

- **Equitable syllabus and assessment design:**

Dr. Florencia Henshaw presented on *Equitable Syllabus Design and Proficiency-Oriented Instruction* (Fall 2021), followed by Dr. Juliana Espinal's presentation on *Equitable Assessment* (Spring 2023), and a joint session on *Equitable Syllabi* led by Drs. Lourdes Arévalo and Aurélie Chevant-Aksoy (Fall 2024).

- **Technology and AI integration:**

Dr. Alegría Ribadeneira led a session on *Instructional Approaches and Easy Tech Tools for the Language Classroom* (Fall 2021). This was followed by workshops on *AI Tools and ChatGPT* by Dr. Alejandro Lee (Spring 2023 and 2024) and hands-on sessions on *Canvas Tools for Student Engagement* by Drs. Espinal and Chevant-Aksoy (Spring 2025).

- **Classroom management and student well-being:**

Dr. Marisol Moreno presented on the *Student Care Team and Campus Support Resources* (Spring 2023), complemented by Prof. Yukiko Tsuboi's workshops on *Classroom Management Strategies* (Spring 2024 and 2025). Additional training, including *De-escalation Workshops* led by Dr. Susan Fila and sessions with the *Ombuds Office* and *DSPS*, has further improved communication, accessibility, and classroom climate.

Faculty have also engaged in community partnerships with the *Japan Foundation*, *Korean Consulate*, and *NALCAP program*, enriching student learning and promoting cross-cultural awareness.

Collectively, these professional development and outreach activities have strengthened faculty expertise in inclusive pedagogy, equitable course design, and student engagement. Departmental reviews of syllabi and Canvas course shells indicate steady improvement in alignment with DEIA-driven practices. Despite the post-pandemic rise in student learning and behavioral challenges, faculty report feeling better equipped, supported, and connected through a renewed sense of professional community. These collective efforts continue to advance the department's mission to foster global citizenship and academic excellence.

9d. What additional areas of professional development and trainings are needed for your staff?

We hope to continue engaging in professional development and training opportunities that build on areas we have already explored, including implementing equity-based practices in our curriculum, supporting DSPS students, addressing challenging classroom situations, and integrating AI teaching and learning tools.

In alignment with our action plan goals, we also identify the need for additional professional development in the following areas:

- **Curriculum Development and Equity Alignment:** workshops to assist faculty in revising their Course Outlines of Record, particularly updating Student Learning Outcomes, course objectives, content, and assessment methods, to ensure alignment with the IDEAA framework (Inclusion, Diversity, Equity, Antiracism, Accessibility, and Sustainability).
- **Open Educational Resources (OER):** Training on platforms such as LibreTexts Humanities, ADAPT, and Studio to support faculty in creating, adapting, and integrating OER textbooks and supplemental exercises.
- **Program Growth and Promotion:** Institutional support to revise and promote existing Certificates of Achievement and to develop and promote local Associate of Arts (AA) degrees in French, Korean, and Japanese.

If applicable:

10a. In what professional organizations does your program's staff participate?

Because our department offers instruction in a wide range of languages, our faculty members are actively engaged in numerous professional organizations related to their areas of expertise. Many faculty participate in the American Council on the Teaching of Foreign Languages (ACTFL) or in chapters of the American Association of Teachers (of French, Italian, Spanish and Portuguese or Slavic and East European Languages).

Below is a non-exhaustive list of additional organizations in which our faculty are involved:

- California Community College Distance Education Coordinators' Organization (DECO)
- Middle East Studies Association (MESA)
- Teachers of Japanese in Southern California (TJSC)
- California Association of Japanese Language Teachers (CAJLT)
- Canadian Association for Japanese Language Education (CAJLE)
- Asociación de Colombianistas
- Association for Slavic, East European, and Eurasian Studies (ASEEES)
- International Association for Language Learning Technology (IALLT)
- Pacific and Ancient Modern Language Association (PAMLA)

10b. Discuss your staff's grant-funded research and projects.

In 2023, faculty members in Spanish and French received a two-year grant to develop Open Educational Resources (OER) and Zero Textbook Cost (ZTC) materials. By Fall 2026, these resources are expected to be implemented across multiple classrooms. The project focuses on creating materials for beginner-level Spanish courses and intermediate-level French and Spanish courses.

Additionally, two French professors were awarded SMC fellowships in 2024 and 2025 to work on the development of OER materials for the beginner levels of French.

Faculty in Japanese have also participated in a grant-funded research project at CSUN, exploring the integration of artificial intelligence (AI) technologies into language education.

10c. Discuss your program's partnerships with regional educational institutions.

Many of our faculty members also teach part-time at other institutions, fostering strong professional connections across the region. These affiliations include California State University – Northridge, Glendale

Community College, Long Beach City College, Loyola Marymount University, Pepperdine University, and University of California, Los Angeles (UCLA).

Faculty in French and Spanish are collaborating with colleagues at Chabot College to develop instructional materials as part of the OER/ZTC grant initiative previously mentioned. In addition, professors maintain active partnerships with the Consulates of France, Korea and Spain to organize cultural events and host guest speakers on campus, providing students with enriching cultural and linguistic experiences.

Faculty in Japanese maintain ongoing relationships with regional and international educational institutions. Japanese professors work closely with representatives from Temple University (Japan Campus) and Kansai Gaidai University to coordinate transfer presentations and class visits that introduce students to study-abroad opportunities in Japan. They also collaborate with the Japan Foundation to organize on-campus cultural events that promote Japanese language and culture within the broader community.

10d. Discuss your program's industry partnerships and relationships.

N/A

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

Our faculty continuously engage in professional development to stay current with curricular changes, pedagogical innovation, and institutional priorities. Faculty regularly participate in training offered through the Equitizing Gateway Courses (EGC) cohorts and Flex Day workshops focusing on equity-minded teaching, culturally responsive curriculum design, and inclusive assessment practices.

When course updates or new initiatives require curricular revisions, such as aligning Course Outlines of Record (CORs) with the IDEAA (Inclusion, Diversity, Equity, Antiracism, Accessibility, and Sustainability) framework, faculty collaborate closely with the Curriculum Committee and receive training on revising SLOs, course objectives, and assessment methods.

Additionally, faculty have engaged in OER (Open Educational Resources) training, gaining the skills to create, adapt, and integrate open-access instructional materials. Ongoing workshops on AI teaching tools, Canvas integration, and supporting DSPS students also ensure that our faculty can effectively address evolving student needs and emerging technologies.

Through these professional learning opportunities, our faculty remain well-prepared to implement curricular innovations that enhance student engagement, equity, and success.

10f. Provide your program's advisory board membership and meeting dates since the last review period.

N/A

D. Curriculum, Courses, and Scheduling

11. Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Since Fall 2020, the department has offered courses across seven instructional modalities—on-ground, hybrid, hyflex, scheduled online, flexible online, flexible with scheduled meetings, and flexible with scheduled exams—to better accommodate both student and instructor schedules. In terms of course length,

only two programs (Japanese and Spanish) have provided 12-week options, with one Japanese section and three Spanish sections. All other programs continue to operate within the standard 18-week structure. Larger programs such as French, Japanese, Korean, and Spanish are currently the only ones able to sustain a wider range of modalities and scheduling patterns.

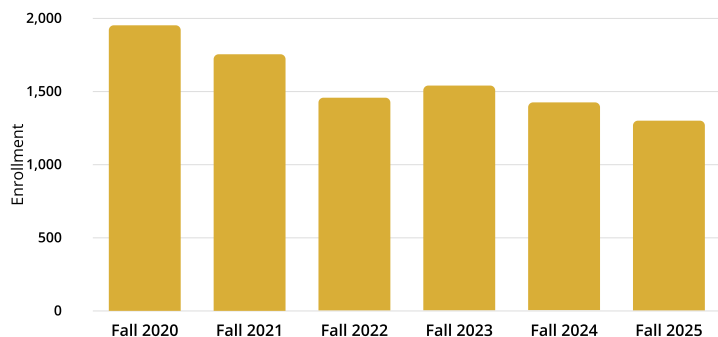
Between Fall 2020 and Fall 2024, overall enrollment declined from 1,953 to 1,426 students. Daytime offerings experienced the sharpest decrease, while evening and arranged-hour courses saw slight growth, indicating consistent student interest in flexible formats. While multiple programs (Italian, Japanese, Linguistics, and Spanish) offered asynchronous sections in Fall 2021, instruction from Fall 2022 through Fall 2024 shifted primarily toward flexible online, hybrid, on-ground, and scheduled formats. In Fall 2023 and/or Fall 2024, scheduled courses were offered by ASL, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, and Spanish. By 2024, hybrid and on-ground offerings expanded significantly, whereas scheduled online courses decreased.

For less commonly taught languages (LCTLs), instructional capacity remains constrained for two main reasons. First, many courses are taught by part-time faculty, making it difficult to coordinate optimal scheduling across programs. Second, to broaden access, several LCTL sections have been offered primarily online, which supports enrollment but limits the diversity of modalities that can be offered.

Overall, the department has transitioned away from emergency remote instruction brought on by the Covid-19 pandemic and has moved toward a more intentional and balanced mix of in-person and hybrid learning. Growth in evening and hybrid sections reflects ongoing efforts to meet the needs of students who balance work and academic responsibilities, while also supporting student engagement and success.

Course Enrollment | Modern Lang/Cul

Represents a student enrolled in a specific course section during the specified term. A student is considered enrolled if they remain enrolled past census. Each course enrollment reflects one student in one section. A single student may have multiple course enrollments within a term if they are registered in more than one course section.



Measures: Enrollment

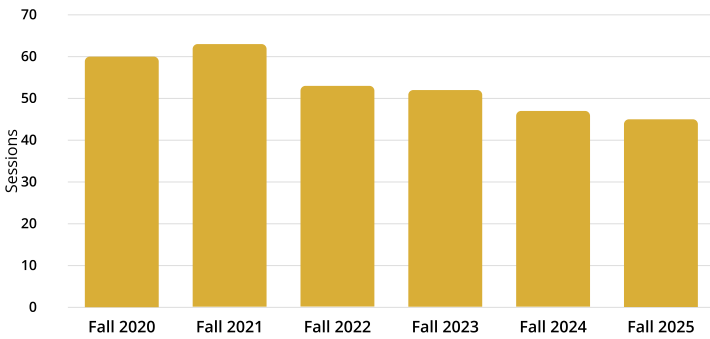
Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Enrollment	1,953	1,755	1,458	1,541	1,426	1,301

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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Section Offerings | Modern Lang/Cul

The total count of course sections offered during the specified term. Each section is counted once, regardless of the number of students enrolled.



Measures: Sessions

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Sessions	60	63	53	52	47	45

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

To ensure that our curriculum and scheduling practices reflect equity-driven and student-centered priorities, additional support is needed in the following areas:

Course scheduling and cancellations: Recent course cancellations due to low enrollment have led the department to adopt more cautious scheduling practices, such as prioritizing online delivery for beginner and intermediate language courses to ensure stability. However, this approach poses challenges for international students, who are limited to a maximum of three online units per term. It also creates obstacles to support cultural activities on campus where students can meet and find a better sense of community. Increased institutional support for data-informed scheduling, clearer guidance on modality planning, and more flexible scheduling policies would promote equitable access and consistent course sequences for all students while supporting the long-term sustainability of the program. Allowing additional time for enrollment (especially after VIP Day) could help reduce class cancellations and maintain course continuity.

Different level offerings: In several smaller programs (especially less commonly taught languages), students currently only have access to Level 1 courses. Expanding offerings to include Level 2 courses would enable students to complete the full beginner courses sequence and strengthen their foundation for transfer and continued study. In fact, currently, limited resources and enrollment require programs to alternate Level 1 and Level 2 each semester, which can delay progress for students who begin in an off-cycle term. Providing consistent access to both levels each semester would promote smoother course progression, improve transfer preparedness, and strengthen retention and engagement across language programs.

Additionally, the department must strengthen the continuity of the Spanish sequence by reinstating or expanding Spanish 4 and Heritage-level courses, which are essential for students pursuing completion of the ZTC Spanish major.

Connecting language courses to authentic cultural experiences and professional life: Supporting the development of new courses and events that link language study to professional pathways, such as "Languages for Professions" or "Languages for Business", would enhance students' practical language skills and expand their career opportunities.

Furthermore, establishing short-term immersion or summer study abroad programs would offer authentic cultural and linguistic experiences that reinforce classroom learning.

Financial and instructional support for students: The rising cost of textbooks remains a significant barrier for students. While the department is developing ZTC courses, initiatives like textbook donation drives and collaborating with the college library would ensure all students have access to the required materials. Supplemental Instruction (SI) and tutoring should be expanded, especially early in the semester, and supported to help students strengthen proficiency and improve retention. Given the documented success gaps for Latine/x and Black students and for female and male students, continued institutional investment in OER/ZTC expansion, tutoring, and Supplemental Instruction is essential to support improved retention and course completion outcomes. We will continue using disaggregated data to monitor progress and targeted support for male students.

Faculty Training: Faculty development is critical to the success and equity goals of the program. Training in ACTFL Oral Proficiency Interview (OPI) methods, ACTFL guidelines, and proficiency-based curriculum design would help align instruction with national standards and enhance student learning outcomes. Additional professional development opportunities focused on task-based and project-based learning, inclusive teaching for neurodivergent and non-traditional students, and the pedagogical and ethical uses of AI tools would further enrich instruction. Departmental guidelines and access to AI-based applications (like those at CSU) would ensure consistency, academic integrity, and innovation across courses. Finally, the department would benefit from stronger coordination with the DSPS office to better support students with disabilities. Faculty often rely on individual efforts to accommodate their needs.

13. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

The main substantial change in our program curriculum comes as a result of the COVID-19 pandemic, which precipitated the creation of more Distance Education (DE) courses. Since then, the department has been offering a wide array of modalities: on-ground, hybrid, and online (scheduled; flexible, flexible with scheduled meetings, and flexible with scheduled quizzes and exams).

Additionally, several language programs have adopted or are in the process of developing or adopting OER materials with the goal of converting their courses into ZTC courses.

Finally, the department is currently working on updating the SLOs to align them with the course curriculum of record. As of today, the French and Korean programs have submitted revised SLOs.

In response to emerging needs within the discipline, the job market, and our evolving student population, the department aims to explore and advance several key areas of development:

Pedagogical and ethical integration of Artificial Intelligence, including strengthened information literacy practices to support responsible and effective use of AI tools in language learning.

Implementation of service-learning opportunities in collaboration with Career Services, connecting language study with real-world professional and community engagement.

Expansion of Languages for Specific Purposes (LSP) to better align coursework with students' academic, professional, and vocational goals.

Broader incorporation of teaching resources and cultural events that align with the varied identities and experiences of our learners, particularly those representing Central American, U.S. Latina/o, Indigenous, Asian, and African diasporic cultures, as well as queer, neurodivergent, and disabled communities.

Adoption of Credit for Prior Learning (CPL) to recognize students' existing linguistic competencies and support equitable pathways to completion.

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

N/A

14a. Analyze your program's course success and retention against your program's institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program's plans to improve course success and retention.

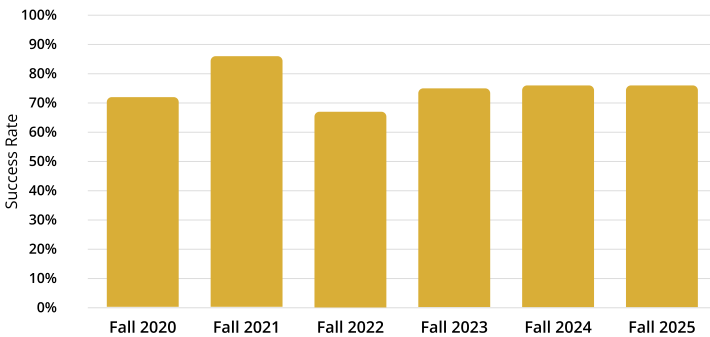
Looking at the last six years (2019-2024), our department has performed well overall. Approximately 74% of students earn a passing grade (A, B, C, or P), which aligns with institutional expectations. The highest success rate occurred in Fall 2021 (85.5%) while the lowest occurred in Fall 2022 (66.6%). Fall 2024 had a 75.9% success rate. These numbers reveal that most students do succeed, but some courses or terms are harder for students than others.

Retention has remained strong, averaging 87.4% from 2019 to 2024. Fall 2021 reveals the best performance (99.9%) while Fall 2022 shows the lowest performance (81.2%). The retention rates increased in Fall 2023 (88.2%) and in Fall 2024 (89.9%).

Regarding trends and plans to improve success and retention, our programs should provide early support and intervention for students in order to improve retention. Ideally, a placement exam could help ensure students start at the appropriate level, but if that is not possible, early identification and referral to college resources such as tutoring, workshops, or supplemental instruction are essential.

Course Success Rates | Modern Lang/Cul

The percentage of credit course enrollments in which students earned a successful grade (success rate) during the specified term. A successful grade includes A, B, C, or P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.



Measures: Success Rate and Success Count and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Fall 2023		
	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts
Measures	72%	1,412	1,953	86%	1,213	1,418	67%	969	1,455	75%	1,412	1,953

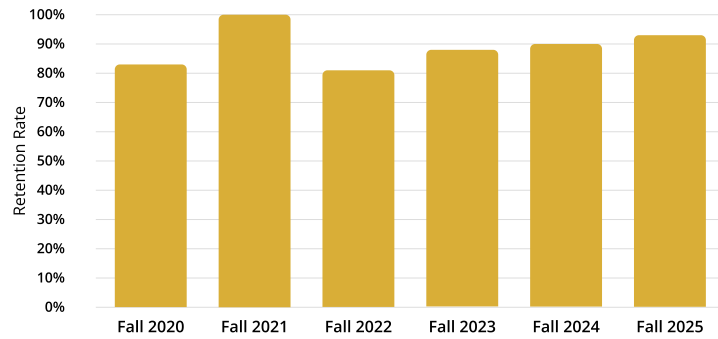
Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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Course Retention Rates | Modern Lang/Cul

The percentage of credit course enrollments in which students remained enrolled in a course through the end of term. A "retained grade" includes A, B, C, D, F, I, NP, P. The denominator includes A, B, C, D, F, I, NP, P, W grades. RD (report delayed) and EW (excused withdrawal) grades are not included in the calculation.

Limits: Course Credit Type Credit, Degree Applicable , Credit, Not Degree Applicable Course Retention Not Retained , Retained



Limits: Course Credit Type Credit, Degree Applicable , Credit, Not Degree Applicable Course Retention Not Retained , Retained

Measures: Retention Rate

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Retention Rate	83%	100%	81%	88%	90%	93%

Credit Courses Only. Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

Data from the Fall 2020 to Spring 2024 semesters confirms that Asian and White students consistently achieve the highest course completion rates. In the Fall terms, Asian students were the highest-performing group in 2020, 2021, 2022, and 2024, with White students surpassing them in Fall 2023. This pattern remains stable in the Spring semesters, where Asian students maintained top success rates reaching 95.5% in Spring 2021 and 86.8% in Spring 2024. Overall, White students maintain very high success rates relative to their enrollment, particularly in Spring 2021 (92.5%) and Spring 2024 (81.7%).

The multi-year trends for Black and Latine/x students show a period of adjustment followed by signs of recovery:

- **Black Students:** In Fall terms, success rates shifted from 59.1% (2020) to 50.6% (2024). The Spring semesters tell a similar story of a post-2020 decline, hitting a low of 54.6% in Spring 2023. However, Spring 2024 showed a notable recovery to 66.0%, suggesting that recent support initiatives may be yielding positive results.
- **Latine/x Students:** Fall success rates showed a steady increase from 62.8% to 68%. In the Spring semesters, performance fluctuated from a high of 83.3% in 2020 to 69% in 2024. While slightly lower than the initial 2020 peak, the 2024 Spring data represents an upward turn compared to the 2022 and 2023 cycles.

The year 2021 stands out as a high watermark for success across both semesters. Just as Fall 2021 saw peak rates (Asian 95%, Black 75.8%, Latine/x 77.8%), Spring 2021 mirrored this excellence with rates of 95.5% for Asian students, 77.4% for Black students, and 79.6% for Latine/x students. This period provides a valuable case study for the department on the conditions that foster department-wide success.

While the gap for Black students remains a point for continued focus, their performance in several programs suggests specific areas of strength. Latine/x students, in particular, show higher relative success in ASL, French, Italian, and Spanish; their Spring success rates in these 'target' languages reached 73.1%,

significantly higher than their 69.0% success rate in other programs. While Black students also show strong completion in ASL and Italian, they have found additional success in smaller, specialized programs like German and Korean, suggesting multiple pathways for their academic achievement.

Latine/x students remain the most represented group in language courses, making up 35–40% of enrollments. While their completion rates are slightly lower than the Asian/White peaks, the high volume of success in Spanish and ASL provides a strong foundation.

Looking forward, the department can leverage the successful models found in Spring 2021 and the high performance in ASL and Spanish to further close equity gaps and ensure that the recent recovery seen in 2024 continues to trend upward for all students.

Moving forward, the department will prioritize:

Early intervention strategies, including progress monitoring within the first 3–4 weeks of the semester and proactive outreach to students demonstrating early signs of disengagement or difficulty, are essential. Since male students in our classes show a 6% lower success rate compared to females, these strategies can help us pay closer attention to this population and use GPS alerts for early referrals, ensuring timely, targeted support that improves engagement and closes the achievement gap.

- Promoting tutoring and Supplemental Instruction (SI), with a focus on high-enrollment courses such as Spanish and Japanese, where the largest number of Latine/x and Black students are enrolled.
- Continue with the efforts to increase adoption of OER/ZTC materials, particularly in gateway courses, to reduce financial barriers that disproportionately impact Latine/x students.
- The department is committed to expanding professional development opportunities that empower faculty to implement equitable course design. By integrating scaffolded assignments, transparent rubrics, and inclusive pedagogy, we aim to directly enhance student persistence and ensure higher completion rates across all language programs.

14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

Equity gaps in our courses stem from a combination of structural, pedagogical, and individual factors that affect student access, engagement, and success.

Course Schedule and Format: Teaching modalities, scheduling, and the five-unit structure of many language courses impact enrollment and retention. Courses that rely heavily on high-stakes assessments can be particularly challenging for students to succeed in, especially those balancing multiple responsibilities.

Teaching Styles and Learning Differences: Instructional and assessment approaches vary across faculty, ranging from grammar-based to proficiency-based methodologies. Instructors often encounter challenges when addressing diverse learning differences or providing alternative assessments to meet students' individual needs. Variation in teaching styles and the amount of individualized attention can further affect student outcomes.

Course Level and Academic Preparedness: Without a formal placement exam, students often self-place into courses that may not align with their proficiency level, which can significantly impact their academic success. Additionally, an increasing number of students are entering without adequate preparation for college-level academic work, resulting in lower retention and higher failure rates.

Class Policies and Expectations: Differences in textbook requirements, grading practices, and attendance policies may unintentionally contribute to equity gaps across sections. Consistent, equitable policies could help ensure a more balanced student experience.

Resources and Academic Support: Courses in less commonly taught languages (LCTLs) often lack sufficient institutional support and external resources. Additionally, while the tutoring center offers both in-person and Zoom sessions, high tutor turnover and challenges in timely recruitment limit the consistency of

available support. Many students who need tutoring face logistical or personal barriers that prevent regular participation.

Students' Personal Needs and Circumstances: Many students manage significant personal responsibilities, including full-time or multiple part-time jobs, long commutes, food insecurity, and family care obligations. These realities often take precedence over academic work. Faculty have also observed a growing number of students coping with cognitive and emotional challenges such as anxiety, panic attacks, undiagnosed disabilities, or conditions on the autism spectrum, all of which affect class performance and persistence.

Engagement in Campus Activities: Faculty recognize that involvement in campus-based activities, such as language and culture clubs or special programs, fosters student belonging and persistence. Despite faculty efforts to promote engagement opportunities, participation remains limited due to scheduling conflicts and competing personal priorities.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

While common issues exist in our department, each program faces its own specific challenges. Overall, we identified the following concerns, grouped into four broad categories:

1. Placement exam and program structure

The lack of a placement examination leads to misalignment between student skills and course levels. Relying on prior courses taken, either off campus or at this institution, does not necessarily provide an accurate assessment of students' proficiency in the language.

In some languages, mixed classrooms that are composed of second-language learners (L2) and native speakers or heritage speakers (HL) create several instructional challenges, such as an uneven pacing.

While the department has been successful in offering a wide range of modalities and schedules, it is not possible to accommodate them all. Additionally, inconsistent scheduling of certain courses makes planning more difficult, forcing students to look for courses elsewhere.

2. Academic preparation and learning needs

Absenteeism affects both instruction and learning.

Addressing students with neurodivergence, mental health issues, and attention-related challenges requires training and time to offer differentiated support and instructional flexibility. In larger sections, it becomes more difficult to monitor and support these students consistently.

While assessment differs in different language programs, it has been noted that assessment practices vary by instructors of the same program, which has a significant impact on student learning outcomes.

Current evaluation practices may not reflect actual language skills.

3. Financial and material barriers

The cost of textbooks has often been mentioned by students as a financial burden and barrier.

The teaching materials in mixed classrooms often do not meet the needs of native speakers or heritage speakers.

4. Advising and administrative barriers

Several students have expressed concerns about scheduling timely appointments or receiving clear academic guidance.

While instructors can provide basic guidance, they are not necessarily trained to be academic counselors.

Some less commonly taught languages, such as American Sign Language (ASL), Arabic, Chinese, and Russian, have recently experienced instructor turnover which makes continuity a challenge.

To address these challenges and reduce equity gaps, several programs are actively implementing strategies to identify and reduce equity gaps.

1. Some programs have been creating ZTC courses and developing or adopting OER materials to reduce financial burden.
2. By implementing more proficiency-based assessments, shared learning objectives across levels, and differentiated instructional pathways, the department will ensure clearer and more consistent evaluation practices. The ongoing revision of the SLOs will further align them with the updated Course Outlines of Record.
3. Offering multiple participation and modality options, along with structured routines and support for students managing attendance or attention difficulties, can help ensure that all students receive the guidance, resources, and learning environment needed to succeed.
4. The department is exploring the implementation of Credit for Prior Learning (CPL) in order to support students who have shown a certain level of proficiency, which will facilitate their transfer to 4-year institutions.
5. The Areas of Interest (AOI) for Modern Languages and Cultures has an academic counselor, Dr. Philip Lantz, who supports students who wish to major in languages or complete certificates of achievement.

SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

It has been our department's long-standing practice to collect SLO assessment plans at the beginning of each semester and assessment results at the end. The only interruption occurred from Spring 2020 to Fall 2020, when the COVID-19 pandemic disrupted normal operations across the SMC community. When SLOs reporting resumed, the department agreed to assess three SLOs per discipline to focus more effectively on specific aspects of language learning and to develop more efficient teaching methods.

As the foreign language department (excluding Linguistics), our SLOs primarily address four core areas while emphasizing cultural competence to meet the global citizenship requirement. Although this system has worked well for most disciplines, we have identified several limitations in our current SLOs. Consequently, the department recognized the need to revise them to better align with recent pedagogical and curricular development.

Historically, our SLO report form consisted of a statistical summary for each SLO followed by a single reflection section. In Spring 2021, we revised the format to include individual reflection sections for each SLO, allowing instructors to analyze their teaching and student outcomes more effectively. The current form now includes both quantitative summaries and qualitative reflections, enabling faculty to better understand performance patterns and adjust their teaching accordingly.

Full-time faculty members in French, Korean, Japanese and Spanish oversee SLO processes within their disciplines and work closely with adjunct faculty to ensure awareness and compliance with reporting expectations. In particular, the Japanese program, one of the largest in the department, shares SLO reports with all instructors to support future planning and preparation. However, disciplines without full-time faculty have occasionally failed to submit SLO reports, as noted in Precision Reports showing missing data.

Despite our consistent semester-based reporting structure, the department has found this system increasingly inefficient. Collecting and reviewing SLO data every semester does not allow sufficient time for

meaningful analysis or thoughtful planning for improvement. We have observed that other colleges, such as Long Beach City College and Los Angeles City College, operate on a two-year SLO cycle, which provides more time for comprehensive evaluation and data-informed planning.

Based on this observation, our department recognizes the need to reconsider and possibly redesign our SLO assessment cycle. A longer and more reflective cycle would allow us to analyze results more deeply, identify trends across semesters, and implement targeted strategies to enhance student learning. This shift would ensure that SLO assessment remains purposeful, actionable, and directly linked to continuous program improvement.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

Over the past five years (excluding Spring-Fall 2020), the program has shown consistently strong achievement in student learning outcomes (SLO) across languages and racial/ethnic groups. Overall, most students demonstrate high levels of mastery, reflecting the program's solid foundation in teaching and assessment. Some languages and student groups, however, show variations that point to valuable opportunities for continued growth and targeted support

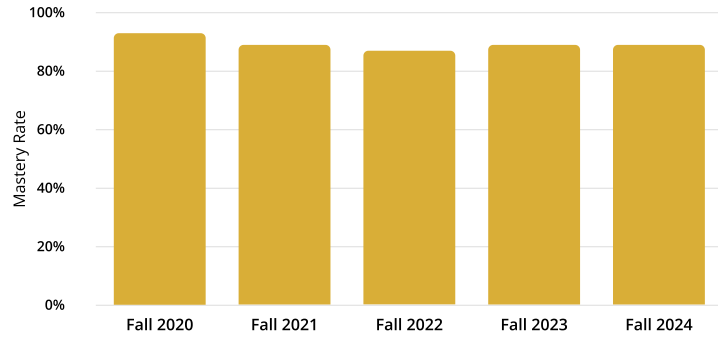
Languages such as ASL, German, Hebrew, Japanese and Persian consistently demonstrate strong performance, while French, Italian, Korean and Spanish show more variation, suggesting areas where additional resources, instructional adjustments, or practice opportunities could further enhance learning. For example, a few courses experience temporary dips in mastery, indicating the need for targeted interventions such as supplemental practice, scaffolding, and active learning strategies to reinforce key skills.

When examining results by race and ethnicity, Asian and White students generally maintain strong mastery levels, while Latine/x students show steady progress. Black students demonstrate more variability, highlighting the importance of equity-focused strategies to support consistent learning. Students identifying as Two or More races or with unreported ethnicity also achieve a high level of mastery, while small groups such as Native American and Pacific Islander students benefit from ongoing monitoring and individualized support. Together, these findings highlight the program's commitment to culturally responsive teaching and its dedication to ensuring that every student has the opportunity to succeed.

The program can use these SLO results as valuable guidance for ongoing growth and improvement. Courses and languages with lower or fluctuating mastery levels benefit from a thoughtfully designed curriculum that includes more practice opportunities, scaffolded learning activities, and interactive teaching approaches. Faculty can also continue to build on their strengths, share effective strategies, and collaboratively address areas needing additional support. This will enable us to have a clear and equitable evaluation aligned with course learning outcomes.

Course SLO | Modern Lang/Cul

The percentage of course SLO assessment instances that were assessed as successfully “mastered” during the specified term. Because a course may assess multiple SLOs, each assessment instance or “attempts” may represent outcomes for more than one student within a section. To view the specific SLO statements associated with a course and its SLO order number, access the Course SLO Crosswalk using the “Additional Resources” button below the table or chart.



Measures: Mastery Rate and Successes and Attempts

Term	Fall 2020			Fall 2021			Fall 2022			Mastery Rate
	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	
Measures	93%	1,308	1,408	89%	3,453	3,885	87%	2,695	3,081	89%

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

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Degrees and Certificates:

16a. Analyze your program’s degree and certificate award trends against your department’s institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

Our department currently offers one degree (AA-T in Spanish) and four Certificates of Achievement (African and Middle Eastern Studies, Asian Studies, European Studies, and Latin American Studies). Since the Certificates of Achievement were revised in 2019, historical data prior to that year are not available for comparison. Therefore, our analysis focuses on data from 2019 onward.

Historically, the AA-T in Spanish (Associate in Arts in Spanish for Transfer) has demonstrated greater success, while relatively few students have completed the Certificates of Achievement—both prior to and following the 2019 revision.

AA-T in Spanish

Award data show that the number of Spanish AA-T degrees awarded increased from 1 in 2016–2017 to a peak of 12 in 2019–2020, before declining to 7 in 2020–2021, 10 in 2021–2022, 6 in 2022–2023, and only 1 in 2023–2024. This downward trend in recent years reflects ongoing challenges with student retention and completion. The decline has become more apparent in the post-pandemic period, as more students have withdrawn from courses, and the shift to online instruction has made it more difficult to maintain strong classroom connections and student engagement.

Certificate of Achievement in Asian Studies

The number of certificates awarded in Asian Studies has generally remained low, peaking at eight awards in 2022–23. This modest level of completion likely reflects the fact that most students enrolled in Asian language and culture courses pursue transfer goals rather than certificates.

Another factor contributing to the low number of completions is the reduced availability of required courses, stemming from overall decreases in course offerings at the College due to budget limitations and enrollment

declines. Courses such as Chinese 3, Chinese 4, Chinese 8 (Conversational Chinese), Chinese 9 (Chinese Culture and Tradition), and Korean 8 (Korean Civilization) have not been offered consistently, making it challenging for students to complete the certificate in a timely manner.

In addition, students must complete 6 units from the Liberal Arts curriculum to earn the certificate. Of the 12 approved courses in this category, 7 are not scheduled for Fall 2025, and 4 of those are also not offered in Spring 2025, further limiting students' ability to fulfill the program requirements.

Certificate of Achievement in African and Middle Eastern Studies

In the four years since the current certificate was established, only one has been awarded (in 2021–2022). One contributing factor may be the significant reduction in course offerings at the College. To complete the certificate, students must take a minimum of 10 units from the required courses; however, of the 17 eligible courses, six (French 8, Hebrew 4, Hebrew 8, Portuguese 2, Spanish 25, and Turkish 1) have not been offered recently. In addition, five Applied Learning courses (Arabic 99, French 99, Hebrew 99, Persian 99, and Spanish 99) have not appeared in the class schedule lately. These limited offerings have likely made it difficult for students to complete the requirements for the certificate.

It is worth noting that the 99 (Applied Learning) courses were paused during the pandemic, as identifying suitable companies and organizations for students to complete applied learning experiences became increasingly difficult in a remote environment. Even prior to the pandemic, these courses posed some challenges for faculty due to limited compensation. With the departure of several full-time faculty members and the resulting increase in workload for remaining instructors, maintaining the course in its current format has become difficult to sustain.

Certificate of Achievement in European Studies

In the past four years, only one certificate has been awarded (in 2023–2024). Similar to the Certificate of Achievement in African and Middle Eastern Studies, this low completion rate may be due to a reduction in course offerings. Of the 14 eligible courses, six (German 3, German 4, Italian 3, Italian 4, Portuguese 2, and Russian 8) have not been offered recently, limiting students' ability to complete the certificate requirements. Additionally, among the 13 approved Liberal Arts course options, three are not scheduled for either Fall 2025 or Spring 2025, which might also contribute to the small number of certificate completions.

Certificate of Achievement in Latin American Studies

Certificate completions have remained low, with only one or two awards granted over the past four years. As noted under the Spanish AA-T, decreased student retention in the post-pandemic period, combined with reductions in course availability, may have contributed to the decline in certificate attainment.

Degrees and Certificates | Modern Lang/Cul

Number of degrees and certificates awarded in the academic year. Students are counted once for each award earned.

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
A.A.-T	Spanish	12	7	10	6	1	6
	Total	12	7	10	6	1	6
Cert 16 to 29 Units	African and Middle Eastern Studies	0	0	1	0	0	2
	Asian Studies	0	2	2	8	3	2
	European Studies	0	0	0	0	1	14
	Latin American Studies	0	2	0	1	1	4
	Total	0	4	3	9	5	22
Total		12	11	13	15	6	28

Detailed definitions of the report filters and data elements are available with [these additional resources](#).

Data loaded 23-Aug-1970

16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

Award trends indicate that the Spanish AA-T degree has consistently represented the majority of awards in the program over the past several years, with annual totals ranging from one to twelve. Because the number of certificate awards in the Modern Languages and Cultures Department remains relatively small, it is difficult to identify statistically significant trends by demographic groups or other student groups.

Many of our language courses have traditionally attracted a significant number of international students. However, reduced course availability resulting from overall enrolment declines, combined with federal regulations governing international student enrolment in online courses, has created additional challenges for these students in completing certificate requirements.

German and Chinese, which previously offered Level 2 courses on a consistent basis, are now limited to Level 1 offerings. To increase enrolment, these courses are often scheduled online. Similarly, intermediate-level Korean and Japanese courses are frequently offered online to meet minimum enrolment requirements. However, this shift presents significant challenges for international students, who are restricted to a maximum of three units of online coursework in order to maintain full-time status.

In an effort to address this issue, the department has attempted to offer some courses on campus—such as Korean 3 and Japanese 4—but low enrolment placed them at risk of cancellation. Although we were ultimately able to keep these classes open, the continued decline in enrolment makes offering them on campus increasingly difficult and uncertain. As a result, international students face significant barriers to continuing in our programs, which directly impacts their ability to complete their studies and prevents many from earning certificates.

According to the U.S. Citizenship and Immigration Services, F-1 students may count only one online or distance-education course (up to three credits) toward their full-time enrolment each academic term. Because the majority of our language courses are five units, this regulation can discourage F-1 students from enrolling in our courses and create a significant barrier to completion.

The department appreciates the College's efforts to ensure compliance while also recognising that this policy presents unique challenges for international students in language programs. We look forward to continued

collaboration with the International Education Center to explore ways to balance compliance requirements with student access and program sustainability.

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

Because the total number of degree and certificate awards in the Modern Languages and Cultures Department remains relatively small, it is difficult to identify statistically significant trends by demographic groups. The AA-T in Spanish continues to be the most frequently awarded credential, yet detailed demographic data on degree recipients (e.g., gender, race/ethnicity, age, or residency) are not currently available.

Recognising these data limitations, the department is exploring ways to strengthen program visibility, improve access, and expand completion pathways to promote equitable student success across all disciplines.

To increase awareness and enrolment in certificate programs, the department has been working with Paul Trautwein to update and modernise the department's webpages on the SMC website. In addition, the department has engaged in discussions with Estela Narrie about developing local A.A. degrees in French, Japanese, and Korean, recognising that similar programs are offered at nearby community colleges and may help attract and retain more students.

Moving forward, the department anticipates to:

- **Enhance program visibility** through regular website updates and active promotion of certificates and degrees at key campus events.
- **Strengthen interdisciplinary connections** by organizing cross-departmental cultural events that engage students and highlight the academic and career relevance of language studies.
- **Expand degree offerings** by pursuing the development of new local A.A. degrees to attract a broader and more diverse student population, increase access to external funding opportunities, and mitigate the potential negative impact of **AB 928** on language course enrollments.
- **Strategically schedule courses** to ensure students have consistent access to required classes for the timely completion of degrees and certificates.
- **Consider revising certificate requirements** to include only courses offered within the Modern Languages Department, since course availability in other departments is beyond our control.

To better support students pursuing certificates and degrees, the department could explore ways to ensure consistent course offerings and promote long-term program sustainability. The following key questions will guide this effort:

1. **International Students:** What options exist for the College to permit international students to enroll in up to 5 units of online coursework while remaining within the full-time 12-unit requirement?
2. **Credit for Prior Learning:** What forms of institutional support can the College provide to enable the department to award credit for prior learning, especially in light of limited full-time staffing and high instructional workloads?
3. **Program Sustainability:** To support long-term program viability, how might the department and College work together to evaluate the balance between courses that directly contribute to degree and certificate completion and those that serve other educational or cultural purposes?

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

N/A

17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

N/A

F. Your Program's Past and Future

Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program's last review.

In our previous Program Review (2020–2021), the department identified several key priorities:

1. Expanding teaching modalities to meet diverse student needs.
2. Developing a more systematic process for collecting, assessing, and utilizing Student Learning Outcomes (SLO) data, including the creation of overarching SLOs across disciplines.
3. Strengthening collaboration between the Tutoring Center and the Modern Languages Lab.
4. Updating Course Outlines of Record (CORs) in META to better reflect current pedagogical practices, SLO language, textbook choices, and assessment methods.

Teaching Modalities

Since the pandemic, the department has proactively diversified its course delivery to meet evolving student and faculty needs. Faculty have engaged in extensive professional development to adapt to online, hybrid, and in-person instruction, with ongoing training each semester on emerging pedagogical practices such as the effective use of Open Educational Resources (OER), integration of AI and Canvas tools, equitable syllabus and ungrading practices. Several faculty members have developed OER and implemented Zero Textbook Cost (ZTC) courses, improving accessibility and affordability for students. The department intends to continue offering courses across multiple modalities and timeframes to accommodate a broad range of student schedules and learning preferences.

Student Learning Outcomes (SLOs)

A significant focus has been on reshaping the departmental culture surrounding SLOs and enhancing understanding of their value. In Fall 2024, faculty engaged in consultations with Sheila Cordova to clarify distinctions between Program Learning Outcomes (PLOs) and SLOs. Subsequently, full-time faculty met to review and revise the department's PLOs to align them more closely with the Certificates of Achievement. In Spring 2025, the department appointed a new SLO Faculty Leader, who also serves as the college SLO Ambassador, to coordinate ongoing revisions under Sheila Cordova's guidance. The next steps include collaborating with faculty across languages to revise and submit updated PLOs and SLOs to the Curriculum Committee, followed by updates to the faculty portal (mProfessor). The long-term goal is to establish a structured departmental process and annual evaluation schedule for continuous review, assessment, and improvement.

Tutoring Center and Modern Languages Lab

The department has worked closely with Randall Taylor and Ann Mirsky (Modern Languages Lab) and Mengyi Shi (Tutoring Center Coordinator) to improve academic support services. Their joint efforts have increased student utilization of tutoring and lab resources, both in person and online. New media equipment (including a projector and screen) has been acquired to enhance the space and support in-class and extracurricular use.

Looking ahead, the department aims to further reorganize and revitalize the Modern Languages Learning

Center by integrating more cultural programming—such as film screenings, reading series, and study sessions—to strengthen student engagement and community connections.

Curriculum and Course Outlines of Record (CORs)

In response to post-pandemic changes in student needs and instructional technology, faculty have initiated updates to course content and CORs to better reflect current pedagogical approaches and student learning goals. The department also reviewed program data and noted that while the AA in Spanish has maintained strong completion rates, Certificates of Achievement have seen lower completion numbers.

Faculty are examining course content to ensure alignment with students' academic and career pathways, while also fostering interdisciplinary connections. These updates also support the department's long-term goal of developing local Associate of Arts degrees in French, Japanese, and Korean to enhance recruitment, retention, and completion.

Future Action Plan:

19a. Considering your program's past plan and this review's findings, what challenges and concerns need to be addressed in the next review period?

Looking ahead, the Modern Languages and Cultures Department anticipates several ongoing and emerging challenges that will require sustained attention and strategic planning.

Enrollment and Course Offerings: Although enrollment has shown signs of stabilization since the pandemic, numbers remain below pre-2020 levels. Continued budget constraints have limited the number of course sections offered, especially in lower-enrolled languages, affecting students' ability to complete full language sequences for degrees and certificates. Balancing program viability with the goal of preserving a diverse range of language and linguistics courses at various levels will remain a central challenge.

Staffing: With several retirements and one new hire since the last review, the department continues to rely heavily on adjunct faculty. This dependence increases workload demands on full-time faculty, who oversee mentoring, evaluations, and curriculum updates. The lack of a full-time faculty member in Linguistics and limited staffing in Japanese and other languages constrain program growth and reduce student support opportunities.

Equity Gaps: Persistent success gaps among Black/African American and Latine students require ongoing equity-centered efforts. The department will continue strengthening partnerships with the Equity Center, DSPS, and the Tutoring Center to enhance academic support and culturally responsive pedagogy.

19b. Identify 1 – 5 goals for your next review period's Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

1. Course Outline of Record (COR) Updates (ongoing)

We will undertake a comprehensive revision of all Course Outlines of Record (CORs), beginning with the courses currently being offered. This work will ensure that our curriculum reflects diverse student experiences and advances of equity by aligning with the IDEA (Inclusion, Diversity, Equity, Antiracism, Accessibility, and Sustainability) framework. The revisions will also integrate the recent Title 5 updates (effective January 2024), which require CORs to explicitly document strategies that accommodate diverse learners, promote equitable outcomes, and ensure accessibility through Universal Design for Learning (UDL) principles.

2. SLO Alignment Across mProfessor / WebISIS / META (ongoing)

We will ensure that all Student Learning Outcomes (SLOs) are accurately aligned and consistent across multiple college systems, including mProfessor, WebISIS, and META. Faculty will participate in SLO and Course Objectives training to strengthen alignment between COR objectives and SLO assessments, improving coherence and accountability across platforms.

3. Revision and Development of Curriculum (new)

We will continue revising the existing curriculum and initiate the development of new programs to meet student and community needs. Specifically, the department will explore the creation of local AA degrees in French, Korean, and Japanese to expand degree options and strengthen student retention and completion.

4. Revision of Department Certificates of Achievement (ongoing)

We will review and update existing Certificates of Achievement to increase student awareness, completion, and access. The department will identify barriers to completion, such as limited course availability, strict track requirements, and develop strategies to make certificate pathways more attainable, including improved communication and outreach to students.

5. Expansion of OER/ZTC and Equity-Driven Pedagogical Practices (ongoing)

We will continue our efforts and expand the adoption of Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) materials across language courses to reduce financial barriers and promote equitable access to learning. While additional courses transition to OER/ZTC, we plan to purchase a copy of the required textbook for each course to be placed on reserve in the campus library. This will ensure that students who cannot afford to buy the textbook still have access to essential course materials at no cost, even if for a limited borrowing period.

G. Resources and Budget

20. What are the most critical resources needed to implement your program's Action Plan in the next review period?

To successfully implement the department's Action Plan, the most critical resources include institutional support for curriculum revision and faculty professional development. Faculty will need ongoing training and mentorship in curriculum design, assessment alignment, and the integration of the IDEEA and UDL frameworks into Course Outlines of Record. Additionally, dedicated time and support are essential to ensure accurate SLO alignment across platforms (mProfessor, WebISIS, META) and to sustain OER/ZTC expansion. Access to instructional design assistance, release time, and collaboration opportunities with the Curriculum Committee and Professional Development Office will be key to achieving these goals.

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

The department is exploring multiple avenues to secure the resources necessary to carry out its initiatives. One priority is obtaining professional development funding and faculty mentorship from Curriculum and Academic Affairs to support the implementation of new Title 5 and IDEA-aligned COR revisions. Another priority is identifying funding sources—such as grants, departmental reallocation, or Foundation support—to provide textbooks for courses that have not yet transitioned to OER/ZTC formats. These materials would be made available in the campus library to ensure equitable access for students who cannot afford to purchase textbooks, bridging the gap until full ZTC conversion is achieved.

This form is completed and ready for acceptance.