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Foreign Languages 2000-2001

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Executive Summary

Foreign Languages at CCCCD is a strong and vital program. It offers a variety of languages (seven) in a variety of learning formats; its faculty is diverse and well qualified. Unlike the courses at most other area colleges and universities, CCCCD's first-year foreign language courses meet five hours per week, maximizing the student's chances to attain oral proficiency; classes are small, and offer opportunities for students who excel to participate in the Honors Program and/or be recognized as Emerging Scholars.

The perceived weaknesses of the program have been addressed in the Assessment's "Suggestions and Recommendations," through a proposed plan to test for placement and achievement during the student's freshman year; to develop an alternative lab component in medical terminology; to acquire multi-media labs and classrooms; to re-institute or re-invent study abroad programs; to recruit students in area high schools; and to involve more students and faculty in the extracurricular cultural events of the department.

Foreign Languages Program Strengths and Weaknesses

1. Strengths

- a. Variety of languages and courses offered (seven languages, two to nine courses offered in each language).**
- b. Diverse faculty – many with native fluency and/or first-hand knowledge of native cultures.**
- c. First-year language courses meet five hours per week.**
- d. Variety of formats (traditional; distance learning – video check-out and web classes; express classes; mini-mester and summer classes; day, evening, and week-end classes).**
- e. Small classes that allow individual attention to students.**
- f. Extracurricular activities (guest speakers, films, web sites, LRC materials, music, Spanish film series, La Mesa Rodonda, Spanish heritage month, La Noche Espanola, international day) that involve students.**
- g. Honors section and/or Honors contracts in French and Spanish.**
- h. Foreign Language students identified each semester as Emerging Scholars.**

2. Weaknesses

- a. Need for initial placement tests to help students have more realistic views about the difficulty of foreign language courses.**
- b. Need for achievement (exit) exams in each language to measure outcomes and to ensure a student's readiness for subsequent levels of language study.**
- c. Need for alternate or improved lab components to meet the specific needs of students taking courses (e.g., a Spanish medical terminology lab for nursing and EMT students).**
- d. Need for multi-media labs and classrooms.**
- e. Need for the college to re-evaluate foreign study programs.**
- f. Need to interest area students in CCCCD's Foreign Language program by developing Foreign Language brochures to include in Student Orientation packets distributed by CCCCD.**
- g. Need to continue to have foreign language cultural events on campus that involve both current and prospective high school and community students.**
- h. Need for a marketing plan that may involve faculty helping to recruit students from area high schools.**

languages requested by students.

Comment: Arabic language and culture is a high interest area in the wake of September 11.

PROGRAM ASSESSMENT Six-Month Progress Report

Program Assessed: Foreign Languages

Year Assessed: 2002-2003

Recommendation 1: Develop initial placement tests for first-year levels of French and Spanish.

Action taken: Placement tests for French 1411 and 1412 and Spanish 1411 and 1412 have been written and placed online for students at iws.ccccd.edu/foreignlanguages/.

Comment: Students are using these tests to help determine their readiness for first-year levels of French and Spanish. Following each test is a key whereby students can check their work. Students are also using these tests as practice tests for CLEP (credit by exam) and for the competency (exit) exams for first-year French and Spanish.

Recommendation 2: Develop competency (exit) exams for first-year levels of French and Spanish.

Action taken: Competency exams for French 1411 and 1412 and Spanish 1411 and 1412 have been written and were implemented as exit exams in all classes beginning with the Fall 2002 semester and continuing to date.

Comment: These exams are printed and placed in envelopes by the department and distributed to faculty shortly before the end of the semester to administer to students. The exams are then returned to the division office and kept on file for review.

Recommendation 3: Develop and pilot an alternate lab component of medical terminology in Spanish.

Action taken: Faculty are investigating a series of career manuals put out by Houghton Mifflin titled Spanish for Medical Personnel, Spanish for Law Enforcement, Spanish for Teachers, Spanish for Business and Finance, and Spanish for Social Services for students interested in those career fields to use as part of their lab component. In Spring 2003, one faculty member reports that ten of her students completed ten hours each of lab in Spanish for Medical Personnel, Spanish for Teachers, and Spanish for Law Enforcement. Another instructor reports that a firefighter student was assigned a "lab" in his field. Other faculty are encouraged to develop labs for students in particular career fields.

Comment:

Recommendation 4: Request additional multi-media labs and classrooms.

Action taken: The opening of the new I-wing at the Spring Creek Campus in Fall 2003 will provide additional classrooms with podiums for web and multi-media access.

Comment: Foreign Language classes, especially Spanish, continue to be scheduled in D130 at SCC, U131 at PRC, and the ALC at CPC for lab hours each week

Recommendation 5: Submit proposals for foreign study programs.

Action taken: Faculty have submitted foreign study proposals in the past but have not submitted additional proposals because all foreign study programs at CCCCD have been placed on hold this year.

Comment:

Recommendation 6: Develop a brochure to attract students to the foreign language program at CCCCD.

Action taken: A temporary brochure listing all the foreign language course offerings at Collin County Community College has been developed and distributed as requested to

prospective students. These brochures will be on the Resource Table during summer orientations for new students during Summer 2003.

Comment: Plans are to work with Public Information to create a more professionally designed brochure in the near future.

Recommendation 7: Offer and/or participate in one or more cultural events for students each year.

Action taken: Faculty have reported the following activities during the Spring 2003 semester:

- Participation in International Day at SCC on April 16.
 - Class activities to celebrate Hispanic Month such as an ethnic lunch, viewing and discussion of Spanish movies, in-class projects to honor Hispanic figures, class meetings at Mexican restaurants to order menu items in Spanish, visit to "Tertulia Espanola" to experience flamenco, visits to the World Food Market, visits to Farmer's Market to bargain in Spanish for fruits and vegetables and imported Hispanic craft items.
 - Guest native speakers to discuss cultural differences in various Hispanic countries.
 - * A classroom visit by Cuban artist Rolando Diaz who spoke both of his art and what it was like to live in communism.
 - In-class presentations of cultural and historical aspects of a chosen country in which the student is required to utilize the two past tenses learned in the course.
 - Visiting an authentic French restaurant to order menu items in French.
 - Watching a French movie and writing a one-page opinion in French.
 - Distributing recipes for French bread and then assigning students to bake the bread and bring to class.
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Recommendation 8: Visit area high schools to recruit students in the French, German, and Spanish programs.

Action taken: Faculty report the following efforts to recruit and keep students during Spring 2003:

- a. Faculty member visited Plano ISD Haggard School to promote the Spanish program at CCCCD.
- b. PRC Spanish students staffed a Welcome Table at SCC International Day to

- promote the Spanish program.
- c. Three PRC Spanish students were recognized at the Service Learning Reception for their volunteer work in the Plano ISD in Spring '03 semester.
 - d. Guest speaker from UNT discussed transfer of CCCCD Spanish courses.
 - e. Guest speaker discussed scholarship opportunities for students.
 - f. French faculty member worked with students at North Garland High School to prepare for a Marti Gras event that students presented to Etheridge Elementary School thus creating ties between the high school students and CCCCD..
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Suggestion 1: Expand lab and/or classroom resources to include video and audio equipment.

Comment: As stated in the response to Recommendation 4, the opening of the new I-wing at SCC in Fall 2003 will provide additional classrooms with podiums for web and multi-media access. Faculty will be encouraged to recommend appropriate video and audio equipment to supplement what the department already uses.

Suggestion 2: Continue and expand foreign study programs, especially short term intensive language and culture programs to native areas. Create additional links to foreign universities for exchange programs.

Comment: All foreign study programs at CCCCD have been placed on hold this year.

Suggestion 3: Investigate the possibility of changing the course numbers of Spanish 1300 and 1310 to 2300 and 2310.

Comment: The course numbers are consistent with the common course numbering system recommended by the Texas Higher Education Board.

Suggestion 4: Expand language course offerings to include Arabic and/or other languages requested by students.

Comment: Credit language classes compete with Continuing Education at CCCC which offers non-credit classes throughout the year in Arabic, Polish, Portuguese, Vietnamese, Chinese, Welsh, Chinese, Farsi, Greek, Italian, French, German, Japanese, Russian, and Spanish. Typically, credit students want transfer courses primarily in Spanish, French, and German with a few wanting courses in Japanese, Chinese, and Russian. Surveys need to be done to determine which additional languages students may wish to take for credit and/or for transfer.

Signature Shirley McBride **Date** June 4, 2003

Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and one (1) copy to the appropriate Vice President.

Suggestions and Recommendations

The Assessment Task Force offers the following recommendations and suggestions for the **Foreign Languages** program:

1. Recommendations

- a. **Develop initial placement tests for first-semester levels of French and Spanish.**
- b. **Develop achievement (exit) exams for first-year levels of French and Spanish.**
- c. **Develop and pilot an alternate lab component of medical terminology in Spanish.**
- d. **Seek support for multi-media labs and classrooms.**
- e. **Support the re-evaluation of foreign study programs.**
- f. **Develop and distribute Foreign Language brochures to prospective students.**
- g. **Offer and/or participate in one or more cultural events for students each year.**
- h. **Visit area high schools to recruit students, especially in French, German, and Spanish courses.**

2. Suggestions

- a. **Expand current lab resources to include video and audio equipment. Have fully equipped, dedicated language classrooms.**
- b. **Expand foreign study programs, especially short term (Maymester, Wintermester, Spring Break) intensive language and culture programs in native language areas.**
- c. **Investigate the possibility of changing the course numbers of Spanish 1300 and 1310 to 2300 and 2310.**
- d. **Expand language course offerings to include Arabic and/or other languages requested by students.**

2001-2002 Program Evaluation Deans Comments

Program Evaluated: *Foreign Language Program*

Year Evaluated: *2001-2002*

Please review the completed program evaluation and comment on the findings. In your comment please indicate whether you agree or disagree with the task force recommendations.

Comments:

According to the statistics on page 2, the foreign language program has experienced little growth (only 416 students) in a six-year period from 1995-2001.

To increase enrollment, especially in French, German, and Spanish, I recommend that full time faculty in those disciplines visit area high schools to promote the foreign language programs and recruit students. This activity could be part of their college service.

According to retention/success charts on pages 3-6, retention rates and success rates in some classes are low.

In an attempt to improve retention and success rates, faculty members might discuss the effectiveness of their teaching methods.

Overall, I agree with the task force recommendations.

Signature *Sheneé Cobb* **Date** *October 3, 2002*

Upon completion please sign and date. Forward one (1) copy to Julie Miles at SCC and forward one (1) copy to the appropriate Vice President. The form entitled "Vice President of Status Report" should accompany the copy that you send to the VP.

Academic Program Evaluation Action Plan

The Action Plan addresses each recommendation and suggestion listed in the previous section. Include a plan of action, time line, and person(s) responsible for each recommendation and comment on each suggestion (implementation of suggestions is optional).

Program Assessed: **Foreign Languages Program**
Year Assessed: **2001-2002**

Recommendation 1:

Plan: **Develop initial placement tests for first-year levels of French and Spanish.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
Summer 2002	Write Placement tests for French 1411 and 1412.	Kemal Moula
Fall 2002	Implement tests .	All French faculty
Summer 2002	Write Placement tests for Spanish 1411 and 1412	Ana Giron, Frozina Goussak, George Henson
Fall 2002	Implement tests.	All Spanish faculty

Recommendation 2:

Plan: **Develop competency (exit) exams for first-year levels of French and Spanish.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
Summer 2002	Write Competency Exams for French 1411 and 1412.	Kemal Moula
Fall	Implement as exit exams.	All French faculty

2002

Summer 2002	Write Competency Exams for Spanish 1411 and 1412	Ana Giron, Frozina Goussak, George Henson
Fall 2002	Implement as exit exams.	All Spanish faculty

Recommendation 3:

Plan: **Develop and pilot an alternate lab component of medical terminology in Spanish.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
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Spring 2003	Develop and pilot an alternate lab component Spanish 1411 and/or 1412.	Faculty
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Recommendation 4:

Plan: **Request additional multi-media labs and classrooms.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
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Fall 2002	List exactly what the program needs.	Faculty
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Spring 2003	Submit requests to Dean	Faculty
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Recommendation 5:

Plan: **Submit proposals for foreign study programs.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
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Fall 2003	Write and submit proposals for foreign study programs.	Faculty
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Recommendation 6:

Plan: **Develop a brochure to attract students to the foreign language program at CCCCD.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
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Fall 2002	Work with Public Information to develop an attractive brochure for the foreign language program	Coordinator and Faculty
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Spring 2003	Keep Information Centers stocked with brochure. Distribute as requested to prospective students.	Coordinator
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Recommendation 7:

Plan: **Offer and/or participate in one or more cultural events for students each year.**

Time line:

<u>DATE:</u>	<u>ACTION TO BE TAKEN</u>	<u>PERSON RESPONSIBLE</u>
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Spring	Offer and/or participate in one or more	Faculty
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2003 cultural events for students.

Recommendation 8:

Plan: Visit area high schools to recruit students in the French, German, and Spanish programs.

Time line:

DATE: ACTION TO BE TAKEN

PERSON RESPONSIBLE

Spring 2003 As a part of college service, faculty can visit area high schools and speak to students in French, German, and Spanish classes in an effort to acquaint students with the programs at CCCCD.

Faculty

Suggestion 1: Expand lab and/or classroom resources to include video and audio equipment.

Comment: This equipment is needed to have a true language labs and/or classrooms. Dedicated language classrooms would enable faculty to plan a variety of activities in one class session.

Suggestion 2: Continue and expand foreign study programs, especially short term intensive language and culture programs to native areas. Create additional links to foreign universities for exchange programs.

Comment: Short-term programs would offer all the advantages and fewer of the obstacles of longer-term study abroad programs for some students.

International exchange programs with universities enable students to continue language studies in fields such as international business.

Suggestion 3: Investigate the possibility of changing the course numbers of Spanish 1300 and 1310 to 2300 and 2310.

Comment: The change would help avoid confusion concerning the fact that Spanish 1411 and 1412 are prerequisites for Spanish 1300 and 1310.

Suggestion 4: Expand language course offerings to include Arabic and/or other

languages requested by students.

Comment: Arabic language and culture is a high interest area in the wake of September 11.