Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Languages

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Successes:

The Department of Languages has made significant progress in equity training by continually providing training and participating in discussions on various aspects of equitable instruction. The department has also shared successful tips and techniques for best practices in language instruction, and some language courses are using OER to remove financial barriers for students. We have engaged in continual discussions and inquiry into instructional modalities, completed a French 101 pilot of a more asynchronous version of our online courses, clarified terms related to online teaching modalities, and will collaboratively create expectations for possible future synchronous 2 pilots with experienced instructors that are interested.

The department has also made progress in course scheduling by enhancing communication and collaboration in building the course schedule. The department has redesigned, promoted, and recruited for study abroad programs after a three-year hiatus. Furthermore, the department has successfully worked through a communication breakdown in the department through two Dean-led conversations related to principles from the book Crucial Conversations. With more students returning to campus, we will once again offer Span 125 in the fall.

The faculty has also contributed significantly to campus events by organizing the annual campus-wide Day of the Dead celebration, assisting in organizing and participating in the campus-wide annual International Education events, and increasing on-campus student involvement. The International Education Fair (Fall 2022) and club rush for the Japan Club (Spring 2023) had a large turnout. The French Club is also successfully operating virtually, and the French Job Bulletin board connects students to potential jobs related to French.

Lastly, the department has successfully piloted AVANTI Tests in Fall 2022, and a French Job & Career Fair (Fall 2023) is in the works. It is a joint collaboration between the Cultural Services of the Embassy of France, the French-American Chamber of Commerce in San Diego, and the Mesa Work-Based Learning Department. Despite the challenges, the Department of Languages has made significant strides towards improving language instruction, fostering equitable learning environments, and engaging students in meaningful ways.

Challenges:

Firstly, we are experiencing a shortage of laptops which were loaned out at the beginning of the pandemic but never returned to us, which has made it difficult for all students to have access to technology in our face-to-face courses. Additionally, not all faculty members have received financial support for subscriptions to teaching apps, and the promotion of our low-enrolled classes could be more effective through the Office of Communications.

Furthermore, recent additional DSPS accommodations have made it more time-consuming to meet student needs. Reassigned time to create and/or curate OER resources and modify Canvas courses, as well as recruit more language tutors, both in-person and online, and provide more training would be very helpful to achieve our goals in this area.

Enrollment in some courses has been low, and we are experiencing high caps in online courses, which create challenges in grading, feedback, and live interaction. Additionally, synchronous classes that only meet once a week for 2.5 hours have too little time for communicative tasks, and we need to develop an alternative solution. We also need to recruit potential students for tutors ahead of time and encourage them to apply.

Despite these challenges, our faculty members have participated in various OER workshops and completed MOSAIC training. However, more financial support is needed to pilot, adopt, and/or create OER materials for our core semester 1,2, and 3 courses.

Summary and Reflection

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Our two new courses (SPAN 221 and SPAN 222) which form the second half of our new Spanish for Spanish Speakers AA were attempted to limited success. We successfully offered SPAN 221 in fall 2022, but had to cancel SPAN 222 for low enrollment. This impacted students interested in earning the new degree and involved degree modification. Our hope for the future is to establish these classes as a regular offering to make degree completion more streamlined.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
We have two new contract hires in Japanese that started in fall 2022. Their presence will assist with program management and growth in Japanese. Additionally, in the near future, they will assist in balancing out the departmental responsibilities.

We have successfully used HERF funds to purchase a limited number of one-year tech subscriptions that has assisted us in continuing to use the tools we learned about and integrated into our instruction during the pandemic.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
*Success rates (see attached graphs)

Overall success rate of all language students in all programs and levels

Success rate of Black and African American students in all programs and levels

Success rate of Asian American Pacific Islander students in all programs and levels

Success rate of Latinx students in all programs and levels

Success rate of female students in all programs and levels

Success rate of male students in all programs and levels

*As indicated in the graphs of data (see attached), success rates for Language students have, for the most part, equalized to pre-pandemic levels. This indicates an emergence from the “emergency state” we have been operating under since March of 2020. Specific notice should be focused on the success rate of Black/African American students in our classes. After a dip in success rate, this number has slowly climbed over the past year and is now the highest it has been in 5 years. We attribute this success to intentional practice implemented by our department to better support this population of students.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
*Equity gaps (see attached graphs):

Equity gaps by ethnicity in all programs and levels

Equity gaps by gender in all programs and levels

*As evident in the graphs above, equity gaps remain for our Latinx, Black/African American, and Multi-ethnic students. Regarding gender, male students exhibit an equity gap as well.

Summary and Reflection

Related Documents for Charts and Graphs
Graphs success rates.docx;
Graphs Equity gaps.docx

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The department has taken the work of revising CLOs seriously since the new CLO cycle has been reduced from six years to four. Starting in fall 2022 to April 2023, the department faculty have conducted at least three formal rounds of open discussions on how to revise our old, four-item CLOs to fit the new cycle. Colleague's ideas, suggestions and discussions were greatly appreciated. In April 2023, we had a vote among contract faculty members on how may items we want to include in the new CLOs and what they would be. The result is five people voted on two-item CLOs, two people voted on tree-item CLOs and two didn't send in their votes. Therefore, as a department, we have decided on the follow items as our new CLOs:

1. Communicate - speaking, listening, reading, and writing - in a meaningful context in the TARGET language at the appropriate level on the ACTFL proficiency scale.

2. Explore the cultures and customs of the country or countries of the target language through creative forms of expression.

The department has also decided to start CLO work in fall 2023 and expects the completion of it in next two years.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Efforts have continued in the past year to address equity gaps and success rates of marginalized populations in a larger scale through Department-wide trainings such as Equity trainings during Department meetings and but most significantly through the individual work of faculty members. Faculty in our department have participated in targeted workshops and trainings and have worked to address DEI issues in their own individual classrooms. This knowledge has then been brought back to the department at large in the form of reports or department trainings led by those individuals. A specific example of how this work has manifested in the classroom has been the inclusion of a “decolonized” curriculum in which non-European countries/regions where the target language is spoken or where it is popular are presented to students. Another example sees the intentional inclusion of voices from the countries we teach but which are often left out of traditional textbooks (marginalized ethnic/racial groups, LGBTQ+ voices, gender expressions, etc.)

Our transition to offering online modalities due to the requirements and needs of the pandemic has provided new opportunities to meet student needs previously unavailable to us. An example of this: allowing students to choose from a list of possible formats to demonstrate mastery/understanding of a set of skills. The flexibility makes learning more accessible and reveals the truth that not every format is ideal for every student. In increasing these more flexible offerings, mediated by new and more prevalent technologies, we have seen more success in providing a more equitable learning space for our students.

Specific work has been undertaken by many of our faculty to craft and prepare a welcoming environment for all students. This can be seen in the revision of syllabi, for example to humanize the learning experience for students and set them up for success from day 1. This intentional work has been undertaken through attendance at workshops on the subject and then applied to the day-to-day documents that underscore the student experience.

In the area of community outreach, departmental faculty have included assignments for students that require them to interact with the local San Diego community, providing them the opportunity to utilize their language skills and cultural competencies in a real-world setting.

What other factors (internal or external) might also impact the above data trends and equity gaps?
In our estimation, our class caps, well above the recommended caps from our professional language learning organizations, are the single most impactful element of our teaching that impacts the data trends above. Fewer students equate more individual contact between instructor and student and provides more opportunities for support to populations that might traditionally suffer from a lack thereof. If, by some miracle, we were allowed to lower our class caps even just by 4-5 students, we feel very strongly that there would be an immediate impact in success and retention across all demographic groups.

Summary and Reflection

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Success:
The Department of Languages continues its commitment to equitable and inclusive teaching by supporting all faculty in their professional development participation. We will continue to regularly share best practices in equitable teaching strategies at monthly meetings. Learning about AI in Language instruction and learning is a topic of interest with many faculty attending FLEX and other activities to educate themselves on these quickly evolving tools. OER continues to be an option for some languages and others will look at it for future use. We continue to discuss various teaching modalities and strive to find the best balance for student demand and learning needs. We collaboratively created Synch 2 pilot expectations and successfully facilitated a JAPN 101 Synch 2 pilot for two semesters. We included the Synch 2 as one of our regular course offerings and we will be offering four completely asynchronous classes in spring 2025.

The co-chair who is responsible for course scheduling continues to encourage open dialogue with instructors about scheduling. The department has completed three successful study abroad programs in summer 2023 and 2024 in Madrid, Spain and January 2024 in Buenos Aires, Argentina. January 2025 in Buenos Aires will be offered again in addition to a new program next summer in Kyoto, Japan. Since the last cycle communication amongst faculty continues to strengthen. Span 125 was successfully offered in fall 2024.

Faculty continue to organize campus-wide events such as the Day of the Dead and International Education week. Faculty promote programs and encourage student participation in our programs though events like JumpStart, Bienvenida, and Welcome Week. Language clubs continue to be active and attract dedicated students.

Unfortunately the funding for the AVANTI Tests expired and renewing it would have required tremendous amounts of time and energy, though the department is open to considering the tests as a future strategy to encourage students to continue in languages, should funding sources become available. The French Job Fair was also a huge success but it too required an unsustainable amount of time invested. We will pick these two initiatives back up in the future when possible.

Challenges:
We were informed that the ten departmental laptops that were lent out to students during the pandemic would not be returned to us. Therefore we are continuing to look for ways to ensure access to technology in our face-to-face classes. The current refresh of the Language Center will include 40 new laptops to be used in the lab and this will provide an alternative space to access technology. Additionally, faculty have observed students having challenges in keeping their personal devices charged when they do bring them into the classroom, so 8 portable charging towers (one for each classroom) will be requested this cycle to alleviate this obstacle.

The BARC request for 35 subscriptions to the top three teaching apps was approved at the end of the spring semester. The

process of now getting instructor access to those apps has been lengthy and, at times, confusing. Communication from the Business Office has not always been prompt or clear, and we still don't have access to one of the apps. We hope this will be resolved by the end of the semester.

The chair has taken action to promote low-enrolled courses through the Office of Communications each semester, but since so many instructors request promotion of their courses and social media posts are many times stacked, we are not convinced it has a positive impact on enrollment.

DSPS accommodations continue to be time consuming and in the past we have invited DSPS counselors to our department meetings to share information about procedures and answer any questions.

We have not looked into obtaining reassigned time to create and/or curate OER resources and modify Canvas courses in the Spanish program since our textbook was bought by another company and we are adjusting to their new platform. Additionally we are waiting to hear more abouth Common Course Numbering and how it will affect our course content. The French Program coordinator is in the process of creating an OER for one of the leevls and our Japanese instructors have expressed an interest in doing so in the future. One of our Japanese adjunct instructors is currently on sabbatical where she is exploring how OER materials might be integrated into our beginning Japanese program.

Finding additional qualified language tutors continues to be a challenge.

Students are slowly coming back to fully in-person courses but overall still show a preference for Asynchrounous and Online Live courses in the evenings and thus the large amount of time required by the instructor continues to be a challenge.

Language faculty interested in piloting, adopting, and/or creating OER material continue to need financial support and reassigned time if possible. Those that are interested are not able to explore these options due to time constraints.

Curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review:
We have successfully offered both SPAN 221 and SPAN 222 and we are proud to share that in the spring of 2024 we approximately five students completed the first AA in Spanish for Spanish Speakers for Mesa College. We are in the process of hiring a full-time instructor to lead the Spanish for Spanish Speakers program and we are confident our new colleague will increase the strength of this program.

Impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation:
Our two relatively new instructors of Japanese have now been with us for two years. Their participation in the Japanese program has been remarkable and our Japanese courses continue to have very strong enrollments. They are active members of the department and college and are helping in balancing all of our responsibilities. However, our Japanese program continues to grow, and there have been no new qualified candidates apply to the Japanese adjunct pool in years. Due to the increasing student interest (full classes with full waitlists in JAPN 101), we will be requesting another contract Japanese instructor to provide the potential growth in that area.

The HERF funds expired some time back and were not renewed. In spring of 2024 our BARC request was approved and faculty currently have access to two of the three that were approved.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Data from 2023 and 2024 were compared with insignificant differences noted. Overall program success continues to be around 72%.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
The Department is in the middle of the outcomes assessment process. Almost all of the CLO 1's have been assessed and this year we are completing the assessment of CLO 2. One meeting was facilitated this fall to view results, reflect, and create any needed action plans. DOC will conclude the process and input into Nuventive.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
The Department continues to take the same steps on an individual and group level to address all equity gaps present in our student success rates. We will continue to develop our lens as equitable educators and share with our colleagues. Many instructors continue to offer flexibility and grace to our students to ensure learning needs are being met, access to information,

and opportunities to demonstrate progress in achieving learning outcomes and objectives. Faculty continue to develop and fine tune the learning environments they create no matter the modality. Participation in the local community continues to be a requirement in many of the language courses such as Spanish and Italian. Class caps continue to pose barriers in providing the ideal learning environment for our language students. We feel strongly that lowering the course caps will have positive benefits for all students and should seriously be considered.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Success:

The Department of Languages continues its commitment to equitable and inclusive teaching by supporting all faculty in their professional development participation. We have continued to regularly share best practices in equitable teaching strategies at monthly meetings. We have held specific meetings to discuss successes and best practices for fully online language classes. One recent meeting featured a presentation by the campuswide work-based learning coordinator to discuss strategies on how to include more WBL experiences in our classes. We continue to use the DEIA guide to assist in our discussions about equitable practices.

The co-chair who is responsible for course scheduling continues to encourage open dialogue with instructors about scheduling. The department has continued to offer successful Study Abroad programs, including a brand-new Japan program in summer 2025. Planning is underway for a Winter 2026 Argentina program and our return to Madrid in summer 2026.

Faculty continue to organize campus-wide events such as the Day of the Dead and International Education week. This fall, department faculty along with other campus groups successfully organized the first Latino Film Festival at Mesa. Students enjoyed screening films from across the Spanish speaking world. Our Japanese faculty organized two events. One was a screening and the other a storytelling session on disaster victims in Japan. Our Spanish for Spanish Speakers professor also organized a visit from a 1968 Tlateloco massacre survivor. Faculty promote programs and encourage student participation in our programs though events like JumpStart, Bienvenida, and Welcome Week. Language clubs continue to be active and attract dedicated students.

In an effort to strengthen relationships between our faculty and counseling we invited our counseling liaison, Miriam Pacheco to a meeting to discuss student success strategies in language study.

Challenges:

With our newly renovated Language Lab space, the options for the types of usages has increased, but one challenge we now face is encouraging faculty to think outside the box on ways to better and more frequently utilize the space. We now have 40 lab laptops, but when one went missing earlier this semester, we were forced to confront additional challenges related to lab management and upkeep. We were successfully granted BARC funds to purchase 8 portable charging stations, but due to a failure in communication about this process and its approval, we are still waiting to obtain these items. Additionally, our BARC request for whiteboard installation in G104 and G108 was unexpectedly removed from consideration due to the existence of funding elsewhere, but then the request disappeared. We are still in the process to get this request back on track after numerous attempts to get the ball rolling.

After length and challenging communication with the Business Office, we were finally able to purchase all 3 subscriptions previously requested. The onerous process, coupled with challenging communication processes has created an environment where faculty who could use these items regularly, do not proceed with the process due to the difficulties in doing so. We would ideally like to have regular, easy access to these essential teaching tools so they could be more widely used in our department. We have heard from numerous faculty that they are now paying out-of-pocket for these subscriptions, despite their essential classroom nature.

DSPS accommodations continue to be time consuming and in the past we have invited DSPS counselors to our department meetings to share information about procedures and answer any questions.

We have not looked into obtaining reassigned time to create and/or curate OER resources and modify Canvas courses in the Spanish program since our textbook was bought by another company and we are adjusting to their new platform. We have heard that Common Course Numbering will not affect our courses in the near future.

Finding additional qualified language tutors continues to be a challenge. Onerous and time-consuming on-boarding processes

still remain an obstacle to implementing tutors once they are identified. Unstable funding has also provided additional challenging for the many embedded tutors currently being used.

Over the last year, student modality preferences evolving, with new trends showing strong preferences for asynchronous and fully on campus classes. Online live classes have continued to be of interest for evening students. This will be taken into consideration for future scheduling.

Students are slowly coming back to fully in-person courses but overall still show a preference for Asynchronous and Online Live courses in the evenings and thus the large amount of time required by the instructor continues to be a challenge. We will seek feedback from instructors of partially online classes to assess student success and student preference to determine its viability for future offerings.

Language faculty interested in piloting, adopting, and/or creating OER material continue to need financial support and reassigned time if possible. Those that are interested are not able to explore these options due to time constraints.

Curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review:
With the help of various offices in Student Services and Counseling, we consolidated 8 old Liberal Arts and Sciences degrees into one new Liberal Arts and Sciences in Wo4rld Languages and Humanities that will go live in Fall 2027. Additional course outline sof record tweaks are being investigated to better fit within new CalGETC requirements.

Impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation:
Our two relatively new instructors of Japanese have now been with us for three years. Their participation in the Japanese program has been remarkable and our Japanese courses continue to have very strong enrollments. They are active members of the department and college and are helping in balancing all of our responsibilities. Student interest in Japanese courses continues to grow (full classes with full waitlists in JAPN 101), so we will be requesting another contract Japanese instructor to provide the potential growth in that area.

Our new contract faculty hire in Spanish for Spanish Speakers has now been in place for almost a full year, and he has hit the ground running. His excellent work has included outreach to all constituent groups, strategizing about increasing student enrollment, curricular evaluation, all alongside his full teaching load. We have already begun to see increases in student enrollment in these courses, and are excited about the growth potential in this area.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
We have noticed a drop in overall success rates department wide, to 69.3%, largely due to a reduction in success rate at the 101 level across all languages. Additional efforts will be implenmented to discuss and strategize on ways to increase student success in 101.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
The Department is at the end of the outcomes assessment process. CLO 1 and CLO 2 have been assessed, documented, and discussed. We will now be moving forward into PLO assessment under the guidance of our new DOC

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
No additional updates. From Year 3:The Department continues to take the same steps on an individual and group level to address all equity gaps present in our student success rates. We will continue to develop our lens as equitable educators and share with our colleagues. Many instructors continue to offer flexibility and grace to our students to ensure learning needs are being met, access to information, and opportunities to demonstrate progress in achieving learning outcomes and objectives. Faculty continue to develop and fine tune the learning environments they create no matter the modality. Participation in the local community continues to be a requirement in many of the language courses such as Spanish and Italian. Class caps continue to pose barriers in providing the ideal learning environment for our language students. We feel strongly that lowering the course caps will have positive benefits for all students and should seriously be considered.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Increase Opportunities for Professional Development in the Teaching & Learning of Languages in various modalities in a post-pandemic space

Unit Goal: Goal 1: Increase Opportunities for Professional Development in the Teaching & Learning of Languages in various modalities in a post-pandemic space

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and

administrative units (✓)

- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Facilitate an in-house best practices workshop/retreat to allow for sharing and dissemination of current teaching tools, approaches, and technologies as relates to the teaching of languages across modalities. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: We had postponed an in-house languages teaching workshop until spring 2024 and sent out another call for proposals. Again, faculty showed little to no interest in facilitating a workshop so we have readjusted our goals to instead include brief faculty presentations during departmental meetings. In spring 2024, Professor Yuka Brown presented her findings of her spring and fall 2023 JAPN 101 Synch 2 pilot courses. In fall 2024, we conducted a department discussion at one of our monthly meetings on the challenges of AI usage in the language classroom and Uriel Ornelas gave a demo on positive methods of using AI. Discussion on Best Practices will be a standing item on departmental meeting agendas starting Spring 2025. We instituted a new process in order to maximize the annual AFT Travel and Conference funds so that none of the money would go unspent. This academic year four faculty will benefit from the funds available and this has reduced their out-of-pocket costs for attending major conferences. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Maintain, update, and improve digital spaces for the sharing of teaching materials and technologies **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: We continue to encourage faculty to use the Departmental Canvas course for sharing materials and disseminating information. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Re-imagine availability, reliability, and use of technology in the classroom teaching spaces on campus

Unit Goal: Goal 2: Re-imagine availability, reliability, and use of technology in the classroom teaching spaces on campus

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Explore alternate uses of the Language Lab (LRC 229) including scheduling of the Lab, classroom usage, software access, STAMP testing/certification, and faculty supervision. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: We are overhauling the Language Lab to create a more flexible instructional space and the project is currently underway. New technology (laptops, cabinets, Newline Panel, audio system, instructor computer, 4 desktop computers for back study room) and furniture (tables, chairs, banquettes, assistant desk) have been purchased for all spaces (lab, social space, study rooms, and hallways) and repairs are taking place throughout the entire Language Center. Estimated completation date is the end of fall semester or begining of the spring semester. When complete we will have a more welcoming and user friendly space for instruction and community building. In the spring we will dialogue with faculty about various ways to use new instructional space and encourage the sharing of ideas among faculty, visit other spaces on campus for ideas as to how to utilize the space, shift departmental sponsored activities such as lectures, meetings, etc. into the new space. Additionally, careful attention will be paid to the time and labor needed to schedule, set up space, use, and take down to better understand potential future staffing needs. An assessment of these needs will be utilized to request student workers and or other staff to help manage and maintain the new innovative Lab Learning Space. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create a usage plan for existing language department laptops that makes them available for in class usage more regularly and imagines alternative uses of existing laptops. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: We were informed that our departmental laptops that were loaned out to students during the COVID-19 pandemic would not be returned to us. At a future date, we will reassess whether laptops are needed for in class use and if so, look for future funding. Now upcoming availability of the 40 new laptops in the revised language lab may offer creative alternatives to using laptops in the classroom and together we will explore our options. Also, improvements in the strength of WiFi signals in the LRC and around campus has made student use of their own devices to access instructional materials more prevalent and possibly reduces the need to provide laptops in the classroom. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Goal 3: Reaffirm our department commitment to Equity and Inclusion in our Language Classes

Unit Goal: Goal 3: Reaffirm our department commitment to Equity and Inclusion in our Language Classes

Goal Status: Active

Beginning Year: 2022 - 2023

Unit Goals, Action Plans, and Updates

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Facilitate the investigation of OER materials for our language classes and the sharing of the information (potentially in the departmental workshops from Goal 1).	**Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: With a new digital platform for our SPAN 101-201 textbook, Spanish faculty decided to pause the investigation into OER materials and instead moved forward with utilizing and evaluating how the new platform addresses our students' learning needs. Since the current edition of the Spanish textbook will most likely have a new edition in a year or two, we will convene a textbook committee at a later date and OER materials will be considered alongside publisher created content. We will make sure we weigh the pros and cons of both formats and select the materials that best meet our teaching and learning objectives. Professor of French, Uriel Ornelas, is currently in the process of developing OER for FREN 101-202 to reduce financial barriers for students. We hope to receive an update next spring. Additionally, the professors of Japanese are hoping to start the process of investigating OER materials in the future. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Provide opportunities for faculty to share information learned at Equity specific trainings (departmental workshop/retreat, individual trainings, invitation of guest speakers) with an eye toward bridging specific equity gaps that have arisen from the data. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: This fall, initial steps have been taken to encourage departmental discussion and reflection on our role in DEIA initiatives and teaching. With the assistance of the DEIA Discussion guide, we have started a shared document and faculty are inputting ideas in regard to our current commitment to DEIA values and areas for improvement. This document will be a living document and it will encourage faculty to continuously reflect on DEIA in the classroom and inspire new avenues to professional development and training. Additionally, discussion on DEIA will be a standing item on departmental meeting agendas starting Spring 2025. Individual faculty continue to attend various training focused on equity and as the chairs we will continue to encourage them to share with colleagues at monthly meetings. Examples of DEIA focused professional development includes attendance at The National Conference on Race and Ethnicity in Higher Education (NCORE), The American Council of Teachers of Foreign Languages (ACTFL) Annual Conference, and the Online Teaching Conference in Long Beach. Faculty have completed courses and/or attending trainings on Culturally Responsive Online Instruction, Equitable and Accessible Online Instruction, Ungrading, Linguistic Bias, Linguistic Racism, and Linguistic Justice, Racism in France, How to create more inclusive and anti-racist classrooms, and How to support incarcerated students to name just a few. The department will continue to promote opportunities for professional development for faculty without the time consuming demands of planning an event and/or conference and encourage faculty to attend numerous no-cost FLEX activities at Mesa and SDCCD, in addition to the college and AFT funded conferences, workshops, and classes. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track