

Oklahoma City Community College

Program Review Self Study Year: 2013-2014

Division of Arts

Associate in Arts in Modern Languages (027)
Certificate of Mastery in Spanish (138)

Prepared by:

Dr. Ginnett Rollins
Dr. Gina Villamizar

I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

1) To encourage communication between Modern Languages majors and faculty advisors.
As advisors, we have counseled numerous language majors, both French and Spanish, by phone, by email and in person, on a regular basis regarding the continuation, and especially the completion, of their degree program. We also offered a SPAN 2223 course to eight (8) Spanish students in the summer of 2012 to enable them to complete their major/general education language requirements in an expeditious manner (instead of waiting an entire semester to complete their program). Unfortunately, enrollment in this same course was low in the spring 2013 semester; so, the course had to be canceled.

2) To develop new strategies to renew interest in French on our campus, including an effort to educate Advisement, Admissions and Registration Staff about the value of French, so that there is not a wholesale recommendation to all students to take Spanish. We might schedule French and Francophone activities in the World Languages and Cultures Center (WLCC), and create some posters and fliers promoting French language and culture throughout the Campus. We need to work with Rose State College to coordinate our efforts in building our French enrollment through our Cooperative Agreement.

Our Dean, Ruth Charnay, established a French/Spanish Pronunciation Assistant STEP position,

which enables us to hire up to four (4) native French speaker students, all of which are from a variety of Francophone countries, namely, Senegal, Gabon, Cameroon, and Niger, who work with students, both inside the classroom and outside as well, to assist with pronunciation and related language matters. This is valuable to students because of the exposure to native French dialects and the cultural immersion experience since these Francophone-nation students provide their respective cultural and linguistic perspectives to our French majors. These native French-speaking students are a very important cultural and linguistic source for French students, which is not available outside of the OCCC Campus. In addition, when available, we also hire Supplemental Instructors to perform the same function, basically, as the French/Spanish Pronunciation Assistants,

Although close contact with native speakers has encouraged increased interest in French to our students in the classroom environment, we do not have face-to-face contact with the vast majority of students, who take online language courses instead. Spanish language study, on campus and online currently are preferred by students who see the practical application of Spanish in their careers.

3) To strengthen our resolve to provide opportunities for students to develop and improve their Listening and Reading Comprehension skills. Students will learn what they have practiced and what they are tested on, so we need to be sure all our instructors, full-time and part-time, are emphasizing these skills in their classes.

We have addressed this issue by unifying our course curriculum, including assessment. For instance, our professors have been working cooperatively in the creation of activities and exams for both French and Spanish, in accordance with the American Council on the Teaching of Foreign Language (ACTFL) and the National Foreign Language Standards (NFLS). Our focus is not only on Listening and Reading Comprehension, but also on the entire five (5) foreign language skills (the five C's), which should be addressed all together, i.e. Communication, Cultures, Connections, Comparisons, and Communities. In focusing on these five standards, we incorporate the basic skills of reading, writing, listening, speaking and culture.

4) To work with our Dean to promote the WLCC, and to encourage our instructors and students to use the facility on a regular basis.

Since the opening of the WLCC, we have encouraged our students to use the WLCC French and Spanish tutorial services and other helpful sources such as films, Rosetta Stone, and recordings of the online homework.

Faculty have also participated actively in special film presentations sponsored by the WLCC, and they have also suggested that students take advantage of special event opportunities such as the film viewing, and International Student Education celebrations, thanks to the WLCC Coordinators, Chiaki Troutman and Rachel Olsen. However, since the majority of Spanish courses are online, student participation in the WLCC has declined.

5) To work with the Dean of Arts, to develop a job description for the faculty position that was vacated by the retiring faculty member in 2009. There must be a decision regarding whether the position needs to be part Spanish and part ESL, as it has been. This decision must be based on the projected enrollment of international students and the demand for ESL classes along with the projected Spanish enrollments. Ideally, we will request another full-time faculty member in both areas, but realistically, we do not expect that to be feasible this year; however, it is essential that we continue to offer outstanding conversational Spanish courses, immersion courses and international study courses. These have been extremely successful and have made our program unique.

During the process of hiring a new member of the Modern Language Program, to replace the retired full-time faculty member, Dr. Rollins' Spanish position description was changed to the Spanish/ESL position description, in order to be able to advertise a position for a full-time Spanish professor. Enrollment in ESL courses did not merit the addition of another full-time ESL professor.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

Our Modern Languages program services a wide variety of students across curriculums. Its greatest strength is the faculty who continue to develop, improve, and fine tune the program to take in the newest technology while concentrating on the best pedagogical research in the discipline. The incorporation of technology in on-campus and online modern language courses has opened new frontiers for our students, enabling them to access target language websites and providing faculty with resources such as language applications with real-life language practice. In fall 2013, the Modern Language Program in Spanish adopted a new textbook, Puntos de partida, with the best online workbook and laboratory manuals currently on the market for higher education. Both on-campus and online classes began using this new McGraw-Hill CONNECT platform, which includes Learn Smart, a program that allows students to progress at their own level of competence and detects when students have mastered the material, challenging them with new structures and vocabulary. Students report that they enjoy this portion of CONNECT in particular. The French courses will begin using the CONNECT platform with the Vis--vis textbook beginning in fall 2014.

Along with the new platform, students develop their writing skills in conjunction with their listening comprehension abilities through the viewing of Latin American or Spanish films with a corresponding writing assignment ("hoja de reacción") which requires students to describe the main characters, learn new vocabulary from the video, and provide a brief written summary of the film in Spanish. At the moment, the online SPAN 1115 course has films with English subtitles. On campus SPAN 1115 courses already use videos with Spanish subtitles, El Mariachi and El laberinto del fauno, to name a few. The French courses also utilize French-language films with French subtitles to improve the students' listening comprehension.

The iPad2 allows instructors to incorporate language applications that enhance listening comprehension and reading skills in the target language. It is especially effective in helping to lower the affective filter, enabling students to more calmly participate in conversations in the target language without pressure and stress caused by the presence of the instructor. In addition, the iPad2 enables instructors to more objectively and fairly evaluate students' conversation skills since he or she can review the video for greater accuracy of assessment. The iPad video can also serve as documentation of conversations and other language activities, which students can view for learning purposes.

The iPad also serves as a language-learning tool for the instructor, who also benefits from online target language learning applications.

The incorporation of native speaker Supplemental Instructors (SI's) and/or French/Spanish Pronunciation Assistants (PA's) has provided OCCC students a unique experience of conversation in small groups or even one-on-one in the target language with a native speaker. The ratio of student to native/near-native proficiency speaker is reduced proportionately depending on the number of SI's and/or PA's working in small groups. Assessment of oral proficiency is strengthened as well through the use of SI's/PA's in the speaking activities being videotaped for evaluation by the instructor.

Areas for improvement:

The online Spanish courses are currently looking into improvements for the oral proficiency

component of target language learning to enables the student to communicate at the appropriate level with the instructor and with other students of the same level of language learning.

Although both full-time Spanish faculty have basic knowledge of the ACTFL Oral Proficiency Interview (OPI) process, they would benefit substantially from formal training in the administration and evaluation of the ACTFL OPI.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

The Modern Languages Program contributes to the Mission of OCCC and educational goals of our Community in the following manner:

- 1) Our students are prepared for participation in an increasingly global society, where knowledge of a second language is imperative not only for understanding and accepting other cultures and traditions, but also for increasing career opportunities.
- 2) Our program prepares students to successfully transition to a four-year institution, where they can complete their foreign language requirement, or even major or minor in Spanish or French.
- 3) We know that the Modern Language Program is accomplishing these educational goals through assessments in individual courses as well as surveys of graduates conducted through the Office of Institutional Advancement. Students who earned an associate degree at OCCC report that they have continued their university studies at a four-year college or university. We also maintain personal contact with students who transfer to UCO, OU and other institutions of higher learning; some of our former students have attended professional conferences such as the OFLTA Conference, AATSP workshops, and other modern language activities that Modern Language Program Faculty also attend.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

- 1) To provide students with understanding that the language of a people is an important component of its culture.
- 2) To develop an understanding that the concept of culture embraces all aspects of life of a people, including their arts, literature, history, and the linguistic, societal, and political

processes of the people.

- 3) To create programs that equip students with proficiency in: **speaking, listening comprehension, reading and writing.**
- 4) To provide students with programs that insure that graduates will be well-prepared, whatever their career decision may be.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES

Outcome 1. SPEAKING: Students will demonstrate speaking skills at the Intermediate Mid level or higher.

- They will be able to handle uncomplicated communicative tasks in social situations, on topics related to self, family, home, daily activities, interests, personal preferences, physical and social needs (including shopping, meals, travel, and lodging).
- They will be able to respond to direct questions or requests for information.
- They will be able to ask questions to satisfy basic needs, including directions, prices and services.
- They will be able to create with language and speak in sentences and groups of sentences.
- They will be understood by sympathetic native speakers who are accustomed to dealing with non-natives.

Outcome 2. LISTENING: Students will demonstrate listening skills at the Intermediate High level.

- They will be able to sustain understanding of connected discourse on a variety of topics pertaining to different times and places.
- They will have some comprehension of discourse involving description and narration in different time frames or aspects, including interviews, short lectures on familiar topics, and news items and reports dealing mainly with factual information.

Outcome 3. READING: Students will demonstrate reading skills at the Intermediate High level.

- They will be able to read simple connected texts dealing with personal and social needs, topics about which they have personal interest and/or knowledge. They may be able to get the main ideas and some details from texts including description and narration.

Outcome 4. WRITING: Students will demonstrate writing skills at the Intermediate Mid level or higher.

- They will be able to meet practical writing needs such as note taking, letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest.
- They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, but with some inaccuracies and

inconsistencies.

- Their vocabulary, grammar and writing style will correspond to the spoken language.
- Their writing will generally be comprehensible to natives accustomed to the writing of non-natives.

Well-defined the criteria for measurement and how the criteria were used in the program.

1) **SPEAKING:** All students who complete the Modern Languages Program will be assessed in an oral proficiency interview based on the standards established by the American Council on the Teaching of Foreign Languages.*

Students enrolled in SPAN 2013 and/or 2223 or FREN 2223 will be required to have an individual oral interview with a program faculty member. This interview will take place during the last two weeks of the Spring Semester. A rubric will be used which will assist the interviewer in documenting the interviewee's ability to perform the following speaking functions:

They will be able to handle uncomplicated communicative tasks in social situations, on topics related to self, family, home, daily activities, interests, personal preferences, physical and social needs (including shopping, meals, travel, and lodging).

They will be able to respond to direct questions or requests for information.

They will be able to ask questions to satisfy basic needs, including directions, prices, and services.

They will be able to create with language and speak in sentences and groups of sentences.

They will be understood by sympathetic native speakers who are accustomed to dealing with non-natives.

<http://www.actfl.org/files/public/Guidelinespeak.pdf>

The rubric will indicate a range of performance according to the ACTFL scale: Novice Low, Medium, High; Intermediate Low, Medium, High; Advanced Low, Medium, High. It is expected that 75% of students will demonstrate speaking proficiency at the Intermediate Mid level or higher.

2) **LISTENING:** All students who complete the Modern Languages Program will be assessed in listening comprehension based on the standards established by the American Council on the Teaching of Foreign Languages.*

Students enrolled in SPAN 2013 and/or 2223 or FREN 2223 will be required to take a Listening Comprehension Test during the last two weeks of the Spring Semester. The test will contain two sections: one of audio only and one of audio with video. Questions will be objective and will be designed to show varying levels of comprehension. The test may be administered in the classroom or in the Communications Lab.

In order to attain the minimum score that demonstrates listening skills at the Intermediate High level on the ACTFL scale, the student will answer 80% of the questions correctly.

The student who answers a minimum of 70% but fewer than 80% of the questions correctly will be rated as Intermediate Mid.

The student who answers a minimum of 60% but fewer than 70% of the questions correctly will be rated as Intermediate Low.

It is expected that 75% of the students will attain a score of 80% or higher.

<http://www.silinternational.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesListening.htm>

3) WRITING: All students who complete the Modern Languages Program will be assessed in writing based on the standards established by the American Council on the Teaching of Foreign Languages. (See link below.)

Students enrolled in SPAN 2223 or FREN 2223 will submit their final composition of the course for evaluation according to the ACTFL Guidelines. A rubric will be used which will assist in the evaluation of the students' writing. Although these compositions will be graded by the instructor of the course, we will have them evaluated separately by other instructors (full or part-time) in order to provide more objective assessment. It is expected that 75% of students tested will attain a score of Intermediate Mid or higher.

Student _____ Instructor _____

REVISED Rubric for Assessing Writing Skills in Modern Language Program

Intermediate MID:

The student is able to write a composition in the target language that demonstrates ALL of the following:

1. _____ Appropriate word usage
2. _____ Correct spelling
3. _____ Correct grammar, including agreement of articles, adjectives and nouns; subjects and verbs
4. _____ Narration primarily in present tense
5. _____ Coherent sentences

(A student who can perform all of these functions except for #5gg will be rated as Intermediate LOW. A student who cannot perform those three functions will be rated in the NOVICE category. See description in Assessment Plan.)

Intermediate HIGH:

The student is able to write a composition in the target language that demonstrates 1-5 above and two or more of the following:

6. _____ Sentences organized into coherent paragraphs
7. _____ Narration in present, past, and future
8. _____ Appropriate use of aspect in the past tense
9. _____ Writing comprehensible to natives not used to writing of non-natives

(A student who can perform all the functions 1-9 will be rated in the ADVANCED LOW category. See description in Five-year Assessment Plan.)

This student demonstrates writing skill at the _____ level.

Evaluator: _____

Date: _____

<http://www.actfl.org/files/public/writingguidelines.pdf>

4) READING:

All students who complete the Modern Languages Program will be assessed in reading comprehension based on the standards established by the American Council on the Teaching of Foreign Languages. (See link below.)

Students enrolled in SPAN 2223 or FREN 2223 will be required to take a Reading Comprehension Test during the last two weeks of the Spring Semester. Questions will be objective and will be designed to show varying levels of comprehension.

In order to attain the minimum score that demonstrates reading skills at the Intermediate High level on the ACTFL scale, the student will answer 80% of the questions correctly.

The student who answers a minimum of 70% but fewer than 80% of the questions correctly will be rated as Intermediate Mid.

The student who answers a minimum of 60% but fewer than 70% of the questions correctly will be rated as Intermediate Low.

It is expected that 75% of students tested will attain a score of 80% or higher.

<http://www.silinternational.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesReading.htm>

5) Whether students reported that they had transferred to a four-year institution of higher learning to continue their language studies.

The evaluation, results, and recommendations based on the criteria used.

Assessment of Speaking Skills (2011)

Students completing SPAN 2223 were assessed in Speaking Skills in 2011. SPAN 2013, Advanced Conversation, has not been offered in the past five years. Students completing FREN 2223 were assessed in 2011. FREN 2223 was not offered in 2010, 2012, and 2013 due to low enrollment.

Assessment of Listening Skills (2010)

Students completing SPAN 2223 were assessed in Listening Skills in 2010. A total of thirteen (13) students scored 80% or better on the Listening Test, demonstrating listening skills at the Intermediate High level based on the established criteria. One student (6% of the sample) scored 73%, demonstrating listening skills at the Intermediate Mid level. Two students (12% of the sample) scored 67%, demonstrating listening skills at the Intermediate Low level. One student (6% of the sample) scored lower than 60% and did not reach the Intermediate level. With 76% of the students tested listening comprehension skills at the Intermediate High level, these results are much better than the previous listening comprehension assessment on 2007. Our goal will be to improve the listening skills in our modern language classes.

Assessment of Reading Skills (2012)

Students completing SPAN 2223 were assessed in 2012. Thirteen (13) students took the reading comprehension exam and instructor rated them as follows:

Intermediate High 2 students

Intermediate Mid 7 students

Intermediate Low 1 student

Novice High 2 students

Novice Mid 1 student

Nine (9) of the thirteen (13) students (69%) were rated at the Intermediate Mid level or above. This was the only class participating in the Reading Assessment of Spring 2012. The FREN 2223 class did not participate in a Reading Comprehension Assessment.

The evaluation, results, and recommendations based on the criteria used.

These results show that more than 69% of the Spanish students who were examined met the goal of performing at the Intermediate Mid level or higher in Reading Comprehension. We need to increase emphasis on reading skills at all levels of study, both online and on campus courses in order for our students to develop a higher level a reading competence in Spanish.

Assessment of Writing Skills (2009)

The final compositions of students enrolled in SPAN 2223 were evaluated by the course instructor according to the Revised Rubric provided herein. There were only eight (8) papers submitted.

These are the results of the evaluation:

Intermediate High 1

Intermediate Mid 3

Intermediate Low 3

Novice High 1

In this group of eight (8) students, 50% met the goal of demonstrating writing skills at the Intermediate Mid level or higher.

Observations and concerns:

The number of writing samples is very low; it does not include all of the students enrolled in that section, nor does it include any writing by French students.

The quality of the writing submitted by the Spanish students was below expectations; therefore, the Modern Language Program Faculty must continue to seek ways to provide more writing practice and increase writing skills.

The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS, AA, or AS) must complete at least one course from each of the following areas, indicating a general understanding of that area.

- I. Human Heritage, Culture, Values
- II. Public Speaking
- III. Writing
- IV. Social Institutions
- V. Mathematical Methods
- VI. Critical Thinking

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Method:

Developed rubrics will provide common criteria for assessing "artifacts" gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has six general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, values and beliefs; writing; public speaking; mathematical methods; social institutions; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

We assess Gen Ed guidelines within our modern language programs. Our students are learning about human heritage and culture through the cultural readings in our Puntos de partida textbook, the videos on our online Connect workbook, and in class where they doing public speaking in the target language (French, Spanish). Students are learning about social institutions through comparison of our own institutions with those in the nations where the target languages are spoken. We emphasize critical thinking skills through these cultural comparisons, using circumlocution to explain meaning of target language expressions instead of simply stating the corresponding meaning in English. We know we are emphasizing critical thinking skills because our students are able to express ideas, explain beliefs and express opinions in the target languages without depending on their native tongue, at the appropriate level. Virtually everything we do in the modern language classroom relates to culture, speaking and critical thinking, all of which are, in many ways, inseparable.

In the future we will be submitting artifacts to the Gen Ed Committee so we, too, can

show how our students are going above and beyond this very important goal. Of course, the artifacts will be in French and Spanish. It should be noted that Modern Language has offered, on at least two occasions, to supply artifacts in Spanish and French to the Gen Ed Committee. They were not accepted by the lead Gen Ed member because the artifacts are in a foreign language, and would require evaluation by persons capable of speaking the target language, and comprehending the target language spoken by students.

Our students are successful in all the Gen Ed areas, i.e. human heritage and culture, public speaking, and critical thinking, and we assess Gen Ed information within our programs in the SPAN 2223 and FREN 2223 courses each spring. Each spring we assess a different component of language learning: speaking, listening comprehension, reading and write. Human heritage is always a part of each of these assessments because the context deals with Spanish or Hispanic cultures.

b. The program values and supports effective teaching.

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course.

The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

In the fall 2013, the Spanish Program adopted a new textbook, *Puntos de partida*, by McGraw-Hill Publishers. This new textbook includes an innovative digital learning environment that saves students time while improving performance over a variety of learning activities. Designed to maximize productivity and efficiency in learning, the LearnSmart component of the online platform, CONNECT creates high impact study sessions and improves performance in language learning. CONNECT also offers plenty of interactive target language learning material that encourages a more active participation in our students' own language acquisition process. Moreover, CONNECT adds an oral component to our online courses. The media-rich eBook enhances course content through videos and interactive elements. The CONNECT platform offers easy access outside of class on most electronic devices, in particular, iPad, iPhone, and laptops.

At the same time, the Modern Language Faculty has effectively incorporated the use of new technology in the on-campus setting, through the iPad acquired thanks to a Faculty Development grant. Modern Language Faculty use the iPad 2 in the assessment process for all levels of Spanish, and some elementary-level French language courses. Students record presentations and dialogues with classmates. The iPad 2 enhances significantly OCCC target language oral proficiency assessment and allows the use of target language websites in learning. Although oral proficiency is crucial for target language learning, it is also the least assessed of the five components of language learning (aural comprehension, writing, reading, culture and oral proficiency). For the most part, this is due to the requirement for instructors to evaluate students' oral performance during the assessment interview/quiz, and/or immediately afterwards, without the ability to review and reevaluate, if necessary, the student's use of the spoken language.

The Spanish and French professors in the classroom employ the iPad2 and its applications as a tool to accomplish the following outcomes:

1. Enable each student to individually record oral quizzes and the oral portion of major exams during class time. Students also record dialogues, outside the presence of the evaluating professor, thus lowering the affective filter for students so that they will be more comfortable and at ease in speaking. These recordings are conducted during class time, but they do not require the presence and participation of the instructor. The iPad 2 removes the stress that students experience when answering oral exam questions in the presence of the instructor, because the students simply record the presentation, answers, etc. for the professor to evaluate later.
2. The instructor can view each student's recording, with the advantage of being able to replay the recording for a more objective assessment of each student's oral proficiency.

3. Students are able to view their oral proficiency performance as well. The camera and the audio provide students the opportunity to evaluate their performances in order to improve their conversation skills as well as their overall target language vocabulary, grammar, and pronunciation.
4. Faculty record and evaluate students in a conversational situation. Also, the iPad 2 enables the faculty to move from one group to the next group to record observations in Spanish, to search for target language vocabulary, and show activities from the internet to individuals/small groups.

d. The program's learning resources support student learning and effective teaching.

Collaboration with the Library Staff:

The World Languages and Cultures Center (WLCC) provides access to a rich variety of resources, supports, and technologies for learning world languages and cultures in a multicultural environment. Among the goals of this Center are to increase the knowledge of languages and cultures among students, faculty, staff and community members. In the WLCC students enhance the material learned in class through free tutoring, access to different resources such as Rosetta Stone online language learning, language textbooks, international films, satellite international television channels. The WLCC also provides students the opportunity to work on their online CONNECT homework. It is a facility for students who do not have internet access or a computer at home to complete their online portion of their language course.

Moreover, the OCCC Library provided the following learning resources support for Modern Languages:

Modern Languages Library Review OKC Community College Fall 2013

Program faculty report that the Modern Languages program has seen a significant increase in online classes since the last review and a decline in enrollment. So many materials associated with purchase of a textbook are available to students in the companion online platform that Modern Language students on campus and online, and faculty, usually need little else. In some sense Modern Languages students' Library use has declined.

Currently program students mainly use two types of Library resources: textbooks on reserve and access to videos.

Print & A-V resources

Course textbooks on reserve are available at the Library Circulation Desk and are extremely popular.

The majority of subject material specifically related to Modern Languages can be found in the following call numbers.

PC 2001-3761	French language
4001-4977	Spanish language
PF 3001-5999	German language
PQ 1-3999	French literature
6001-8929	Spanish literature
PT 1-4897	German literature

DC 1-947	France - history & description
DD 1-905	Germany - history & description
DP 1-402	Spain - history & description
F 1201-3799	Latin America - history & description

The circulating collection is small and focused mainly on basic French and Spanish language skills books, plus several sets of DVDs that also can be checked out. Dictionaries are available for check out. The collection of materials on different countries and cultures is adequate, especially that on Latin American countries. The reference collection, materials such as specialized encyclopedias that are used in the building, contains many additional items on countries and cultures.

The Library also partners with the World Languages and Cultures Center. The WLCC houses a wonderful collection of about 190 international feature films with English subtitles, all of which are searchable through the Library's catalog and usable by faculty and students. This WLCC DVD collection is matched by separate streaming video sources also provided by the Library and discussed in the next section.

The Library now subscribes to no periodicals that would provide direct support to the Modern Language program, though students can read all manner of foreign language periodicals online. The opportunity to find and read things online in other languages continues to be a wonderful resource for today's students.

The materials currently on the shelves adequately support the Modern Languages program and are in good condition. There has been little demand for reading materials in other languages, so the Library will focus on adding skill building books for each language, plus items on current culture in the various countries.

Electronic resources

Student use of electronic resources continues to grow. However, unlike other academic programs which often require research and evaluating outside resources, the Modern Languages courses generally do not ask students to use online article databases such as EbscoHost to locate scholarly articles.

The two online databases *Country-Watch* and *CultureGrams Online* continue to be well used by students. Within the Moodle platform, a link is available to students to go directly to the Library's webpage and resources.

In addition to the DVDs the Library provides, faculty are very happy to use the *Films on Demand* streaming video service available on the Library's website. There are over 730 titles available in FoD's 'World Languages video Collection,' including those distributed by PBS and Films for the Humanities. The films include documentaries on culture, language and history, as well as literature and drama in several languages. Many are in Spanish or French with English subtitles.

When feature films are needed for instruction, *Swank Digital Campus* and the OCCC Library provide access to feature films for streaming online, including films in languages other than English. They currently offer over 400 'international films.' A professor can request access to specific films by contacting the Electronic Services Librarian or their Library liaison at any time. Faculty are interested in having more films with **Spanish and French subtitles**, such as "El Mariachi," and would like more films with a **PG-13 rating**. Finally, within the Moodle platform links to selected films can easily be placed, so that students can watch and respond to chosen films as assigned.

The Library also subscribes to *Overdrive* for popular ebooks. Though not currently being used

this way, via this service the Library could purchase, and students read, fiction in Spanish or French. The Electronic Resources librarian and the Library liaison are happy to discuss these options for films and popular reading with program faculty to see how the Library might support the Modern Languages program in newer ways, and ones “really easy to use!”

Instructional Resources

The value of excellent research collections, whether online or in print, depends also on whether or not students and faculty are aware of and have the skills to use them. Experience shows that typical students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success. To help alleviate this librarians teach research skills. Many students receive an introduction to the library in the *Success in College and Life* course. Librarians have created a variety of short videos and tutorials available from the Library web page or YouTube channel (<http://youtube.com/occclibrary>). Librarians also work with faculty to help them find useful course supporting materials.

Overall, the Library has 78 computers for student research, online coursework, etc., and wireless access is available throughout the building. From the Library's web page students both on- and off-campus can use the catalog of books and DVD/videos, watch streaming videos, search for quality information in many online article databases, link to tutorials and make online requests. Librarians are available 65 hours per week at the Library Assistance Desk to provide assistance to students.

Because the Library budget for materials acquisitions continues to be good, librarians are usually able to accommodate faculty requests for purchase. Typically faculty themselves make few requests and collection development occurs through the librarians.

The Library collection for Modern Languages is current, appropriate, useful and sufficiently comprehensive to support the Modern Languages Program.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

The Modern Language Program has joined efforts with the University of Oklahoma to standardize our objectives of the courses offered at both institutions because one of our main goals is to prepare students for a successful transition to a four-year institution. We are currently using the same textbook as OU, and we are adapting OU's course model to our elementary-level and intermediate-level Spanish courses to suit our students' interests and needs. In addition, based on the request of the UCO Education Department, OCCC offers conversational Spanish courses which fulfill the modern language requirement for education majors who transfer to UCO to continue study in Education.

OCCC Modern Language Faculty maintains regular contact with Modern Language faculty from UCO, OU, and other Modern Language Faculty to discuss matters affecting our discipline and student learning specifically. Both OCCC Full-time and Adjunct Faculty in Modern Languages attend the OFLTA conferences and workshops as well as language workshops offered at universities.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Due to the growing Latino community in the greater Oklahoma City area, the Modern Language Program developed and currently offers a course in Spanish for Health Careers to meet the great demand for professionals in the medical fields such as nursing, dentistry, veterinarian services, and pharmacy. In 2007-2008 faculty offered an intermediate-level (SPAN 2113) course designed specifically for Heritage Spanish speakers; however, the demand did not remain at the level necessary to continue offering the course in subsequent years.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

Graduate Data										
Program	Options	Deg Type	FY 09	FY 10	FY 11	FY 12	FY 13	5 Yr Avg	Min	Std Difference
Mod. Lang	Spanish	AA	9	8	10	9	6	8.4	5	3.4
	French	AA	2	0	3	1	0	1.2	5	-3.8
	German	AA	0	0	0	0	0	0	5	-5
	Spanish	Certificate	1	1	1	0	1	0.8	5	-4.2

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

Majors Data										
Program	Options	Degree Type	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	Five Year Avg	Min	Stan Difference
Modern Languages										
	Spanish	AA	87	83	62	71	88	78.2	25	53.2
	French	AA	19	19	14	13	13	15.6	25	-9.4
	German	AA	0	0	0	0	0	0	25	-25
	Spanish	Certificate	16	5	8	9	12	10	25	-15

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Program	Course	Fl 10	Spg 11	Fl 11	Sp 12	Fll 12	Spg 13
ML - Spanish AA/Cert.	SPAN-1003	n/a	n/a	53.8% (13)	n/a	81.3% (16)	n/a
	SPAN-1012	50% (2)	n/a	n/a	n/a	n/a	n/a
	SPAN-1151	n/a	62.5% (8)	n/a	63.6% (11)	n/a	n/a
	SPAN-1163	n/a	n/a	n/a	n/a	n/a	n/a
	SPAN-2001	n/a	n/a	n/a	n/a	n/a	n/a
	SPAN-2051	n/a	50% (4)	n/a	87.5% (8)	n/a	n/a
	SPAN-2063	n/a	n/a	n/a	n/a	n/a	n/a
Modern Languages - French AA	FREN-1001	n/a	100% (1)	n/a	n/a	n/a	n/a
	FREN-1003	n/a	n/a	n/a	n/a	n/a	50% (2)
	FREN-1013	n/a	n/a	100% (1)	n/a	0% (1)	n/a
	FREN-2223	n/a	100% (6)	n/a	100% (5)	n/a	0% (1)
Modern Languages - German AA	GRMN-1225	n/a	100% (8)	n/a	75% (4)	n/a	100% (2)

- b. Report the successful completion rates of all general education courses in the program.

Program	Course	Fl 2010	Spg 2011	Fl 2011	Spg 2012	Fl 2012	Spg 2013
M L - SpanAA/Cert.	SPAN-1013	71.6% (74)	71.7% (60)	57.9% (57)	72.3% (47)	70.4% (54)	70.3% (37)
	SPAN-1115	68.5% (317)	67.1% (280)	68.4% (291)	70.2% (285)	69.3% (293)	67.0% (264)
	SPAN-1123	82.6% (23)	91.7% (12)	64.7% (17)	90.9% (11)	90.5% (21)	n/a

	SPAN-1225	77.1% (109)	86.1% (202)	83.7% (123)	81.9% (149)	68.3% (104)	82.7% (150)
	SPAN-2113	89.5% (38)	95% (20)	84.8% (46)	95.5% (22)	61.4% (44)	89.5% (19)
	SPAN-2223	n/a	72.2% (18)	n/a	80% (10)	n/a	n/a
M L - French AA	FREN-1115	73.3% (45)	n/a	75% (44)	n/a	68.2% (44)	n/a
	FREN-1225	n/a	92.9% (14)	n/a	100% (9)	n/a	87.5% (8)
	FREN-2113	77.8% (9)	n/a	88.9% (9)	n/a	n/a	n/a
	FREN-2223	n/a	100% (6)	n/a	100% (1)	n/a	n/a
M L - Ger AA	GRMN-1115	64.3% (14)	n/a	80% (5)	n/a	50% (6)	n/a
	GRMN-2113	n/a	n/a	n/a	n/a	n/a	n/a
	GRMN-2223	n/a	n/a	n/a	n/a	n/a	n/a

c. Describe program student success initiatives.

Faculty currently integrate cultural activities where the instructor takes the student outside the OCCC classroom setting to an environment where students have to use the target language without the aid of textbooks and dictionaries, in order to experience real-life conversational practice with native speakers of Spanish.

In addition, we encourage our students to participate in the different cultural activities offered by the Oklahoma City community where they can put into practice the concepts learned in class.

IMMERSION: Spanish Immersion Weekend provides students the opportunity to overcome psychological impediments to speaking the target language because they are immersed in a totally Spanish-speaking environment with native Spanish speakers from multiple nationalities for approximately two-days.

STUDY ABROAD: For the past three years, students have had the chance to travel abroad to Costa Rica for a 10-12 day May Intersession cultural immersion study program, where they can experience first-hand the native traditions and improve listening and speaking skills as they develop cultural competence.

SKYPE EFFORTS: In the fall 2012 and spring 2013, one on-campus SPAN 1115 section launched a trial SKYPING effort between OCCC students and the students of the Instituto Tecnológico Superior de El Grullo, Mexico, in a classroom setting. In the fall 2013, another on-campus SPAN 1115 section attempted a similar SKYPE effort, but with students assigned to establish SKYPE account and to initiate contact as an outside of class assignment.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

The off-campus cultural activities have been successful because students not only enjoy trying to use the target language outside of the classroom with native speakers, but they also realize that they can communicate effectively and make practical application of their language skills.

The Spanish Immersion Weekend has been highly successful, and has encouraged students not only to learn about the diverse Hispanic cultures, but also to venture out on their own to travel abroad to experience Latino culture firsthand. This experience has assisted students in overcoming the psychological barrier that usually occurs when student first attempt to speak and think in the target language. Unfortunately, the Spanish Immersion Weekend had to be cancelled due to lack of enrollment numbers in the spring 2013, but we are hoping to have more participation for the spring 2014 Spanish Immersion Weekend.

The International Study Abroad to Costa Rica May Intersession trips have been successful. Students have made significant progress in learning regional vocabulary, valuable historical and

cultural aspects of Costa Rica.

The success of the SKYPING effort has been limited because we are in the early stages of this project. In 2012-2013 we began with a classroom SKYPE project with a one-on-one student session where one student from El Grullo spoke with a single OCCC student by SKYPE. Subsequently, we managed a session where the entire OCCC class of 24 students was able to converse in Spanish with a single student from El Grullo. We would like eventually move to a situation where small groups of our students converse weekly with those of El Grullo. The OCCC Modern Language Program is equipped to use SKYPING in the classroom; unfortunately, El Grullo does not currently have sufficient equipment in their computer laboratory to allow their students to SKYPE simultaneously with OCCC students in a classroom setting.

As an alternative to the above scenario, a SPAN 1013 section in fall 2013 attempted a one-on-one SKYPING project in which students were paired up to begin communicating by SKYPE as a part of homework. The advantage to this approach is that individual students initiate the contact and students agree to a mutually convenient time to communicate via SKYPE. Other than the time used to gather all of the SKYPE addresses of OCCC students in order to forward them to the instructor at El Grullo, there is no other significant class time utilized for this project. Unfortunately, by the end of the semester students from OCCC and those in the Instituto Tecnológico Superior de El Grullo in Mexico were unable to successfully SKYPE communicate with their respective partners.

For the spring semester 2014, SKYPING will be a requirement and considered as an oral quiz grade in order to motivate their active participation in this activity.

5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

Intermediate Spanish II (SPAN 2223) is the only course taught exclusively for the Spanish Major Program at OCCC. Over the last five years, four (4) SPAN 2223 courses were taught in the spring semester. The spring 2013 SPAN 2223 course was cancelled due to insufficient enrollment; however, SPAN 2223 was offered in the summer 2012 for eight (8) students who requested the course in order to finish this major requirement in a more expeditious manner. Had the summer 2223 course not been offered, the spring 2013 SPAN 2223 most likely would have had enough enrollment. Normal enrollment for the SPAN 2223 courses has been 14 students for all previous years.

Intermediate French II (FREN 2223) is the only course taught exclusively for the French Major Program at OCCC. Over the past five years, FREN 2223 has been offered three times. In 2012 and 2013 there was insufficient enrollment and the course was cancelled. The enrollment numbers were:

2009 0, 2010 0, 2011 6.

Number of Program Courses Exclusive to Major Taught and Average Class Size

1000 Level Courses Exclusive for the Major Number of Courses Taught

Program	Options Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Modern Languages	Spanish AA/Cert.	3	3	2	3	2
	French AA	2	1	1	1	1
	German AA	2	1	1	2	1

Average Class Size

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Spanish AA/Cert.	3.3	3.0	5.0	12.0	10.0
French AA	2.5	5.0	1.0	1.0	3.0
German AA	3.5	2.0	8.0	2.0	2.0

Total Enrolled

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Spanish AA/Cert.	10	9	10	36	20
French AA	5	5	1	1	3
German AA	7	2	8	4	2

2000 Level Courses Exclusive for the Major Number of Courses Taught

Program	Options Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Modern Languages	Spanish AA/Cert.	1	3	1	2	0
	French AA	0	0	0	0	0
	German AA	0	0	0	0	0

Average Class Size

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Spanish AA/Cert.	7.0	3.7	6.0	5.5	0.0

French AA		0.0	0.0	0.0	0.0	0.0	
German AA		0.0	0.0	0.0	0.0	0.0	
Total Enrolled							
		FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	
Spanish AA/Cert.		7	11	6	11	0	
French AA		0	0	0	0	0	
German AA		0	0	0	0	0	
All Level Courses Exclusive for the Major Number of Courses Taught							
Program	Options	Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Modern Languages	Spanish	AA/Cert.	4	6	3	5	2
	French	AA	2	1	1	1	1
	German	AA	2	1	1	2	1
Average Class Size							
			FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Spanish AA/Cert.			4.3	3.3	5.3	9.4	10.0
French AA			0.0	5.0	1.0	1.0	3.0
German AA			3.5	2.0	8.0	2.0	2.0
Total Enrolled							
			FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Spanish AA/Cert.			17	20	16	47	20
French AA			5	5	1	1	3
German AA			7	2	8	4	2

b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Student Credit Hours Generated in All Courses within a Program							
1000 Level Courses within Program							
Program	Options	Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Modern Languages	Spanish	AA/Cert.	4,163	5,553	6,221	5,828	5,387
	French	AA	175	315	321	268	279
	German	AA	40	50	110	45	40
2000 Level Courses within Program							
Program	Options	Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Modern Languages	Spanish	AA/Cert.	198	227	244	254	213
	French	AA	54	45	3	48	3
	German	AA	0	0	0	0	18
All Level Courses within Program							
Program	Options	Degree	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013

Modern Languages	Spanish	AA/Cert.	4,361	5,780	6,465	6,082	5,600
	French	AA	229	360	324	316	282
	German	AA	40	50	110	45	58

c. Direct instructional cost for the program for the review period:

Oklahoma City Community College (OCCC) offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$55,000.00. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$65,000.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort was \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, slates and are implementing the use of iPads within the classroom. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. The Center for Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, Moodlerooms. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 500 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

<u>Gen Ed Courses - Number of Credits</u>			
Program	Options	Degree	FY 2013
Modern Languages	Spanish	AA/Cert.	25
	French	AA	16
	German	AA	8
<u>Gen Ed Course Hours Generated</u>			
Program	Options	Degree	FY 2013
Modern Languages	Spanish	AA/Cert.	5,543
	French	AA	273
	German	AA	48

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Dr. Ginnett Rollins (full-time Spanish, Adjunct French)
Dr. Gina Villamizar (full-time Spanish)
Prof. Abra Figueroa (full-time ESL, online Adjunct Spanish)
Adjunct Prof. Keiko Shafer (Japanese)
Adjunct Prof. Ashlie Wilhelm (Chinese, 2008-2010)
Adjunct Prof. Thabet Sweiss (Arabic, 2008-2012)
Adjunct Prof. Nicole Walker (French)
Adjunct Prof. Patricia Bagajewicz (Spanish)
Adjunct Prof. Jonya Brennan (Spanish)
Adjunct Prof. Pedro Córdova (Spanish)
Adjunct Prof. Irma Munsie (Spanish)
Adjunct Prof. Patricia Tello (Spanish)
Adjunct Prof. Hilde Votaw (Spanish)
Adjunct Prof. Judi Wilkinson (Spanish)
Adjunct Prof. John Winters (Spanish)
Prof. Patricia Brooks Jiménez (full-time Spanish, adjunct ESL, retired spring 2009)
Prof. Dianne Broyles (full-time Spanish, adjunct French, retired spring 2012)
Prof. Sandra Herron (full-time Spanish, academic year 2012-2013)
Prof. Jorge Romero López (full-time Spanish, academic years 2009-2012)

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

Professors at OU assisted one former OCCC student, a French and Spanish major, to obtain employment with a state government agency serving as an interpreter in Vietnamese, her native tongue.
50% of the graduates with an AA in Spanish for 2012 reported full-time employment, 16.7% reported part-time employment, and 33.3% reported unemployment but seeking.

g. If available, information about the success of students from this program who have transferred to another institution.

OU: Two students successfully transferred to the Spanish Program at OU. Both have performed as well as peers or better at OU. One spent the spring 2013 semester in an OU study abroad program in Valencia, Spanish. However, upon her return to OU, the student changed her major to International Studies because she didn't enjoy studying literature (which is a major component of

a Spanish major). The other student has adjusted well to studies at OU, where she studies both French and Spanish.

UCO: Three (3) students successfully transferred to UCO in 2012 and 2013, two Spanish majors and one French major. One Spanish major has since dropped the Spanish major in favor of the Music major, her other major at OCCC. The other two students attended the September 23, 2013 Oklahoma Foreign Language Teachers Association (OFLTA) meeting, a clear sign of their successful transition to UCO, and a testament to UCO's excellent efforts to mentor future modern language teachers. Although the French major studied Business at OCCC, as a result of her experience as a Supplementary Instructor, she changed her major to French at UCO.

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Students in the Nursing major have requested a course in Spanish for Health Careers. We are working with the Nursing Division to grant points towards students' certification for those who successfully complete the Spanish for Health Careers course.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

There is a substantial demand for Spanish language oral proficiency, especially in the health care fields, due to the ever growing Latino immigrant population in the local communities. The demand is for medical professionals who can speak and interpret spoken Spanish for health professionals. This is why the oral proficiency component is so critical to a student's learning of a target language.

In addition, there is currently a severe secondary school modern language teacher shortage, in part because Oklahoma colleges and universities are not producing enough modern language majors in the teacher certification program.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

International students occasionally request translations of transcripts, bank statements, and other legal documents from French to English. In addition, faculty also provide Spanish-English/English-Spanish translations of legal documents and documents for a variety of state organizations from time to time.

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

The full-time Spanish faculty have assisted in the translation of documents targeted at the Hispanic community on occasion. Currently, the Health Department has requested an instructor to provide training for Patient Care Assistants who translate for doctors. The trainer must be bilingual and know medical terminology. The instructor will develop curriculum for a six-hour training course for approximately 35 Patient Care Assistants. The instructor will also train the Trainer for staff at the Health Department who will train new hires. Ethics training will be included.

- e. The process of program review should address meeting demands through alternative forms of delivery.

The Modern Language Program offers approximately two-thirds (66%) of its first-year Spanish courses online. These ONLINE SPAN 1115 and SPAN 1225 courses meet the demands of providing all components of modern language learning except for the conversation (oral proficiency/speaking) component. Currently, we do not have the technology necessary to simulate the conversation practice that students receive in on campus Spanish courses. Faculty need a setup similar to the long distance learning courses in which the professor and students can meet online at the same time, and in which students and the instructor can maintain real-time conversation and other oral pair and small group activities such as those performed regularly in the on-campus modern language classroom.

In fall 2013 faculty piloted a web-enhanced SPAN 1115 course, a hybrid course in which students attend class on campus once a week for 1 hour 20 minutes. This course is for those students who want and need the conversation practice, but are capable of developing the remaining skills (writing, reading, listening) through the online CONNECT language learning platform, and through independent study of the textbook materials. The objective of the web-enhanced course is to provide the conversation practice that students need for the development of oral proficiency in the target language. However, by mid-semester, results from the first two exams, and in-class performance by several students revealed the need for grammar explanations as a major part of time spent in class. Several students had not grasped the basic concept of conjugations, which is necessary in order to develop speaking skills. Consequently, the instructor incorporated basic grammar explanations as part of the class time spent in the web-enhanced 1115 course.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

Supplemental Instructors (SI): On campus Modern Language instructors have provided students valuable exposure to native speakers of Spanish, French and Japanese through the participation of Supplemental Instructors in their classes. SI's also benefit substantially from the experience gained as an assistant in the classroom.

French/Spanish Pronunciation Assistants: Similar to the Supplemental Instructor, the Pronunciation Assistants work with students to improve students' mastery of the target language sound system. Currently, the Pronunciation Assistants work in the French classroom, because, unlike Spanish, where students practice speaking Spanish in the community, it is very difficult to find opportunities to speak French with a person of native or near-native proficiency in the local community. Fortunately, OCCC students practice speaking French with OCCC students from Gabon, Niger, Cameroon, and Benin, Francophone countries of Africa. This also allows for small-group work with a native speaker working with 4-6 students at a time.

iPad: Full-time Spanish faculty use iPad2's in the classroom to record skits, and to project applications used in activities with the entire class. The iPad2 helps to lower the affective filter in the oral proficiency/listening assessment process, providing the students the opportunity to demonstrate their speaking skills without the stress of being observed or 'interrogated' by the instructor, because students videotape their presentations outside of the presence of their professor. The iPad also allows the instructor to view the student's presentation more objectively since it is videotaped, permitting the instructor to replay the presentation.

SKYPE: CLT provided the Modern Language Program webcams and headsets with microphones in order to facilitate our effort to launch a SKYPING project between OCCC Spanish students and our sister school, El Instituto Tecnológico Superior de El Grullo.

Computer Applications: Instructors currently develop students' target language learning skills, specifically, speaking, listening and reading, and enhance cultural awareness through in class use of computer applications such as Trivial Pursuit online in French, and Who Wants to Be a Millionaire in Spanish.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. Describe the strengths of the program identified through this review.

- On-campus modern language courses have focused on oral proficiency, inviting native speakers from a variety of Spanish-speaking nations to our classes, making good use of technology such as iPads, applications, and SKYPE to help develop students' conversation skills. The incorporation of technology in on-campus and online modern language courses has opened new frontiers for our students, enabling them to access target language websites, and providing faculty with resources such as language applications with real-life language practice.
- In fall 2013 the Modern Language Program in Spanish adopted a new textbook, Puntos de partida, with the best online workbook and laboratory manuals currently on the market for higher education. Both on-campus and online classes began using this new McGraw-Hill CONNECT platform, which includes Learn Smart, a program that allows students to progress at their on level of competence and detects when students have mastered the material, challenging them with new structures and vocabulary. Students report that they enjoy this portion of CONNECT in particular. The French courses expects to begin using the CONNECT platform with the Vis--vis textbook beginning in fall 2014.
- Along with the new platform, students develop their writing skills in conjunction with their listening comprehension abilities through the viewing of Latin American or Spanish films with a corresponding writing assignment ("hoja de reacción"), which requires students to describe the main characters, learn new vocabulary from the video and provide a brief written summary of the film in Spanish. At the moment, the online SPAN 1115 course has films with English subtitles. On campus SPAN 1115 courses already use videos with Spanish subtitles, El Mariachi and El laberinto del fauno, to name a few. The French courses also utilize French-language films with French subtitles to improve the students' listening comprehension.
- The iPad2 allows professors to show Apple target language applications as part of the on-campus in-class activities. Moreover, the iPad2 effectively lowers the affective filter in assessment of student oral proficiency performance by permitting students to videotape their conversations in the target language for viewing and assessment by the instructor later.
- The incorporation of native speaker Supplemental Instructors (SI's) and/or French/Spanish Pronunciation Assistants (PA's) has provided OCCC students a unique experience of conversation in small groups or even one-on-one in the target language with a native speaker. The ratio of student to native/near-native proficiency speaker is reduced proportionately depending on the number of SI's and/or PA's working in small groups. Assessment of oral proficiency is strengthened as well through the use of SI's/PA's in the speaking activities being videotaped for evaluation by the instructor later.

B. Describe the concerns regarding the program that have been identified through this review.

1) The oral proficiency component continues to be an area for improvement in online classes, as

is the concern that language learning is not assessed in a controlled environment as it is on campus.

2) Although the WLCC and OCCC Library continue to provide excellent language resources and support for our students, the use of the on-campus resources has diminished proportionately with the increase in online courses to 66% of elementary-level Spanish courses.

3) Currently, online videos are subtitled in English, and discussions in the online course are conducted in English. Students need to view films with Spanish subtitles and they need to start from the beginning to produce elementary-level brief essays in their discussions with one another in the target language in order to develop writing and reading skills in the target language.

4) Because faculty have very little, if any, face-to-face contact with online students, we have virtually no chance to inspire online students to continue Spanish language study. This lack of personal contact with students stymies faculty efforts to encourage online students to consider Spanish as a major.

C. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1) One viable way to add the speaking (oral proficiency) component to online classes is to transition to more hybrid courses, where students meet for conversation practice in the target language at least once a week. We will also continue our research how other institutions are using and assessing oral training in online classes and incorporate best practices.

2) The OCCC Library recognizes the need for Spanish and French subtitles on the films that they provide as links for our students to watch, and they are working to provide the films with the target language subtitles.

3) We recommend that the discussions in the SPAN 1115 online courses be modified to require students to write and reply to discussions in Spanish starting in the summer 2014. This will challenge students to practice reading skills and writing skills in the target language.

4) At this time, faculty are unable to identify a planned action to inspire students with whom we have virtually no personal contact.

D. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

The greatest strength of the Modern Language program is the faculty and they are missing a member currently. It is imperative that space be filled immediately and the work of creating a cohesive and dedicated faculty continues. This is also very important because so many classes in this area are five (5) credit hour classes and that means adjuncts can only teach four during the course of a year--compared to the seven taught by adjuncts in other areas.

Much work has been accomplished in modernizing the oral competencies and the online capabilities of the program but much more is needed. This will take the form of both faculty who embrace technology and the purchase and use of new forms of communication tools. We are also currently looking at new forms of testing for placement in Modern Language classes as well as a method to do better program assessment but that will take an investment in new testing instruments.

The World Language and Cultural Center does an outstanding job of assisting students learning languages through technology, special programming, assistance and tutoring. We could do so much more if the lab were open and staffed more hours. The lab has become a home for many international students and that is a great happening for them and the other students who come to that space to learn and participate in a diverse community.

The faculty is doing an outstanding job of providing study abroad and immersion experiences for students but we will continue to develop new programs of study and opportunities for our credit seeking students as well as the community.

