World Languages Program Review 2014
Administrative Response

The World Languages Subject Area Committee presented findings from their Program Review on February 14, 2014. The document and the presentation were very cohesive and the recommendations were well documented. Considerable amounts of data were included in the document and the presentation. It is evident that these data have been used to more fully understand the dynamics of the discipline from multiple perspectives and it has been used to make sound instructional decisions.

At the end of the presentation, Laura Massey, Director of Institutional Effectiveness, thanked the SAC for "their thoughtful presentation that focused on assessment. It was a great approach to understanding both their assessment efforts and also their impressive program. Many thanks for their collective dedication to helping our students learn another language and more importantly, the broader context. BRAVO!!" (used by permission).

This response is organized into three sections: 1) Commendations and Observations; 2) Responses to Recommendations; and Conclusions.

Commendations and Observations

1. Six languages are offered at Portland Community College. The World Languages approach demonstrates unity among the instructional areas without diminishing the uniqueness of each language. Faculty are committed to a very cohesive approach to language acquisition through learner centered instruction and the in-class immersion experience.

2. Students are holistically engaged in developing the five language learning skills of listening, speaking, reading, writing and cultural understanding. The philosophical basis for developing these skill sets is Communicative Language Teaching (CLT) which emphasizes peer learning, in-class immersion and activities to support various learning styles. Of particular importance is the integration of language acquisition and cultural knowledge. Students may also enroll in conversational and elective courses to enhance cultural understanding.

3. Instruction is designed to meet standards developed by the National American Council on the Teaching of Foreign Languages (ACTFL) which address outcomes assessment, classroom assignments and activities. The discipline is also very responsive to PCC’s expectations of being engaged in actively assessing student learning and using assessment data for improving instruction.

4. Faculty are to be commended for their work with writing, revising and assessing core and course outcomes. Course outcomes have been developed for all of the languages and these outcomes are aligned with PCC’s Core Outcomes. Five themes have been identified among the outcomes for the various languages. Outcomes are revised regularly and strategies have been developed to assess the outcomes including rubrics to monitor student learning.
5. Faculty should be commended for increasing their assessment activities since the 2009 Program Review. Faculty incrementally assessed each of the Core Outcomes in various languages. Year by year, more core outcomes have been assessed. Faculty have also made changes to their assessment activities such as increasing sample sizes, expanding the number of languages involved with assessment and using more complex statistical methods.

6. A commendation is warranted for the amount of data included in the Program Review to demonstrate how outcomes have been assessed. The Program Review included multiple examples of how assessment data in various languages have been used to make assessment-driven curricular changes. For example, based on the results of the assessment of the PCC Core Outcome for Cultural Awareness for Japanese, faculty “identified the need to include more explicit instruction on culture in our language courses while still teaching only in the target language”. Faculty have been encouraged to include “more written and oral cultural projects, film screenings, incorporation of authentic cultural materials, cultural exchanges with International Students, cultural encounters in the local community, Community-Based Learning projects, more web-based audiovisual materials relating to cultural themes, and increased offerings of culture courses taught in English”.

7. Faculty should be commended for being involved in several educational initiatives such as community based learning, study abroad, international events, and dual credit.

8. Faculty are effectively using IIP grants for curricular improvement and they are incorporating feedback from their stakeholders.

9. Faculty have been able to manage enrollment increases by adding part-time faculty. It has, however, changed the full to part-time ratio. A recommendation has been made to increase the number of full-time faculty in response to this situation.

10. Dedicated classroom and computer lab space continues to be a problem for some of the languages at various campuses. Advising is also another area of concern.

Responses to Recommendations

1. We recommend that the administration continue to fund our use of STAMP so that we are able to collect solid and reliable data on how our students are performing in terms of communication.

   We support using STAMP to collect student performance data. The current method of funding STAMP will be continued.

2. We recommend that an additional official SAC in-service day be added, preferably in Winter term, to help us better fulfill these requirements and discuss at greater length changes that we would like to make as a result of assessments.

   While this recommendation may have merit, implementing it is well beyond the scope of an administrative response to a program review. This issue potentially impacts all of the SACs and the number of faculty instructional days is a contractual issue. Adding an additional day would need the support of the entire campus community so that resources
could be allocated for this. We recommend that you assess the possibility of using existing non-instructional days for additional meetings.

3. We recommend that the administration support the addition of full-time faculty positions for each language taught on each campus. At this time, there is no full-time German faculty at Rock Creek nor is there a full-time Spanish faculty at Southeast Center.

We understand the importance of having full-time faculty at each campus to maintain instructional quality and to promote student success. Given available resources, however, it is difficult to meet all of the priorities from the various sectors of the institution. The decision to add more full-time faculty begins at the campus level and it will be based on an analysis of enrollment data. Program Review data will be very helpful when the analysis process is undertaken. The district will also be involved in determining where full-time faculty positions are allocated among the campuses.

4. We recommend that more funds be made available to offer language tutoring for all languages offered on each campus. It should be noted that, at this time, there is no tutoring for Chinese at Cascade or Southeast Center. In order to fully support this growing program, we recommend that funds be allocated for Chinese tutoring.

We support this recommendation. Please work with the division dean and the DOI at each campus to determine if additional resources can be allocated to implement this recommendation.

5. We recommend that a quiet, private space be created at Sylvania exclusively for language tutoring.

We support this recommendation. Please work with the division dean and DOI at Sylvania to discuss the feasibility of implementing this recommendation.

6. We recommend that the administration increase professional development funds so that both full-time and part-time instructors can have better opportunities to stay current in their field.

We realize how helpful this fund has been to faculty. Due to the budget situation, however, it is unlikely that this fund will be increased. We encourage faculty to take advantage of internal and external grant resources to support professional development.

7. We recommend that SAC Chairs be compensated or given release time in order to address the heavy workload.

We recognize there are workload issues inherent to our system. We encourage the SAC to find ways to distribute the workload among its members. Some SACs have co-chairs. Others delegate work to individual faculty or committees. For example, the World Languages SAC has a natural set of subcommittees by language, which can be the locus of assessment.
8. World Languages would like to be more involved in conversations about the growth and expansion of programs, especially the addition of languages to individual campuses.

*We recommend the formation of a work group with a member from each campus to discuss scheduling throughout the district. The group could also discuss scheduling additional sections and which languages should be added.*

9. We recommend that the World Languages SAC be included in conversations about opportunities for study abroad as well as opportunities to interact with groups of international students visiting PCC.

*We support this recommendation. Faculty are encouraged to become involved with the Study Abroad Taskforce and to join committees associated with international education.*

10. As a SAC, we need to focus our efforts on finding better ways to work together in order to create schedules that meet the needs of our campuses and our students.

*We support this recommendation. The SAC may want to consider assigning this to a workgroup. Other SACs have done this to distribute the workload among the membership and to allow sufficient time to focus on a given topic.*

11. We recommend that the collection of materials for Chinese be expanded and be located primarily on the campuses where Chinese courses are offered.

*We will forward this recommendation to the Library Director for consideration. Given the limited resources that are available for the library, individual departments may need to provide funding for these resources.*

12. We recommend that at least one classroom be designated for Spanish classes at Sylvania. In addition, some existing dedicated rooms for language classes at Sylvania are poorly ventilated and located near noisy, high traffic areas. We recommend that the affected language rooms at Sylvania be relocated or that the aforementioned issues be addressed.

*Please work with the division dean and the DOI at Sylvania to address this recommendation.*

13. We recommend that a computer lab at Sylvania be designated for exclusive World Languages use.

*Please work with the division dean and the DOI at Sylvania to address this recommendation.*

**Conclusions**

The World Languages Program Review effectively identified the considerable strengths of the language program at PCC. The SAC has worked diligently since the last review to enhance and expand assessment efforts. Assessment data are being used for program improvement and to improve student learning. It is very evident that faculty are dedicated to student learning and engage students in learning activities to make language acquisition possible.
This administrative response has been prepared by Marilyn Davis on behalf of the Deans of Instruction and the Dean of Academic Services.

Kurt Simonds – Cascade DOI
Cheryl Scott – Rock Creek DOI
Jeff Triplet – Sylvania DOI
Kendra Cawley – Dean of Academic Affairs