

SAN DIEGO
MESA COLLEGE



Program Review

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

Instructional Program - Languages

Executive Summary

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

Successes:

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

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

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

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

Challenges:

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

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

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

Summary and Reflection

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.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Our two new courses (SPAN 221 and SPAN 222) which form the second half of our new Spanish for Spanish Speakers AA were attempted to limited success. We successfully offered SPAN 221 in fall 2022, but had to cancel SPAN 222 for low enrollment. This impacted students interested in earning the new degree and involved degree modification. Our hope for the future is to establish these classes as a regular offering to make degree completion more streamlined.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

We have two new contract hires in Japanese that started in fall 2022. Their presence will assist with program management and growth in Japanese. Additionally, in the near future, they will assist in balancing out the departmental responsibilities.

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

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

*Success rates (see attached graphs)

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

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

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

Success rate of Latinx students in all programs and levels

Success rate of female students in all programs and levels

Success rate of male students in all programs and levels

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

Summary and Reflection

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

*Equity gaps (see attached graphs):

Equity gaps by ethnicity in all programs and levels

Equity gaps by gender in all programs and levels

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

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

The department has taken the work of revising CLOs seriously since the new CLO cycle has been reduced from six years to four. Starting in fall 2022 to April 2023, the department faculty have conducted at least three formal rounds of open discussions on how to revise our old, four-item CLOs to fit the new cycle. Colleague's ideas, suggestions and discussions were greatly appreciated. In April 2023, we had a vote among contract faculty members on how 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:

1. Communicate - speaking, listening, reading, and writing - in a meaningful context in the TARGET language at the appropriate level on the ACTFL proficiency scale.
2. Explore the cultures and customs of the country or countries of the target language through creative forms of expression.

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

Related Documents for Charts and Graphs

[Graphs success rates.docx](#)

[Graphs Equity gaps.docx](#)

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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

Our transition to offering online modalities due to the requirements and needs of the pandemic has provided new opportunities to meet student needs previously unavailable to us. An example of this: allowing students to choose from a list of possible formats to demonstrate mastery/understanding of a set of skills. The flexibility makes learning more accessible and reveals the truth that not every format is ideal for every student. In increasing these

Summary and Reflection

more flexible offerings, mediated by new and more prevalent technologies, we have seen more success in providing a more equitable learning space for our students.

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

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

What other factors (internal or external) might also impact the above data trends and equity gaps?

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

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Are there any edits or updates to the Data Reflection above?

Are there any edits or updates to the Practice Reflection above?

Summary and Reflection

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

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

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

| Action Plans | Action Plan Update |
|--|--------------------|
| <p>Action Plan Status: Active</p> <p>Action Plan: Facilitate an in-house best practices workshop/retreat to allow for sharing and dissemination of current teaching tools, approaches, and technologies as relates to the teaching of languages across modalities.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | |
| <p>Action Plan Status: Active</p> <p>Action Plan: Maintain, update, and improve digital spaces for the sharing of teaching materials and technologies</p> | |

Summary and Reflection

| Action Plans | Action Plan Update |
|--|--------------------|
| Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026 | |

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

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

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

| Action Plans | Action Plan Update |
|-----------------------------------|--------------------|
| Action Plan Status: Active | |

Summary and Reflection

| Action Plans | Action Plan Update |
|---|--------------------|
| <p>Action Plan: Explore alternate uses of the Language Lab (LRC 229) including scheduling of the Lab, classroom usage, software access, STAMP testing/certification, and faculty supervision.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | |
| <p>Action Plan Status: Active</p> <p>Action Plan: Create a usage plan for existing language department laptops that makes them available for in class usage more regularly and imagines alternative uses of existing laptops.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | |

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

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

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Summary and Reflection

| Action Plans | Action Plan Update |
|--|--------------------|
| <p>Action Plan Status: Active</p> <p>Action Plan: Facilitate the investigation of OER materials for our language classes and the sharing of the information (potentially in the departmental workshops from Goal 1).</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | |
| <p>Action Plan Status: Active</p> <p>Action Plan: Provide opportunities for faculty to share information learned at Equity specific trainings (departmental workshop/retreat, individual trainings, invitation of guest speakers) with an eye toward bridging specific equity gaps that have arisen from the data.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | |