

Administrative Response to Discipline Review

World Languages

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To: World Languages SAC

The SAC presented the World Languages Discipline Review in the Spring Term 2009. You began your presentation and written review by focusing on SAC Standards and Principles. It is clear how much you value “communicative language competence in the target language” based on a number of best practices that can serve as a model for other SACs to emulate. You provided several examples of collaboration and communication among faculty within the SAC and across campuses including:

- Course Scheduling Practices throughout the district using Spanish as an model
- Make-Up Class Options district-wide
- Actively exploring and implementing new technologies to improve teaching, learning and faculty productivity
- Sharing implementation strategies for tools like Elluminate & My PCC Groups Tools, WIMBA, podcasts, and on-line language videos, to name just a few.
- Use of Conversation Group/Tutoring Opportunities with Native Speakers
- Marketing & Promotion of World Languages Internally & Externally to improve student recruitment and retention
- Partnerships with High School through PAVTEC’s Dual Credit program
- Service Learning opportunities locally

As a result of your recommendations, we make the following *comments and observations*.

1. Full-time Faculty Work Load Issues *We realize the challenges of departments with single full-time faculty members—many exist throughout the college, the majority in Career & Technical Education Programs, with a few Lower Division Collegiate disciplines on some of the campuses with one or no full-time faculty. We also realize that departmental administrative tasks often are the responsibility of one person*

departments. We encourage the French, German, Japanese and Russian department faculty members to work with their respective division deans to see if they could provide some limited compensation to a senior part-time faculty member who could assist with administrative tasks, including the monitoring of Dual Credit Language Programs and mentoring of part-time faculty.

2. Lack of Faculty Department Chair at Rock Creek *We acknowledge your request for a World Languages Department Chair at the Rock Creek Campus. It is always unfortunate to have disparities between the campuses. We understand that in the past few years the Humanities chair position at Rock Creek has been held by faculty from the disciplines of both Speech and Spanish. It is true that Rock Creek is continuing to grow and the Humanities department is no exception. As you know, there is an additional cost incurred to create a new department chair position, and staffing changes cannot be made until funds are available. Administration at RC is currently considering options to further support World Languages.”*

3. Part-time Faculty Issues. *We wish to improve the full-time to part-time ratio and to have full-time instructors in each discipline at each campus, but struggle with limited funds, even in good times. We also agree with your concerns about evaluation of part-time faculty by full-time faculty who do not teach the same (or any) language. The Deans will work with the full-time faculty to make sure that Full-time faculty is compensated in the future for any cross district evaluations.*

4. Hiring Issues: *We agree that hiring part-time faculty should include consultation with a full-time faculty member who teaches in the language—this is a reasonable request. Please work with your respective division dean to make sure that a full-time faculty member is included in hiring. We also are pleased to see that you are taking the initiative to hire a greater number of native speakers for the World Languages offered at PCC. We also encourage World Languages faculty to participate in the Faculty Mentoring program being offered by PCC’s Office of Staff and Organizational Development.*

5. Need for Increased Funding:

- a. Equipment & Technology Needs, *We hope to provide standard podiums through the bond program or capital improvement funding to provide PCC students and faculty with a classroom standard for technology needs that include podiums in classrooms where faculty use the technology. We know that this problem is mostly at the Sylvania Campus, where efforts are underway to dramatically improve the number (and percentage) of podium classrooms. The Sylvania bond money will not cover all low tech classrooms, so this will occur as funds are identified.*
- b. Campus Language Labs *The SE Center does have a language lab that is used primarily by our ESOL department and the part-time Spanish faculty member and students can have access to during open hours. The Language Lab has been relocated this fall to Mt. Tabor Hall 129.*
- c. ELMO Document Readers *can be acquired through campus facility & equipment accounts. Work with your respective division dean to develop a proposal. Due to the costs, they may need to be mobile and requested through Audio-Visual Services.*
- d. Increased Funding for Tutors, Tutoring Space & Equipment *Given our enrollment growth, margin revenue dollars may be used to increase tutoring hours on each campus. Work with your Division Dean to determine if and how you can increase part-time faculty or peer tutoring for language classes. If your campus uses student tutors, we encourage you to require letters of recommendation from faculty to hire peer tutors. Designated tutoring space is a campus-based decision.*
- e. Release time or pay for SAC Chair *This has been requested by several SACs through the years. Release time and extra pay for SAC Chair duties is not possible. You might consider co-chairs, as done in some other SACs to share the workload.*
- f. Increased professional development funding *While some professional development opportunities don't require a lot of money, many do, so we encourage you to look to the Staff Development office for funding along with your local division/campus, although you probably need no reminding since many of your SAC's full and part-time faculty already apply for these funds. Campus budgets are limited. As you know CIEE proposals were not funded this year. We think that the only time*

World Language Faculty should get priority over other faculty and administrators is if the professional development funds specify that this opportunity is for faculty who teach that language. For example, PCC is investigating a partnership with the East West Center for a Title VI A grant that focuses on faculty and curriculum development for a Chinese language program. One central component of that grant is teaching of Chinese language. The grant requires that at least one faculty member participating be a Chinese language instructor. This is an example of a situation in which World Language faculty would be given priority.

6. Other Areas for Improvement

a. Need for consistency and breadth in course offerings. *It is important that PCC offers core courses (the full two year or four-term language sequence and makes sure that students have access to core courses during times of growing enrollment.*

Specialty courses that benefit students should be offered when there is sufficient demand and when the instructional resources allow. Legislators want community colleges to offer students courses that will transfer seamlessly. They want to be assured that students are not taking courses that won't transfer or transfer as just an elective that will need to be replaced by upper division courses at a 4 year college or university, resulting in extra and unnecessary expense for students and taxpayers.

We agree with the importance of making sure second year students can finish core courses/language sequences before transferring. We encourage you to continue to scrutinize the current course offerings and assess whether they are sufficiently meeting the needs of students in a fashion that is consistent with the mission of PCC. You did an excellent job in addressing this in this Program Review. Your willingness to look at a variety of means for accomplishing this is appreciated, especially the desire to build on the World Language SAC's role in globalization, internationalization, and civic involvement.

b. Monitoring Student Achievement-STAMP test proposal *We applaud your efforts "to provide empirical data on the proficiency levels of students upon completion of our first and second year language sequences". This best practice aligns with the value of*

assessing what students learn here and apply it to what they will do out there. We also encourage you to share the aggregate data results with our four year institutions to which our students transfer. Finally, we support your recommendation to explore the possibility to add a \$17.50 fee that would need to be tied to specific CRNs (103/152 and 203/252) in which you would administer the assessment. A proposal would need to be developed and submitted to your SAC Administrative Liaison, who would work with Financial Services to determine if each campus can have the Program Fee come back to each of the WL FOAPs in order to fund the test. The fee proposal will need to be reviewed by Financial Services and Cabinet and then approved by the PCC Board of Directors.

c. Advertising our programs. *We are glad that you are exploring the development of a new district-wide website; it may be helpful to provide a link to non-credit community education courses as well and explore the option of community education posting a link to the World Languages website.*

d. Academic advising. *We encourage you to discuss your concerns with PCC district-wide advisors and Registrar. Each campus has an Advising Coordinator. They have information about how students can show proficiency in World Languages through Advanced Placement (AP). Currently state-wide minimum scores have been set that all community colleges and universities have agreed on. International Baccalaureate (IB) exams minimum cut scores are being considered.*

e. Course Scheduling and Coordination. *District-wide discussion of scheduling of all offerings, including on-line offerings as they grow in number, is critical to avoiding competition that leads to cancellation of classes with low enrollment. We encourage you to consider providing additional options using late afternoon, evening/weekend formats to identify students we may not be currently serving. We realize that it is important for first year students to engage with the language every day, so evening/weekend formats may not be effective, but do consider how to serve students desiring evening and weekend courses. Keep in mind that some campuses are open, or may consider being open for classes on Sundays as well as Saturdays.*

- f. Continued monitoring of textbook costs. We encourage you to work with the Print Center and Bookstores to explore possibilities to help students with the rising costs of books. Please make sure all campuses are putting course texts on reserve in the library. All campuses, including the SE Center, are willing to provide this service.*
- g. Collegiality Issues On-going discussions with your respective division deans and DOIs are important. We believe that an environment of greater transparency and collaboration exists now than in the past. There will be challenges to maintaining both, but your efforts will hopefully be worth the result. There is a need for informal dialogue among instructors regarding pedagogical techniques and resources concerning student success and assessment. We appreciate that you have devoted time to this effort, which should improve student achievement. Involvement with faculty members at other educational institutions and with World Language focus is encouraged. We noticed that you have shared how PCC courses align with PSU, OSU and UO, but what about other OUS institutions and private colleges and universities in Oregon? The roll out of PCC's Degree Works system will help you identify how we accept World Languages credit from other colleges and the Atlas system can tell you how other colleges and universities accept our World Languages Courses.*

Thank you for efforts to create and maintain high quality World Languages programs and courses across the district. Thank you for also for considering our comments. We encourage you to take an active role in moving forward on your recommendations which can only strengthen your courses, its programs and the College.

Your Deans of Instruction:

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