

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices. View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes:</p> <p>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.</p> <p>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 <i>Crucial Conversations</i>. With more students returning to campus, we will once again offer Span 125 in the fall.</p>

		<p>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.</p> <p>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.</p> <p>Challenges:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
If applicable, describe any	Optional	Our two new courses (SPAN 221 and SPAN 222) which form the second half of our new Spanish for Spanish

major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.		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.	Optional	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.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

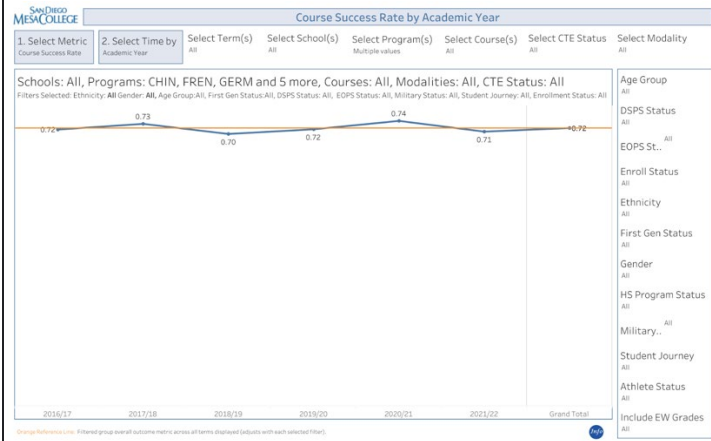
Data Reflection

Prompt	Guidance	Program Response
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Describe the trends you see in your program/service area's data.

Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and

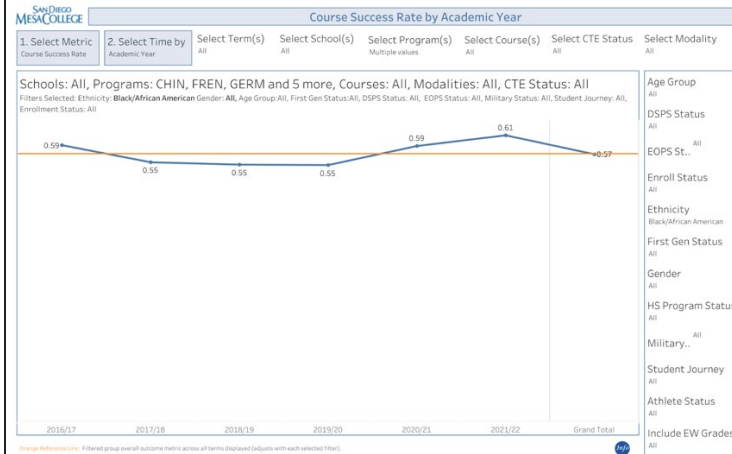
Overall success rate of **all language students** in all programs and levels



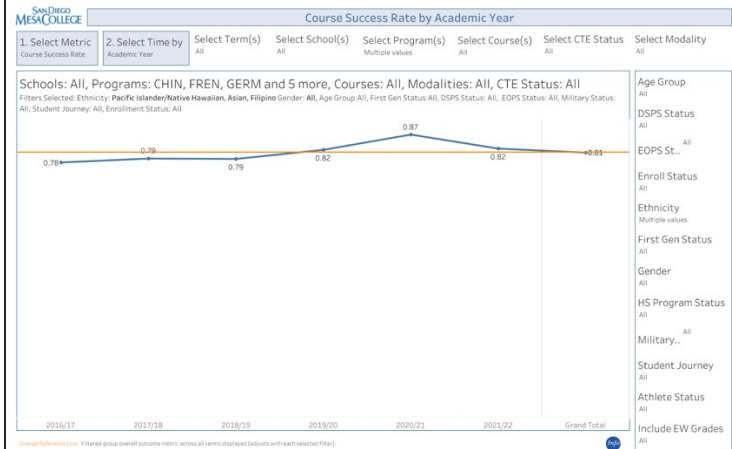
Success rate of **Black and African American students** in all programs and levels

retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work

Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage,

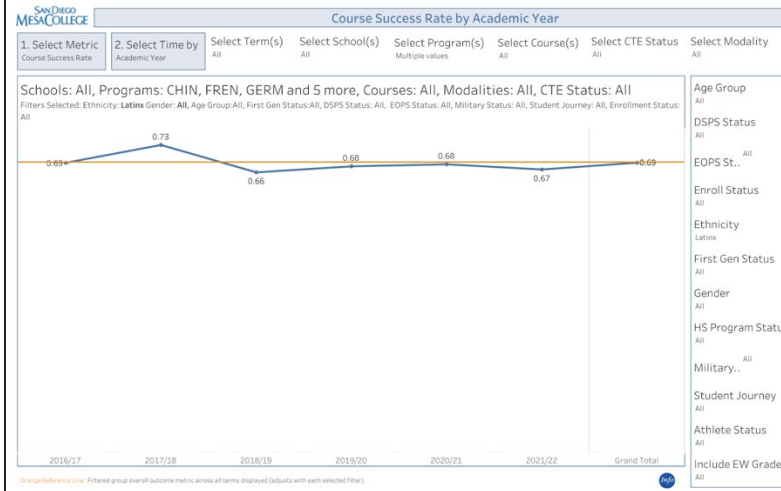


Success rate of **Asian American Pacific Islander students** in all programs and levels

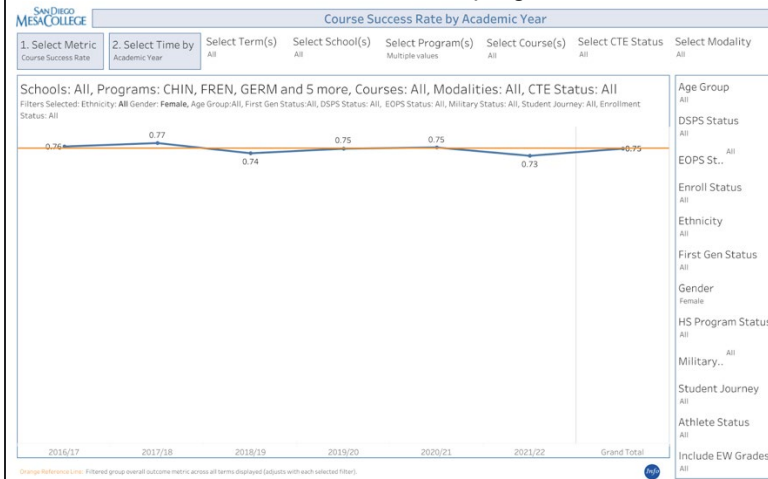


Success rate of **Latinx students** in all programs and levels

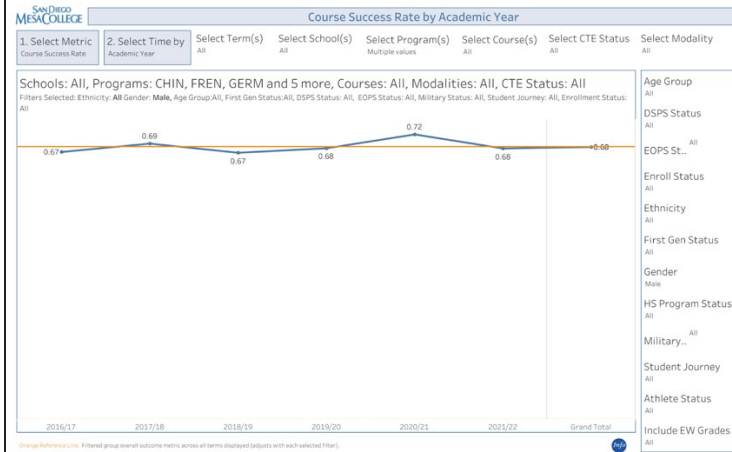
trends in reason for service use, other data relevant to your unit's work



Success rate of female students in all programs and levels



Success rate of male students in all programs and levels



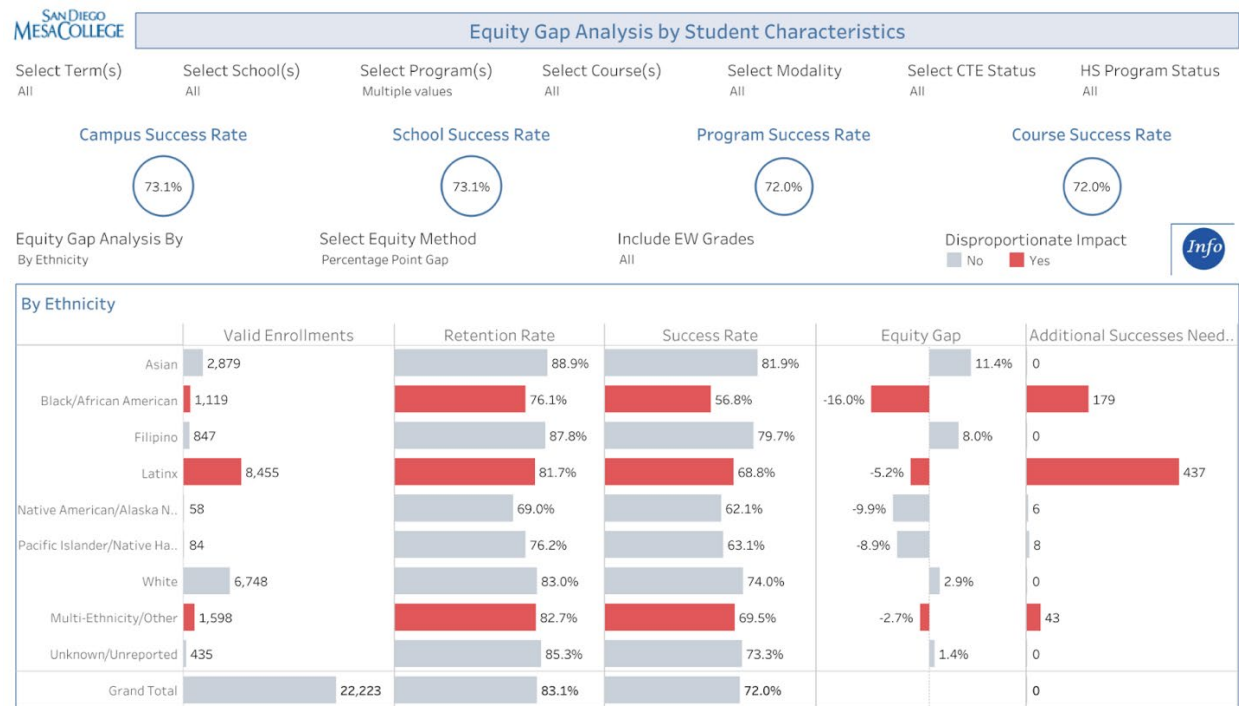
As indicated in the graphs of data above, success rates for Language students have, for the most part, equalized to pre-pandemic levels. This indicates an emergence from the “emergency state” we have been operating under since March of 2020. Specific notice should be focused on the success rate of Black/African 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 you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?

Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic

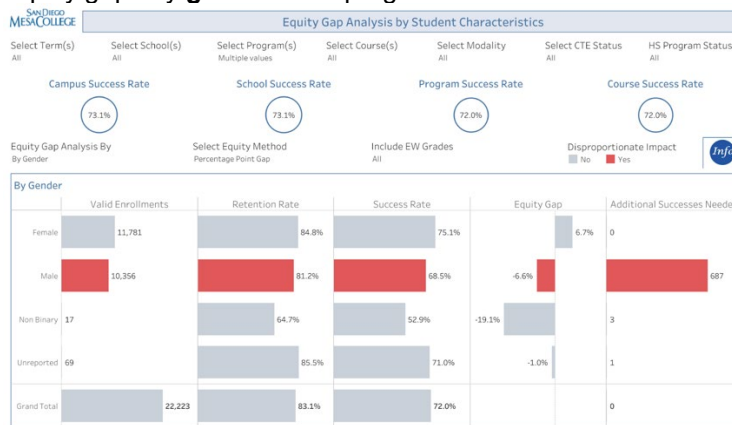
Equity gaps by **ethnicity** in all programs and levels

omic status, gender, and other demographic traits and intersectionalities.



Note: This dashboard uses an updated methodology to calculate Equity Gaps and Disproportionate Impact. The new methodology better captures Equity Gaps at Majority Minority Institutions and considers sample size when flagging a group as Disproportionately Impacted. [Click here for the Technical Guide to Equity Calculations](#)

Equity gaps by gender in all programs and levels



Note: This dashboard uses an updated methodology to calculate Equity Gaps and Disproportionate Impact. The new methodology better captures Equity Gaps at Majority Minority Institutions and considers sample size when flagging a group as Disproportionately Impacted. [Click here for the Technical Guide to Equity Calculations](#)

		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.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	<p>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 many 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 three-item CLOs and two didn't send in their votes. Therefore, as a department, we have decided on the following items as our new CLOs:</p> <ol style="list-style-type: none"> 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. <p>The department has also decided to start CLO work in fall 2023 and expects the completion of it in next two years.</p>
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions	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

	<p>specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>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.</p>

Unit Goals and Action Plans

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Increase Opportunities for Professional Development in the Teaching & Learning of Languages in various modalities in a post-pandemic space</p> <p>Goal 2: Re-imagine availability, reliability, and use of technology in the classroom teaching spaces on campus</p> <p>Goal 3: Renew our department commitment to Equity and Inclusion in our Language Classes</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link	<p>Goal 1:</p> <ul style="list-style-type: none"> SO: Pathways and Partnerships SO: Community SO: Scholarship <p>Goal 2:</p> <ul style="list-style-type: none"> SO: Completion SO: Community SO: Stewardship SO: Scholarship <p>Goal 3:</p> <ul style="list-style-type: none"> SO: Community SO: Completion SO: Scholarship

	to 1 or more SOs	
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <p>1. 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.</p> <p>2. Maintain, update, and improve digital spaces for the sharing of teaching materials and technologies</p> <p>Goal 2</p> <p>1. Explore alternate uses of the Language Lab (LRC 229) including scheduling of the Lab, classroom usage, software access, STAMP testing/certification, and faculty supervision.</p> <p>2. 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.</p> <p>Goal 3</p> <p>1. Facilitate the investigation of OER materials for our language classes and the sharing of the information (potentially in the departmental workshops from Goal 1).</p> <p>2. 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.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Hannah Padilla Barajas (Chair) & Michael Harrison (Co-Chair)	
Name of Program/Unit	Department of Languages	

Manager Name	Dean of Arts and Languages, Leslie Shimazaki
Submission Date of Program Review Draft to Manager for feedback	April 21, 2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	May 8, 2023