

Instructional Program Review 2019/20 UPDATE

Languages

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A.

- Name of Lead Writer: Alison Primoza, Michael Harrison, Leela Bingham, Francisco Zabaleta
- Name of Liaison: Valerie Abe
- Department Chair: Alison Primoza
- Name of Manager/Service Area Supervisor: Leslie Shimazaki
- Is this a CTE program? (State **Yes** or **No**) NO

B. Updates to faculty, staff, mission, curriculum, strengths, challenges, etc

Faculty

New Japanese professor: Takeshi Takakura

Having been able to hire Professor Takakura was essential for our department. The Japanese program has the highest fill rate of our languages. Professor Miyoko Hamanaka has built up this program as the only full-time Japanese professor for 30 years. Unfortunately she will retire at the end of this academic school year, so we will need to hire another full time Japanese professor to build on her success.

Retired Spanish professor: Virginia Sanchez-Bernardy

We are facing more upcoming retirements which will add to the load that all Languages faculty are already carrying.

Fewer adjunct faculty

There are almost no qualified candidates for Chinese and Vietnamese in our region. There are also very few eligible candidates for some of the other language courses.

At the same time we cannot offer as many classes to some of the excellent adjunct professors we do have in other languages due to college cutbacks and enrollment challenges.

Program Mission:

As part of San Diego Mesa College, the Department of Languages strives to provide high quality lower division education to allow its students to achieve their educational goals. The Department of Languages currently offers courses in Chinese, French, German, Italian, Japanese, Russian, Spanish, and Vietnamese. Language is an essential component of human nature. Through language, human societies interpret reality and express feelings and thoughts. The Department of Languages aims to prepare students with the necessary linguistic and cultural knowledge that will enable them to think critically and become aware, engaged, and prepared global citizens. We are committed to helping our students to attain communicative competence in languages other than English, to understand and appreciate their place in the global community, to utilize today's technology to enhance the language experience, and to explore opportunities that embrace a global perspective. Language instruction promotes collaboration through an interactive learning environment. This is an essential skill for life-long learning in the personal, vocational, and professional arenas.

Curriculum: See "Strengths" below

Strengths: We have added two new courses to our curriculum, designed for Heritage speakers of Spanish, to enable them to earn a AA or ADT degree specifically designed for them. These courses are: Spanish 221, Hispanic Literature for Spanish Speakers and Spanish 222, Hispanic Culture and Civilization for Spanish Speakers. We are currently inputting the needed data into Currinet for these 2 degree programs. We plan to begin offering these courses in 2020 or 2021, once degrees have been approved.

(preview tab to view last year's information (keep open on another screen))

Challenges:

A. Reduced enrollments and offerings. The Department of Languages (like our sister departments throughout the U.S.) has been declining in enrollment for several years due to many external factors. We work hard, thoughtfully and strategically, to attract more students to language courses. SDCCD is in a budget crisis that also is forcing us to reduce course offerings.

B. Guided Pathways. Guided Pathways has severely harmed enrollments in other colleges and universities in the area of world languages. In our department we have worked and continue to work tirelessly to ensure that Guided Pathways will help our programs and students with limited harm to our enrollments.

C. Language Center: We have not yet been able to realize the full mission and goals of our Language Center. While we have a Language Center Director, his duties are spread thin and has announced his retirement later in the immediate future. We continue to need other resources for the Center. We have gotten some resources from the HSI Grant. Those are restricted, yet very appreciated.

D. Outcomes: In order to move forward with our outcomes plans we will need funding for testing services. Many languages are taught exclusively by adjunct professors (German, Italian, Russian, and Vietnamese). Since our contract instructors speak these languages, it is difficult to create multiple-measure direct assessment testing instruments. This will also help students who wish to prove competency for their academic and career goals. See "Outcomes" section of this Program Review for details.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. Attachment for A1 Program rev data 2019.xlsx

This attachment is related to question A1 on the form.

PROGRAM GOALS (REQUIRED)

2018/2019 Department of Languages Goals

Provide excellent language instruction

Our number one goal is to provide excellent instruction in our eight languages.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Improve Global Awareness and Cultural Competency

To creatively and effectively integrate global awareness and cultural competency into all our lessons and encounters with students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness

Lower Language Class Cap

Lowering the language class cap to 28 students would help our students succeed. The data show that our only program that has very high fill rates is also the only program that has success rates far below those of Mesa College in general and the rest of our department programs. The current cap of 34 students by multiple measures is untenable pedagogically. Our national professional organization ACTFL American Council on the Teaching of Foreign Languages recommends class sizes not to exceed the low 20's. We would like to start with the upper twenties. Our cap used to be in the lower 20's but our department and those at Miramar and City accepted higher caps in times of economic stress to help the district. (City has a cap of 30 students). In the current environment and with our current crisis of outside pressures discouraging students from taking foreign languages, it would benefit our students and our department very much to have substantially lower caps.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness

Increase Enrollment in our courses

To increase enrollments, by means of better outreach, better collaboration with counseling, and by seeking, exploring and implementing innovative strategies.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

Guided Pathways Goal

To participate in and guide the Guided Pathways discussion and action plans in a way that ensures that Mesa College students have a clear and unobstructed "pathway" to 1. complete foreign language courses and programs before transfer and 2. take foreign language courses that will help them succeed in their certification programs and career paths. Taking foreign language courses and completing the course requirements for majors -before transfers helps students successfully complete the Bachelors Degree. Providing pathways to foreign language courses that help students and community members succeed in their careers is part of Mesa's mission for lifelong learning,, but more importantly improves the quality of life in our region .

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2,

Institutional Learning Outcomes 2016/17: Critical Thinking, Global Consciousness

Help meet the employment needs of our community & region & prepare students for employment

To help local industries and employers meet their employment needs by better preparing students for the jobs that exist or will exist in our community and region. By collaborating with Allied Health and other campus departments, educational institutions, and others we can create new curriculum, update existing curriculum and improve communication between ourselves and these entities.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Create and improve a community of language learners on campus

To improve the functionality of our Language Center so that it becomes a more vibrant, welcoming, and effective hub of learning.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.3

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/2019 Department of Languages Goals

Goal

Goal: Provide excellent language instruction

Our number one goal is to provide excellent instruction in our eight languages.

Action: Improve instructional practices and resources

Describe the actions needed to achieve this objective:

Mentoring of adjuncts
Sharing best practices
Adopting new and better text books and online instructional materials
Providing workshops on new technology

Who will be responsible for overseeing the completion of this objective:	Mentoring: shared among full time professors Sharing: chair to facilitate all faculty to share Text book Committee: Michael Harrison, Alison Primoza, Leela Bingham, and Francisco Zabaleta workshops: Faculty and textbook representatives
Provide a timeline for the actions:	Mentoring: ongoing Sharing: ongoing Textbook piloting: Spring semester 2019 Spring / Fall semesters 2019 Workshops: Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Program Review and Department meetings
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Mentoring of adjuncts: reassigned time Sharing best practices: " Adopting new and better text books and online instructional materials: time Providing workshops on new technology: Time

Goal: Improve Global Awareness and Cultural Competency

To creatively and effectively integrate global awareness and cultural competency into all our lessons and encounters with students.

Action: Improve culture integration into courses

Describe the actions needed to achieve this objective:	We need to review all our textbooks, teaching materials, and lesson plans to ensure that each language we teach and each level of each language course has the culture of the people of the language being taught, integrated fully into the essence of the course.
Who will be responsible for overseeing the completion of this objective:	Chair, mentors, and all faculty members
Provide a timeline for the actions:	From spring semester 2019 to fall semester 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will examine our textbooks and materials and assess their integration of culture, obtain any missing resources, such as by adopting a different text or adding supplementary materials). We will do a CLO survey of students to see if their responses have improved since we last surveyed them on this issue.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software,	Adjunct faculty and full time faculty will need ESU's to compensate them for extra time invested.

Facilities, Classified Staff, Faculty, Other):

Goal: Lower Language Class Cap

Lowering the language class cap to 28 students would help our students succeed. The data show that our only program that has very high fill rates is also the only program that has success rates far below those of Mesa College in general and the rest of our department programs. The current cap of 34 students by multiple measures is untenable pedagogically. Our national professional organization ACTFL American Council on the Teaching of Foreign Languages recommends class sizes not to exceed the low 20's. We would like to start with the upper twenties. Our cap used to be in the lower 20's but our department and those at Miramar and City accepted higher caps in times of economic stress to help the district. (City has a cap of 30 students). In the current environment and with our current crisis of outside pressures discouraging students from taking foreign languages, it would benefit our students and our department very much to have substantially lower caps.

Action: Request a lower course cap

Describe the actions needed to achieve this objective:	We need to obtain the evidence and prove the need to administration
Who will be responsible for overseeing the completion of this objective:	Chair and Co-Chair of Department
Provide a timeline for the actions:	To be completed by fall semester 2019.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will know the goal is achieved when our class size caps are reduced from 34 to 28.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Time

Goal: Increase Enrollment in our courses

To increase enrollments, by means of better outreach, better collaboration with counseling, and by seeking, exploring and implementing innovative strategies.

Action: improve outreach to students and convince counselors to help student enroll in language courses

Describe the actions	Implement planned improvements to our website
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needed to achieve this objective:	Help counselors find a way for new students to take language courses and take them sequentially
Who will be responsible for overseeing the completion of this objective:	Chair, Co-chair, faculty, dean
Provide a timeline for the actions:	1 year
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review our improvements to our website Get student feedback on improvements Meet with counselors to find out if they have recommended our courses earlier
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time or ESU's

Goal: Guided Pathways Goal

To participate in and guide the Guided Pathways discussion and action plans in a way that ensures that Mesa College students have a clear and unobstructed "pathway" to

1. complete foreign language courses and programs before transfer and
2. take foreign language courses that will help them succeed in their certification programs and career paths.

Taking foreign language courses and completing the course requirements for majors -before transfers helps students successfully complete the Bachelors Degree.

Providing pathways to foreign language courses that help students and community members succeed in their careers is part of Mesa's mission for lifelong learning,, but more importantly improves the quality of life in our region .

Action: Developing unobstructed pathways for language students within the "Guided Pathways" initiative

Describe the actions needed to achieve this objective:	Languages faculty will need to effectively communicate the need to create clear pathways for students to complete language requirements in concert with their other courses. They will need to be instrumental in creating these "paths".
Who will be responsible for overseeing the completion of this objective:	Alison Primoza, Michael Harrison, Uriel Ornelas and other willing faculty.
Provide a timeline for the actions:	From now until the end of fall semester 2019.
Describe the assessment plan you will use to know if the objective was achieved	Careful scrutiny of Guided Pathways mapping and other documentation of Mesa actions.

and effective:

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Reassigned time and/or ESU's for helping mapping and other Pathways initiatives.

Goal: Help meet the employment needs of our community & region & prepare students for employment

To help local industries and employers meet their employment needs by better preparing students for the jobs that exist or will exist in our community and region. By collaborating with Allied Health and other campus departments, educational institutions, and others we can create new curriculum, update existing curriculum and improve communication between ourselves and these entities.

Action: Develop regionally needed curriculum & take courses to employment site

Describe the actions needed to achieve this objective:

1. Develop a way to teach Spanish 125 at a hospital(s)/clinic/s
2. Develop a way to teach Spanish 101 at a hospital(s)/clinic(s)
3. Develop other Medical Spanish courses
4. Develop other curricula

Who will be responsible for overseeing the completion of this objective:

Chair, Allied Health colleagues, Dean of Arts and Languages
Languages faculty

Provide a timeline for the actions:

Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

See if classes are being taught off-site
See if new curriculum was developed and put through Curricunet

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Sabbatical leave for those developing new curriculum.

Goal: Create and improve a community of language learners on campus

To improve the functionality of our Language Center so that it becomes a more vibrant, welcoming, and effective hub of learning.

Action: Achieve Language Center Mission statement by obtaining budget and reassigned time for Language Faculty

Describe the actions needed to achieve this objective:	Obtain reassigned time specifically for a Language Center Director Obtain funding under our school for the Language Center
Who will be responsible for overseeing the completion of this objective:	Chair, Co-chair, Dean, Professor Francisco Zabaleta
Provide a timeline for the actions:	Fall semester 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	When we have reassigned time for a Language Center Director who reports to our department and dean. When we have our own budget to run the Language Center
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time for Director A budget for ongoing costs of running the center

Action: Assign a Instructional Lab Technician to assist in the Language Laboratory

Describe the actions needed to achieve this objective:	Work with Deans and Supervisor to obtain the time needed for a technician to serve in the Language Lab
Who will be responsible for overseeing the completion of this objective:	Chair, Co-Chair of Languages and Dean of Arts and Languages
Provide a timeline for the actions:	One year, by Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey Faculty regarding assistance received in the Language Laboratory
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Assigned time for the technician

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/2019 Department of Languages Goals

Goal

Goal: Provide excellent language instruction

Our number one goal is to provide excellent instruction in our eight languages.

Action: Improve instructional practices and resources

Describe the actions needed to achieve this objective:

Mentoring of adjuncts
Sharing best practices
Adopting new and better text books and online instructional materials
Providing workshops on new technology

Who will be responsible for overseeing the completion of this objective:

Mentoring: shared among full time professors
Sharing: chair to facilitate all faculty to share
Text book Committee: Michael Harrison, Alison Primoza, Leela Bingham, and Francisco Zabaleta
workshops: Faculty and textbook representatives

Provide a timeline for the actions:

Mentoring: ongoing Sharing: ongoing Textbook piloting: Spring semester 2019 Spring / Fall semesters 2019 Workshops: Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

Program Review and Department meetings

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Mentoring of adjuncts: reassigned time
Sharing best practices: "
Adopting new and better text books and online instructional materials: time
Providing workshops on new technology: Time

Status for Improve instructional practices and resources

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed,

Mentoring of adjuncts is ongoing, facilitated by instructional leads (contract faculty tasked with mentoring adjuncts). While the Spanish textbook committee

what are the implications and next steps:

process completed last year and we are phasing in a new textbook, other languages have been encouraged to evaluate their materials as well, especially considering cost to students, and so that phase is still ongoing. We as a department share best practices and new technology through direct mentoring, as well as through organizes sessions during the academic year and at departmental meetings.

Goal: Improve Global Awareness and Cultural Competency

To creatively and effectively integrate global awareness and cultural competency into all our lessons and encounters with students.

Action: Improve culture integration into courses

Describe the actions needed to achieve this objective:

We need to review all our textbooks, teaching materials, and lesson plans to ensure that each language we teach and each level of each language course has the culture of the people of the language being taught, integrated fully into the essence of the course.

Who will be responsible for overseeing the completion of this objective:

Chair, mentors, and all faculty members

Provide a timeline for the actions:

From spring semester 2019 to fall semester 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will examine our textbooks and materials and assess their integration of culture, obtain any missing resources, such as by adopting a different text or adding supplementary materials). We will do a CLO survey of students to see if their responses have improved since we last surveyed them on this issue.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Adjunct faculty and full time faculty will need ESU's to compensate them for extra time invested.

Status for Improve culture integration into courses

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Each language has been encouraged to evaluate new textbook materials, and to consider cultural material as an important aspect in their review process. This process is ongoing.

Goal: Lower Language Class Cap

Lowering the language class cap to 28 students would help our students succeed. The data show that our only program that has very high fill rates is also the only program that has success rates far below those of Mesa College in general and the rest of our department programs. The current cap of 34 students by multiple measures is untenable pedagogically. Our national professional organization ACTFL American Council on the Teaching of Foreign Languages recommends class sizes not to exceed the low 20's. We would like to start with the upper twenties. Our cap used to be in the lower 20's but our department and those at Miramar and City accepted higher caps in times of economic stress to help the district. (City has a cap of 30 students). In the current environment and with our current crisis of outside pressures discouraging students from taking foreign languages, it would benefit our students and our department very much to have substantially lower caps.

Action: Request a lower course cap

Describe the actions needed to achieve this objective:

We need to obtain the evidence and prove the need to administration

Who will be responsible for overseeing the completion of this objective:

Chair and Co-Chair of Department

Provide a timeline for the actions:

To be completed by fall semester 2019.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will know the goal is achieved when our class size caps are reduced from 34 to 28.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time

Status for Request a lower course cap

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the

completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Both Chair Alison Primoza and Assistant Chair Michael Harrison have discussed lowering class caps with Dean Leslie Shimazaki. Although the pedagogical foundation for this request has been acknowledged, Financial considerations have prevented a serious evaluation of this possibility. We continue to support this goal as essential to the continued success and improvement of student learning, and will persist in our request for lowering class caps.

Goal: Increase Enrollment in our courses

To increase enrollments, by means of better outreach, better collaboration with counseling, and by seeking, exploring and implementing innovative strategies.

Action: improve outreach to students and convince counselors to help student enroll in language courses

Describe the actions needed to achieve this objective:	Implement planned improvements to our website Help counselors find a way for new students to take language courses and take them sequentially
Who will be responsible for overseeing the completion of this objective:	Chair, Co-chair, faculty, dean
Provide a timeline for the actions:	1 year
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review our improvements to our website Get student feedback on improvements Meet with counselors to find out if they have recommended our courses earlier
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Reassigned time or ESU's

Status for improve outreach to students and convince counselors to help student enroll in language courses

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the

completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

During spring semester 2019, student workers spearheaded the creation of video testimonials to be posted on the Department website. We are currently working with the technical team to post them on our website in optimal form. Once they are live, we will seek student input on them. Counselors have indicated to us that they are recommending our courses, but we will continue to interface with them to ensure that they are advocating for our programs.

Goal: Guided Pathways Goal

To participate in and guide the Guided Pathways discussion and action plans in a way that ensures that Mesa College students have a clear and unobstructed "pathway" to

1. complete foreign language courses and programs before transfer and
2. take foreign language courses that will help them succeed in their certification programs and career paths.

Taking foreign language courses and completing the course requirements for majors -before transfers helps students successfully complete the Bachelors Degree.

Providing pathways to foreign language courses that help students and community members succeed in their careers is part of Mesa's mission for lifelong learning,, but more importantly improves the quality of life in our region .

Action: Developing unobstructed pathways for language students within the "Guided Pathways" initiative

Describe the actions needed to achieve this objective:

Languages faculty will need to effectively communicate the need to create clear pathways for students to complete language requirements in concert with their other courses. They will need to be instrumental in creating these "paths".

Who will be responsible for overseeing the completion of this objective:

Alison Primoza, Michael Harrison, Uriel Ornelas and other willing faculty.

Provide a timeline for the actions:

From now until the end of fall semester 2019.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Careful scrutiny of Guided Pathways mapping and other documentation of Mesa actions.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Reassigned time and/or ESU's for helping mapping and other Pathways initiatives.

Status for Developing unobstructed pathways for language students within the "Guided Pathways" initiative

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Work continues on the creation of pathways for our own major and degree programs, with an anticipated completion date of early 2020. Due to the sometimes unclear expectations of the pathways process campus wide, we initially took an extremely active role in advocating for our courses to be included on other program maps in order to avoid issues that could arise from students not being given Languages as an option in their varied career pathways. However, recent discussions seem to point to a more consistent structure being developed campus wide that would not privilege certain GE patterns over others, which, as a result would represent continued support of our programs in other major pathways. We do continue to advocate that counselors encourage students to take all of the language classes that may be ultimately required for their degree at the transfer institution here at Mesa to avoid gaps in their language learning and to set them up for success.

Goal: Help meet the employment needs of our community & region & prepare students for employment

To help local industries and employers meet their employment needs by better preparing students for the jobs that exist or will exist in our community and region. By collaborating with Allied Health and other campus departments, educational institutions, and others we can create new curriculum, update existing curriculum and improve communication between ourselves and these entities.

Action: Develop regionally needed curriculum & take courses to employment site

Describe the actions needed to achieve this objective:

1. Develop a way to teach Spanish 125 at a hospital(s)/clinic/s
2. Develop a way to teach Spanish 101 at a hospital(s)/clinic(s)
3. Develop other Medical Spanish courses
4. Develop other curricula

Who will be responsible for overseeing the completion of this objective:

Chair, Allied Health colleagues, Dean of Arts and Languages
 Languages faculty

Provide a timeline for the actions:

Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

See if classes are being taught off-site
 See if new curriculum was developed and put through Curricunet

List resources needed to

achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Sabbatical leave for those developing new curriculum.

Status for Develop regionally needed curriculum & take courses to employment site

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Conversations are ongoing with faculty in Allied Health regarding the possibilities of teaching SPAN 125 and SPAN 101 in offsite locations. Alison Primoza has done some initial brainstorming on what a more advanced Medical Spanish course might look like, but this is also ongoing.

Goal: Create and improve a community of language learners on campus

To improve the functionality of our Language Center so that it becomes a more vibrant, welcoming, and effective hub of learning.

Action: Achieve Language Center Mission statement by obtaining budget and reassigned time for Language Faculty

Describe the actions needed to achieve this objective: Obtain reassigned time specifically for a Language Center Director
Obtain funding under our school for the Language Center

Who will be responsible for overseeing the completion of this objective: Chair, Co-chair, Dean, Professor Franciso Zabaleta

Provide a timeline for the actions: Fall semester 2019

Describe the assessment plan you will use to know if the objective was achieved and effective: When we have reassigned time for a Language Center Director who reports to our department and dean.
When we have our own budget to run the Language Center

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Reassigned time for Director
A budget for ongoing costs of running the center

Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Achieve Language Center Mission statement by obtaining budget and reassigned time for Language Faculty

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

We continue to request funding that would support a Language Center Director who reports to our department and Dean. A compromise was reached that funds Dr. Patxi Zabaleta at .666, but ties his duties to the tutoring center and the LRC, not the Department of Languages. This has resulted in a few conflicts, especially as regards space usage and resources. We are grateful for the progress in the direction of our ultimate goal, but feel that, in order to truly achieve the academic mission of the Language Center, a director whose funding and activities are under the purview of the School of Arts and Languages is essential.

Action: Assign a Instructional Lab Technician to assist in the Language Laboratory

Describe the actions needed to achieve this objective:	Work with Deans and Supervisor to obtain the time needed for a technician to serve in the Language Lab
Who will be responsible for overseeing the completion of this objective:	Chair, Co-Chair of Languages and Dean of Arts and Languages
Provide a timeline for the actions:	One year, by Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Survey Faculty regarding assistance received in the Language Laboratory
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Assigned time for the technician

Status for Assign a Instructional Lab Technician to assist in the Language Laboratory

Current Status:

Not Implemented

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

A dedicated Lab Technician was requested, but this request was not fulfilled. Currently, there is no dedicated lab technician in the Language Lab.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

File Attachments:

1. PLACE-PROGRAM REVIEW.pdf

PLACE Proficiency Language Test - Price Quote

2. SPANISH HERITAGE TEST-PROGRAM REVIEW.pdf

STAMP Proficiency Language Test - Price Quote

3. SPANISH HERITAGE TEST-PROGRAM REVIEW.pdf

SPANISH LANGUAGE HERITAGE SPEAKERS Proficiency Exam - Price Quote

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Languages

(REQUIRED) Program name

Languages

(REQUIRED) Are you on target with your assessment schedule?

No. We are a semester behind in administering direct assessments at the course level. This is because our emphasis has shifted from indirect (self assessment student survey) to direct assessment of students' language proficiency at course end. We decided as a department that in order to accurately assess students' proficiency levels, the exam would need to be multi-dimensional and include media that would allow us to measure listening comprehension at the very least in addition to reading comprehension and writing. Measure of oral production would be ideal as well. Dr. Zabaleta took the lead in creating a multi-dimensional proficiency exam in Spanish and encountered numerous obstacles due to limitation of current CrossTec system in lab as well as access limitations if based in a campus shell. The decision was made to work with Google forms; we hope to deliver this test to students at multiple course levels by end of this Fall. Our contract instructors in French and Japanese are following the same template, and the creation of their exam is in process.

For all languages, but especially in those taught exclusively by adjuncts, the most efficient way to assess proficiency levels is via on line testing. Our goal has been to have each language produce one instrument with audio/video components to assess multiple skills which can be administered at any and all levels of the language to assess proficiency. The challenges that we have encountered in reaching this goal are the following:

1. Many of our language programs are taught by only adjunct professors who cannot be required to work on exam creation nor can they be compensated adequately for their time.
2. The current interactive system in the lab (Cross-tek) has its limitations and cannot support some of the auditory and video capabilities necessary to measure listening comprehension and aural language production.
3. Use of some instructors' existing exams do not align with ACTFL standards of proficiency which make it difficult to certify a test's validity.
4. Our contract instructors cannot assist in the exam creation of languages that they don't teach, as they do not speak the language being tested (i.e. German, Russian, Vietnamese, Italian)

Discussion of the above issues resulted in our need to investigate current testing programs available that are web-based that meet our needs. AVANT was selected as the vendor who produces proficiency instruments that not only align with course outlines and ACTFL standards, but whose staff provides raters to grade the exams and validate proficiency placement levels.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Prior student self-assessment results have revealed that students feel that they lack proficiency in understanding and speaking the language. This may be the result of students' unrealistic expectations and misconceptions about what it takes to be fluent in a second language. Faculty consensus was that direct assessment was needed to accurately measure students' proficiency in the languages that we teach. In addition, further testing is necessary to identify specific areas of instructional weaknesses that may be addressed through best practice.

(REQUIRED) Based on your assessments, what resource needs have you identified?

AVANT testing instruments are comprehensive, accurate, scored by trained raters, and assess all four of the language skills necessary to validate language proficiency (reading, writing, listening, and speaking). These exams can be used for course and program level assessments. In addition to be scored by outside trained raters, the testing service provides detailed analysis that identifies strengths and weaknesses on academic and instructional levels. This analysis would be instrumental in guiding discussions related to improving instruction and revising current practices to improve language proficiency. They are available in the languages taught exclusively by adjuncts (German, Italian, Russian, Vietnamese) In addition, should we create a certificate program in any or all languages, AVANT's exams are available in all languages that we teach should we later adopt a certificate program that certifies language proficiency for possible application to not only the major but to cross-disciplinary study and career paths (e.g. Allied Health, International Business, Teacher Education, Nursing, etc.) A general description of the AVANT's STAMP testing system is below*:

*WORLD SPEAK is listed because it is the exam which would service our Vietnamese language students; however, the cost of the WORLD SPEAK EXAM was deemed cost-prohibitive at this time.

Avant STAMP Assessment - [Click Here to Learn More!](#)

Key benefits & features of Avant's STAMP assessments include the following:

- Measures language proficiency in Reading, Writing, Listening and Speaking from Novice-Low to Advanced-Mid/High
- Reading and Listening assessments are computer adaptive and the scores are available immediately after the students finish these sections of the assessment
- Writing and Speaking are scored externally by Avant's certified raters and made available to test administrators in 5-7 business days or less
- General topics covered at each proficiency level are listed in the Benchmarks & Rubric Guide on Avant's website
- Scaled scores are provided for Reading and Listening to enable monitoring of growth
- Educators have access to students' writing and speaking responses to better understand the performance behind the data
- Reports are downloadable for flexible analysis
- The Writing section can be administered by computer keyboard or pen & paper
- Provides rich data that promotes constructive program analysis

- Informs articulation and placement decisions
- Highlights areas for further instruction, professional development or curriculum changes
- Approved test to qualify for the [Global Seal of Biliiteracy](#)
- Available in Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Simplified & Traditional), Polish, Portuguese (Brazilian), Russian, and Spanish.

***Avant WorldSpeak Assessments - [Click Here to Learn More!](#)**

Avant WorldSpeak online assessments can be used in the same way as Avant STAMP. WorldSpeak will assess Speaking and Writing for LCTLs using Avant's technology for online test delivery, item rating and reporting. WorldSpeak is available in Amharic, Armenian, Chin (Hakha), Czech, English, Filipino (Tagalog), Haitian-Creole, Hmong, Ilocano, Marathi, Samoan, Somali Maay Maay, Somali Maxaa, Tamil, Telugu, Turkish, Urdu, Vietnamese, and Yup'ik.

Please provide any other comments.

See pricing for AVANT Testing below. We investigated the possibility of a site licensing agreement which, after looking at the numbers, was cost-prohibitive and out of the realm of possibility:

STAMP - 100 exams to be administered over a 2 semester period @ \$19.90 per exam = \$1990.00*

*We do not plan to purchase the WORLD SPEAK exam for Vietnamese at this time because we want to pilot the STAMP exam first, and WORLD SPEAK is at a cost of \$49.90 per exam - more than twice that of the STAMP exam.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Languages

Program Name

(REQUIRED) Type your program name.

Languages

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Department of Language compared to Mesa College

Gender: Compared to the campus as a whole, the Department of Languages has a very similar, but higher success rate for female students (75% V. 74%). However, our success rate among male students is 3% lower than the rest of the campus.

Ethnicity: The department of Languages and the campus as a whole have an equity gap with the same ethnic groups. African Americans, American Indians, Latinx, Pacific Islanders and "others" all have poorer success rates than their Asian, Filipino, White and unreported peers. Our African American rate is even greater than the campus (56% V. 64%). This stands out as particularly disturbing.

Latinx. It would be expected that Latinx students would have higher success rates in Spanish and perhaps in other romance languages. Department wide they do have a 1% higher success rate than the rest of the campus, however in most languages their success rate is between 23% & 18% lower than the campus. In Spanish they have a 1% advantage, which is surprisingly low. Another surprise is that their highest success rate is in German with a 79% success rate, beating Mesa's by 11%. American Indian and Pacific Islander students have a low success rate in our department also, even lower than the rest of campus by around 11% and 7% respectively. However, their enrollment numbers are low and represent a small sample size that can be misleading as stated in the intro to this question.

Asian students succeed more than most groups, especially when taking Asian languages. The exception is Japanese where their success rate is 6% less than the campus average, but higher than other groups who take Japanese.

The "White" students have a similar success rate in our department compared to the campus success rate. They do better in German, than their peers in all other languages and the campus as a whole (80%). In all other languages their success rate is slightly lower than the rest of the campus.

It is interesting that "Other" and "Unreported" are so different for the department and our campus. Perhaps "other" is an indication of underrepresented groups not large enough to be a significant sample size, while "Unreported" students may be non-minority students reluctant to state that they are non-minority, given that they have quite similar success rates to those of "white" students.

Age: The Department has similar age success patterns to the rest of the campus. However, Mesa has a very high success rate for students younger than 18 (89%). This may be because they are high performing high school students taking college level courses. In our department we have a success rate of 85% among these students, which is a bit lower (4%) than the rest of the campus.

The surprising data for age in our department is the low success rate among 50+ students in Chinese who have a 15% lower success rate than campus, the 18- 24-year-old students in Italian courses whose success rate is 7% lower than Mesa. Japanese students of all ages have lower success rates than the Mesa average, consistent with success rates overall in Japanese (see below).

We have Associate Degrees in 3 of our languages: French, Japanese, and Spanish.

French: The French program is remarkably similar in its success rates to the campus as a whole. The exception is the success rate of "Un-reporting" students who have a rate of 68% compared to the campus rate of 75%. This and other slight differences may not be statistically significant because of the small size of the program. Their rates spike and drop from semester to semester as is to be expected in small sample sizes.

Japanese: The most significant difference in success rates of all our programs is Japanese. It has much lower success rates in all demographics, compared to Mesa College as a whole Mesa 72% v. Japanese 58% over the past 5 years. While Asian students fare better than all other students of Japanese, their success rate is only 74% v. Mesa 80%. African American students succeed at a rate of 49%, Male students, 56%, and Latinx students only 46%, 22% lower than the Mesa rate in Japanese courses. This will be an area of focus for us.

Spanish: Like French, Spanish has similar success rates as Mesa students as a whole. Female students do 3% better than their peers, while males have almost the same success rate of all their Mesa peers. Our African American students have a disturbing success rate of 55%. Our Latinx students succeed at a rate of 76% - 8% better than the Mesa peers. White Spanish students also succeed at a lower rate than the college 74% v. 77%.

Chinese: Female students succeed at a much higher rate than their male counterparts - 83% v. 71%. Asian and Filipino students do well (89% and 79% respectively). The Asian rate is 9% higher than Mesa as a whole. The Latinx students struggle in Chinese with a rate of 59% compared to the campus rate of 68%, and 10% lower than the department rate of 69%.

The rest of our languages have quite low enrollment numbers compared to the rest of the department, which skews their statistics a bit. Nevertheless, there are a few notable data points.

German: The German program has a higher success rate than the rest of Mesa overall, especially females (81% v. 74%), males (78% v. 70%), African American (72% v. 64%), Asian (87% v. 80%), (Latinx 79% v. 68%).

Italian: The Italian program has a surprisingly low Latinx success rate (58% v. Mesa 68%) and low 18 - 24-year-old success rate compared to Mesa as a whole (64% v. 71%).

Russian: The Russian program is one of our smallest, so there are very few demographic categories that have enrollment numbers higher than 30. The Latinx success rate is worrisome at 55%.

Vietnamese: This is also a program almost too small to make accurate equity assessments. what stands out is the success rate among Asian students of 86% while other groups don't have significant enough numbers to make a comparison. Non-Asian students have a very low success rate: (Latinx 42%, Other 61%, and White 50%). 30 to 50-year-olds also have very low success rates.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

As can be seen in the attached Excel spreadsheet, most of our programs have similar success rates to those of Mesa College. The department has a success rate of 71% over the past 5 years compared to Mesa's rate of 72%, only a 1% difference.

Chinese	76%
French	70%
German	80%
Italian	72%
Japanese	58%
Russian	69%
Spanish	73%
Vietnamese	79%

Fall 2014 v. Spring 2019 (Comparison of each item below is fall 2014 to spring 2019)

Department of Languages Comparing our Fall 2014 success rates to our Spring 2019 rates: African American students of 48% to 64%, Latinx 68% to 65%, Pacific Islander 83% v. non reported and White 69% stayed the same. From this comparison it appears that our Latinx students are doing much better now than in 2014, while others either stayed the same or lost a tiny bit of ground.

Chinese: African Americans, 50%, Latinx 54%, Asian 86%, White 67%, 30 to 39-year-olds 58% v. **83% Asian, 79% Latinx and White 68% which is a big improvement for Latinx students.**

French: African American: 54% to 75%, **Latinx 69% dropped to 61%**, Asian 79% to 93%

German: Latinx 76%, white 86% to 77% for both, a drop of nearly 10% for whites.

Italian: Latinx 70, to 74% white **74% drop to 57%**

Japanese: As mentioned above Japanese has a disturbingly low success rate over the past 5 years. **African American 60% drop to 36% Latinx 54% drop to 34% Asian 82% drop to 69%**, Filipino 77% to 76%, White 55% to 53%.

Russian: No Latinx in Fall 2014 in 2019: 42% White 95% to 69%

Spanish: African American: **47% to 66%** Latinx 72% to 73% Asian 66% to 68% White and unreported both 67% to 73%

Vietnamese: Asian 91% drop to 75% (no other ethnicity in record)

The greatest change is the drop in the success rate for all groups of students in the Japanese program over the past 5 years. The other changes may be idiosyncratic since there are some big changes but with different groups and different directions.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

It is difficult to say from these statistics what factors may have influenced these results. The most significant finding is the severe drop in the success rate -across all demographics, in the Japanese program, over the past 5 years. This could relate to the general unpreparedness of high school students making the transition to a 5-unit, university level course workload. We are considering changing to a more modern text book and online platform that will give students better practice and instant feedback. We began the conversation last year, but our greatest focus from last year to this year was the search for a full time Japanese candidate. We are pleased to have a new Japanese professor this fall, but unfortunately, we are losing our veteran full time Japanese professor to retirement at the end of this year. This is another incentive to the department to address the success rate of this important program. With the hiring of a stellar new full time Japanese instructor, we can also anticipate that more consistency centered around modern pedagogical practices will also contribute to an improvement in these metrics.

An additional explanation for the dramatic difference between Japanese and our other languages is that our Japanese classes over the past few years have been consistently filled to capacity at or above the cap of 34 students. This cap (addressed elsewhere in this Program Review) is much higher than is pedagogically sound for the teaching of foreign language according to ACTFL. Our other language classes usually end up settling in the mid to high 20s range which allows for the interaction and direct instructor involvement with students that is essential to success in learning a foreign language. Because our Japanese classes are consistently at 34 students, this weakens the ability of our instructors to interact daily with each individual student. Reducing the cap to a more pedagogically sound 28 would be an excellent start to improving the success rate in Japanese.

Part of the solution proposed should include the formation of a committee of Japanese faculty to address the issue and develop solutions. In addition to searching for a more modern textbook and method of instruction, and an appropriate placement tool, we should also think of developing more collaborative classroom activities that foster a more inclusive community of learners. Here is the success rate and equity gap analysis found in the Japanese program during the last 2 years of instruction. Our goal should be the promotion of experiential learning in a collaborative manner where students overtly share their cognitive processes. By focusing on hands-on, student-centered, and collaborative experiences, we will promote the inclusion of students who typically underperform or drop from our classes. The department should continue developing best teaching practices as a way to promote professional development for its faculty.

- In-accurate placement impacts student success may result in one or more of the following:
 - Students being placed in a level that is too low for them. Though this can happen in any language, this is typical of heritage speakers of the Spanish language and those who have taken Spanish in high school. Students in this situation get bored easily, tend to rely on prior knowledge, are less likely to do homework and follow course content, and may be absent frequently ' all negatively impacting their success in the course.
 - Students placed at too high a level do not possess the foundational skills necessary to be successful. Many students challenge the pre-requisite to be placed at a higher level in order to graduate on time and fail to understand that they cannot succeed without those conceptual building blocks.

Solution: Pre-requisite testing that is efficient, comprehensive, and tests multiple skill levels in the language will provide us with a clear snapshot of students' skill levels and serve as a better predictor for student success in a particular course level. Current pre-requisite testing is inadequate, the process cumbersome, and only one skill is measured: writing.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

We focus on equity by actively encouraging our colleagues to attend the rich workshop offerings and institutes on campus. Those who have attended have shared their experiences, knowledge, and improved syllabi with the rest of the department. We have conducted our own departmental workshops on inclusion and equity with a focus on best practices. Many of our faculty conduct 'check-in' type surveys in their courses to request student feedback on the semester and to identify gaps or issues that can be addressed mid-semester. We are currently creating a degree for heritage speakers of Spanish. The reason we are able to do this is due to the work that was done to create 2 new courses, which have now been added to the curriculum and will be added to our schedule when the degree is input into CurricUNET. These two courses, Spanish 221 and 222, will allow heritage speakers of Spanish to earn an Associates Degree in Spanish, designed specifically for them for the first time. Improve efficiency and accuracy of pre-requisite testing to ensure students are placed in the proper course level.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Please see A4 above. In addition, we are seeking funding from our campus HSI grant to help Latinx students with their technology needs. We have a robust study abroad program and International Education activities designed to promote dignity and understanding in our Latinx community and build respect for our Latinx students. We provide scholarships for our Latinx and other students. In future study abroad programs, the Department is considering the addition of Spanish classes more appropriately tailored to students who identify themselves as Hispanics. More specifically, Spanish 210 and 211 are courses that focus on the development of oral and writing skills. Although these courses are not specifically designed for speakers of Spanish, traditionally many of the students who enroll in these courses are native or semi-native speakers of Spanish. In other words, the rate of Hispanics in these courses is much higher than in the more basic levels of instruction. We provide them with research opportunities in both the heritage speakers courses and the Mesa College Research Conference.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Yes.

To address inadequacy in pre-requisite testing and overall language placement: PLACE web-based testing program from AVANT whose results are objectively scored by ACTFL-trained raters. We propose a 2 year pilot program with the purchase of 500 exams at \$13.90 per exam = \$6950.00

To address comprehensive outcomes assessment testing that tests the four skills as well as multiple course and program level outcomes: STAMP testing program*. We propose the purchase of 100 exams at \$19.90 per exam - \$1990.00

*Also addresses the problem of lack of faculty to create outcomes assessment testing instruments in disciplines staffed solely by adjuncts: German, Italian, Russian, and Vietnamese

We seek funding to meet the mission goals of our Language Center, which will require supplies, maintenance, and more faculty release time.

The Department of Languages, through the Language Center, needs to update the existing language learning software so that students can practice individually or in groups.

In addition, the Language Center needs to purchase language assessment tools. These software-based tools are necessary to develop different types of tests: oral and written practice, achievement tests, diagnostic and placement test. We seek funding for a testing program that will help us meet our outcomes goals.

The Language Center also needs to have a small budget that takes care of regular consumables such as printer paper and toner, maintenance of office supplies such as markers, poster paper, and erasers, as well as the occasional replacement of equipment such as headphones.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Our current program goals address the implications of the findings above, including the need to address the lower success rate of the students in our Japanese program. There are disturbing success rates among our African American students throughout the department and there are some programs that have low Latinx success rates. Both of these challenges -to improve the success rates of African American and Latinx students are addressed in our current goals, given that we identified these in previous program reviews, including last year's.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

A. Enrollments:

In an effort to innovate our course offerings to increase enrollments, our department has experimented over the past few years with hybrid sections of languages, and have, to date, offered Hybrid sections of Spanish, French, Italian, and Russian. In our initial 2 years of offering these classes, we followed a more traditional scheduling pattern, along with Saturday morning hybrid classes and saw equivalent or higher enrollments in these sections than our more traditional face-to-face classes. Given that our Saturday classes are very popular, and meet a student need we had yet to be able to meet (students who work full time during the work week), and responding to campus wide data from a student survey that indicated that 33% of Mesa students were interested in Friday classes, in an effort to innovate further, last year, we began to offer sections on Fridays. These sections have been, overall, very well enrolled (though there have been a few anomalous instances of unexpected lower enrollments in some of our hybrid sections). Moving forward, we will continue to watch the hybrid enrollments and make adjustments to find the "sweet spot" of how many sections should be offered in a given semester, and on what schedule. Given the popularity of our Friday hybrids, we are also considering other innovative scheduling plans, including piloting a 3 day a week (MWF) Spanish course to see if that meeting pattern is appealing to Mesa students.

In a further attempt to react to a reduction of enrollments, especially as coupled with the District's request to "right size" our offerings, in the past year, we sought to thoughtfully reflect on our offerings and make adjustments that would potentially result in a higher fill rate for our courses. We reduced duplicate offerings where courses were offered at the same time as another section, and identified offerings where there was a similar time schedule perhaps on a different day, reducing two sections down to one. This resulted, especially in our more numerous Spanish offerings, in a much higher fill rate for these courses than we have seen in the recent past. Moving forward, we will continue to reflect on the offerings from previous semesters to gain a better understanding of enrollment trends and make decisions to further adjust, reduce, or even add sections when the student enrollment seems to warrant it.

Our department continues to make good progress in the area of improving instruction. We have had sessions where both contract and adjunct faculty have shared their best practices. Professor Hannah Padilla Barajas has developed and maintained a Google docs site where we all can share our best activities for all to benefit from. We are fortunate to have a collegial department in which faculty promote other's classes for the next semester. We also promote our offerings at campus events. The work with counselors is beginning to show good results anecdotally. Because we are deeply involved in Guided Pathways, we have been interacting not only with counselors but also with colleagues from other departments who are learning more about the value and scope of our courses. Counselors have told me that they have actively changed the advice they are offering our students, both for having advanced students not begin at the 101 level and for encouraging students to take more semesters of our courses consecutively before transferring. We have created excellent video clips of our students encouraging students to take our classes. While we need to do more in the area of promotion, we have made important progress. In order to implement teaching Medical Spanish in a medical workplace more work is required. Investigation has indicated that it is both possible and desirable, but there are more steps that need to be taken. It is difficult to measure the results of all these strategies since we cannot know which ones have affected our enrollments. Our enrollment numbers continue to be affected by outside factors that encourage students to take fewer classes to graduate or transfer. In addition, more universities, such as CSU San Marcos, have removed foreign language graduation requirements. Our next steps will be to update our website, develop more cross disciplinary relationships and endeavors, and continue to liaise with counseling, work toward offering off campus Medical Spanish, and complete the AA for heritage speakers so we can offer Spanish 221 and 222.

B. Equity; Now that we are focusing on equity gaps in program review and must review our equity numbers, we know more specifically which demographic groups to focus on in which programs. In the Spanish program we are still working on completing a specialized degree program for heritage speakers of Spanish. It will take another year for it to be approved. As stated in our focus above, our colleagues have done extensive equity training. Please see answer A2 above for results on our efforts with regard to our equity focus. This review of equity gaps will strengthen our commitment to improving the success rate of all our students in the Japanese program. For this year focus on the Japanese program is essential not only because of the upcoming retirement of our Japanese professor and the need to prepare our brand-new full time Japanese to take the lead after only one year of service in our department.

C. Instructional Excellence / Curricular Innovation: Having institutionalized our faculty mentoring and strengthened our methods evaluation, we hoped to see the results in peer evaluations. In some evaluations measurable improvements were made. In others, we have found the need for improvement. In these cases, some have dramatically improved their practices while others have chosen to retire or seek other employment. In both these situations the result is improved instruction. Our next steps will be to make an overall assessment of our faculty to ensure that we all can select an area in which we would like to improve. Our curricular innovations are designed to offer students incentives to persist in language sequences.

D. Guided Pathways; Our department has focused much of our time and energy to this initiative, as mentioned above. We have developed our focus by actively involving ourselves in all areas of this initiative including active membership and activism on campus GP workgroups and attendance at the Mesa Pathways Committee meetings, sharing our concerns there, at Academic Senate, and Chair of Charis Committee and with our to help

shape the direction of Mesa Pathways. This year we were able to influence the focus of our campus toward the importance of all departments considering the skills that other programs offer. "Mesa Mixers" will continue through next year to help both counselors and faculty members increase their understanding of campus offerings. The biggest development of our GP focus has been a campus wide adoption of a much more open pathway strategy that will make program maps show the GE offerings that students can choose from instead of a narrow approach that could harm specific programs and create enrollment imbalances. The results of our GP focus have had a campus-wide positive influence. Our next steps will be to continue our active participation and leadership in the next steps as determined by the campus GP work.

E. Adjunct Faculty Inclusion and Integration: We have continued this focus. A development in this area has been that the Italian professors offered to mentor new Italian adjuncts and to meet to discuss Italian program challenges. Next steps will be to follow up with Italian and see if we can use their lessons learned and success to share these with other language programs.

F. Language Center:

Given the current, extremely serious District budget crisis, the Department of Languages is taking a new approach to this section of our Program Review. We understand that the funds are not currently available to fund our long-standing goals for our Language Center. We wish to continue to document our goals, but we also acknowledge that we need to offer more modest alternatives during this crisis. Below please find first our long-standing goals for the Language Center. Following these goals, please find a less costly alternative. Below that, please find the lowest cost option.

The original goals of the Language Center are:

To provide a physical environment, a community, and an intellectual home where the five national standards of language learning can be nurtured and developed.

To provide validation and advocacy for contemporary approaches to language teaching and learning grounded upon sound principles of second language acquisition.

To directly provide opportunities for second language practice and culture learning both within and outside the classroom via targeted services and learning resources.

To support the integration of technology into language learning and teaching by offering language assessment, professional development and pedagogical training for faculty.

In order to achieve these goals, a dedicated Language Center Director would do the following:

Plans, directs, coordinates and evaluates instructional support services to students and faculty.

Assists in staff development and training by offering professional development workshops

Provides leadership and management for the Language/Resource Center activities

Acts as a critical link between language faculty and IT personnel

Researches the ever evolving field of instructional technology as it applies to the teaching of languages

Hires, oversees and trains students working in the Center, such as lab assistants, language tutors, etc

Contacts vendors for specific information on equipment or instructional materials

Plans for future applications of instructional technology, media equipment and software

Assists the college with planning for instructional media needs and opportunities

Manages the Center's budget as well as the inventory and distribution of equipment and software

Advices faculty/staff on development and implementation of new instructional applications

Provides consultative direction and training to language faculty

Produces timely reports on the use of the Language Center

Possesses a solid knowledge of past and current academic standards for the teaching of second languages

Shows a commitment to research and professional growth especially in the area of integration of instructional technology and language teaching.

In addition, a language lab technician is needed. The language laboratory cannot be unmonitored as it is now. The current situation not only leads to not providing the services our students need, it is also vulnerable to misuse and abuse by some students. The consequence is a more frequent need for repairs and/or equipment replacement. The presence of a lab technician would ensure that the services are provided and that the lab is being properly maintained.

What follows is a list of typical tasks for a Lab Technician and involve the following:

Assists and trains students and instructors in use of the lab.

Prepares, installs and maintains equipment to be used in lab activities for both group class activities and individual open lab practices.

Supervises and monitors students using equipment

Implements and enforces safety regulations

Assists and maintains clean lab area

Installs, prepares and stores language learning materials such as discs, tapes, etc.

Monitors and verifies equipment condition

Demonstrates the use of equipment to students and instructors if help is needed

Opens and closes the lab (turns on equipment in the morning and turns it off in the evening)

Knowledge of one or more languages (other than English) is desirable

The Department of Languages would like to propose the following solution for the Language Center:

Option 1:

Restore the .666 reassigned time to our Language Center Director.

Option 2:

Restore the Language Center director position of .333 reassigned time.

Share language tutoring activities with Tutoring Services for an additional .333 reassigned time.

Restore the position of a laboratory technician that works either full-time or most of his/her time in the Language Center.

Option 3:

Arrange for an agreement whereby the Dean of Arts and Languages plays an integral role in determining the assignments and activities of the Language Center Director so that these activities and decisions reflect and help us achieve the goals of our department.