

# Oklahoma City Community College

Program Review Self-Study Year: FY 2019	
Division of: Arts, English, and Humanities	
Enter Name and Number of Program:	Associate in Arts in Modern Languages (027) Certificate of Mastery in Spanish (138)
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## 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.

This review is the product of collaboration in the Modern Languages Department. Faculty members met over a period of months to share data drawn from a variety of sources, discuss past and future initiatives, and articulate findings in writing for the final report. The most recent Modern Languages Program Review was completed in 2014. In the 2014 report, four recommendations were made. We have listed those recommendations below along with updates regarding how we have addressed them.

### **Recommendation 1 (from the 2014 Modern Languages Program Review)**

*“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.”*

As it turns out, we have not expanded hybrid course offerings. Instead, we have increased and expanded our online offerings, which are very popular with students. Because we prioritize developing students’ speaking skills, we have worked hard to implement state-of-the art methods and technologies for listening and speaking practice. Our new course materials develop students’ skills through multimedia.

### **Recommendation 2 (from the 2014 Modern Languages Program Review)**

*“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.”*

As it turns out, the subtitling of films provided by the library’s streaming service is no longer an issue. We have redesigned our courses entirely, and we no longer use the library service to the extent that we once did. Instead, our new course materials embed a variety of films and offer options for captioning so that instructors can select the best settings for their classes.

### **Recommendation 3 (from the 2014 Modern Languages Program Review)**

*"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."*

As it turns out, the way in which we conduct online discussions is no longer an issue because we have redesigned our courses and have dropped the discussion requirement. Our new course materials develop students' writing skills through alternative means and media.

### **Recommendation 4 (from the 2014 Modern Languages Program Review)**

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

Since our last review, there has been turnover in the Modern Languages faculty. One full-time professor has left, another full-time professor has joined our department, and a third full-time professor has transferred to the department. The consensus of the current faculty is that we most certainly can inspire and guide our students, not only in our on-campus courses, but also in our online courses. Adopting new and better course materials is one of the ways we have improved the learning experience for our students.

## **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.

The Modern Languages Program plays a vital role in the College's mission, which is to develop students' skills and knowledge so that they can achieve their educational and career goals. Our students acquire second language skills, which gives them confidence and an edge in today's competitive job market. Our students also acquire cultural understanding, which develops their global perspective and gives them tools to become effective, productive citizens in our interconnected world.

Our greatest strengths are an enthusiastic and committed faculty, state-of-the-art hardware and technologies--both online and in the classroom--and strong program growth, with a 41.5% enrollment increase from fall 2017 to fall 2018. Other strengths include flexible scheduling, multiple entry points, and improved completion rates in individual courses. Our greatest challenges include the difficulties our students encounter in completing their degrees and certificates. These difficulties arise when required courses are seldom offered and/or cannot be run due to low enrollment. We have already taken steps to address this problem and we are working on proposals to resolve the problem altogether.

## **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:

OCCC is guided, institution-wide, by our Mission Statement. The Modern Languages Program prioritizes this mission and helps the College to fulfill it as follows.

1. **Access: Our community has broad and equitable access to both highly valued certificate and degree programs and non-credit educational opportunities and events.** We continue to broaden access by increasing online and eight-week enrollment options. It is now possible to complete an associate degree in Modern Languages online.
2. **College Readiness: Our students develop skills and knowledge required to succeed in college.** Our students acquire an understanding of the ideas, values, and beliefs that have shaped global communities. This understanding is essential for success in college and is one of OCCC's general education program competencies.
3. **Student Success: Our students successfully complete their academic courses, persist in college, and earn certificates or degrees at OCCC or another institution.** Data shows that a high percentage of our students complete their courses, persist in college, and go on to earn degrees and certificates.
4. **Graduate Success: Our graduates go on to earn higher-level degrees or are successful in technical or professional careers.** Our graduates earn higher-level degrees and go on to pursue careers as educators, health care providers, managers, and other professionals. Knowledge of a foreign language is an asset in any field.
5. **Community Development: Our community's quality of life is enriched through our educational, artistic and recreational programs and events.** We provide members of the community with opportunities to acquire a global perspective, to travel and study abroad, and to gain the sort of international and intercultural understanding that only proficiency in a second language can provide.

## 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 equip students with the understanding that languages are an essential component of human culture.
- 2) To broaden students' understanding of the concept of culture to include all aspects of the life of a people, including their arts, literature, and history as well as their linguistic, societal, and political processes.
- 3) To empower students by creating courses of study through which they can attain proficiency in speaking, listening, reading, and writing in a second language.
1. 4) To provide students with degree programs, which insure that graduates will be well prepared, whatever their career decisions 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.

#### **OUTCOME #1—SPEAKING**

Students who successfully complete the Modern Languages program will demonstrate speaking skills in the target language at the Intermediate Mid-level based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012** (available in PDF form at: <https://www.actfl.org/>). Specifically, the student 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); respond to direct questions or requests for information; ask questions to satisfy basic needs, including directions, prices and services; create with language and speak in sentences and groups of sentences; and be understood by sympathetic native speakers who are accustomed to dealing with non-natives.”*

#### **OUTCOME #2—LISTENING**

Students who successfully complete the Modern Languages program will demonstrate listening skills in the target language at the Intermediate Mid-level based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**. Specifically, the student will be able to: *“sustain understanding of connected discourse on a variety of topics pertaining to different times and places; and 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 information.”*

#### **OUTCOME #3—READING**

Students who successfully complete the Modern Languages program will demonstrate reading skills in the target language at the Intermediate Mid-level based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**. Specifically, the student 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 who successfully complete the Modern Languages program will demonstrate writing skills in the target language at the Intermediate Mid-level based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**. Specifically, the student 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; write simple and descriptions and narrations of paragraph length on everyday events and situations in different time frames, but with some inaccuracies and inconsistencies; use vocabulary, grammar, and writing style which corresponds to the spoken language; and be comprehensible to natives accustomed to the writing of non-natives.”*

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

### **Outcome 1: Speaking**

Students who complete the Modern Languages Program are periodically assessed in speaking based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012** (available in PDF form at: <https://www.actfl.org/>)

Students enrolled in SPAN 2223 or FREN 2223 are asked to participate in an individual oral interview with a program faculty member. This interview takes place during the last two weeks of the term. A rubric is used which assists the interviewer in documenting the interviewee's ability to perform the following speaking functions:

- The student 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).
- The student will be able to respond to direct questions or requests for information.
- The student will be able to ask questions to satisfy basic needs, including directions, prices and services.
- The student will be able to create with language and speak in sentences and groups of sentences.
- The student will be able to be understood by sympathetic native speakers who are accustomed to dealing with non-natives.

The rubric indicates the student's performance level according to the ACTFL scale as follows: Novice Low, Mid, High; Intermediate Low, Mid, High; or Advanced Low, Mid, High.

**SPEAKING GOAL:** 75% of the students assessed will perform at the Intermediate-Mid level.

### **Outcome 2: Listening**

Students who complete the Modern Languages Program are periodically assessed in listening comprehension based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**.

Students enrolled in SPAN 2223 or FREN 2223 are asked to complete a Listening Comprehension Test during the last two weeks of the term. The test is comprised of challenging audio and video listening materials. After listening, students must answer questions designed to show their varying levels of listening comprehension and their ability to perform the following listening functions:

- The student will be able to sustain understanding of connected discourse on a variety of topics pertaining to different times and places.
- The student will be able to 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.

To demonstrate an Intermediate-Mid level of skill, a student must score 70% or higher on the listening comprehension test.

**LISTENING GOAL:** 80% of the students assessed will perform at the Intermediate-Mid level.

### **Outcome 3: Reading**

Students who complete the Modern Languages Program are periodically assessed in reading comprehension based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**.

Students enrolled in SPAN 2223 or FREN 2223 are asked to complete a Reading Comprehension Test during the last two weeks of the term. The test is comprised of a variety of challenging reading materials. After reading, students must answer questions designed to show their varying levels of reading comprehension and their ability to perform the following reading function:

- The student 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.

To demonstrate an Intermediate-Mid level of skill, a student must score 70% or higher on the reading comprehension test.

**READING GOAL:** 80% of the students assessed will perform at the Intermediate-Mid level.

### **Outcome 4: Writing**

Students who complete the Modern Languages Program are periodically assessed in writing based on the standards established by the American Council on the Teaching of Foreign Languages as outlined in the **ACTFL Proficiency Guidelines 2012**.

Students enrolled in SPAN 2223 or FREN 2223 are asked to complete a Writing Test, in the form of an essay writing assignment, during the last two weeks of the term. A rubric is used which assists the evaluator in documenting the student's ability to perform the following writing functions:

- The student 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.
- The student will be able to write simple descriptions and narrations of paragraph length on everyday events and situations, in different time frames, but with some inaccuracies and inconsistencies.
- The student will be able to use vocabulary, grammar, and writing style, which corresponds to the spoken language.

The rubric indicates the student's performance level according to the ACTFL scale as follows: Novice Low, Mid, High; Intermediate Low, Mid, High; or Advanced Low, Mid, High.

**WRITING GOAL:** 75% of the students assessed will perform at the Intermediate-Mid level.

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

### **2014--Outcome #1—SPEAKING**

We assessed Speaking in 2014. We conducted Oral Proficiency Interviews with students in Intermediate Spanish II (SPAN 2223) to determine how well each student was able to speak Spanish. Using the criteria described in the previous section, we determined that 70% of students assessed had achieved an Intermediate-Mid level of skill or higher. This result fell slightly below our program goal for Speaking,

which is 75%. Concerns about this result prompted discussions of how we might improve students speaking outcomes. We created, and eventually implemented, a plan to increase the availability of one-on-one tutoring opportunities for our students.

#### **2015--Outcome #1—SPEAKING**

We assessed Speaking in 2015. We conducted Oral Proficiency Interviews with students in Intermediate Spanish II (SPAN 2223) and in Intermediate French II (FREN 2223) to determine how well each student was able to speak in the target language. Using the criteria described in the previous section, we determined that 86% of students assessed had achieved an Intermediate-Mid level of skill or higher. This exceeded our program goal for Speaking, which is 75%, and was a significant improvement over the previous year. We were pleased to see improvement.

#### **2015--Outcome #2—LISTENING**

We also assessed Listening in 2015. We administered an end-of the semester Listening Comprehension Test in Intermediate Spanish II (SPAN 2223). We asked students to listen to several different types of recorded discourse including advertising materials and recorded dialogues then respond to comprehension questions about the materials. Using the criteria described in the previous section, we determined that 83% of students assessed had achieved an Intermediate-Mid level of skill or higher. This exceeded our program goal for Listening, which is 80%.

#### **2016--Outcome #1—SPEAKING**

We assessed Speaking in 2016. We conducted Oral Proficiency Interviews in Intermediate Spanish II (SPAN 2223) to determine how well each student was able to speak Spanish. Using the criteria described in the previous section, we determined that 100% of the students assessed had achieved an Intermediate-Mid level of skill or higher. This wonderful result far exceeded our program goal for Speaking, which is 75%.

#### **2016--Outcome #4—WRITING**

We also assessed Writing in 2016. We administered an end-of-semester Writing Test in the form of an essay writing assignment in Intermediate Spanish II (SPAN 2223) in which students had to take a position on a controversial topic. Using the criteria described in the previous section, we determined that 70% of the students assessed had achieved an Intermediate-Mid level of skill or higher. This result fell slightly below our program goal for Writing, which is 75%. We decided to increase the amount of writing practice required in our classes at all levels.

#### **2017--Outcome #1—SPEAKING**

We assessed Speaking in 2017. We conducted Oral Proficiency Interviews in Intermediate Spanish II (SPAN 2223) to determine how well each student was able to speak Spanish. Using the criteria described in the previous section, we determined that 86% of the students assessed had achieved an Intermediate-Mid level of skill or higher. This far exceeded our program goal for speaking, which is 75%.

#### **2018--Outcome #3—READING**

We assessed Reading in 2018. We administered an end-of the semester Reading Comprehension Test in Intermediate Spanish I (SPAN 2113). (Normally, we test our students in the fourth semester of their studies, but in 2017-2018, we were not able to offer Intermediate Spanish II (SPAN 2223) due to low enrollment.) Using the criteria described in the previous section, we determined that 78% of the students assessed had achieved an Intermediate-Mid level of skill or higher. This result fell slightly below our program goal for reading, which is 80%. But when we took into consideration the fact that these students were only in their third semester of study, not their fourth, we were quite pleased to see such a high percentage already reading at the Intermediate-Mid level in just their third language course.

## **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.

- Human Heritage, Culture, and Institutions
- Public Speaking
- Writing
- Mathematical Methods
- Critical Thinking

### **Strategy:**

The General Education Committee will create five 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 pre-existing 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 60% 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 five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; 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.

Our students of Modern Languages learn about human heritage and culture through cultural readings in our textbooks and cultural videos in our online platforms. In addition, our students research and present
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on cultural topics. Students learn about social institutions by comparing U.S. institutions with those in the nations where the languages that we study are spoken. Through these cultural comparisons, we emphasize critical thinking skills so that our students are able to share ideas, make connections, and express opinions in their target languages, at the appropriate level. Virtually everything we do in our classrooms relates to cultural understanding, listening and speaking, as well as critical thinking, tasks which we consider to be interconnected.

The Modern Languages Department participates regularly in the assessment of OCCC students following OCCC's General Education guidelines. We participate by submitting sets of General Education artifacts each semester for institutional review. For example, we submitted sets of artifacts in fall 2017 and spring 2018. Of the 35 artifacts submitted, 94% were assessed as "Competent." We have submitted artifacts this spring (2019) which have not yet been assessed, and we fully intend to continue submitting artifacts and to increase the number of artifacts that we submit in the future. We are confident that our students' work will show that they not only achieve but in fact exceed OCCC's General Education goals.

In addition to submitting artifacts, the Modern Languages Department supports OCCC's General Education assessment efforts in another important way. When artifacts are submitted in languages other than English—as ours typically are—we help the General Education Committee identify capable bilingual colleagues who can assist in fair assessments of student work using agreed-upon rubrics.

- 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 during the 14th and 15th week for the second 8-week/16-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.

The Modern Languages program is committed to educational excellence. Our objective is to provide students with innovative learning opportunities in both our on-campus and online courses. In fall 2017, we completely redesigned our intermediate level courses. During that process, we revised the goals for the Spanish program at all levels and wrote new course objectives for Elementary Spanish I (SPAN 1115) and Elementary Spanish II (SPAN1225). We adjusted grading criteria and revised syllabi to ensure alignment of all sections whether they be on-campus or online.

Since our last Program Review, we have entirely changed our course materials for the better. Until Spring 2017, our online learning platform was CONNECT, a product of McGraw-Hill, and our textbooks—*Puntos de Partido*, for example, for Spanish--were McGraw Hill publications. CONNECT had some excellent features; however, it utterly lacked components for developing students' speaking skills. To compensate, we used a free online tool, CLEAR, provided and supported by Michigan State University. CLEAR was a platform which allowed instructors and students to exchange audio and video recordings. At the time, CLEAR was an innovative communication tool for online classes. Unfortunately, the

software was somewhat unreliable and required constant updates. Also, students did not enjoy having to toggle between different platforms to complete coursework. We began looking for something better.

In Fall 2017, we adopted a new online learning platform, VHL, a product of Vista Higher Learning Corporation, and our textbooks—*Portales*, for example, for Spanish—are Vista Higher Learning publications. The new materials are state-of-the-art, and students report that they are delightfully engaging and robust. They are easily accessible on most devices including smart phones, tablets, and laptops. Moreover, they are truly interactive, allowing students to develop speaking skills and to actively use their target languages. Students, for example, can record themselves conversing with an avatar, and instructors can review and assess these recordings.

Since our course redesigns and the adoption of the VHL platform, we have increased enrollment and retention in our Spanish courses. In Fall 2018, for the first time, we offered Intermediate Spanish I (SPAN 2113) and Intermediate Spanish II (SPAN 2223) online. The response from students has been strong, and enrollment is up 300% from what we typically see when these courses are offered on campus only. Clearly, students appreciate the flexibility of online learning, and we are diligently working to offer rigorous, effective, and high-quality online courses.

We continue to explore and use other technologies in our on-campus and online classes. In our online classes, we used Skype creatively for several years to connect with our students, assess their oral skills, and provide real-time feedback. For some online students, however, real-time activities were hard to schedule, so we made the decision to remove Skyping requirements from online courses. In our on-campus classes, students record themselves using our class set of iPads. They record oral presentations and dialogues with classmates. They also create interactive Spanish games and visit target language websites to do research and to complete group projects.

We recognize that many health care professionals need Spanish skills, and we have long offered coursework to address this specific need. We recently modified our offerings, elevating a key course from 1000 to 2000 level and adding a prerequisite. Our new course, Spanish for Health Professions (SPAN 2123), is included in the Oklahoma Higher Education matrix and qualifies as a General Education course. Students learn how to function in a variety of situations where Spanish medical terms and health-related expressions are used. They also practice health care scenarios and read cultural information about working with Spanish-speaking patients.

We encourage study abroad and make such opportunities available to our students. In summer, 2015, we offered a study abroad trip to France. The group visited Paris and Normandy and immersed themselves in French language and culture. In May, 2016, we offered a study abroad trip to Costa Rica. Students spent half of their time touring and the other half living with a host family and taking Spanish conversation classes. Students who have participated in our study abroad programs report that they return with a deeper appreciation of other cultures and more motivation for their language studies.

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

#### **The World Languages and Cultures Center (WLCC)**

Modern Languages students have access to the services and supports available in the World Languages and Cultures Center (WLCC). The WLCC is a state-of-the-art learning center and dedicated study space for students of languages, cultures, and all things international. The lab is staffed by a language learning professional and houses a large collection of traditional reference materials such as bilingual dictionaries, language textbooks, and reading material in multiple languages. In addition, the lab is equipped with state-of-the-art technologies such as Rosetta Stone licensing for the study of 24 languages. The lab features satellite television service in four languages as well as a large international film collection. Students may use the WLCC's computers and printers to prepare their homework for their language classes.

#### **The Oklahoma City Community College Library**

The Modern Languages Program has the full support and assistance of the OCCC Library. Through the services described below, the library aids instructors and their students in a variety of ways.

### **Instruction and Reference**

Reference librarians provide instruction and reference assistance to OCCC students. Librarian staffing is currently at 3.5 FTE. An additional position is vacant and one is anticipated to be filled this fall. Librarian staffing when all positions are filled is 4.5 FTE. Many students receive hands on instruction for using library resources and selecting and evaluating sources as part of the required Success in College and Life course. Additional instruction is also provided to a variety of other classes, with a focus on the appropriate resources for that discipline or a specified assignment.

Librarians are available at the Library Assistance Desk 40 hours per week. Students may also request additional research help outside those hours. Video tutorials and LibGuides on the Library's website supplement instruction by providing guidance for students who are off campus.

### **Online and Print Resources**

Librarians select and purchase modern language and Spanish language materials, as well as maintain a broad collection of resources to support the overall OCCC curriculum. The collection includes dictionaries for many different languages including Spanish, language learning materials, literature and films in Spanish, as well as cultural material. Librarians use professional resources such as *Choice*, *Publishers Weekly* and *Booklist* to select materials based on dependable reviews. The collection is weeded periodically to maintain currency.

Course textbooks, including Spanish textbooks, are available at the Library Circulation Desk for in-library use. Textbooks are available for all General Education courses, as well as most other courses taught at OCCC.

Some print periodicals have been retained, though electronic periodicals make up the bulk of the periodical collection. Students can utilize *EBSCOhost* to find credible, peer-reviewed articles. The multidisciplinary databases *MasterFILE Premier* and *Academic Search Premier* provide access to articles related to modern languages and culture. Students can also utilize many other database options within *EBSCOhost* to find resources supporting their degree specific coursework and general education courses.

Streaming academic and scholarly videos are available through *Films on Demand*, and documentary and feature films are offered through *Swank Digital Campus*. Both resources are utilized on and off campus by both faculty and students. *AtoZ the World* and *CultureGrams* provide cultural information for many different countries, as well as overviews of language and video dictionaries for common terms. Another tool is *ImageQuest*, a database of millions of copyright-cleared images for student and faculty projects and presentations.

The Library also strives to support the professional development of faculty. The book collection is updated with materials on teaching, learning, classroom technology and curriculum development. Additionally, the *Education Source* and *Professional Development Collection* databases, available via *EBSCOhost*, provides faculty access to periodical literature on teaching.

In summary, the Library supports this program comprehensively and appropriately.

- 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.

OCCC has a transfer agreement, finalized in 2018, with the University of Central Oklahoma. The agreement establishes a curriculum pattern which allows our graduates with the A.A. in Spanish or French to transfer seamlessly to B.A. programs in those languages at UCO.

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

The Modern Languages program continuously evaluates our offerings and methodologies with the goal of meeting students' needs. We survey our students to learn specifics about who they are and how best we can serve them. We also consider student input from the Student Input on Instruction (SII) program.

Over the past five years, we have noted a need for greater flexibility in our course offerings and have therefore added more eight-week sections and more mid-spring, mid-fall, and summer entry points for both on-campus and online courses. Even more significantly, we have expanded the range of courses available online such that, for the first time, we began offering our Intermediate Spanish courses (SPAN 2113 and SPAN 2223) online in the fall (2018) and began offering our Elementary French courses (FREN 1115 and FREN 1225) online in the spring (2019).

We also recognize the community's need for "special purposes" Spanish courses. In the fall (2018), we offered Spanish for Health Professions (SPAN 2123), which prepares health care providers to work effectively with OKC's large Hispanic population. We are exploring possibilities for offering Spanish for Social Services and/or Spanish for Educators.

To help us determine the community's areas of greatest need for language study and learning, we are in the process of creating an Advisory Council for Modern Languages. We hope to have a Council in place and ready to guide us by fall, 2019.

### 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.

The Modern Languages Program meets the minimum standard for degree program productivity. For review and planning purposes, the data below isolates numbers for the various French and Spanish options offered under the one parent program.

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

Program	Degree Type	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	OCCC Five Year Average	Minimum Standard	Difference
Modern Languages - French Associate in Arts	AA.LANG/FR	0	0	2	0	2	0.8	5	-4.2
Modern Languages - Spanish Associate in Arts	AA.LANG/SP	10	7	7	7	3	6.8	5	1.8

Modern Languages - Spanish Conversational Track Certificate	C.LANG/SP-CT	0	0	0	0	0	0	5	-5
Modern Languages - Spanish Traditional Track Certificate	C.LANG/SP-TT	1	1	1	3	0	1.2	5	-3.8

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

Program	Degree Type	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	OCCC Five Year Average	Minimum Standard	Difference
Modern Languages - French Associate in Arts	AA.LANG/FR	5	7	6	1	0	3.8	25	-21.2
Modern Languages - Spanish Associate in Arts	AA.LANG/SP	8	15	6	4	4	7.4	25	-17.6
Modern Languages - Spanish Conversational Track Certificate	C.LANG/SP-CT	0	5	1	6	2	2.8	17	-14.2
Modern Languages - Spanish Traditional Track Certificate	C.LANG/SP-TT	1	1	1	3	1	1.4	17	-15.6

#### 4. Successful Course Completion

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

Program	Course	Percentage s					Enrollments						
		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Program	Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Modern Languages - French Associate in Arts	FREN-1001	NA	NA	100.0%	NA	NA	Modern Languages - French Associate in Arts	FREN-1001	NA	NA	12	NA	NA
	FREN-1003	100.0%	NA	NA	NA	NA		FREN-1003	2	NA	NA	NA	NA
Modern Languages - Spanish Associate in Arts	SPAN-1003	70.0%	55.6%	75.0%	76.9%	NA	Modern Languages - Spanish Associate in Arts	SPAN-1003	7	5	6	10	NA
	SPAN-1151	100.0%	100.0%	76.9%	100.0%	NA		SPAN-1151	3	3	10	6	NA

	SPA N-1160	NA	NA	NA	NA	NA		SPA N-1160	NA	NA	NA	NA	NA
	SPA N-1163	100.0 %	100.0 %	NA	NA	NA		SPA N-1163	12	2	NA	NA	NA
	SPA N-2051	100.0 %	100.0 %	100.0 %	100.0 %	NA		SPA N-2051	4	6	4	4	NA
	SPA N-2063	NA	100.0 %	NA	NA	NA		SPA N-2063	NA	7	NA	NA	NA
Modern Languages - Spanish Conversational Track Certificate	SPA N-1010	NA	NA	NA	NA	NA	Modern Languages - Spanish Conversational Track Certificate	SPA N-1010	NA	NA	NA	NA	NA
	SPA N-1120	NA	NA	NA	NA	NA		SPA N-1120	NA	NA	NA	NA	NA
	SPA N-1150	NA	NA	NA	NA	NA		SPA N-1150	NA	NA	NA	NA	NA
	SPA N-2010	NA	NA	NA	NA	NA		SPA N-2010	NA	NA	NA	NA	NA
	SPA N-2060	NA	NA	NA	NA	NA		SPA N-2060	NA	NA	NA	NA	NA
Modern Languages - Spanish Traditional Track Certificate	SPA N-1120	NA	NA	NA	NA	NA	Modern Languages - Spanish Traditional Track Certificate	SPA N-1120	NA	NA	NA	NA	NA
	SPA N-1150	NA	NA	NA	NA	NA		SPA N-1150	NA	NA	NA	NA	NA
	SPA N-2010	NA	NA	NA	NA	NA		SPA N-2010	NA	NA	NA	NA	NA
	SPA N-2050	NA	NA	NA	NA	NA		SPA N-2050	NA	NA	NA	NA	NA

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

Percentages							Enrollments						
Program	Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Program	Course	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Modern Languages - French Associate in Arts	FREN-1115	78.4%	68.8%	66.1 %	59.6 %	72.2 %	Modern Languages - French Associate in Arts	FREN-1115	29	44	39	34	26
	FREN-1225	84.2%	73.7%	91.7 %	84.6 %	NA		FREN-1225	16	14	22	11	NA
	FREN-2113	NA	91.7%	55.6 %	90.9 %	NA		FREN-2113	NA	11	5	10	NA
	FREN-2223	NA	100.0 %	NA	NA	NA		FREN-2223	NA	6	NA	NA	NA
Modern Languages - Spanish Associate in Arts	SPAN-1013	77.4%	64.3%	65.9 %	69.0 %	77.8 %	Modern Languages - Spanish Associate in Arts	SPAN-1013	48	36	27	29	14

	SPAN -1115	70.0%	64.6%	64.6 %	70.5 %	73.5 %		SPAN -1115	471	401	347	351	383
	SPAN -1123	100.0 %	100.0 %	80.0 %	76.9 %	NA		SPAN -1123	6	10	4	10	NA
	SPAN -1225	74.4%	73.0%	72.6 %	75.8 %	84.1 %		SPAN -1225	224	227	204	182	227
	SPAN -2013	NA	NA	NA	NA	NA		SPAN -2013	NA	NA	NA	NA	NA
	SPAN -2113	67.3%	87.5%	88.7 %	85.1 %	89.4 %		SPAN -2113	35	42	47	40	42
	SPAN -2223	83.3%	75.0%	83.3 %	75.0 %	NA		SPAN -2223	10	6	10	6	NA

c. Describe program student success initiatives.

One of our success initiatives is student recruitment. We have coordinated with high school teachers and visited their language classes to encourage students to consider studying languages with us at OCCC. We have discussed concurrent enrollment on these visits and have answered questions.

We have created and distributed flyers and posters with information for prospective students. We have participated in OCCC recruiting efforts by staffing tables at recruitment events where we have promoted our programs and encouraged prospective students to study with us.

Advising is a very important part of our student success strategy. We reach out regularly to our advisees to help them plan for educational and career success. We have met with the members of the Advising Office to explain our different course offerings and answer questions. Since OCCC does not offer foreign language placement exams, advisors and faculty members must make placement decisions. Therefore, it is important to have good understandings and communication with our advising staff.

We integrate cultural activities into our courses whenever possible. Instructors take students on cultural outings to environments where they must use their target languages without the aid of textbooks or dictionaries. For example, instructors often take students out for a meal with the expectation that everyone will order in Spanish and converse with the wait staff in Spanish.

We offer a Spanish Immersion Weekend, which provides students with opportunities to overcome psychological impediments to speaking the target language. During the Immersion Weekend, students are kept in a totally Spanish-speaking environment where they mingle with native speakers of Spanish for approximately 48 hours. Students participate in games, dramatizations, nature walks, and movies. By the end of the weekend, Spanish feels natural to all.

We encourage study abroad experiences, and we provide travel opportunities for our students. Over the years, we have taken students to Spain, Mexico, Ecuador, Costa Rica, and France. Travel is important for student motivation, which is a factor in academic success. Students earn credit by immersing themselves in the languages of the countries that they visit and by experiencing ethnic traditions first-hand as they develop cultural competence.

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

The high school recruitment efforts have been positive and engaging. We hope to continue visiting local high schools. We will need to address the challenges of coordinating dates and times with busy high school teachers and busy Modern Languages faculty members. In the meantime, we are collaborating with the recruitment office at OCCC to translate recruiting materials into Spanish.

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

The Spanish Immersion Weekend has been highly successful and has helped students to overcome the psychological barrier that so often occurs when language learners attempt to communicate outside the classroom. Unfortunately, the program has become costly and logistically difficult to offer in its current design. Therefore, we are rethinking and redesigning it as a Spanish Service Learning Experience, which we hope to offer in spring, 2020.

The International Study Abroad programs in France (May 2015) and Costa Rica (May 2016) were successful and received positive feedback from the participants. Students acquired regional vocabulary and learned about the histories and cultures of the countries they visited. In addition, students were encouraged to further their language study.

## 6. 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:

1000 Level Courses Exclusive for the Major	Number of Courses Taught							Average Class Size						Total Enrolled				
Program	Degree	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	
Modern Languages - French	AA	1	0	2	0	0		2.0	NA	7.0	NA	NA	2	NA	14	NA	NA	
Modern Languages - Spanish	AA, C	3	3	2	3	0		7.7	3.3	8.0	6.7	NA	23	10	16	20	NA	
2000 Level Courses Exclusive for the Major	Number of Courses Taught							Average Class Size					Total Enrolled					
Program	Degree	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	
Modern Languages - French	AA	0	0	0	0	0		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Modern Languages - Spanish	AA, C	1	2	1	2	NA		5.0	7.0	4.0	3.5	NA	5	14	4	7	NA	
All Level Courses Exclusive for the Major	Number of Courses Taught							Average Class Size					Total Enrolled					
Program	Degree	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018		FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	



Modern Languages - French	AA	1	0	2	0	0			2.0	NA	7.0	NA	NA		2	0	14	0	0
Modern Languages - Spanish	AA, C	4	5	3	5	NA			7.0	4.8	6.7	5.4	NA		28	24	20	27	NA

b. Student credit hours by level generated in all major courses that make up the degree program for five (5) years.

2000 Level Courses within Program						
Program	Degree	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Modern Languages - French	AA	NA	54	27	33	NA
Modern Languages - Spanish	AA, C	196	198	205	182	144
All Level Courses within Program						
Program	Degree	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Modern Languages - French	AA	296	474	475	383	180
Modern Languages - Spanish	AA, C	5,518	5,210	4,611	4,272	4,291

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

Technology use in the classroom continues to expand to meet the needs of our students. 190 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 \$1.55 Million. A faculty committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$400,000 were spent to redesign 8 classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style.

Faculty members are continuing to utilize student response software, interactive whiteboards and projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. 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 144 full-time faculty as well as the 428 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, email, or in person. The consultations focus on instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

OCCC has begun providing informal collaborative learning spaces for our students called "Huddle Stations". We currently have eleven of these highly utilized spaces and have spent approximately \$4000 per space for a total of \$44,000.

- 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.

Gen Ed Courses— Number of Credits			
Program	Degree	FY 2018	
Modern Languages - French	AA	16	
Modern Languages - Spanish	AA, C	25	
Gen Ed Course Credit Hours Generated			
Program	Degree	FY 2018	
Modern Languages - French	AA	180	
Modern Languages - Spanish	AA, C	4,291	

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

Program:	Degree Type:	Name of Faculty: (highlighting indicates full-time faculty members)
Modern Languages - German	(not offered)	Bausch, Marion Collins, Laura Head, Lena
Modern Languages - French	AA	Chamberlain, Anne Blunk, Holly Rollins, Ginnett (PhD)
Modern Languages - Spanish	AA, C	Bagajewicz, Patricia Figueroa, Abra Gabaldon, Joseph Krell, Marilyn Rollins, Ginnett (PhD) Tello, Patricia Tomaszewski, Irma Votaw, Hilde Wilkinson, Judith Winters, John
Program and FTE Totals	Course	FY 2018 (sections x credit hours)
Modern Languages - French AA	FREN-2113	NA
FTE: NA	FREN-2223	NA
	SPAN-2013	NA
	SPAN-2010	NA
Modern Languages - Spanish	SPAN-2050	NA
AA, C	SPAN-2051	NA
FTE:	SPAN-2060	NA
0.3	SPAN-2063	NA
	SPAN-2113	9
	SPAN-2223	NA

- f. If available, information about employment or advanced studies of graduates of the program over the past five (5) years.

No information available.

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

No information available.

## 6. Duplication and Demand

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

From surveying our students, we know that the Modern Languages Program is experiencing our most significant enrollment increases in the demographic of students already enrolled at four-year institutions. These students, who are often upper classmen, seek to take our courses in order to satisfy foreign language degree requirements at their home institutions. To serve these students, we need to expand online course offerings, which we have done and continue to do. Intermediate Spanish and Elementary French are available online this year (2018-2019) for the first time.

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

Second language skills are an asset in almost any career. Students with a degree, certificate, or even just coursework in Modern Languages will have the edge in the competitive job market of the future. Occupations directly related to second language skills include interpreter, language teacher, and translator. Occupations in which second language skills can be a significant asset include diplomacy, sales, marketing, tourism, civil service, international aid/development, law enforcement, health care, advertising, import/export trades, and the hospitality industry, to name just a few.

- 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 or 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. In addition, through the OCCC Professional Development Institute (PDI), a Spanish faculty member was hired to develop and administer a 6-hour training workshop for bilingual Spanish medical interpreters (Patient Care Assistants) for the Oklahoma State Department of Health. From Dec. 2014 through Feb. 2015, the faculty member provided five 6-hour training sessions in Spanish to a total of approximately 75 bilingual medical interpreters at Lawton, El Reno, Muskogee, Woodward and McAlester. This training included Spanish bilingual medical interpretation practices, the role of the medical interpreter and Code of Ethics, role-playing of interpreter/physician/patient situations, specialized medical terminology in Spanish and Hispanic cultural competency and cross-cultural communication.

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

As previously mentioned, the Modern Languages Program is experiencing our most significant growth in the demographic of students who are matriculated at four-year institutions, typically juniors and seniors, who take our courses to satisfy foreign language degree requirements at their home institutions. These students cannot easily travel to our physical campus. Therefore, we are making more of our courses available online. Intermediate Spanish I and II (SPAN 2113 and SPAN 2223) and Elementary French I and II (FREN 1115 and FREN 1225) are now available online. And in the future, we may be able to offer Intermediate French I and II (FREN 2113 and FREN 2223) online as well.

## 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.

We strive to make efficient use of resources in the Modern Languages department. Our students are encouraged to take advantage of the supports and services available in the World Languages and Cultures Center. We also encourage students to take advantage of the assistance and support available in the library. When funds have been available for Modern Languages directly, we have hired tutors to work one-on-one with our students to ensure their success. When funds were no longer available for the tutoring program, we adopted new technologies to help us achieve those same ends at a much lower cost. We are mindful of efficiencies in the staffing of our classes. We schedule classes to maximize enrollments and minimize running classes with very low numbers of students. When it comes to class sizes and offerings, we strive to make the best use of the College's staffing funds and resources. When the cost of our popular Immersion Weekend became too great, we realized the need to change direction, and we are researching alternatives such as a Spanish Service Learning Experience opportunity.

#### 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.

The Modern Languages Program is a strong contributor to the culture of educational excellence which prevails at OCCC. We are committed to equipping our students with the skills they need to be successful in the multilingual, multiethnic world of the 21<sup>st</sup> Century. Our strengths include:

- High quality, state-of-the-art course materials and online learning platforms.
- Flexible delivery with online and on-campus enrollment options for most courses.
- Flexible scheduling with 8-week and 16-week enrollment options for most courses.
- State-of-the-art hardware and technologies in on-campus classrooms.
- Highly-qualified and enthusiastic faculty, both full-time and part-time.
- Program growth, with a 41.5% enrollment increase in fall 2018 (over fall 2017).
- Improved completion rates, program-wide, over the past three years.

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

Preparation for this review has helped us to identify two overarching areas of concern. First, our students cannot always complete their degrees and certificates—especially the Certificate of Mastery in Spanish and the Associate of Arts in French—because the courses they need are either not scheduled or too few students enroll to run the courses. This situation frustrates students, impacts their success, and leads over time to lower numbers of students who persist to completion of an Associate's degree or a Certificate of Mastery. Our second area of concern is that quite a few of our courses do not transfer easily to other institutions. For example, Conversational Spanish I (SPAN 1010), Conversational Spanish II (SPAN 1120), Conversational Spanish III (SPAN 2010), Spanish Immersion I (SPAN 1150), and Spanish Immersion II (SPAN 2050) are not accepted for Spanish credit at Oklahoma universities. Depending on the institution, students can get elective credit for some or all of them, but there are no equivalent courses in Spanish degree programs at the four-year institutions.

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

We have already taken major steps to address the problem of course cancellations. We began offering intermediate Spanish courses online for the first time in the fall (2018). The online option has proven to be very popular with students. In fact, we have seen an enrollment increase of 300% in our intermediate Spanish courses this year when compared with average annual enrollment in recent years. More importantly, students seeking degrees and certificates have been able to take the coursework they need without the frustration and disappointment of cancellations. As for French, we began offering elementary courses online for the first time this spring (2019). Again, the online option has proven popular with students. Enrollment in French this spring (2019)--all levels--is up 335% over last spring (2018).

Regarding the transferability issue, we submitted a proposal to OCCC's Curriculum Committee this spring (2019) to revise course requirements for our Certificate of Mastery in Spanish. The new requirements for the certificate would include only courses which transfer easily. The Curriculum Committee voted unanimously to accept our proposal.

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

As an institution, we need to promote our Modern Languages degree and certificate programs. Our programs should be advertised, and our recruiters should be informed and able to speak about them at recruiting events. Also, the institution and the Modern Languages department, working together, might want to look at ways to raise visibility and generate enthusiasm for our Modern Languages programs. Some ideas to consider might include 1) publishing bilingual pages in *The Pioneer* and/or the *The Absolute*; 2) inviting high profile guests from local linguistic communities to speak on campus; 3) forming a performance arts group of some kind such as a bilingual choir; and 4) hosting bilingual cultural events such as poetry festivals, ethnic music events, and story slams.

APPENDIX

<h2 style="margin: 0;">Associate of Arts in Spanish</h2> <p style="margin: 0;"><i>minimum 61 credit hours</i></p>		
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<b>Major Courses:</b>		
Prefix & Number	Course Title	Credit Hours
SPAN 1115	Elementary Spanish I	5
SPAN 1225	Elementary Spanish II	5
SPAN 2113	Intermediate Spanish I	3
SPAN 2223	Intermediate Spanish II	3

<b>General Education Courses:</b>		
Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
BIO	Biological Science*	3-4
ENG 1213	English Composition II	3
MATH 1503	Contemporary Mathematics--OR	
MATH 1513	College Algebra for Business, Life Sciences and Social Science--OR	
MATH 2013	Introduction to Statistics	3
ENGL 2123	Introduction to Literature	3
POLSC 1113	American Federal Government	3
HUM	Humanities Electives	6
HIST 1483	U.S. History to 1877--OR	
HIST 1493	U.S. History 1877 to Present	3
GEN ED	Gen Ed Electives	6
PHYS SC	Any Physical Science*	3-4
	*At least one of the science courses must have a lab component.	

<b>Support Courses:</b>		
Prefix & Number	Course Title	Credit Hours
	Choose seven credit hours of electives from: SPAN, GRMN, FREN, COM, ENGL, HUM, WL categories	7

<b>Life Skills Courses:</b>		
Prefix & Number	Course Title	Credit Hours
SCL1001	Success in College and Life	1

## Associate of Arts in French

*minimum 61 credit hours*

### Major Courses:

Prefix & Number	Course Title	Credit Hours
FREN 1115	Elementary French I	5
FREN 1225	Elementary French II	5
FREN 2113	Intermediate French I	3
FREN 2223	Intermediate French II	3

### General Education Courses:

Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
BIO	Biological Science*	3-4
ENG 1213	English Composition II	3
MATH 1503	Contemporary Mathematics--OR	
MATH 1513	College Algebra for Business, Life Sciences and Social Science--OR	
MATH 2013	Introduction to Statistics	3
ENGL 2123	Introduction to Literature	3
POLSC 1113	American Federal Government	3
HUM	Humanities Electives	6
HIST 1483	U.S. History to 1877--OR	
HIST 1493	U.S. History 1877 to Present	3
GEN ED	Gen Ed Electives	6
PHYS SC	Any Physical Science*	3-4
	*At least one of the science courses must have a lab component.	

### Support Courses:

Prefix & Number	Course Title	Credit Hours
	Choose seven credit hours of electives from: SPAN, GRMN, FREN, COM, ENGL, HUM, WL categories	7

### Life Skills Courses:

Prefix & Number	Course Title	Credit Hours
SCL1001	Success in College and Life	1

## Spanish Certificate of Mastery (Traditional Track)

*minimum 21 credit hours*

Prefix & Number	Course Title	Credit Hours
SPAN 1115	Elementary Spanish I	5
SPAN 1225	Elementary Spanish II	5
SPAN 1120	Conversational Spanish II	1-4
SPAN 2010	Conversational Spanish III--OR	
SPAN 2113	Intermediate Spanish I	3
SPAN 1150	Spanish Immersion I	1-3
SPAN 2223	Intermediate Spanish II	3
SPAN 2050	Spanish Immersion II	1-3

## Spanish Certificate of Mastery (Conversational Track)

*minimum 21 credit hours*

Prefix & Number	Course Title	Credit Hours
SPAN 1010	Conversational Spanish I	1-4
SPAN 1120	Conversational Spanish II	1-4
SPAN 1225	Elementary Spanish II	5
SPAN 2010	Conversational Spanish III--OR	
SPAN 2113	Intermediate Spanish I	3
SPAN 1150	Spanish Immersion I	1-3
SPAN 2060	International Study II	3-6
SPAN 2223	Intermediate Spanish II	3