

WESTERN WYOMING COMMUNITY COLLEGE

FOREIGN LANGUAGE
PROGRAM REVIEW PORTFOLIO

2009

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I. OVERVIEW

PART A: Purpose of the Foreign Language Program

The mission of the WWCC Foreign Language Department is to provide a diverse and practical educational program which will not only enhance a student's ability to communicate competently in another language but also meet the language requirements for degrees at both WWCC and other colleges and universities. The focus of the program is on communication and the effective use of the target language in real-life settings. The target language is studied and used in every situation possible from listening, reading, writing and speaking, with an emphasis on pronunciation. There is a diverse range of courses offered in an effort to meet the College's and community's needs. These courses introduce students to new languages and cultures which not only enlighten, but also enhance cultural awareness and diversity, with hopes they will have many opportunities to use the target language in the future.

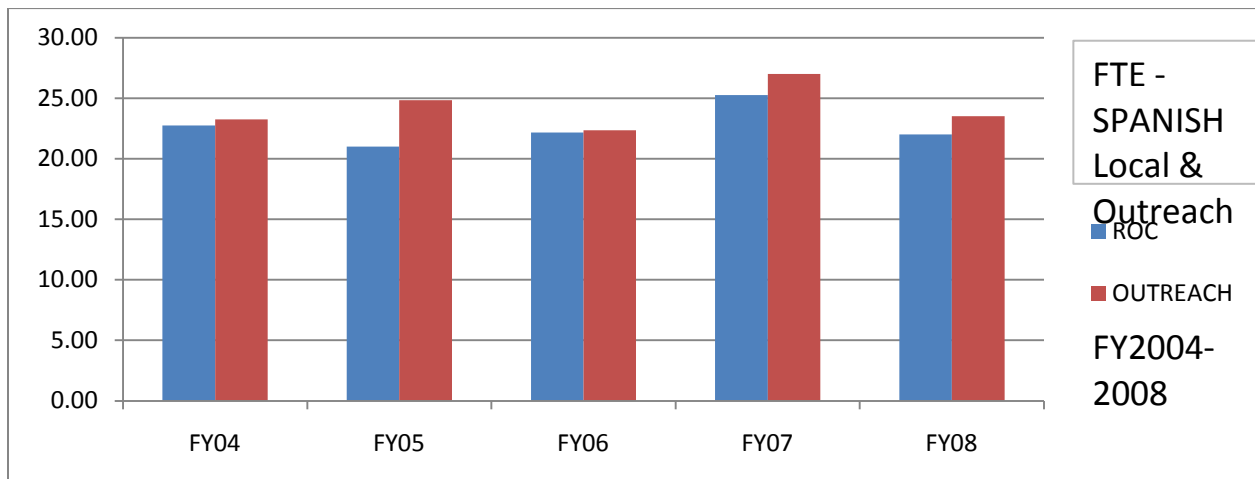
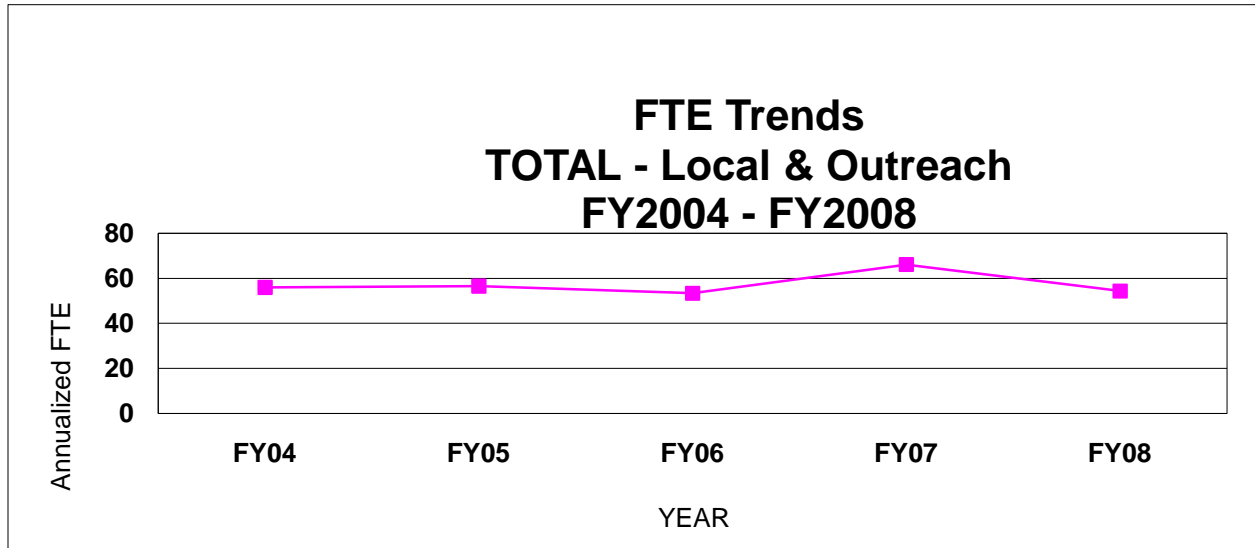
Primary Learning Goals of the Foreign Language Department

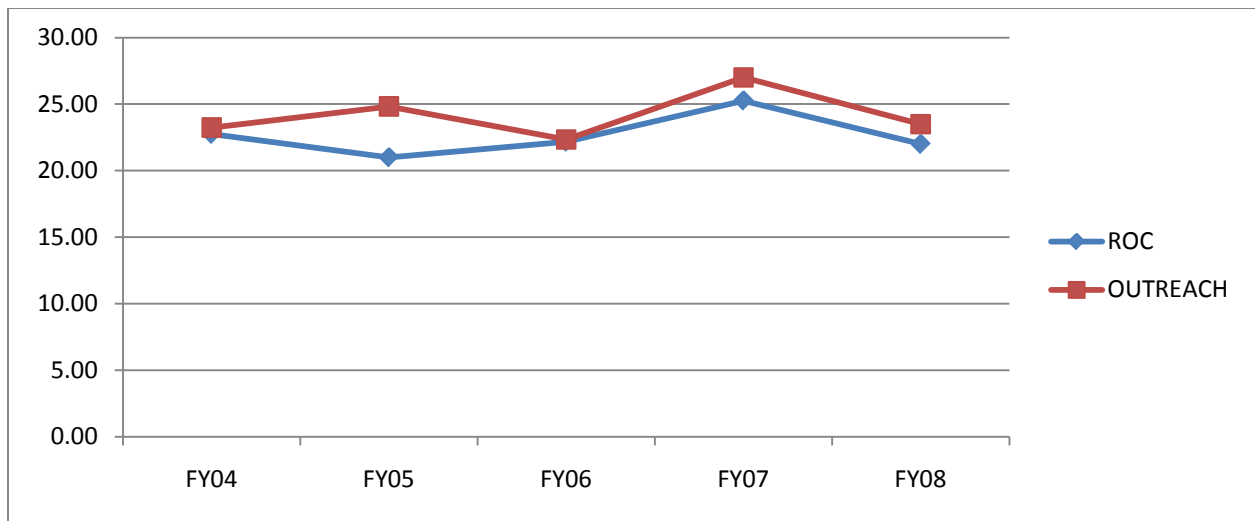
Program-Level Goals What will students learn in this program?	WWCC College Wide Goals Which goals will be strengthened?	Assessment for Student Goals How will the skill be measured?
1. Students produce verbal and written work in the target language.	Communicate Competently Develop Life Skills	Spanish Dept: oral presentation graded using a departmental rubric. Spanish Dept: group conversation graded using a departmental rubric (currently only on RS campus).
2. Students interpret, use and apply the target language when reading and listening.	Communicate Competently	Spanish Dept: all instructors use <i>Mosaicos</i> , which incorporates reading and listening exercises using authentic material in the target language. Spanish Dept: listen to an authentic conversation in the target language; assessed using a departmental dialogue rubric. Spanish Dept: article summary project graded using the departmental rubric.
3. Students recognize cultural differences such as differing societal views, immigration, and geographical differences that influence food, living conditions and family dynamics.	See Issues from Multiple Perspectives Retrieve information	Spanish Dept: cultural research project with oral presentation; scored with departmental rubric.
4. Students recognize the importance and benefits of learning another language.	See issues from Multiple Perspectives Communicate Competently	Spanish Dept: cultural research project with oral presentation; scored with departmental rubric. Spanish 1010 & 1020: real-life scenario language practice with written summary; scored with departmental rubric.

II. FACT FINDING

A. Enrollment and Audience-

These charts show full-time enrollment trends for the Foreign Language Department through the years. There is a variety of traditional and non-traditional students that make up these numbers. Non-traditional students often take a foreign language course for employment purposes and/or personal enrichment, whereas traditional students take these courses to meet their program requirements. Either way this program is designed to serve multiple audiences .





- As each chart shows, the Foreign Language Department has a fairly steady enrollment and there is the potential to attract more audiences if the staffing issues are resolved both locally and in the outreach areas.

B. Facilities and Equipment

The current facilities are adequate on campus. The Spanish department is fortunate enough to have one designated classroom for all of its classes and therefore all displays and visual effects are present for all classes. The room has recently been updated with all new desks and chairs and with new technological equipment with access to the Internet, a video projector and a functioning computer/DVD player. The department also recently purchased dictionaries to have on hand in the classroom.

Staffing

The Foreign Language Department is quite small and suffers from staffing issues. There is currently only one full-time Spanish instructor and one adjunct Spanish instructor on campus. There are six other adjunct Spanish instructors and two French adjunct instructors in the surrounding outreach areas. The full-time Spanish instructor teaches all the Spanish courses with the exception of one to two courses taught by the on campus adjunct instructor. This is an issue we have attempted to address by hiring another adjunct instructor for on campus, however, there have been no interested or qualified applicants at this time. The search will continue.

C. Printed Materials and Website

The Spanish Department is currently using the *Mosaicos* instructional program. This program is being used by not only faculty on campus but also adjunct faculty in the surrounding areas. The College website with the Foreign Language Department's site is up to date and is reviewed yearly to make sure all information is current. Syllabi are constantly revised and kept up-to-date with the College's recommended standards.

D. Learning Pathways

Course #	Program Goal 1— Students produce verbal and written work in the target language.	Program Goal 2— Students interpret, use and apply the target language when reading and listening.	Program Goal 3— Students recognize cultural differences such as differing societal views, immigration, and geographical differences that influence food, living conditions and family dynamics.	Program Goal 4— Students recognize the importance and benefits of learning another language.	GSS 1— Communicate Competently	GSS 2— Retrieve Information	GSS 3—See Issues from Multiple Perspectives	GSS 4— Solve Problems	GSS 5— Develop Life Skills
FREN 1010	X	X		X	X	X	X		X
FREN 1020	X	X		X	X	X	X		X
SPAN 1010	X	X	X	X	X	X	X		X
SPAN 1020	X	X	X	X	X	X	X		X
SPAN 1050	X	X	X	X	X	X	X		X
SPAN 1070	X	X	X	X	X	X	X		X
SPAN1075	X	X	X	X	X	X	X		X
SPAN 1080	X	X	X	X	X	X	X		X
SPAN 2030	X	X	X	X	X	X	X		X
SPAN 2040	X	X	X	X	X	X	X		X

E. Professional Development

The following are the professional development activities of the Foreign Language Department, specifically the Spanish program members on campus .

Instructor of Spanish Ignacia “Nish” Ferrero

- Recent Background History
 - Nish was hired on as the sole full-time on-campus Spanish instructor and head of the Foreign Language Department in the fall of 2007.
 - She had taught as an adjunct previously for Western and was familiar with the school and department, which made the transition easier.
- Assorted Projects and Activities
 - Implemented a new Spanish program, *Mosaicos* in the '07-08 academic year. This new program was modern and up to date, whereas the previous program had been in use for more than a decade.
 - Contacted all Spanish adjuncts, and they are now using the ‘Mosaicos’ program.
 - Took the “Facilitating Online Learning” course in order to begin building an online Spanish Program for the college.
 - Attends conferences every semester to stay up-to- date on current teaching techniques and research new methods such as the Jossey-Bass Online Teaching and Learning Conference, WYDEC Online Instruction Conference, the Yellowstone Master Teacher’s Conference, and the Magna Cognitive Learning Online Seminar.

Part-time On Campus Instructor- Dustin Conover

- Recent Background History
 - Dustin has the full-time position as Gear-Up Coordinator here on campus so he is only available to teach one Spanish course per semester on campus.
- Assorted Projects and Activities
 - Has been in constant communication regarding the transition from the old Spanish program *Destinos* to the new one *Mosaicos* and has implemented this new program in his classroom.
 - Has been open to new teaching methods such as teaching via compressed video and with a partial Internet component.
 - Recently took the “Facilitating Online Learning” class also so that in the future he will possibly teach this course online.

F. Recommendations from Previous Program Review of the Foreign Language Program

Recommendations	Actions
Hire a part-time instructor on the main campus.	Action was completed. However the need for another part-time instructor on campus still exists.
Continue to provide funding for an articulation conference with Outreach instructors every other year.	Action was modified by new department head so that Outreach instructors are now contacted twice per semester in order to maintain contact rather than every other year.
Develop and implement a set of minimum qualifications for approval of adjunct foreign language teachers.	Action was completed this year by new department head.
Develop a list of program goals that can be assessed	Action completed through this new AQIP program review process.
Hire a lecturer or a second full-time foreign language teacher.	Action has not been completed.
Stay abreast of how the new Foreign Language standard is being implemented in the curriculum and/or create the need for new course offerings at WWCC.	Action is in perpetual motion. Currently the department head is developing an online program for the department. Several new courses have been developed and taught to target new audiences such as Spanish for Law Enforcement, Spanish for Travelers, and block classes Conversational Spanish I & II.
Explore the feasibility of developing a language lab.	Action in progress. New program implementations for the upcoming semester will include that all WWCC Spanish courses will participate in an online Spanish lab.

Section III: Focus on the Future

A. Assessment Reporting of the Foreign Language Program

- *Due to the fact that this is the first year that the Foreign Language Department will be doing assessment reporting with rubrics, etc., we won't have any data to analyze or present until the fall of 2010. Below is a list of planned assessment measures for each program goal.*
1. Students produce verbal and written work in the target language.
 - a. **Departmental rubric for the research project/presentations due each semester.**
 - b. **Departmental rubric for the group conversations to be given in the target language each semester.**
 2. Students understand the target language when reading and listening.
 - a. **Require that all instructors use the same instructional program material (Mosaicos), which incorporates reading and listening exercises using authentic material in the target language.**
 - b. **Students will listen to an authentic conversation in the target language and will be assessed using a departmental dialogue rubric.**
 - c. **Students will be assigned a project entailing an article summary and will be graded using a departmental rubric.**
 3. Students recognize cultural differences.
 - a. **Students will complete a cultural research project and give a brief presentation on their findings. A departmentally designed rubric will be used to grade the presentation/paper requirements.**
 4. Students recognize the importance and benefits of learning another language.
 - a. **Students will complete a cultural research project and give a brief presentation on their findings. A departmentally designed rubric will be used to grade the presentation/paper requirements.**
 - b. **All Spanish 1010 & 1020 courses at the Rock Springs campus will be assigning student exercise that would test their language skill in an applicable real-life scenario and having them report in a summary/paper their findings. All instructors at the Rock Springs campus will have the same project due and use the same department rubric each semester.**

B. Strengths, Limitations, and Opportunities of the Foreign Language Department

A. STRENGTHS (Major improvements in the past three years)

1. Implementation of a new instructional program edition in 2009 (*Mosaicos*) which is modern and technologically-advanced.
2. Development of an online Spanish 1010 course to be taught in the fall of 2009.
3. Updated technology and equipment at the Rock Springs campus.
4. All outreach instructors are using the same syllabi requirements and instructional program.
5. Expansion of offerings to diverse audiences within the community such as Spanish for Medical Personnel, Spanish for Law Enforcement and Conversational Spanish I & II.

B. LIMITATIONS (Major factors that limit the program's achievement of its goals):

1. The struggle to hire and maintain part-time instructors limits the potential for growth and diverse course offerings.

C. OPPORTUNITIES TO IMPROVE:

1. Locating an additional part-time instructor to teach additional courses and allow the Spanish department to expand offerings.
2. Regular departmental assessment to ensure opportunities are not overlooked or missed.
3. Maintaining student enrollment and engagement in courses currently offered.
4. Possibility for students to complete the two year Spanish program completely online.
5. Expanding community connection and industry participation.

C. Action Plan of the Foreign Language Program

First Year: 2009-2010

<u>Task or Action</u>	<u>Purpose</u>	<u>Measure of Success</u>	<u>Who is responsible?</u>
Begin using assessment measures and gathering data.	Assess whether or not students are achieving the program level goals	Success will be measure by utilizing Assessment Measures listed on page 3 of this program review.	Spanish instructors on the Rock Springs campus.
Offer SPAN 1010 and 1020 online for the first time.	To reach a different audience.	Enrollment and evaluations will determine the success of these courses.	Full-time Spanish instructor at the Rock Springs campus.
<u>Task Dependent on Funding</u>			
Hire another Spanish adjunct for the Rock Springs campus.	To be able to offer more Spanish courses and variety.	N/A	VP of Student Learning

Second Year: 2010-2011

<u>Task or Action</u>	<u>Purpose</u>	<u>Measure of Success</u>	<u>Who is responsible?</u>
Continue gathering assessment data and begin analyzing data from 2009-2010	Assess program goals.	Success will be measure by utilizing Assessment Measures listed on page 3 of this program review.	Spanish instructors on the Rock Springs campus.
Offer SPAN 2030 and 2040 online for the first time.	To reach a different audience and allow students to finish the two year Spanish program completely online.	Enrollment and evaluations will determine the success of these courses.	Full-time Spanish instructor at the Rock Springs campus.
<u>Task Dependent on Funding</u>			
None			

Third Year: 20011-2012

<u>Task or Action</u>	<u>Purpose</u>	<u>Measure of Success</u>	<u>Who is responsible?</u>
Consider appropriate program changes based on data gathered from the last two years.	Assess program goals and any necessary revisions.	Success will be measure by utilizing Assessment Measures listed on page 3 of this program review.	Spanish instructors on the Rock Springs campus.
Review the success of the SPAN 1010 and 1020 courses offered completely online.	To ensure that these courses are meeting the academic goals of the department.	AQIP evaluation of the course via peer review.	Distance Education Department and the full-time Spanish instructor on the Rock Springs campus.
<u>Task Dependent on Funding</u>			
Assess the need to change or enhance instructional program material for the Spanish Department.	To stay current and up to date on teaching methods and technological advancements		Full-time Spanish instructor on the Rock Springs campus.

Appendix: