

Program Review 2021-2022

Languages

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: Languages

Date submitted: 12/07/2021 2:18 am (PDT)

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

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(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

- I have examined the impact of the pandemic on student success rates and equity in our programs. Combining the data of all our language programs we see that during the most affected semesters of the Pandemic: Fall 2020 and spring 2021, which I will label “**P**” student success rate for all our programs averaged **73%**. The success rate prior to the pandemic, Spring 2019 and Fall 2019, which I will refer to as “**NP**” was **70%**. Based on the data, the Languages Department success rate rose by 3% during the pandemic.
- When broken down by individual language programs comparing these 2 sets of semesters: F20 & S21 **P** vs. S19 & F20 **NP**:
 - CHIN: **P**: 84% (101: 73%, 102: 91%, 201:93%) **NP**: 82%
 - FREN: **P**: 71% (101: 63%, 202: 88%) **NP**: 72%
 - GERM **P**: 66% (101: 67%, 102 66%) **NP**: 73%
 - ITAL **P**: 71% (101: 69%, 201 82%) **NP**: 71%
 - JAPN **P**: 73% (101: 64%, 201: 91%) **NP**: 58%
 - RUSS **P**: 69% (101: 67%, 102: 72%) **NP**: 64%
 - SPAN **P**: 73: (101: 67%, 201: 82%) **NP**: 73%
 - VIET **P**: 77% (101: 72%, 102: 100%) **NP**: 78%
- While overall success rates went up during the pandemic, in our department, there are some outliers: FREN, GERM, & VIET went down, and ITAL & SPAN remained the same.
- Looking at success rates does not necessarily indicate that our students learned more or better during this period. There are many factors not captured by this data, such as demographics, skill levels attained, grades, academic integrity, and others.

To determine the effects of the pandemic on equity, I looked at the data available in the data dashboard of ethnic and other demographic groups to see if there were significant differences from the overall rates above and in any of these groups. Here are the data on ethnicity success rates, with an emphasis on disproportionate equity gaps – first aggregated for our department. The data show that success rates were lower in **P** for the 2 ethnicities that had disproportionately low success rates in contrast to other groups who, in the aggregate, were higher in **P**. These data show that the most vulnerable groups were more negatively affected by the pandemic.

- **P:** Ethnicity gaps in F20 & S21 Black: -16.5%, Hispanic -8.8% below Mesa overall success rate
- **NP:** Ethnicity gaps in S19 & F19 Black -11.2%, Hispanic -6.0% below Mesa

Here are the disproportionate ethnicity gaps broken down by each program:

- CHIN **P:** only Hispanic students had a gap: -16% gap (74%)* (Shown as disproportionate because of the high success rate of other groups: e.g. Asians had a 94.4% success rate **NP:** No “disproportionate” gaps (Hispanic 78.3%, Asian 85.7%)
- FREN **P:** Hispanic gap -14.1% (64.3%) “unreported” gap -27.4% (45.5%) **NP:** Hispanic gap -14.1% (64%) “unreported” gap -27.4% (45.6%)
- GERM **P:** Hispanic gap -13.6% (59%) **NP:** Hispanic -12.2 (67.3%)
- ITAL **P:** Hispanic gap -13.6% (65.8%) **NP: No gaps**
- JAPN **P:** Hispanic gap -14.4% (63.9%) **NP:** Hispanic gap -21.4% (43.3%)
- RUSS **P:** Hispanic gap -30.6% (42.3%) **NP:** Hispanic gap -24.2% (50%)
- SPAN **P:** Black gap -23.8 (50%) **NP:** Black gap -11.1 (62.6%)
- VIET **P:** Only Asian respondents **NP:** Only Asian respondents

The data show a high incidence of Hispanic success rate gaps, except in Spanish, in our department, both before and during the pandemic, but worse during the pandemic. Italian had reached a consistent success rate across ethnicities before the pandemic. During the pandemic a Hispanic gap of 14% occurred. Japanese was the outlier, with the Hispanic success rate improved by 20% during the pandemic. Spanish was the only program showing a Black equity gap because it was the only one with recordable rates of Black students. This gap worsened for Black students, during the pandemic.

For the demographics of age, DSPS, EOPS, and Gender there are no similar dashboards that flag disproportionate success rates. There is no measure by income. We can see some data related to income by implication from EOPS status. Here is the department’s success rate by these demographics in **P** vs. **NP**.

- Age **P:** 18-29 70%, 30 – 49: 75%, 50 > 81% **NP:** 18-29 62%, 30 – 49: 64%, 50 > 77% (no males) Lower success in **P** & low male participation.
- Gender **P:** F 76%, M 70% **NP:** F 72%, M 63% (both higher in **P**)
- DSPS **P:** not measurable **NP:** same
- EOPS **P:** only measurable in 101 courses in FREN 41%, GERM 64%, ITAL 65% & JAPN 58% **NP:** No data

Department-wide, for all **ages**, the data indicate a lower student success rate during the pandemic.

Only 2 genders, male and female, were reported by our students. By this measure, both male and female students had higher success rates during the pandemic.

The department-wide number of students enrolled in EOPS and DSPS students are too small to be reflected or to show trends in these periods.

Breaking down these demographic groups within each program track closely to the success rates seen above or are not measurable nor statistically significant.

Our department engaged in extensive discussions of this year's Program Review. We discussed them in 2 department meetings and all were invited to give their responses in a Google survey, which can be found at this link:

https://docs.google.com/forms/d/1GUscopyT3aX82q8-tIztw1zQ-pn_01N5suRjwwzfxbK8/

This question, as well as the others, ask us to examine the impacts of the Covid 19 epidemic on instruction and on equity. In asking us to examine the impacts of the pandemic, one could argue that is worth our time to consider the cause of the pandemic itself, which scientists agree was human-caused climate change. This being the case we, at Mesa should consider the role we could play in preventing further climate emergency calamities. One of Mesa's 2030 most important Strategic Objectives is that of "Stewardship". The stated goal is "Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups." Looking at these questions through the stewardship lens, which combines environmental sustainability to student success and equity we should examine the effect Mesa's and our department's responses to the pandemic on the environment.

This first question addresses student success and equity impacts from the modalities we turned to in order to enable us to teach during the pandemic. We found that this modality was harmful to equity and success, but it could be argued that it was helpful to the environment because it allowed students, staff, and faculty to stop driving to the Mesa campus. It also saved energy use on campus because HVAC and other expenses and energy uses of keeping the campus open were reduced. On the other hand, we all increased our use of computers, computer apps, and the internet exponentially. This caused an energy use increase that was likely much less than that of keeping the campus open and students, staff, and faculty transportation effects on the environment. How then, do we bring students back to campus to improve their learning experience and reduce the negative impacts on student success and equity, while not reverting to practices that harm the environment? We need to research how to improve access to campus via public transit for everyone who commutes to campus,

such as subsidizing mass transit opportunities (free or reduced bus passes, for example). We need to research more steps to keeping energy use on campus down as we reopen the campus.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

I was informed that this year the questions are meant for all members of our department and all the programs within our department. For the rest of the questions, a large proportion of the input comes from responses by adjunct and contract instructors, gleaned from department meeting discussions, emails, and a Google survey. I would like to express my appreciation to the Program Review team for inquiring about the effects that the pandemic had on our department and our programs. My colleagues have worked so hard and overcome countless challenges since the last program review, that it is important to hear their voices and acknowledge their sacrifices and efforts on behalf of their students and this institution. Thank you for asking us. At the end of these responses from my colleagues, I will address the issue of environmental stewardship as it relates to our practices during and after the pandemic.

The single biggest change has been the sudden change in modality of our classes; from all courses either being taught 100% face-to-face with a few hybrid courses taught partially in-person; to 100% of our classes taught 3/5 remote/Zoom and 2/5 online/Canvas. The second half of spring semester 2020 demonstrated to us that 2.5 hours twice weekly caused extensive Zoom fatigue. This factor was the reason we made the change to 3/5 synchronous 2/5 asynchronous instruction. We have asked our colleagues to provide teacher-centered instruction in the 2/5 online portion of their classes and to focus on interactive uses of the language during Zoom sessions. Not everyone has been able to successfully divide their instruction into this format. It is hard to say whether this change should be discussed in this question or the next, because some colleagues would like to continue teaching in this modality, but it seems the majority do not see this as an improvement to instruction and many feel that they are less effective in this modality. Our opinions on this matter -and even student success data- cannot be the basis for our decision on the use of this modality in our department. We need to measure how well students reach student learning outcomes and goals before deciding to keep them after the Covid emergency is over. We are in the process of exploring assessments that will objectively inform us on outcomes and goal attainment. Please refer to Question 1 for data on student success in this modality. While there are differing opinions on the value of remote/ online instructions, there is general agreement that the pandemic has taught us all many new techniques and technologies that we would like to continue to use as we move back to more on-campus instruction.

The rest of the response to this question will consist of feedback shared by members of our department, from department meetings, our Google survey, and emails, as described above.

We have exponentially increased the use of educational apps both in Zoom synchronous sessions and online asynchronous instruction, such as Quizlet, Kahoot, Jamboard,

WordWall, Padlet, etc. Most respondents felt that these apps appeal to students, with a variety of learning styles, and give all students more ways to practice the language they are studying and improve student engagement.

Workshops by department faculty and those provided by the district were helpful and user friendly, as was sharing best practices at department meetings and in our Language Department Canvas shell. We have dramatically changed our department meetings by welcoming all faculty -both adjunct and contract- in the spirit of mutual support and collaboration, using breakout sessions to engender supportive discussions, addressing topics most important to our colleagues.

Equity has been a strong emphasis in our department during this period. We transformed two department meetings into equity workshops. Faculty have revised their syllabi to shift from a rule-enforcement focus to one of student success. They have also made course content more inclusive and diverse. Increased student feedback opportunities have been provided. Some have implemented practices to make their grading practices more equitable. The department voted to change our requirement on grading policy from 50% on chapter exams and 20% on the final exam to 35% for chapter exams and 15% on the final. This increased professor grading discretion from 30% to 50%. The asynchronous aspect of 2/5 of class time makes them more accessible for some students. Increased flexibility with assignment due dates and resubmissions, and in testing, gives students greater opportunities to succeed. Giving students lengthy windows within which to take exams, instead of synchronous testing, not only offers students more accessibility but also frees up class time for more engaging learning opportunities.

Adoption of OER virtual textbooks in some of our courses has saved students money, making them more accessible to many. Other classes in different programs are also exploring this option.

Faculty have changed their instructional techniques to adapt to this modality, including a wealth of online materials such as videos, PowerPoints, Jamboards, games, online discussions, and many more. They have also adopted such strategies as the flipped classroom, and more online oral and short paragraph activities.

Impacts on Student Success and Equity- As described above, the pandemic forced us to engage in remote and online instruction. The impacts of this change are documented in Question 1. The following have been offered by members of our department, as suggestions to improve these techniques in an endeavor to improve student success and equity.

- Professional development
 - Improved instruction to faculty on the use of the new apps we have adopted
 - Department workshops on their use
 - Continuous learning opportunities for faculty through the academic year.
- Improved WIFI throughout the county -make it a public utility since most difficulties with technology and access for students stem from poor access to the internet. (While recognizing that this suggestion does not fall within the purview of Program Review, we suggest offering more students "hot spots" for their homes and dramatically increasing the bandwidth of our campus Wi-Fi for the return to in-person classes spring '22 and beyond.)
- Increase our strategies for 'grading for equity' and other equity efforts.

- OER: Lowering the cost of educational materials for students.
 - Concern over the short-comings of OER since it currently does not provide the amount and quality of materials to students.
 - It also requires additional work on the part of the professor.
- Raise the teacher to student ratio
 - Improve equity with lower class sizes, which offer better teacher feedback.
 - Imbedded tutors lower the “teacher” to student ratio. It has been very successful where they have been available to us.
 - Teaching online/remote requires much more time from the instructor, imbedded tutoring diminishes this disproportionate workload problem.
- Use the information from department equity workshops to do more equity work
- Investigate student success and organize and/or attend workshops on this topic

To look at this question through the lens of sustainability, we should consider the importance of adopting climate emergency awareness and understanding throughout the curriculum. All disciplines, including those within the Department of Languages, can offer or increase sustainability content in all our courses. We should examine all our course outlines to ensure that this content is included and required. In our department, we teach eight of the most spoken languages across the globe. If we include the effects of climate change and its prevention on the peoples whose languages we teach, we could have a more profound effect on student understanding of these cultures and the challenges they face. To take one obvious example, our largest program, Spanish, involves cultures and environmental challenges in the United States and our closest neighbors to the south, Mexico and Central America, who face emigration issues due to climate change and the U.S. which faces immigration challenges from the arrival of climate refugees. I am confident that Mesa departments across the curriculum could find similar ways to integrate sustainability into their curriculum.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

Our departmental response to this question fell into two main categories: those who felt that none of the practices that we implemented should be changed because they were all helpful, and those who had suggestions for improvement of these new practices or responses to the pandemic and suggestions for what should be discontinued. While there were a few more who had suggestions for change, nearly half felt that all our new practices were beneficial. The caveat to this is that there was an assumption, on the part of those who didn’t want changes, that what the question refers to is how we dealt with the changes that the pandemic forced us into, not whether we should continue to teach in the pandemic-induced remote/online modality, but rather the practices we implemented to deal with the emergency. Since those who agreed with all the efforts the department implemented to improve instruction simply said they didn’t want to change these, I won’t quote them here, but rather remind the reader that this represents over 40% of respondents. The quotes below are from colleagues who would like to change some of these practices. Some responses also address changes which respondents would like the college or district to make.

“We need F2F classes to improve human interaction and teaching effectiveness. ”

"Life itself during the pandemic has been and is difficult for students to keep to deadlines."

"Zoom classes are a barrier for some students for technical or personal reasons. Not all students have the discipline to balance the independence and flexibility afforded by partially asynchronous classes. They fall behind, then feel overwhelmed by the amount of work piled up in front of them and never catch up."

"The department should adjust the Zoom to online ratio to increase the time spent in Zoom which would help students learn the material."

"DSPS students have been dropping more, because they need more 1 on 1 instruction and require more reminders to stay on track, as there are more distractions in this modality."

"Not having an F2F component has made it difficult for some to learn."

"Slow internet keeps students from accessing their online textbook and other resources quickly."

"The Zoom platform is not intuitive and there is no help for students or faculty and is difficult to navigate."

To look at which practices we would like to discontinue, based on their impact on the environment, we should consider the harms that overdependence on polluting technologies is having on the environment. We need to identify these and investigate how we can minimize them. It would be worth examining any nexus with student success and equity between technologies and practices that harm or improve the environment. Based on these results, we would explore, if needed, how to minimize any harm caused by prioritizing student success and equity. For example in-person instruction is better for equity and success, but would have harmful environmental effects if not mitigated by careful planning and perhaps expensive transportation practices.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

Positive effects of college-wide practices- The Department of Languages appreciates the countless steps the district and college took to help both faculty and students through the pandemic. We appreciate the many venues that were offered for faculty input into solutions. We appreciate the many resources that were provided to us with efficiency and speed. Here are the specific practices and resources that were most appreciated by the members of our department, in their own words.

- Workshops, meetings, Canvas training certificate program, etc. They keep our school running in spite of the Pandemic.

- Curriculum Equity & Excellence Review (CEER) in July 2021 to review the curriculum and student success that I attended.
- Most student services have gone digital, loaning out laptops, COVID testing
- Student loan forgiveness and other financial aid. Support for faculty exploring OER.
- The financial support we received for technology we needed.
- Loner laptops and other devices!
- Providing student services fully online on Zoom has helped students. Zoom/Online teaching workshops for instructors has helped immensely.
- Flexibility. Flexibility for students to take the class remotely. This has allowed students from around the world to enroll in our courses. In turn, this has somewhat made up for the students that we have lost due to remote learning. - In my evening classes, students can attend class and not have to fight traffic or skip dinner.
- It was helpful to instruction to have Canvas, "Build it with Mesa Buddies", and other help with Canvas to make the needed transition to remote/online learning to protect students from the Covid 19 virus.
- It was helpful to have Zoom accounts that allowed us to teach synchronously.
- It was helpful to have access to Proctorio (electronic test proctoring) during the Fall 2020/Spring 2021 semesters to protect the academic integrity of our exams. This helped make these tests more equitable.
- Access to online forms was helpful for completing the business of the department. It was beneficial for all to carry on the many events that had to be done via Zoom while the campus was closed.
- It was helpful to our program to have HERF funds cover subscriptions to needed instructional applications. It was helpful to our students to have financial help for them, for computers and to have the lending program that lent students laptops and other essential technology. These efforts were very helpful to student equity and success.
- Having a later pass/no pass deadline has been helpful for students.

Negative effects of college-wide policies during the pandemic- As in question 2, regarding departmental practices, there were several colleagues who answered that they were unaware of any college-wide practices that had had a negative effect on student success and equity. I have quoted the responses from those who cite negative effects and have suggestions for improvement.

As Chair, having worked to support my colleagues throughout the pandemic, I would like to add my perspective on the negative effects that the pandemic has had on my colleagues and our students. Most were not caused by the college or its practices, but by the emergency itself.

The greatest harm was burn-out. My colleagues and I worked double or triple the hours that we had in the past, to deliver instruction in a mode that most of us had never used before. The college provided us with a great deal of good technical help, which was very much appreciated, but nevertheless, insufficient. The need was so sudden and so great that it was impossible to provide everyone with the technological help needed. Students also had a steep learning curve to adjust to the sudden and drastic changes to instruction and most other aspects of their lives. As a result, some of the classes weren't taught as well as they would have been taught in the classroom. But I would

like to acknowledge the tremendous effort that my colleagues put into their teaching. I am confident that, when we are able to return to the classroom, our practices will be forever improved by the new knowledge and skills that professors have acquired from this experience.

The following are the responses from my colleagues:

- The response of DSPS and counseling Department to students. My students often ask me questions which should be dealt with at school level. Their emails or phone calls are not answered within a reasonable amount of time, or not at all.
- The College wide focus on student numbers continues to negatively affect our program. Moreover, we need additional technical investments to support our students' learning with rich learning for Foreign Language delivery online.
- Many of the professors in our department continue to purchase costly programming so we can deliver a product we feel fills the gap with our online learning platform and the interactivity we need for our students learning to achieve their outcomes.
- Large class size. They are too large to manage during Zoom and require much more grading/time. Students lose out in quality time during Zoom, as they can't all share during Zoom unless it is during the breakout rooms. And it takes longer for the instructor to identify who is having difficulty, since those that need help don't always ask for it.
- Discontinuing Proctorio. I believe the use of Proctorio helped students to study since it discouraged from cheating on quizzes and exams.
- Removing access to Proctorio without replacing it with another test proctoring application was harmful to academic integrity and student success and equity.
- More help with Canvas and other technologies. We needed access to the Zoom help line.
- The pandemic clearly hurt equity in our department, but I do think that the college worked hard to diminish the harm as much as possible.
- Some students have become used to hybrid online/Zoom classes and are reluctant to return to in-person classes because of the convenience, increased social anxiety etc.
- The lack of good, reliable Wi-Fi has been a hinderance for some students when it comes to online learning. Also, some student services were transitioned online, which meant that students may not have been aware of or been able to take advantage of all the student services that Mesa has to offer.

The question of which college-wide practices had the greatest impact on the environment, the most important practice was the immediate move to online and remote instruction, which has continued for 3 semesters. This has had an undeniable positive impact on the environment, as mentioned in our answer to the first question. There have been negative impacts as well, such as the health of overworked faculty and staff to deal with these new modalities as previously noted. There have been negative accessibility impacts, as discussed above. An important consideration when deciding how to move forward could be sought in research and data analysis on learning

outcomes for students using these modalities. If we only examine “student success” as a measure of how many students complete our courses, it misses how well students who “succeed” actually learned and absorbed the skills and insights into the subject matter of their courses. This could be measured to some extent by examining how well they do in classes later in the sequence. In our department, as stated above, we plan to try to measure these student outcomes vis a vis remote instruction. Anecdotally there is strong evidence that students have learned less using this modality. If this proves to be the case, we need to explore how to teach in person while mitigating the environmental damage caused by transportation to campus. We could also explore how to improve remote instruction for those who need this type of access to our courses.