Action Plan: Modern Languages

Started on September 1st, 2023

Department meeting discussion facilitated by TCDC on December 12th, 2023

Collected Department Input March 28th – April 5th, 2024

Date Self-Study was submitted to AQA: April 6, 2023

Started on October 21st, 2022

Collected Department Input January 26th, 2023 – February 7th, 2023

Date of External Review: May 12, 2023

Institutional Response
During the long timeline to complete the Program Review, significant changes to enrolment at the college have been seen. The actions identified by the department need to be reframed in light of the unprecedented decline in international student enrolment, which is expected to continue at least through 2026. The department identified improving existing courses and developing new courses to meet student demand, and raising the department's profile as the lowest priority items in the Action Plan. These need to be prioritized by the department to ensure the long-term health of the department within the context of sustained declining enrolment. These actions need to be undertaken with a full understanding of the department's position within the college. For instance, this includes the programs students are studying in, potential supportive connections from Modern Languages to other programs, student demand for particular courses and how that fits within the college's position as a pathway institution. As identified by the external reviewers, this will require faculty to collaborate with each other and with key departments at the college to ensure a successful outcome. This includes, but is not limited to, TCDC, EdTech, Global, SCM, and RES. Renewal and strengthening of transfer agreements will support students taking courses in the department and this needs to be a year-round focus for each language area. The Dean, Associate Dean, and Division Chair are committed to working with the department and can assist with further development of the process to achieve the actions outlined in this plan.

Signed

T. Bernardt

February 23, 2025

Dean   **Date**

Signed

February 24, 2025

Provost and Vice-President   **Date**

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
Further Develop Academic Integrity Training for Students	Self-Study, p. 28; External Review, p. 5	This should be done at the College level. Language education-specific issues can be raised with the Office of Student Conduct, Accountability and Support.
Work more closely with subject librarian to make more digital resources available to students on our Library Resource page.	Self-Study, p. 61; External Review, p. 6	This is important, and we will certainly need to revisit this after we develop new courses.
The Modern Languages Department at Langara has one of the one of the biggest class sizes in B.C. This is a challenge for students' development of conversational skills. If possible, reducing class sizes would be a benefit.	External Review, p. 4	The department does not have the authority to implement this recommendation.
Support students with digital literacy skills	External Review, p. 5	This is important but should be done at the College level. We will liaise with Student Success or other appropriate departments for language-specific digital literacy skills.

Goal 1: Create a Departmental Goals and a Plan that contributes to College priorities (Academic Plan) in areas like promoting Diversity, Equity and Inclusion; Intercultural Competencies; etc.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, creativity, and innovation: create the future together
Holistic student engagement and support
Transformational learning experiences
Social Responsibility/Community Relationships

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Draft and discuss program learning outcomes.	Department Chair /Admin Team	Summer 2024	Summer 2025	Develop department and language group level learning outcomes informed by the self-study, and program/external review data, and in consultation with TCDC and language instruction colleagues in BC.
Develop department/language group goals.	Admin Team	Summer 2024	Summer 2026	Establish short- and long-term goals, informed by program learning outcomes, self-study, and program/external review data.
Compile and write plan	Department Chair /Admin Team	Summer 2025	Spring 2026	Discuss and finalize the department-level program learning outcomes and plan.
Research and discuss department name change	Department Chair /Admin Team	Spring 2024	Summer 2026	Review other institutions' name changes and rationales, discuss options for our department. Consult Langara Global.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Develop departmental goals	29	
Change department name	29	4
Emphasize how Modern Languages contributes to Strategic Plan.		4
Develop program learning outcomes.		4
Create a Department Strategic Plan that contributes to the College priorities (Academic Plan) in areas like promoting Diversity, Equity and Inclusion; Intercultural Competencies; etc. E.g. change department name, define department identity, review/develop mission/vision and outcomes; communicate to students how they can apply language credits toward completing their credentials/degrees.		4
The Department has a crucial role to play to contribute to the achievement of the academic and strategic goals of the College, particularly with Justice, Equity, Diversity and Inclusion (JEDI) strategies. The Department is one of the best programs to offer areas of studies in plurilingualism and intercultural competency, allowing students to become proficient, engaged global citizens in today's world.		7

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD, ADT); consultation with RES, TCDC, EDI Office, and language instructors from other institutions.

Goal 2: Consult with Indigenous and JEDI experts, scholars, and curriculum consultants for faculty/staff professional development and curriculum development

Which Academic Plan 2025 Lens or Lenses does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Holistic student engagement and support
Social Responsibility/Community Relationships

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Arrange for departmental JEDI, decolonization, and Indigenous awareness education	Department Chair	Spring 2024	Ongoing	Work with Equity Office and TCDC
Research incorporation of JEDI, decolonization, and Indigenization in language education	Admin team and other department members	Summer 2024	Summer 2025	Work with Equity Office and TCDC, language education colleagues from other institutions
Get departmental training in and consultation on integrating JEDI principles, decolonization, and Indigenization in our curriculum	Department Chair	Spring 2024	Fall 2025 (and ongoing)	Work with Equity Office and TCDC

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Request training for the department to learn to Indigenize our curriculum where/if possible. Invite an Indigenization specialist to work with department. Continue learning about and striving towards establishing Justice, Equity, Diversity, and Inclusion within our department and demonstrating these values towards our students.	28	

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Consult with Indigenous and JEDI experts, scholars and Langara curriculum consultants, for professional development for faculty members and teaching assistants, focusing on raising awareness and learning best practices for teaching and learning.		6

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD, ADT); consultation with Langara Office of Equity, Diversity, and Inclusion and TCDC, as well as with scholars involved in EDI in language education.

Goal 3: Harmonize course delivery, assignments, and evaluation to ensure consistent and effective instruction

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, creativity, and innovation: create the future together
Transformational learning experiences

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Create strategies to promote a culture of contribution in order to foster cohesion, effective communication and cooperation within the Department.	Department Chair, Admin team	Summer 2024	Ongoing	Consult with TCDC and colleagues from other institutions to develop strategies for developing departmental communication and cooperation and encouraging participation in and contribution to departmental activities as well as purposeful professional development.
Evaluate the effectiveness of different modalities.	Admin team and other instructors	Summer 2024	Summer 2026	Seek the guidance of TCDC and EdTech in developing robust mixed-mode and online beginner's language courses that ensure students develop the language skills they need in order to succeed in the next level, whether online, mixed-mode or in-person.
Review the content, assessments, and outcomes of all sections of common courses.	Admin team and other instructors	Summer 2024	Summer 2027 (and ongoing)	Ensure assessments and learning activities are aligned with course learning outcomes and support student achievement of learning outcomes. Ensure grading standards are equivalent among all sections of the same course.
Review the course outlines and course descriptions of all courses and submit learning outcomes to EdCo.	Admin team and other instructors	Summer 2024	Summer 2028	Consult with TCDC and BC language instruction colleagues.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Harmonize grading schemes and practices.	Admin team and other instructors	Summer 2024	Summer 2029 (and ongoing)	Analyze grade statistics. Review marking practices to ensure instructors are applying a common standard among all sections of common courses. Organize marking bees to harmonize marking standards during summer PD. Determine courses which most need marking bees to establish consistency.
Review course numbering and submit changes to EdCo.	Admin team and other instructors	Summer 2024	Summer 2030	External reviewers commented that course numbering was not clear. Ensure the numbering is clear. Consult RES.
Map courses and ensure a logical progression, curriculum connections / transitions between levels.	Admin team and other instructors	Summer 2024	Summer 2030	Ensure the successful completion of one course prepares students for the next level, at Langara and UT receiving institutions (UBC, SFU, etc.).

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Ensure consistent and effective delivery of courses in all modalities	29	
Harmonize grading schemes and practices	55	
Work on harmonization so outcomes, delivery, assignments and evaluation are consistent and effective between different modalities (face-to face, blended vs online).		5
Enhance harmonization so delivery, assignments and evaluation are consistent and effective between different sections of the same course.		5
Develop consistent grading scheme within language groups and ideally for the whole department.		5
Create strategies to promote a culture of contribution in order to foster cohesion, effective communication and cooperation within the Department. Active and equitable participation to fulfill service obligations is key to the sustainability and the growth of the department and the institution.		7

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD, ADT); consultation with TCDC and EdTech as well as other language education scholars.

Goal 4: Create further opportunities for conversation/speaking practice

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, creativity, and innovation: create the future together
Transformational learning experiences

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Research courses taught at other institutions, especially UBC and SFU.	Admin team and other department members	Summer 2024	Summer 2026	Determine where more speaking practice can be added while maintaining course transferability.
Review the curriculum and continue to develop existing conversation courses and create new conversation courses where lacking.	Admin team and other department members	Summer 2024	Summer 2026	French and Spanish have conversation courses that should be reviewed to ensure integration with other courses. The two existing Chinese conversation courses mainly cater to Cantonese speakers but one for beginners could be developed based on student demand. Japanese lacks a conversation course.
(e-)integrate language lab sessions in curriculum.	Admin team, Instructional Assistant, and other department members	Summer 2024	Summer 2027	Conversations with students clearly indicate that they are overall very happy with the quality of education they are receiving in the Department. One often-repeated theme is that students like the practice afforded by the language lab. (External Review)
Hold regular training sessions geared towards language instructors on instructional practices, language lab practices, etc.	Admin team, Instructional Assistant	Summer 2024	Summer 2027 (and ongoing)	Seek assistance from TCDC, EdTech, Sanako, etc.
Consider Hiring Peer Tutors for additional conversation/speaking practice.	Admin team and other instructors	Fall 2024	Ongoing	French has hired peer tutors. Other language groups would like to hire peer tutors in the fall.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Include more speaking or oral practice in the curriculum.	29	
Create further opportunities for more conversation/speaking practice in order to develop students' ability to speak in different contexts and at different levels….		5
Make better use of the language lab for conversation and assessment, to meet both our learning outcomes and student demand for more pronunciation, speaking, and listening practice.	61	
Develop consistent and regular use of the language lab with instructor-led activities as students want to further practice their oral skills. Consider integrating the lab into course requirements and allocating course percentage.		5
Encourage instructors to have regular workshops in which they share their knowledge and expertise in teaching and technology related areas. Provide regular training for instructors and teaching assistants on how to use the drop-in and language lab. Provide regular training in digital literacy to support faculty, instructors and assistants.		5-6
The Modern Languages Department at Langara has one of the one of the biggest class sizes in B.C. This is a challenge for students' development of conversational skills. If possible, reducing class sizes would be a benefit.		4
Consider hiring Peer Tutors		

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD and additional release time); consultations with other language education experts.

Goal 5: Improve existing courses and develop new courses to meet student demand, including cultural-content courses and language courses for professions.

Which [Academic Plan 2025 Lens or Lenses](#) *does this Goal support? Add or remove rows as needed,*

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, creativity, and innovation: create the future together
Holistic student engagement and support
Transformational learning experiences
Social Responsibility/Community Relationships

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Develop an end-of-term questionnaire to give students enrolled in our courses.	Admin team and other department members	Summer 2024	Summer 2025	Get help from Institutional Research and TCDC in developing and delivering a questionnaire to collect more qualitative data.
Discuss and explore scheduling options that meet student demand without exceeding prime-time limits.	Admin team and other department members	Summer 2024	Summer 2026	
Consult colleagues at other institutions regarding transferability of our courses.	Admin team and other department members	Summer 2024	Summer 2026	Ensure courses have direct transferability to specific courses at UBC and SFU.
Consider Retention/Progression Issues	Admin team	Summer 2024	Summer 2026	Research why students are not continuing from 1115 to 1215 and find ways to remedy this situation. Ensure that beginner and intermediate courses support students' progress into upper levels. Determine why students are not completing courses.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Research course offerings at other institutions, especially our transfer recipients (UBC, SFU, etc.) to ensure transferability of proposed courses and review demand for credentials	Admin team and other department members	Spring 2024	Summer 2027	Consult colleagues at UBC and SFU.
Develop courses focusing on cultures or directed at specific professions	Admin team and other department members	Spring 2024	Summer 2028	In collaboration with other departments or programs like Asian Studies, Latin American Studies, Canadian Studies, etc.
Submit course proposals	Admin team	Spring 2024	Summer 2029	This may include credential programs, if data supports it.
Develop exchanges or field schools	Admin team and other department members	Spring 2024	Summer 2030	

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Discuss and explore scheduling options that meet student demand without exceeding prime-time limits.	20	
Course Development, Include More Cultural Components in Language Courses	28	
Strengthen ties with UBC and SFU	29	
Consider retention issues	30	
Consider progression issues	55	
Seek partnership with institutions abroad to create field school opportunities and foster intercultural competence through experiential learning		4
Develop some credential programs		4
Develop culture courses taught in English or content-based language courses for professions		5

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD, ADT, and additional release time); consultations with other language education experts; data collection and analysis support from Institutional Research. Additional sections to trial newly created courses.

Goal 6: Raise the Department's profile within the College and in the Community

Which Academic Plan 2025 Lens or Lenses does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Holistic student engagement and support
Social Responsibility/Community Relationships

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review and update website content	Admin team and other department members	Summer 2024	Summer 2028 (and ongoing)	Update department member bios, provide more information on courses, placement tests, etc.
With assistance from Communications and Marketing, develop digital and print promotional material.	Admin team and other department members	Summer 2024	Summer 2029 (and ongoing)	Work with C&M to develop digital and print promotional material to be posted on social media and digital screen.
Install digital screens near our offices, labs, and classrooms to display promotional material	Department Chair	Fall 2022	Summer 2024	Request submitted in Fall 2022. Awaiting action from IT and Facilities.
Participate in activities with Langara Global and other departments	Admin team and other department members	Fall 2023	Ongoing	Have participated in Lunar New Year and other events.
Engage community with film festivals and other activities	Admin team and other department members	Spring 2023	Ongoing	Chinese, French, Japanese, and Spanish "Diversity and Inclusion" film festival held in Spring 2023; French film festivals held from Fall 2022 to present.
Develop and maintain social media	Instructional Assistant	Fall 2023	Ongoing	Social media accounts have been created and are regularly updated.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
In collaboration with Communications and Marketing and Langara Global, launch regular promotional campaigns each semester (develop a workflow and share the work equitably).	61	
Create an alumni listserv or social media and yearly newsletter to let students know about upcoming events such as film festivals, lunar new year celebrations, etc. that they can participate in.	63	6
To increase visibility of MLD, develop the Department website further and make it more appealing. Keep the information updated and include Program Learning Outcomes and list of courses. Other information like faculty bios and testimonials could enhance the page. Ensure MLD is listed among Langara's programs and courses.		4
Build on successful events (e.g. French film festival, Latin American film festival, Lunar New Year) to increase visibility – e.g. multicultural weeks. Collaborate with other departments and communities to develop and promote these events.		4
Encourage, and seek support for, faculty members to continue to create/organize promotional campaigns to raise the Department's profile within the college and in the local community.		6
Enhance inter-institutional collaboration with organizations, businesses, embassies, and consulates, etc.		6
Develop presence on social media		6

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Time (PD, ADT); collaboration with Langara Global, Communications and Marketing, and other departments.