

Oklahoma City Community College

Program Review Self Study 2008

Program: Modern Languages

Prepared by: Dianne Broyles

Division: Arts and Humanities

I. Program Requirements

1. Program Curriculum

Date:

Name of Program:

Semester Hours General Education:

Semester Hours in Major:

Semester Hours Support:

Semester Hours Electives:

Semester Hours Life Skills:

Semester Hours Total:

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	Success In College And Life	1
FREN	1115	Elementary French I	5
ENGL	1113	English Composition I	3
BIO		Biological Science	3-4
FA SUP		Faculty Approved Support Electives	3
		Total	15-16

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
FREN	1225	Elementary French II	5
ENGL	1213	English Composition II	3
MATH	1513	College Algebra -Or-	
MATH	1503	Contemporary Mathematics -Or-	
MATH	2013	Introduction To Statistics	3
GEN ED		Gen Ed Elective	3
		Total	14

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
FREN	2113	Intermediate French I	3
POLSC	1113	American Federal Government	3
HUM		Humanities Elective	3
HIST	1483	U.S. History To The Civil War -Or-	
HIST	1493	U.S. History Since The Civil War	3
ENGL	2123	Introduction To Literature -Or Higher Literature Course	3
		Total	15

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
FREN	2223	Intermediate French II	3
PHYS SC		Any Physical Science Chosen From ASTR, PHYS, CHEM, Or GEOL Prefixes	3-4
HUM		Humanities Elective	3
GEN ED		Gen Ed Elective	3
FA SUP		Faculty Approved Support Electives	4
		Total	16-17

CURRICULUM LISTINGS

Major Courses	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
Total	16

General Education Courses	Credit Hours
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II	3
HIST 1483 U.S. History to the Civil War or HIST 1493 U.S. History Since the Civil War	3
POLSC 1113 American Federal Government	3
ENGL 2123 Intro to Literature of Higher Level Literature Course	3
MATH 1503 Or 1513 Or 2013	3
Humanities Electives	6
Biological Science	3
Physical Science (One Science Must Include Lab Component)	4
General Education Electives	6
Total	37

Support Courses	Credit Hours
7 Credit Hours From FREN, GRMN, SPAN, COM, ENGL, HUM, WI	
Total	7

Life Skills Courses	Credit Hours
SCL 1001	1
Total	1

Total Credit Hours 61

I. Program Requirements

1. Program Curriculum

Date: 2008

Name of Program: Modern Languages: Spanish Emphasis

Semester Hours General Education: 37

Semester Hours in Major: 16

Semester Hours Support: 7

Semester Hours Electives:

Semester Hours Life Skills: 1

Semester Hours Total: 61

Freshman Year First Semester			
Prefix	Number	Course	Credit Hours
SCL	1001	Success In College And Life	1
SPAN	1115	Elementary Spanish I	5
ENGL	1113	English Composition I	3
BIO		Biological Science	3-4
SUPP		Guided Support Elective	3
Total			15-16

Freshman Year Second Semester			
Prefix	Number	Course	Credit Hours
SPAN	1225	Elementary Spanish Ii	5
ENGL	1213	English Composition Ii	3
MATH	1503	Contemporary Mathematics Or	
MATH	1513	College Algebra Or	
MATH	2013	Introduction To Statistics	3
GEN ED		General Education Elective	3
Total			14

Sophomore Year First Semester			
Prefix	Number	Course	Credit Hours
SPAN	2113	Intermediate Spanish I	3
POLSC	1113	American Federal Government	3
HUM		Humanities Elective	3
HIST	1483	U.S. History To The Civil War OR	
HIST	1493	U.S. History Since The Civil War	3
ENGL	2123	Introduction To Literature Or Higher Lit Elective	3
		Total	15

Sophomore Year Second Semester			
Prefix	Number	Course	Credit Hours
SPAN	2223	Intermediate Spanish Ii	3
PHYS SC		Any Physical Science Chosen from ASTR, PHYS, CHEM, Or GEOL Prefixes	3-4
HUM		Humanities Elective	3
GEN ED		General Education Elective	3
SUPP		Guided Support Elective	4
		Total	16-17

CURRICULUM LISTINGS

Major Courses	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
Total	16

General Education Courses	Credit Hours
ENGL 1113 ENGLISH COMPOSITION I	3
ENGL 1213 ENGLISH COMPOSITION II	3
HIST 1483 U.S. HISTORY TO THE CIVIL WAR OR HIST 1493 U.S. HISTORY SINCE THE CIVIL WAR	3
POLSC 1113 AMERICAN FEDERAL GOVERNMENT	3
HUMANITIES ELECTIVES	6
BIOLOGICAL SCIENCE	3-4
PHYSICAL SCIENCE (ONE SCIENCE MUST INCLUDE LABORATORY COMPONENT)	3-4
ENGL 2123 INTRO TO LITERATURE OR HIGHER LEVEL LITERATURE COURSE	3
MATH 1503 OR 1513 OR 2013	3
GENERAL EDUCATION ELECTIVES	6
Total	37

Support Courses	Credit Hours
SEVEN HOURS CHOSEN FROM COM, FREN, GRMN, SPAN, HUM, ENGL, WL	7
Total	7

Life Skills Courses	Credit Hours
SCL 1001 SUCCESS IN COLLEGE AND LIFE	1
Total	1

Total Credit Hours 61

2. General description of review process and participants assisting with and conducting the review.

- a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.

b. A list of the student learning outcomes

A. STUDENT LEARNING OUTCOMES/DIRECT MEASURES
Outcome 1. 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. 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. 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. 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 and 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.

c. A list of program outcomes for the program

Students will be able to transfer successfully to a four-year institution and continue their language studies.

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

Outcome 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. (See addendum: ACTFL Guidelines.)

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 speaking functions listed above. The rubric is attached as an addendum.

The rubric indicates a range of performance according to the ACTFL scale:
Novice

Low, Mid, High; Intermediate Low, Mid, High; Advanced Low, Mid, High.

It is expected that 75% of the students will perform at the Intermediate Mid-Level.

Outcome 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. (See addendum: ACTFL Guidelines.)

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 students tested will attain a score of 80% or

higher. 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. (See addendum: ACTFL Guidelines.)

Outcome 3: 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 addendum: ACTFL Guidelines.)

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.

Outcome 4: 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 addendum: ACTFL Guidelines.

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. (Rubric attached as addendum) 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. (The rubric appears on the following page. NOTE: The rubric will be revised based on the results of the 2006 assessment. The criteria for each level need to be expanded to include specific issues such as agreement of articles and adjectives with nouns and correct verb forms at the Intermediate Mid Level, and the recognition of aspect in the past tense for the Intermediate High Level.)

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

Speaking skills are assessed every year. Listening, Reading, and Writing, are assessed in alternate years. The results of these assessments are used to determine whether the students who complete the program have achieved the appropriate level of skill. If the results are not as good as expected, the faculty look at the curriculum and the methodology used in the courses and seek to find ways to make them more effective.

The Program Output is assessed by means of a survey of students who have completed the core courses of the program or who have completed a degree. This assessment is usually done every other year. The responses to the survey provide needed information about student experiences in transferring to a university or in work situations. Since some students who

complete all the required courses and some elective courses in Modern Languages are not degree- seeking, we also ask about their experience in work situations using their language skills.

A copy of the survey used in 2008 is attached as an addendum.

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

Assessment of Speaking Skills (2004-2008)

Students completing Spanish 2223 Intermediate Spanish II have been assessed each year, and students in Spanish 2013 Conversational Spanish III and French 2223 Intermediate French II have been assessed in alternate years. The results have been mixed, but in four of the five years, the percentage of students attaining the Intermediate Mid level of proficiency met or exceeded the 75% predicted (75%, 79%, 86%, 91%). The percentage in 2008 was somewhat lower (69%). The emphasis on Speaking skills in Modern Language classes is high in most class sections; however there are some instructors who do not insist that students speak the language in class regularly. The development of speaking skills is the most difficult aspect of learning a second language, and it always requires extra effort on the part of the instructors.

Assessment of Listening Skills (2004, 2007)

Students completing Spanish 2223 and 2013 were assessed in 2004 and in 2007. Students completing French 2223 were assessed in 2004 only. The percentage of students attaining the Intermediate High level on the Listening Comprehension test did not reach 75% in either year. There are two courses of action needed: (1) To emphasize Listening Comprehension in all language classes more strenuously, and (2) To find or create a more effective and reliable testing instrument .

Assessment of Reading Skills (2005, 2008)

Students completing Spanish 2223 and French 2223 were assessed in 2005 and 2008. In 2004, 81% of the students tested attained the Intermediate High level on the Reading test, but in 2008, the percentage was less than the 75% predicted. As is the case with Listening Comprehension, two courses of action are needed: (1) To emphasize Reading Comprehension in all language classes more strenuously, and (2) To find or create a more effective and reliable testing instrument.

Assessment of Writing Skills (2006)

Students in Spanish 2223 were assessed in 2006. There was no assessment of French students. Based on instructor rating of the students' final composition in the course, 85% attained the Intermediate Mid level for Writing, exceeding the predicted 75%. There is still a caveat: the papers were evaluated by the course instructor using a rubric developed by the instructor. The rubric needs to be revised before the assessment for Writing is conducted in the Spring semester of 2009, and another faculty member should also read and rate the compositions.

Program Output Results

The most recent survey was sent to students in fall of 2008; survey forms were sent to 41 students who had graduated with an Associate Degree with French or Spanish Emphasis or who had completed the Certificate of Mastery in Spanish (a non-transfer option). Two forms were undeliverable; 14 graduates responded to the survey. Of those 14, nine reported successful transfer to a four-year institution (seven in Oklahoma, two out of state). No student experienced any problems upon transferring. When asked about the preparation they received at OCCC, 12 students responded: 11 students rated it as "Excellent" and one student rated it as "Good." When asked about the quality of instruction in the courses they took in the Modern Languages Program, 13 students responded: ten rated it as "Excellent" and three as "Very good." There were eight respondents who indicated that they used their foreign language skills in the workplace either "often" or "occasionally." When asked about the usefulness of the language instruction they received at OCCC in their work, six rated it "Very good" and two rated it "Good." When asked how they saw the language courses completed at OCCC in terms of their career plans, one stated that they were "of immediate, direct benefit" and ten rated them "of long term, direct benefit." Two rated them "of indirect benefit."

A survey was conducted in the fall of 2007 in which 27 former students responded; of these, 10 respondents indicated that they had transferred to another college or university. None reported having had any difficulties in transferring. When asked to rate the quality of preparation provided by the Modern Languages Program at OCCC, six (6) rated it as "Excellent" and four (4) rated it as "Very good." When asked to rate the overall quality of instruction in the program, five (5) rated it as "Excellent," four (4) as "Very good," and one (1) as "Good / Average." The comments provided by the respondents were very positive overall, but a few identified areas that need development, such as the quality of audio materials, the inclusion of more diverse materials, and the coverage of some grammar concepts.

Although the number of graduates remains small, there is convincing evidence that the program is effective and that the learning experience in OCCC's Modern Languages program is positive and leads to opportunity and success for the students who complete it.

- 3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

- a. is central to the institution's mission:

This is the Mission Statement of Oklahoma City Community College:

"OCCC provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasing global society."

The Modern Language program is uniquely qualified to be a major force in the implementation of the College Mission. One important indicator of the value placed on the study of Modern Languages and Cultures is the World Languages and Cultures Center, opened in January 2008. The mission of this beautiful new facility is to provide 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; to provide cultural information and protocol for business interactions; to help immigrants and international students improve their English skills; and to connect people both internationally and locally.

- b. meets stakeholder expectations:**

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

- c. produces graduates and former students who are successful on transferring:

GRADUATES

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Modern Language	4	7	5	8	8

- d. contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC "may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion."The Policy Statement on Undergraduate Degree Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma. In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the

student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/studentcenter/transfer-stdnts>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. The curriculum patterns listed below are presented in the next section of the Catalog.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

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. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use

by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.
 2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
 3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.
- f. is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience**

Service-Learning

Incorporating service-learning as a part of your curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can also generally be used as a part of any course's learning objectives. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

Modern Languages Library Review

OKC Community College

Fall 2008

The Modern Languages collection focuses on Spanish, French and German in support of the transfer programs. Currently, students rarely have assignments which require them to use the Library.

Both to support the curriculum and to provide general interest materials, the Library continually builds its collection, both online and in other formats. The first point of access to the majority of these materials is the Library's website—an integrated and dynamic source of information. Students can search not only the Library's book, DVD and video holdings, but also check on items owned by other libraries in the Oklahoma City area, plus holdings of other libraries across the state and world.

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

PC 2001-3761	French language
PC 4001-4977	Spanish language
PF 3001-5999	German language
PQ 1-3999	French literature
PQ 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, but improved from the time of the previous program review. Basic French and Spanish language skills books are available, including some sets of videos that can be checked out. Many dictionaries in a variety of languages, especially Spanish, have been added and may be checked out. Currently, the best part of the literature section is classic works by Latin American authors. However, the literature is almost entirely in English translation, thus not useful for learning skills in another language. After the last review a number of Georges Simenon books in French were added for light reading, but none have been checked out. Old texts have been weeded.

The part of the collection on history, description and culture of different countries is still fairly small, with that on Latin American countries making

up the biggest portion of relevant material. Librarians will look for materials on more recent history and culture in relevant countries.

The reference collection consists mainly of dictionaries: French, Spanish, German and other languages. Many dictionaries in other languages have been added in the last year, including Russian, Arabic, Hindi, Persian (Farsi), Japanese, Korean, Chinese, Vietnamese and Portuguese. The literature section in reference has a great deal of material on authors and their works, though only in English. Elsewhere in reference are many items giving information about other cultures and countries.

In the past two years the Library has added subscriptions to two relevant online databases, CountryWatch and CultureGrams. Also a great boon to students in the Modern language program is the availability through the Internet of full text newspapers published in countries around the world. Rachel Butler made program faculty aware of The Internet Public Library's "IPL Newspapers Collection" (www.ipl.org/div/news) as one easy way to orient students to newspapers around the world. Due to minimal use, several years ago the Library cancelled its subscription to the online article database *EthnicNewsWatch*, which included articles in Spanish.

The AV collection related to Modern Languages and housed in the Library, is generally small. However, this year the College created a welcoming, physical space for the World Languages and Cultures Center. The WLCC houses a wonderful collection of about 140 international feature films with English subtitles, all of which are searchable through the Library's catalog and usable by students and faculty. Also, the Conversation III courses use numerous films. Working with program faculty, the Library will continue to help update the WLCC film collection.

The Library currently subscribes to few periodicals that would provide direct support to the Modern Language program, though students can read all manner of foreign language newspapers online. There is a subscription to *Hispanic*, a magazine written in English, but for and about Hispanics in the U.S., and the text of its articles, plus the fine graphics, is

also available in the large *EbscoHost* set of article databases. Program faculty are interested in starting a subscription to a magazine such as *People* or *Americas* in Spanish.

The Library might add a subscription to a local, metro-area Spanish language newspaper as well.

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 reasonable condition. There is 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.

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

- h. Provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

The Modern Languages Program has three full-time faculty members who possess the educational background, experience, and dedication essential to maintaining the quality and integrity of the program, helping students achieve the learning outcomes, and making possible the program outputs listed in section 2 (above). The detailed list below includes teaching responsibilities, other College responsibilities and service, professional development, and attendance and presentation at conferences. Following this information about the full-time faculty, we have provided a list of the current adjunct instructors with their qualifications in brief form. It would not be possible to provide the courses and learning experiences of this program without these well qualified and dedicated instructors.

Patricia Jiménez Brooks, Professor of Modern Languages and English as a

Second Language

Primary Program Responsibilities:

SPAN 1013 Conversational Spanish I

SPAN 1123 Conversational Spanish II

SPAN 2013 Conversational Spanish III

SPAN 1150 Spanish Immersion I

SPAN 1160 International Study I

SPAN 2050 Spanish Immersion II

SPAN 2060 International Study II

College Responsibilities:

Sponsor, Hispanic Organization to Promote Education

Past Member of Global Society Priority Team

Past Member of Committee on International Studies Degree

Member of the College Benefits Committee

Educational Background:

M. Ed. Degree in Spanish, University of Central Oklahoma

B.A. Degree in Spanish, University of Oklahoma

Teaching and Other Professional Experience:

Professor of Modern Languages and English as a Second Language, OCCC

Adjunct Professor of Modern Languages, OCCC

Secondary School Spanish, French, English teacher

Director of Little Flower SLIAG Educational Program

Executive Director of Little Flower Free Medical Clinic

Professional Conferences Attended/Presentations in the Last Five Years:

Teachers of English as a Second Language Conference

Oklahoma Global Education Conference

Oklahoma Governor's Global Education Conference

Oklahoma Teachers of English as a Second Language Conference

New Mexico Heritage Language Conference

J. Dianne Broyles, Professor of Modern Languages

Primary Program Responsibilities:

SPAN 1115 Elementary Spanish I

SPAN 1225 Elementary Spanish II

SPAN 2113 Intermediate Spanish I

SPAN 2223 Intermediate Spanish II

Assist in SPAN 1150, 2050 Spanish Immersion I-II, SPAN 1160, 2060 International Study I-II

College Responsibilities:

Acting Director, Communications and the Arts, 2006-2008

Chair, Department of Languages and the Arts, 1998-2006

Past Chair of Instructional Administrative Procedures Committee

Past Chair of College Curriculum Committee

Past Representative to President's Advisory Council

Chair Elect of Faculty Association (current)

Past Chair of Faculty Association

Educational Background:

Graduate studies in French, University of North Texas and University of Oklahoma Summer Program in Paris

M.A. in Comparative Literature, University of Wisconsin-Milwaukee

M.A. in Spanish (related studies in French), Florida State University

B.A. in Spanish (related studies in French), Wake Forest University

Teaching and Other Professional Experience:

Professor of Modern Languages, OCCC

Adjunct Instructor of Humanities, University of Central Oklahoma

Project Coordinator for Foreign Languages, McGraw-Hill School Division

Professional Development Activities during the Last Five Years:

Educators' Leadership Academy: Outstanding Professors Academy, 2005-2006

Professional Conferences Attended/Presentations in the Last Five Years:

Oklahoma Global Education Conference

Oklahoma Governor's Global Education Conference

Women in Higher Education Conference

Oklahoma Association of Community Colleges Conference

Oklahoma Foreign Language Teachers Association Conference

New Mexico Heritage Language Conference

Two-Year College English Association Conference

E. Ginnett Rollins, Ph.D.

Primary Program Responsibilities:

FREN 1115 Elementary French I

FREN 1225 Elementary French II

SPAN 1115 Elementary Spanish I

SPAN 1225 Elementary Spanish II

SPAN 2113 Intermediate Spanish I

SPAN 1013 Conversational Spanish I

SPAN 1123 Conversational Spanish II

EDUCATIONAL BACKGROUND:

TEXAS TECH UNIVERSITY

PHD, SPANISH WITH FRENCH MINOR 2004

Major field of concentration: Spanish and Latin American Literature

Minor field of concentration: French/Francophone Literature

UNIVERSITY OF BLAISE PASCAL, CLERMONT-FERRAND, FRANCE

Graduate studies abroad program through the University of Oklahoma

French and Portuguese courses, 1992-1993

UNIVERSITY OF OKLAHOMA

Spanish Literature and French, 1990-1992, fall 1993

UNIVERSITY OF HOUSTON

Master of Arts, Spanish and Spanish American Literature, 1980

UNIVERSITY OF OKLAHOMA

Bachelor of Arts, Spanish, Minor in French, Teacher Certification 1977

UNIVERSIDAD DE LAS AMÉRICAS, CHOLULA, PUEBLA, MEXICO

Spanish and French studies, 1973-1974

RESEARCH ACCEPTED FOR PUBLICATION

“Timimoun : un désir immodéré d’humanité” Rachid Boudjedra : une poétique de la subversion, Gafaiti, Hafid. Denoël, Paris, 1997.

PRESENTATIONS AT PROFESSIONAL MEETINGS

“La vida escandalosa de la mujer independiente en Mujeres de ojos grandes por Ángeles Mastretta” 61st Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 17-19, 2008.

“El lenguaje retórico en ‘Don de lengua’ de Puerto libre por Ángeles Mastretta” Thirteenth Conference on Contemporary Mexican Literature, University of Texas-El Paso, El Paso, Texas, March 6-8, 2008.

“Lenguaje, nostalgia y humor: Algunos ‘dones’ de los ensayos de Ángeles Mastretta” Accepted for presentation at the 35th Annual Conference of the Southwest Council of Latin American Studies scheduled for March 13-16, 2002 in Morelia, Morelia, México.

“La ideología Mal de amores en por Ángeles Mastretta” Southwest Council of Latin American Studies, Universidad Benemérita Autónoma de Puebla, Puebla, Mexico, March 2000.

“La poesía de Nicolás Guillén: su evolución ideológica hacia el afrocentrismo”
Accepted for presentation at the Southwest Council of Latin American Studies,
Habana, Cuba, March 1998.

“Political and Private Power in Ángeles Mastretta’s *Arráncame la vida*”
Southwest Council of Latin American Studies, Austin, Texas, February 1997

“La contradicción social y la solución inventada en *Espatolino* por Gertrudis
Gómez de Avellaneda” Comparative Literature Symposium on Latin American
Women Writers: Canons, Traditions, Revisions, Texas Tech University,
Lubbock, Texas, January 1995

TRANSLATIONS

“Disenchantment and Carnivalization: A Bakhtinian Reading of *The Fourth
World*” García-Corales, Guillermo (Spanish to English), Aug-Sept 1996

EXPERIENCE

Oklahoma City Community College, Oklahoma City, Oklahoma

Professor of Modern Languages (Spanish and French), August 2006 to present

Asbury College, Wilmore, Kentucky

Assistant Professor of Spanish, Aug 1999-July 2006

Austin Peay State University, Clarksville, Tennessee

Assistant Professor of Spanish, Aug 1998-May 1999

TEXAS TECH UNIVERSITY, LUBBOCK, TEXAS

Graduate Part-time Instructor, Aug 1994-July 1998

University of Central Oklahoma, Edmond, Oklahoma

Instructor, Aug 1993-May 1994

Université d'Auvergne, Clermont-Ferrand, France

Lecturer, Oct 1992-June 1993

University of Central Oklahoma, Edmond, Oklahoma

Lecturer, Jan 1990-Aug 1992

University of Oklahoma, Norman, Oklahoma

Teaching Assistant, Sept 1990-May 1992

United States Navy

Special Duty Cryptologic Officer, Oct 1981-Dec 1989

Naval Security Group Activity, Kamiseya, Japan (1982-1983)

Naval Security Group Activity, Sabana Seca, Puerto rico (1984-1986)

Defense Courier Service, San Diego, California (1986-1989)

Vinson & Elkins, Attorneys at Law, Houston, Texas

Paralegal, Nonprofit Corporations. July 1980-June 1981

University of Houston

Graduate Assistant, Jan 1978-May 1980

RECOGNITION AND PROFESSIONAL MEMBERSHIPS

Oklahoma Foreign Language Teachers Association (OFLTA) 2006

Mid-America Chapter of the American Translators Association (MICATA) 2008

American Council on the Teaching of Foreign Languages (ACTFL) 2007

Southwest Council of Latin American Studies (SCOLAS), 1996

Pi Delta Phi French Honor Society, 1995

Sigma Delta Pi Spanish Honor Society, 1993

Joint Service Achievement Medal, U. S. Department of Defense, April 1989

PROFESSIONAL

CONFERENCES ATTENDED:

Oklahoma Foreign Language Teachers Association (OFLTA) Conference, Midwest City, Oklahoma, October 2008

Mid-America Chapter of the American Translators Association, Southern Nazarine University, Bethany, Oklahoma, March 2008

Oklahoma Foreign Language Teachers Association (OFLTA) Conference, Norman, Oklahoma, April 2008

Oklahoma Foreign Language Teachers Association (OFLTA) Conference, Tulsa, Oklahoma, Sept. 29 2007

New Mexico Heritage Language Conference, Albuquerque, New Mexico, October 16-17, 2006

Workshop for Instructors of Introductory Spanish, Las Vegas, Nevada, sponsored by Thomson Heinle Publishers, October 5-7, 2006

Current Adjunct Instructors:

French: Nicole Walker, M.A. native French speaker, experienced teacher

Spanish: Pedro Cordova, B.A., native speaker with more than 30 years'

experience

Irma Munsie, M.A., experienced teacher

Judith Wilkinson, M.A., experienced teacher

Michael Kraus, M.A., experienced teacher

Patricia Tello, M.F.A., native speaker, experienced teacher

John Winters, M.A., experienced teacher

- 4. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:**

General Education Assessment Plan

Objective:

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

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 30 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

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. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

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 30 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

- 5. Provide a summary of how concerns and recommendations identified in the last program review were addressed.**

As new adjuncts have been hired, we have strongly emphasized the necessity of providing the majority of instruction in the target language. (In the Conversational Spanish classes, the course description now requires that the courses be taught "completely in Spanish." The Intermediate Spanish and French courses require that the courses be taught in the target language.) In order to motivate continuing adjunct instructors, we have provided brief inservice presentations during Fall Orientation week.

The most important progress in this area is the hiring of another fulltime Professor of Modern Languages, Dr. E. Ginnett Rollins. She is proficient in Spanish and French, and she came to the college with considerable experience teaching at the college level. She is committed to the use of the target language for classroom instruction and has proven to be a very effective instructor. She and the other Program Faculty continue to develop their skills in this area in several ways: interaction with native speakers both here and in Spanish-speaking countries, reading professional journals, and attending workshops and conferences.

In order to serve the students of Oklahoma City Community College better, we presented a request to the General Education Committee to include Conversational Spanish I, II, and III as General Education Electives. This request was approved by the committee and these courses are now listed in the College catalog as General Education Electives.

We have made some progress in communicating with those students who have declared a major in Modern Languages and encouraging them to complete the requirements for the Associate in Arts degree before transferring to a university. There has been a modest increase in the number of graduates in the past two years.

The French program experienced some growth in from 2006 to 2008, but in the fall of 2008 there was a surprising decrease in enrollment in the Elementary French I course. This change may be an effect of the general economic downturn; French is considered less practical than Spanish, and students are often advised to take Spanish, even when they are interested in French. While in

this part of the US, it is certainly more likely that Spanish language skills will assist students seeking jobs, there are still opportunities worldwide for using French in international business and diplomacy. We will continue to encourage retention in the French program and share information about the benefits of having proficiency in French, whether for personal enrichment, travel, or employment.

We requested the addition of a course prefix for World Languages and Special Topics numbers at the 1000 and 2000 level. This has enabled us to offer introductory courses in Chinese, Vietnamese and Japanese, as well as a course in Italian for Travelers. We still hope to add Arabic in the near future, and perhaps other languages as well.

The World Languages and Cultures Center (opened in 2008) supports the World Languages courses, and it also provides opportunities for students (also faculty and staff) to use Rosetta Stone software to study and practice any of 11 languages: Arabic, Chinese, English, French, German, Hebrew, Italian, Japanese, Portuguese, Russian and Spanish. This interactive software program provides three levels of study using an immersion approach based on visual images and authentic language. Twelve satellite television channels are available, so that programs can be viewed in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Some language instructors give their students assignments for viewing and writing about programs on the satellite channels. An extensive collection of international films is available for viewing in the WLCC or for faculty to check out and show in their classrooms. Among the more than 100 films are films in Arabic, Chinese, Farsi, French, German, Hebrew, Italian, Japanese, Russian, Korean, Portuguese, Vietnamese and Spanish. While the resources are impressive and the staff excellent, the weekly schedule is limited, and the facility needs extended hours and staffing to reach its potential.

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

Oklahoma City Community College's Mission statement ends with these words: "empowering our students to achieve their educational goals and our community to thrive in an increasing global society." The Modern Languages Program remains uniquely qualified to be a major force in the implementation of this

portion of the College Mission.

The World Languages and Cultures Center enriches the core program in Modern Languages and provides opportunities for study of many other languages and cultures that are not available in the classroom.

The creation of online classes in Elementary Spanish I and II provide another method of delivery of basic language instruction. These courses have been developed with the goal of giving students as much exposure to the spoken language as possible and maintaining the integrity of the curriculum. The enrollment in these classes has exceeded expectations and will most likely continue to increase.

The number of Modern Languages majors has increased steadily, with 89 majors in 2006, 93 majors in 2007, and 101 majors in 2008.

The number of Modern Languages graduates has increased slightly since a drop to four in 2004; there were seven graduates in 2005, five graduates in 2006, eight graduates in 2007, and eight in 2008.

Spanish continues to show strong enrollment numbers. All core courses are offered every year, and enrollment in Conversational Spanish classes is growing. The Conversational Spanish classes enable many pre-education students to complete their language requirements at four-year institutions in the state.

The continuing opportunities for language and cultural experiences in Spanish Immersion experiences have benefited many students over the past five years. Two International Study experiences were offered.

Full-time faculty members are dedicated to preparing students in the communicative/functional use of language. The addition of another fulltime Professor of Modern Languages has strengthened the program in both Spanish and French.

Experienced, well-qualified adjunct faculty members complement the efforts of

full-time faculty.

Class size limits (25) facilitate oral interaction teacher/student and student/student.

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

Although the number of declared majors in Modern Languages has increased significantly, the number of graduates has increased only minimally.

French enrollments have again decreased, and it is difficult to offer the Intermediate courses so that students can complete the degree in a timely manner.

Student performance on Assessments of Listening and Reading Comprehension has not met expectations.

The World Languages and Cultures Center cannot currently reach its potential because of limited hours and staffing.

The pending retirement of fulltime faculty member Patricia Jiménez Brooks, who teaches Spanish and English as a Second Language, presents a challenge for the program to identify a teacher who has outstanding skills in using total immersion in the classroom and who will continue the Immersion courses and International Study courses pioneered by this retiring instructor.

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

We need to contact all students who have declared a major in Modern Languages and maintain regular communications with them. This will require a concerted effort for the entire fulltime faculty. We need to encourage students to complete the degree and support them in their efforts.

We need to develop strategies to renew interest in French on our campus, including an effort to educate the 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 cultural activities in the World Languages and Cultures Center 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 French enrollment through our cooperative agreement.

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

We need to work with the Department Director of Communications and the Arts and the Dean of Arts and Humanities to promote the World Languages and Cultures Center and to encourage our teachers and students to use the facility on a regular basis. If there is demonstrated demand for increased hours, then it may be possible to make them available.

We need to work with the Department Director of Communications and the Arts and the Dean of Arts and Humanities to develop a job description for the faculty position to be vacated by the retiring faculty member in 2009. There must be a decision regarding whether the position is 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 would request another fulltime 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.

II. Institutional Requirements

1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all recruiting and advertising activities to ensure they meet acceptable standards of ethics. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters Manual, and new student orientation as well as through the College website.

- 2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.**

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

- 3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.**

Faculty from each program work very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Student Development Counselors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Student Development Center include informational, relational and conceptual processing of educational planning and student goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with a counselor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Student Development.

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise. Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. **Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:**
 - a. **The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.**

PROGRAM MAJORS

	FY 2006		FY 2007		FY 2008		FY 2009 Projected		FY 2010 Projected	
	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs	HC	CrHrs
Modern Language	89	1,166	93	1,166	101	1,337	94	1223	97	1260

- b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.**

Modern Language			
FREN-1013	4	1	6
FREN-1115	19	14	19
FREN-1225	11	11	15
FREN-2113	9	11	7
FREN-2223	5	11	7
RUSS-1003	5	2	2
SPAN-1012	1	3	1
SPAN-1013	14	16	15
SPAN-1115	20	19	19
SPAN-1123	10	14	12
SPAN-1151	8		8
SPAN-1163			4
SPAN-1225	22	19	20
SPAN-2001			1
SPAN-2003		15	8
SPAN-2013	8	7	4
SPAN-2051	5		7
SPAN-2063	1		7
SPAN-2113	15	14	9
SPAN-2223	15	12	17
Modern Language total	15	15	14

- c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.**

OCCC is committed to providing quality education at times and places most convenient to students. To accomplish this, Distributed Learning Instructional Technology has developed courses which offer several options to students who cannot attend on-campus courses. Those options are online courses, telecourses, interactive television and web-enhanced courses. In addition to

providing access Distributed Learning assist faculty in their utilization of technology to enhance student learning by providing software and technology training. Camtasia Software (used for the development of narrated online lectures and tutorials), Avacast (a webcasting software), learning management system (WebCT) license, Podcast studio remodel and setup, equipment and software, and Thinkwave licenses (an online grade book) are among the tools available at the cost of \$71,219.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Modern Language			
FREN-1013	4	1	6
FREN-1115	19	14	19
FREN-1225	11	11	15
FREN-2113	9	11	7
FREN-2223	5	11	7
RUSS-1003	5	2	2
SPAN-1012	1	3	1
SPAN-1013	14	16	15
SPAN-1115	20	19	19
SPAN-1123	10	14	12
SPAN-1151	8		8
SPAN-1163			4
SPAN-1225	22	19	20
SPAN-2001			1
SPAN-2003		15	8
SPAN-2013	8	7	4
SPAN-2051	5		7
SPAN-2063	1		7
SPAN-2113	15	14	9
SPAN-2223	15	12	17
Modern Language total	15	15	14

e. Projected job market for graduates in occupational programs during the next two years.

This is a transfer programs, and by design, there is no job market data at this level of degree completion.

f. The success of transfer students based on GPA comparisons.

There is minimal transfer data on student GPA from the receiving transfer institution. See attachment for available transfer data.

- 5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.**

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

- 6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.**

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

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

Fulltime faculty will work on communications with majors. This is a problem in most programs. The department secretary may be able to provide some support for these efforts.

The Arts and Humanities division and the World Languages and Cultures Center will support the faculty's plans to provide opportunities for students to develop and improve their Listening and Reading Comprehension skills.

OCCC will work to expand the hours for the World Language and Culture Center and create a fulltime position for the Lab Assistant to handle the expanded workload. Once that has been done, the Lab Assistant should have more time to create special events and workshops that will provide information to encourage the use of the Center.

Online classes will be encouraged in all the Modern Languages. We hope that the ease of taking these courses will encourage students to finish the program and graduate with a degree or certificate.

Modern Language faculty and the Communication and the Arts Director will work with the advising staff to encourage students to take foreign languages. Emphasis will be placed on educating advisors on the benefits of all foreign languages including French.

Retiring faculty will be replaced with qualified personnel.