

# World Languages Program Review 2014



“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.”

Excerpt from ACTFL’s Statement of Philosophy for the Standards for Foreign Language Learning  
([http://www.actfl.org/files/public/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf))

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## PROGRAM OVERVIEW

### World Languages Goals, Standards and Principles

The PCC World Languages program strives to create an environment in which students develop communicative language competence in the “target language”—in our case, Chinese, French, German, Japanese, Russian or Spanish. By fostering an environment that supports students as active learners, the program encourages students to engage in meaningful interactions with their classmates and instructors. Courses offered by the World Languages program stress the importance of developing skills in all five language-learning skills: listening, speaking, reading, writing and cultural understanding. The World Languages program takes pride in promoting linguistic and cultural diversity and emphasizes that language learning is an important aspect of being a global citizen.



The World Languages program builds assessment procedures, classroom assignments and activities on the foundation blocks of the American Council on the Teaching of Foreign Languages (ACTFL) National Standards. The ACTFL National Standards propose that foreign language programs following instructional best practices should strive to promote student achievement in five core areas of foreign language study, collectively known as “The Five C’s of Foreign Language Education.” The PCC World Languages program believes strongly in the importance and value of providing quality instruction that addresses each area of “The Five C’s”: Communication, Cultures, Connections, Comparisons and Communities.

#### **Communication**

As the ability to communicate successfully in the target language is the primary goal of foreign language study, the philosophy of the World Languages program is to use Communicative Language Teaching (CLT) as the primary methodology. The communicative approach is a learner-centered methodology and emphasizes that the development of communicative competence in the target language is an essential aspect of foreign language learning. Instructors of the World Languages program promote student development of communicative competence by:

- Fostering a supportive and cooperative learning environment that encourages students to work with their peers and instructors in order to develop and improve skills in the target language
- Stressing the importance of an in-class immersion experience that offers students meaningful, authentic contexts in which they are able to interact, share information, and create and negotiate meaning in the target language
- Providing language instruction and activities that address each student’s learning style and individual needs.



### **Cultures**

A key aspect of foreign language learning is the process of acquiring knowledge about and gaining an appreciation of the diverse cultures in which the target language is spoken. The courses offered by the World Languages program strive to integrate culture as an inextricable component of language learning. When students participate in a learning environment that emphasizes the importance of cultural proficiency along with communicative proficiency, they become even more engaged and enthusiastic about language learning.

### **Connections**

Students in PCC World Languages classes develop linguistic and cultural competencies that allow them to gain access to experiences and bodies of knowledge that are unavailable to those who speak only English. Language students are also able to deepen their understanding of other disciplines as they make connections between the information presented in other courses and the linguistic and cultural content presented in language courses.

### **Comparisons**

Foreign language learners taking PCC World Languages courses are encouraged to discover and consider similarities and differences between their native language and culture and the languages and cultures that they study. As members of a learning community in which these linguistic and cultural comparisons and contrasts are discussed and examined, students are more able to understand and appreciate the multiple ways in which people can interact and view the world.

### **Communities**

As a result of developing and improving language skills, PCC World Languages students are better prepared to participate in multilingual, diverse language communities at home and abroad. Students are encouraged to take their language learning outside of the classroom and expand their experiences by participating in communities that use the target language. The first and second year courses offered by the PCC World Languages program prepare students for further language study opportunities, including but not limited to: transfer to other institutions, Community-Based Learning programs, and Study Abroad programs.

The World Languages SAC also considers ACTFL's Proficiency Guidelines when creating and revising curriculum. The World Languages' Course Content and Outcome Guides (CCOGs) outline the skills and competencies that students should have acquired upon completion of a specific course level. These CCOGs are based on ACTFL's Proficiency Guidelines, which identify stages of proficiency and focus on functional competency, or what an individual is able to do in the target language. The ACTFL Proficiency Guidelines therefore provide a framework for global assessment of students, regardless of where, when or how a language has been learned or acquired.

(<http://www.actfl.org/files/public/Guidelinespeak.pdf>;  
<http://www.actfl.org/files/public/writingguidelines.pdf>).







## World Languages Course Offerings

The PCC World Languages SAC is proud to offer six languages across the college: French, German, Japanese, Russian, Chinese, and Spanish. Languages are taught at all four campuses: French, German, Japanese, Russian, and Spanish at Sylvania; Spanish and Chinese at Cascade; Japanese, German and Spanish at Rock Creek; and Spanish and Chinese at SE Center.

Chinese is our newest language, having been added in 2010. Critical to the success of Chinese was the wise decision to add it with a full-time instructional position attached, who can fully engage with the SAC and the college community and offer her full support to her department. We are pleased to report we have now expanded to one full and one part-time instructor of Chinese. Our being able to offer a variety of languages college-wide, with at least one full-time faculty member in every language

that is taught, is one of the things we value most. We

appreciate efforts by the administration to increase language course offerings in this way across the college.

The bulk of our offerings consist of core first and second year language courses. We also offer conversation courses in many languages, which are usually taken simultaneously with the core class. These classes provide additional practice and review of material, thus supporting student success in their first and second year courses. In order to provide more depth and breadth of study, we also offer elective courses in culture, film, and literature for several of the languages we teach at PCC. Spanish for Experienced Speakers is offered to meet the needs of heritage speakers of Spanish (students who have been exposed to Spanish spoken at home but have been educated primarily in English). Please refer to Appendix 3 for links to all World Languages courses and course outcomes.

Our courses fulfill arts and humanities requirements for all Associates degrees including the Associate of Arts/Oregon Transfer Degree. Students generally complete at least one of the two-year sequences available and are then able to transfer into second or third year language classes at four-year universities. As a SAC that offers lower division transfer courses, the World Languages SAC consults with transfer colleges and universities in Oregon to ensure that its program, course sequences, and course content align with state standards and transfer departments' articulation requirements. Please see Appendix 6 for information on how our courses transfer to several major Oregon University System institutions.



## Changes Since Program Review 2009

Since our last Program Review in 2009, there have been a few major changes to World Languages. As a direct result of the 2009 Program Review, a World Languages Department Chair position was created at Rock Creek, resulting in each campus having a World Languages Department. A second full-time position in Japanese was also requested in the last Program Review, and that position was created at Rock Creek in 2010. Chinese was added to our language offerings in 2010.

Since the last Program Review, we have carefully and thoroughly examined how and how well we teach the six College Core Outcomes and have made numerous adjustments to our curricula as a result of this process; these adjustments are discussed below. We have also introduced a new assessment instrument, the STAMP test, to evaluate the communicative competence of students finishing our program in five of our six languages. Most other changes since our last review represent tweaks rather than major shifts, mainly in response to changes in enrollment, demographics, and technology. A detailed report on our findings and on changes we have made to instruction based on those findings is included in this report.

## World Languages Faculty

	Full-Time Faculty	Part-Time Faculty	
<b>Spanish</b>	Sarah Bentley Alejandra Bonifacino Stephanie Yorba Charma Boeschen Anne-Marie Martin Libardo Mitchell Jan Underwood	Emily Gaffney Rachel Aponte Vanesa Arozamena- Rodríguez Francisco Benetti Laura Bergman Marisel González- Viñales Javier Fernández Greys Franke Jennifer Hensley Erin Edwards Antonia Larsen Mariana Valenzuela	Anthony Lewis María Lee-López Carmen Martín Adrienne Middleton Cristina Niculescu Esperanza Outeiriño- Feijoo Kristin Pesola Shayna Snyder Ryan Wickenberg Yussetty Spicer Dawn Stanfield Sunny Stautz
<b>Russian</b>	Kristine Shmakov	Alla Grigorian	
<b>French</b>	Stephanie Whitney-Bradley	Giselle Bawnik Rachel Hunter	Matthew Reeder Dorothy Turchi
<b>German</b>	Kristi Tompkins	Caralee Angell Florance Deutsch- Timmons Heather Kalowsky	Susan Stober Diana Turner
<b>Japanese</b>	Takako Yamaguchi Morgan Lindberg	Brian Bangerter Yukari Birkett Tee Kamoshita	Chiho Murphy Etsuko Sisley Keiko Yamanouchi
<b>Chinese</b>	Hsiao-Yun Shotwell	Beining Hu	



# OUTCOMES AND ASSESSMENT

## World Languages Course Outcomes

In addition to PCC's core outcomes, the World Languages SAC has developed its own course outcomes that help students develop a number of discipline-specific skills that they need for success in our courses at PCC as well as language courses at four-year institutions. Our course outcomes are revised regularly and are in alignment with College Core Outcomes, with discipline and World Languages SAC goals, and with PCC's Institutional Goals.

We offer a variety of courses in each of the six languages that make up the World Languages SAC and each course has its own set of outcomes. Our key sequences for each language are first year (101, 102, 103) and second year (201, 202, 203). Though there is some variation in outcomes depending on language and level, the following are common themes for what students should be able to do upon successful completion of a course:

- Manage a variety of interactions, in both oral and written forms
- Develop communication and inference skills
- Recognize and interpret cultural behaviors, attitudes and values
- Interact with historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.
- Employ strategies for analyzing and responding to authentic materials in the target language

As a SAC, we have made an effort to connect our course outcomes to PCC's core outcomes in order to make our core outcome assessments more relevant and meaningful to what we do in our classes on a day-to-day basis. In the following section we provide many specific examples of assessment-driven changes that we have made in order to improve our students' attainment of course-level learning outcomes.



## Addressing College Core Outcomes

All of the College Core Outcomes are integrally addressed in our language, conversation, and culture courses. In all six languages, students explicitly develop communication skills and cultural awareness while simultaneously reflecting on their own personal progress in language acquisition and on the social/ environmental issues of that language's culture(s). They must constantly think critically in order to comprehend the foreign language and express their ideas with only limited language ability, all of which increases their professional competence to succeed in today's diverse, multi-lingual and multicultural workforce. Below are additional descriptions of how our World Languages program addresses each College Core Outcome. Links to specific course outcomes (CCOGs) for each of our courses can be found in Appendix 3, where it should be clear to the reader how closely each course's CCOGs are naturally aligned with the College Core Outcomes.



### **Communication**

Communicating effectively in the target language is the primary objective of the World Languages discipline. All class sessions and assignments are designed to help students achieve this goal. In every class session, students practice oral communication in small and large groups. They also practice written communication in a variety of assignments requiring them to express their ideas coherently. In all of these communicative activities, students continually receive formal and informal feedback (from peers and instructor) on the coherence, clarity, and effectiveness of what they write and say. This ongoing feedback allows them to adjust their speech and writing to better express themselves in the target language. Students also demonstrate their communication skills in a variety of other tasks such as presentations and one-on-one oral interviews

### **Community and Environmental Responsibility**

All of our classes regularly incorporate discussions, readings, videos, and activities that address the perspectives of the target culture(s). As a context for studying the language, students learn about and discuss the issues prominent in the target culture(s), such as immigration, politics, environmental devastation, and economic factors. Especially in higher-level language classes, students use their understanding of these issues to speculate on their consequences and causes. In our courses exclusively dedicated to culture, and in particular those taught in English, these issues are explored in more depth. Additionally, students taking a language course from one of our instructors who teach with a Community-Based Learning component have additional opportunities to explore issues of community responsibility through interactions with the local community.





### **Critical Thinking and Problem Solving**

Successful language learning is not simply memorizing vocabulary and grammatical rules; students must learn to recognize patterns in language, make reasonable guesses about meaning, and employ creative solutions to express an idea when lacking adequate language. Every day in class and in assignments, our students must think critically and creatively to solve the problem of comprehending and communicating in the target language.

### **Cultural Awareness**

In studying a language, students also learn to express themselves appropriately *within* the cultural context of that language, such as using culturally appropriate greetings/ leave-takings, formal vs. informal registers, etc. Through class activities and assignments, students reflect on their own cultural perspectives, practices, and forms of expression and compare and contrast them with those of the target culture(s). Through deepening their understanding of the target culture as well as their own culture, students are better prepared to address issues relating to cultural differences.

### **Professional Competence**

Proficiency in a foreign language is a skill that many students seek to develop in order to advance in their professions or expand employment opportunities. Furthermore, the cross-cultural communication skills developed through foreign language study are vital to professional competence in nearly all fields. In our courses, students acquire the necessary skills to be effective language learners and are therefore prepared to continue their studies in higher-level contexts required to achieve professional level competency.

### **Self-Reflection**

Learning a language is a complex, life-long, and sometimes frustrating process. It involves an emotional component as language students struggle to be understood and express themselves to their peers in the target language. Instructors in the World Languages SAC regularly guide students to self-reflect on their own progress towards proficiency. These self-reflection activities range from impromptu discussions during class about language acquisition, to daily self-assessment of participation, to more formal written self-assessments of progress as language learners. This practice of self-reflection helps students to recognize the complexity of language acquisition and become more aware of their motivation and goals for language study. Self-reflection also prompts students to consider in which ways the skills acquired in a language class are applicable outside of the language classroom.

College Core Outcomes mapping matrices for World Languages can be found at <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>. Most of these matrices were completed in 2004, well before we began regularly assessing the College Core Outcomes. We intend to revisit and adjust the matrices to reflect the results of our College Core Outcomes assessments.



## Assessment of College Core Outcomes

### Critical Thinking

**Assessment Design:** In 2010 the World Languages SAC assessed the college Core Outcome for Critical Thinking in the sole section of Second year Russian and in one of four sections of First year French. (In future assessments, we assessed the core outcomes for every language in our SAC, and sample sizes were greatly increased to better represent the student population.)

Russian 201 students completed a listening comprehension activity by watching an episode of a Russian video series and writing about it in English at various levels of difficulty. To assess the level of critical thinking used when analyzing and synthesizing listening material, students wrote general and detailed information about the episode and then summarized each segment in a single sentence. To assess students' ability to make connections to previously learned material, they made inferences about situations in the video and justified their responses. Students also identified the levels of language formality in different scenes to assess their ability to identify subtle conveyors of meaning. Finally, students guessed the meaning of new Russian words from lines in the video and explained the reasoning process they used in making their guesses. This final activity yielded the clearest and most interesting evidence of critical thinking.

French 101 students read a short authentic article from a French magazine on Halloween in France. The assessment tool required students to answer questions about the article at various levels of difficulty and to explain how they came to that conclusion. The questions touched on the following: the source and topic of the article, identification of previously learned material and cognates, guessing the meaning of new vocabulary based on context alone, selecting key information in each paragraph, isolating words or sentences impeding comprehension and developing strategies to determine meaning, paraphrasing, finding specific information, and determining overall tone.

We assessed the results using a specially designed rubric that focuses on a student's ability to synthesize material, make inferences, analyze material, make connections to previously learned material, summarize general points, and comprehend subtleties of the target language. For this assessment, we did not norm the rubric, since the SAC did not understand the importance of doing so. However, we now include this process as part of all core outcome assessments.

**Results:** The assessments showed that French 101 students were beginning to actively develop their critical thinking skills in reading comprehension and were consistently performing at level two, and in some areas are often performing at level 3. The majority of second-year Russian students were using high levels of critical thinking in listening comprehension tasks and were consistently performing at level 3, and in some areas performing at level 4.

	Level 4	Level 3	Level 2	Level 1
<b>French 101</b>	0 students	14 students	21 students	0 students
<b>Russian 201</b>	7 students	15 students	2 students	0 students



Russian decided to dive deeper into the data and found that when analyzing new vocabulary and guessing meaning, students at both levels 3 and 4 used a wide variety of strategies, including context, knowledge of roots, parts of speech, use of cognates and previous knowledge.

Strategy used	Level 4 students-Russian	Level 3 students-Russian
Context of word	61% of time	67% of time
Root of word	13% of time	5% of time
Part of speech	19% of time	17% of time
Cognate	3% of time	2.5% of time
Previous knowledge	4% of time	8.5% of time

The increased success that level 4 students demonstrate in correctly deciphering the meaning of a new word seems to be the result of their more frequent use of language roots and a word's part of speech.

Critical thinking skills	Number of guesses about meaning	Numbers of words correct	Percent of words guessed correctly
Level 4-Russian	69	49	71%
Level 3-Russian	120	57	47.5%

**Assessment-driven curricular changes:** While we were pleased that students were demonstrating fairly strong critical thinking skills, we felt that there was room for improvement. Kristine Shmakov received 6 separate IIP grants to develop new reading comprehension and vocabulary analysis packages for the First year and Second year Russian sequences. Stephanie Whitney-Bradley adopted a new textbook series for First and Second year French which incorporates many more authentic readings on French culture. Both Russian and French students now receive explicit instruction on how to decipher new words using a host of word analysis and critical thinking strategies. Students complete these activities as homework, in class, and as part of final assessments. Instructors are incorporating more written compositions at the second year level that require more analysis and critical thinking. Several Russian, German and Japanese classes are incorporating student-made grammar books in which they explain grammar and key concepts in English and in the target language. These projects require students to think critically about the material they have learned and explain it in a meaningful way.

When this core outcome is re-assessed in 2014, all languages will participate.



## Communication

### 2010

**Assessment Design:** In 2010, the World Language SAC assessed the College Core Outcome of Communication in two Spanish 201 classes. Students completed a conversation activity in pairs for their oral midterm exam that was assessed by the instructor using a specially designed rubric to measure their communication levels. In World Languages, communication is the primary focus of our courses and pair conversations such as this activity are regularly used to assess communication skills in many of our courses across all languages. The conversation situations used in this activity were created by the instructors to incorporate tasks appropriate to the course level.

### Results:

The assessment showed that in this sample of 58 students in Spanish 201, most students are holistically functioning at level 4 in communication on tasks appropriate to their level. The breakdown of scores is as follows:

Level 4	Level 3	Level 2	Level 1
78%	17%	3.5%	1%

To determine any need for improvement within our results, we tallied the scores for each of the four sub-categories which comprise overall ability in communication. The breakdown of scores is as follows:

### Technical Accuracy

Level 4	Level 3	Level 2	Level 1
58.5%	36%	4%	0%

### Text Type

Level 4	Level 3	Level 2	Level 1
79.5%	15%	3%	2%

### Content

Level 4	Level 3	Level 2	Level 1
84.5%	12%	0.5%	0%

### Fluidity, Communication Strategy, Comprehensibility

Level 4	Level 3	Level 2	Level 1
85%	10%	3.5%	0%



**Assessment-driven curricular changes:** The results of this assessment indicated that our students were successfully acquiring overall communication skills. Students showed the greatest need for improvement within the subcategory of technical accuracy, which we did anticipate. However, the relative weakness of technical accuracy in comparison to the other sub-categories did indicate to our SAC that we should continue to emphasize grammatical accuracy in assignments and lessons, and any decisions regarding textbook selection should include discussion of a text's scope and sequence of grammatical structures.

## 2013

**Assessment Design:** In 2013, the World Language SAC reassessed the College Core Outcome of Communication. In our previous assessment of Communication, we assessed oral communication and had a limited sample size consisting only of Spanish students. For this most recent assessment, we increased our sample size, included five of the six World Languages taught at PCC, and we opted to assess written communication rather than oral communication.

In the 2009 World Languages program review our SAC requested funding to administer the STAMP (Standards-Based Measurement of Proficiency) test. STAMP is a standardized assessment instrument that measures students' reading, writing, listening and speaking proficiency according to the standards established by the American Council on The Teaching of Foreign Languages (ACTFL). The writing prompts in the STAMP test closely mimic the types of assignments we give in our language classes at PCC. For the assessment, each student responds to three communicative writing prompts that may be found in a real-world situation (e.g. write an introduction letter to a host family). The difficulty of the writing prompt is determined by the student's performance on the comprehension section of the STAMP test.

By looking at the results for students in 203 or 251 courses, we assessed students' communication competency at the completion of our program. All sections of 203 or 251 across the college implemented this assessment in Spring 2012 or Spring 2011. There were 252 students assessed out of a total of 343 enrolled (73%). The only exception was Russian, as no STAMP test currently exists for Russian. Results from all 253 students are included in our final report.

**Results:** It is important to note that the World Languages SAC does not expect students in all languages to reach the same level of proficiency upon completion of our programs. This variance is based on data from the most highly regarded language-teaching institute in the country, the Defense Language Institute Foreign Language Center (DLIFLC). This is an intensive language-training program for skilled language learners with advanced degrees. DLIFLC has a ranking system based on difficulty for native English speakers, with a Category 1 being least difficult and Category 4 being most difficult.





	Chinese & Japanese (DLIFLC Category 4)	German (DLIFLC Category 2)	French & Spanish (DLIFLC Category 1)	Total Students Per Level
Level 1	1 (2%)	1 (3%)	2 (1%)	4 (2%)
Level 2	3 (6.5%)	19 (51%)	39 (23%)	61 (24%)
Level 3	28 (62%)	16 (43%)	106 (62%)	150 (60%)
Level 4	10 (22%)	1 (3%)	23 (13.5%)	34 (13%)
Level 4+	3 (6.5%)	0 (0%)	0 (0%)	3 (1%)
<b>Total Students Per Language Group</b>	45	37	170	252

**Assessment-driven curricular changes:** In the skill area of writing, some differences in results across languages have prompted some instructors to incorporate purposeful writing at an earlier stage and some have chosen to include a written communication outcome for every unit of study in a course. While the overall results are encouraging, they have prompted discussions in our SAC about whether our expectations are too high in writing, or whether we are over-emphasizing writing ability at the expense of other language abilities in our second-year courses.

## Cultural Awareness

### 2011

**Assessment Design:** In 2011, the World Language SAC assessed the College Core Outcome of Cultural Awareness in one Japanese 202 course and in one Japanese 203 course (32 students total). Students completed a reading comprehension activity that involved reading a Japanese language article about Valentine's Day in Japan and then completing a questionnaire in English about the content of the article. The questionnaire was assessed using a specially designed rubric that focuses on students' overall cultural awareness, taking into account factual knowledge, intercultural skills, understanding of values and perspectives, and personal engagement. The materials were created and selected to incorporate tasks appropriate to the course level. For this assessment, we did not norm the rubric, since the SAC did not understand the importance of doing so. However, we now include this process as part of all core outcome assessments.

### Results:

The assessment showed that in this sample of 32 students, 17 students in Japanese 202 and 15 students in Japanese 203, most students are holistically functioning at level 3 in cultural awareness tasks either appropriate to their level or slightly higher in the context of materials.



Because the Japanese 202 assessment was carried out at the end of the course and the Japanese 203 assessment was carried out at the beginning of the course, the decision was made to consider the results of these two assessments together. The breakdown of scores is as follows:

#### Overall score for Cultural Awareness Core Outcome

Level 4	Level 3	Level 2	Level 1
3%	69%	22%	6%

To determine any need for improvement within our results, we tallied the scores for each of the four sub-categories which comprise overall cultural awareness. The breakdown of scores is as follows:

#### Factual Knowledge

Level 4	Level 3	Level 2	Level 1
22%	15%	63%	0%

#### Intercultural Skills

Level 4	Level 3	Level 2	Level 1
19%	28%	31%	7%

#### Understanding Values and Perspectives

Level 4	Level 3	Level 2	Level 1
3%	56%	19%	22%

#### Personal Engagement

Level 4	Level 3	Level 2	Level 1
3%	41%	22%	34%

#### Assessment-driven curricular changes:

As a sampling of World Languages courses, these results indicated that our students are acquiring skills of cultural awareness with moderate success. Though this assessment showed need for improvement in all categories, the areas with the greatest need were factual knowledge and intercultural skills. It is interesting to note that students who have taken a culture course taught in English tend to demonstrate higher levels of cultural awareness. Based on these results and upon close examination of student answers to our questionnaire, we identified the need to include more explicit instruction on culture in our language courses while still teaching only in the target language.



## 2013

**Assessment Design:** In 2013, the World Language SAC reassessed the College Core Outcome of Cultural Awareness. In our previous assessment of Cultural Awareness, we assessed only second year Japanese students. For this most recent assessment, we increased our sample size and included all of the six World Languages taught at PCC. We designed a questionnaire and administered it in all 201 level language courses in Fall term 2012. At least one instructor in each language assessed the answers based on a specially designed rubric to measure students' levels of cultural awareness. In addition to increasing the sample size and assessing students in all six languages, we also randomized the sample and increased inter-rater reliability by norming the rubric. Three instructors who assessed the student samples participated in a rubric norming session to guarantee inter-rater reliability.

**Results:** The results of the assessment are shown in the table below. For each section the raw number is given and then the percentage of the total responses.

LANGUAGE:	Chinese	French	German	Japanese	Russian	Spanish	Totals
Level 0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (14%)	8 (4%)
Level 1	0 (0%)	6 (14%)	8 (18%)	8 (21%)	2 (6%)	9 (18%)	33 (15%)
Level 1.5	0 (0%)	7 (16%)	5 (11%)	0 (0%)	11 (35%)	4 (8%)	27 (12%)
Level 2	0 (0%)	14 (33%)	20 (45%)	17 (45%)	11 (35%)	9 (18%)	71 (33%)
Level 2.5	1 (10%)	4 (9%)	3 (7%)	0 (0%)	2 (6%)	2 (4%)	12 (5%)
Level 3	3 (27%)	12 (28%)	4 (9%)	12 (32%)	3 (10%)	12 (24%)	46 (21%)
Level 3.5	4 (36%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)	2 (4%)	7 (4%)
Level 4	3 (27%)	0 (0%)	4 (9%)	1 (2%)	1 (4%)	5 (10%)	14 (6%)
<b>TOTALS (%)</b>	11 (100%)	43 (100%)	44 (100%)	39 (100%)	31 (100%)	50 (100%)	218 (100%)

**Assessment-driven curricular changes:** We were not surprised that most second year language students were at level two, as levels three and four require students to be able to deeply analyze cultural practices and to compare and contrast them with their own culture. However, because our courses are conducted in the target language and because second year students are only at the intermediate level, they lack the language skills necessary to have these discussions in the target language.

Because it is unrealistic to expect our second year students to achieve levels three or four for this Core Outcome, our goal is to increase the number of students achieving level two in Cultural Awareness. To achieve this, we have asked all PCC language instructors to more consciously infuse cultural awareness into the curriculum. Some examples of curricular changes include incorporating more written and oral cultural projects, film screenings, incorporation of authentic cultural materials, cultural exchanges with International Students, cultural encounters



in the local community, Community-Based Learning projects, more web-based audiovisual materials relating to cultural themes, and increased offerings of culture courses taught in English.

### Community and Environmental Responsibility

**Assessment Design:** In 2012, the World Languages SAC assessed the college Core Outcome for Community and Environmental Responsibility. Students in 203 courses completed a survey in English that enabled instructors to rate a student's level of knowledge about social and environmental issues pertaining to either the local target language-speaking community and/or to the country/countries where the target language is spoken. Students listed social and/or environmental issues that they learned about in their PCC language classes. Students also wrote short paragraphs about potential causes and solutions to those problems, ways that people in the target-language speaking community might get involved with solving these problems, and, finally, any involvement that the student has had in helping to solve the issues raised.

The rubric we used to assess students' responses is a modified version of the college-designed rubric for the Community and Environmental Responsibility Outcome. Our modified rubric assessed students' ability to analyze social and environmental problems existing in the countries where the target-language is spoken or that affect the local target-language speaking immigrant populations here in Portland. The three instructors who assessed the student samples participated in a rubric norming session to guarantee inter-rater reliability.

We chose one 203 level language class per language per campus to participate, providing a student sample of 107 out of the total 321 students enrolled in 203 level language courses. Whenever possible, a full-time instructor's class was chosen to prevent part-time instructors from having to perform an extra task. While this gave us a larger sample size than in previous assessments, the sample was not representative of the whole second year program because sections taught by part-time instructors were not included and sampling was not random. In Core Outcome assessments administered after this one, we had all sections of a course participate and used randomization methods to choose the final sample.

**Results:** This table summarizes the number of students attaining each level of Community and Environmental Awareness:

#### Number of students performing at each level

	0	1	1.5	2	2.5	3	4	Total
<b>Chinese</b>	1	1	1	4	0	0	0	7
<b>French</b>	4	4	5	6	0	0	0	19
<b>German</b>	5	3	1	2	0	0	0	11
<b>Japanese</b>	3	11	5	5	2	0	0	26
<b>Russian</b>	1	3	6	6	2	0	0	18
<b>Spanish</b>	1	7	9	10	1	0	0	28



**Assessment-driven curricular changes:** We were not surprised that few second year language students attain higher than level two. Levels three and four require students to be able to deeply analyze social and/or environmental problems and to provide novel solutions to them. However, because our courses are conducted in the target language and because second year students are only at the intermediate level, they lack the language skills necessary to have these discussions in the target language. They also are unable to read articles that discuss these issues in any real depth. These topics are typically left for third and fourth year language courses and play a much smaller part in our second-year curriculum.

Because it is unrealistic to expect our second year students to achieve levels three or four for this core outcome, our goal is to increase the number of students achieving level two in Community and Environmental Responsibility. To achieve this, we are asking all instructors teaching language courses at PCC to more purposefully incorporate social and/or environmental issues into the curriculum. More language instructors are now incorporating Community-Based Learning in their courses so that students can interact with members of target language-speaking communities. Many Spanish instructors incorporate “cultural encounters” into their classes, in which students go out into the Latino community and then write about their experience. In Spring 2013 Rock Creek offered Hispanic Culture through Film, which explores many the environmental and social issues of Latin America. Japanese has also been offering Japanese culture courses at both Sylvania and Rock Creek in order to introduce more students to Japanese community and social issues. French has switched to new first and second year textbooks that incorporate more readings and videos on environmental and social issues. The second year Russian textbook was revised to incorporate more environmental and social issues into course readings and activities.

## Self-Reflection

**Assessment Design:** In 2012, the World Languages SAC assessed the College Core Outcome for Self-Reflection. To assess student outcomes for Self-Reflection, the World Languages SAC created a direct pre- and post-assessment survey and a rubric. Students in Fall 2011 first year language classes completed a pre-assessment survey in English that enabled instructors to rate students’ level of self-reflection as pertaining to their language learning strategies, their ability to value and challenge assumptions about new learning experiences and their willingness to think beyond the classroom to how they might interact with the target culture both locally and/or abroad. The results of the pre-assessment survey were then compared to a post-assessment survey that was administered to Spring 2012 second year language students.

The rubric we used to assess students’ responses is a modified version of the college-designed rubric for the Self-Reflection Outcome. The main way it differs is that the World Language SAC rubric asks students to reflect on learning strategies, assumptions, goals, and their role in the community as it relates specifically to learning a language. We felt that this was the best way for us to provide the college with evidence of whether students in the World Languages program are developing general self-reflection skills, as well as how these skills coincide with our specific curriculum so that we may make improvements where necessary.





We chose one first and one second-year language class per language per campus to participate, if both were offered at a particular campus. Whenever possible, a full-time instructor's class was chosen to prevent part-time instructors from having to perform an extra task. Due to the amount of time involved with assessing student responses, it was not possible to include more than one class per language per campus. We were able to get an average participation rate of 69% from the first year classes chosen, which represents 17% of all first year classes across the college. For second year classes chosen, we were able to get a participation rate of 81%, which represents 43% of all second year classes across the college.

**Results:** The following tables summarize the number of students attaining each level of self-reflection in both first and second year level classes:

**Number of 1<sup>st</sup> year students performing at each level**

1 <sup>st</sup> Year	1	1.5	2	2.5	3	3.5	4	Total
Chinese	0	2	13	5	0	0	0	20
French	3	10	17	15	0	0	0	45
German	3	5	16	5	0	0	0	29
Japanese	13	11	16	6	0	0	0	46
Russian	10	5	6	5	0	0	0	26
Spanish	11	25	19	9	0	0	0	64

**Number of 2<sup>nd</sup> year students performing at each level**

2 <sup>nd</sup> Year	1	1.5	2	2.5	3	3.5	4	Total
Chinese	0	0	0	1	4	2	1	8
French	0	0	0	5	14	5	0	24
German	0	3	0	1	5	1	0	10
Japanese	0	0	5	6	10	4	0	25
Russian	0	0	0	4	2	7	6	19
Spanish	0	0	3	30	12	7	0	52

**Assessment-driven curricular changes:** The majority of our first year students across the languages fell into the level 2 category, which is encouraging because it means that even our first year language students are beginning to develop goals and strategies for how to accomplish them, and are beginning to consider their role as a member of a global community. Our second year language students are between levels 2 and 4 with the majority being level 2.5, which shows that students having completed two full years of language classes at PCC have made significant strides with respect to self-reflection.



We recognize, though, that there is room for improvement in the area of self-reflection. In discussing the results as a SAC, we identified some specific goals. We are discussing the possibility of developing a standard packet of information in English that not only explains our SAC philosophy and methodology (e.g. immersion method, student-centered learning, group work, etc.) but also specific language-learning strategies. This packet could be distributed in all language courses and would serve as both a guide to students and instructors throughout our program. We are also encouraging all instructors to incorporate at least one cultural activity per term that is related to the target speaking community either locally and/or abroad so that students become more aware of opportunities to interact with or contribute to that community either now or in the future. Furthermore, instructors will continue to encourage students to take our elective culture classes, since these courses provide students with a deeper understanding of the target cultures and communities.

Some languages have implemented new curricular and grading strategies that emphasize self-reflection and course-based outcomes so that students think more about what they are learning and why. Some instructors have also moved towards a proficiency-based model of grading so that students can directly see their progress with respect to course outcomes related to speaking, listening, reading and writing. Russian is incorporating “I can” statements for each chapter that students fill out to keep track of their own progress with the chapter goals. Faculty implementing these changes plan to report back to all World Languages instructors about their experiences and to make recommendations.

## CURRICULAR ISSUES

### Distance Modality

An extensive body of research affirms the importance of face-to-face communication in language learning. Informed by this research and our own teaching experience, the World Languages SAC is

opposed to offering its courses in a Distance Learning format except for the special case of SPA 217, 218 and 219: Reading and Writing for Experienced Speakers. This sequence of courses has traditionally only been offered in the evenings through IVC (Interactive Video Classroom).

Historically, there have been challenges finding qualified instructors to teach SPA 217, 218 and 219, and so the decision was made to offer these courses through IVC in order to provide access to students across the college as well as meet minimum enrollment requirements. In recent years, it has become clear that there is a growing demand for classes specifically designed for heritage speakers of Spanish. Therefore, Rock Creek decided to begin offering



daytime, non-IVC sections of SPA 217, 218 and 219. However, enrollments in this daytime section have been low and we believe that it is because these courses currently do not transfer as credits fulfilling a language requirement. Alejandra Bonifacino is collaborating with four-year institutions that offer heritage Spanish courses and is working on revising SPA 217, 218 and 219 so that they better meet the needs of our heritage Spanish student population.

We are at the beginning of a process of revision regarding Spanish for Experienced Speakers, and the data that we currently have is not sufficient to accurately measure differences in student success in Distance Learning vs. on-campus sections. In the future, we would ideally like to offer both face-to-face and IVC sections of these courses and are optimistic that we will be able to obtain usable data.

## Educational Initiatives

### Community-Based Learning

We offer Community-Based Learning opportunities in many of our courses across all languages. Following are some examples of Community-Based Learning projects:

- Spanish instructor Sarah Bentley and ESOL instructor Elizabeth Cole began coordinating a weekly tutoring project in which 60 student-tutors work one-on-one with 80 beginning-level ESOL students from over 15 countries. French instructor Stephanie Whitney-Bradley participated in this tutoring project in the 2012-2013 academic year.
- Over the past three years, French students at Sylvania have had the option of volunteering with the Africa House at IRCO (Immigrant & Refugee Community Organization) to help Francophone African immigrants learn English and adapt to life in Oregon. French students also have the option of volunteering in an aftercare program at the new public French immersion charter school Le Monde, helping coordinate and run activities for students in Kindergarten and first grade. Starting in 2014, students of French will have the option of translating young women's stories in an online community called World Pulse, based out of the Democratic Republic of the Congo.
- Students of Russian at Sylvania have the opportunity to volunteer as English tutors for Russian-speakers through IRCO. Through Russian Oregon Social Services, students can teach citizenship courses or serve as mentors for Russian-speaking victims of domestic violence. Through Lutheran Family Services, students can mentor Russian-speaking high school students and help them with homework.
- German students at Sylvania are able to work with local German organizations that organize film festivals and cultural events, such as the local German American Society and Zeitgeist Northwest.
- Students of Japanese regularly volunteer at the Mochitsuki Annual Japanese American New Year Celebration. Students can also volunteer at the annual Newberg Camellia Festival which is sponsored by organizations including Japan-America Society of Oregon and the Consular Office of Japan in Portland. Additionally, at the Sylvania campus, second year students can volunteer as tutors in the free group tutoring program. In collaboration with the Student Learning Center at Sylvania, some students in Japanese classes began volunteering as conversation group leaders in Fall 2013.



- Many students of Spanish at Rock Creek volunteer in after-school programs with the non-profit organization Bienestar. Students also have the opportunity to volunteer as conversation partners with the Office of International Education.
- At Cascade, one sequence of Spanish classes had a partnership with an ESOL class in which students participated in a bilingual conversation exchange. Cascade has also initiated a partnership with Beach Elementary school, in which students worked as after-school Homework Club tutors and reading partners with Spanish-speaking children in SMART (Start Making a Reader Today).

Opportunities to be involved with the community through World Languages classes are not limited to projects officially designated as Community-Based Learning. Many students choose to participate in community activities informally due to the fact that a number of organizations require an extended time commitment.

### **Internationalization Initiative**

Two full-time World Language faculty members are active members of the Internationalization Steering Committee. In addition, we are involved in many other activities in this area, as summarized below:

#### **CIEE International Faculty Development Seminars**

- Charma Boesch: “Salvador da Bahia: Identity, Race and Culture in the Afro-Brazilian Heartland” Brazil (2012)
- Libardo Mitchell “ Exploring the Coexistence and Clash of Neighboring Cultures” Spain and Morocco (2012)
- Stephanie Yorba “Exploring the Coexistence and Challenges of Neighboring Cultures” Spain and Morocco (2013)
- Jan Underwood “Modern Debates Along an Ancient Way” Spain (2013)

#### **College Events**

- Sponsored by the International Initiatives committee, the Spanish department coordinated a college-wide Black in Latin America Film Series that explored race and identity in Mexico, Peru, Cuba, Haiti and the Dominican Republic.
- Libardo Mitchell twice gave presentations about the contrast between urban and rural life in Colombia and its social and economic impact.
- World Languages faculty actively participate in International Week events. For example, faculty have been involved in the organization of tables for the International Cultural Showcase: language students frequently host these tables which feature food samples, interactive games and activities, cultural artifacts for passers-by to experience. Language students also participate in other on-campus activities during International Education Week. Through the International Talent Show and Speed Culturing, students have the opportunity to experience first-hand an international cultural exchange with ESOL students at each campus.



### **Asian Studies Focus Award Committee**

In spring of 2009, PCC officially became a regional center of the East-West Center. Since its creation, nearly 90 students have earned the Asian Studies Focus Award. David Stout, Dean of English and World Languages at Sylvania, Hsiao-Yun Shotwell, Chinese instructor, and Takako Yamaguchi, Japanese instructor, serve on the Asian Studies Focus Award Committee. Hsiao-Yun Shotwell served as a coordinator for the 2011-2012 academic year.

### **Involvement with other Internationally-Focused Programs**

Spanish instructor Sarah Bentley taught Spanish culture courses as part of the Oregon International Education Consortium's Study Abroad program in Barcelona during Spring term 2013. She also served as the instructor of record for the Universitat Pompeu Fabra Barcelona Exchange Study Abroad Program.

German instructor Caralee Angell has been involved with the Goethe Institute since 2004. Through the institute she has done training workshops on various topics including classroom warm-up activities, film, and regional and cultural studies.

Russian instructor Kristine Shmakov serves on the advisory board of the Portland State University's (PSU) Russian Flagship program funded by the National Security Education Program. This is one of only four such programs in the United States that spans K-16 and provides students the opportunity to pursue professional-level proficiency in Russian. Upon completion of Russian 203 at PCC, students regularly transfer in to the PSU Russian Flagship Program with the goal of attaining Superior-level proficiency in Russian.

Japanese instructor Morgan Lindberg was instrumental in collaborating with the Consular Office of Japan in Portland to bring their annual Origami workshop to Rock Creek campus in Winter term 2013. The event was very successful and brought in over 200 participants.

In Spring terms of 2012 and 2013, Japanese instructors Morgan Lindberg and Takako Yamaguchi have facilitated interactions between PCC students of Japanese and Japanese students visiting from Osaka Jikei College's Biotech program.

### **Honors Program**

At this time, there are no Honors language courses offered at PCC. However, the curriculum for Honors Spanish courses is currently in development and we hope to begin offering these courses in the near future.

### **Study Abroad**

For language students, studying abroad is an invaluable experience that provides them with opportunities to live and learn in a country in which their language of study is spoken. Invariably, students gain much insight and a more in-depth knowledge and understanding about the languages and cultures of the countries where they study. In the past, students of Spanish had the opportunity to participate in a variety of exchange and study abroad programs offered





through PCC, including programs in Oaxaca, Mexico; Guanajuato, Mexico; Alajuela, Costa Rica; and Barcelona, Spain.

Though PCC does not have Study Abroad programs for students of German, French, Russian, Japanese or Chinese, students of these languages do seek opportunities to study in other countries. Many students of German go on to study abroad through programs such as OSCIG (Oregon Study Center in Germany) through PSU, OSU, or UO. Students of Russian can study in Russia through CIEE and ACTR (American Council of Teachers of Russian.) Five PCC Russian students have been awarded the U.S. State Department Critical Language Scholarship for fully funded summer study in Russia. This is the most prestigious Russian scholarship available to undergraduates in the US and only 80 are awarded nationally each year. Recipients of this scholarship study intensive third-year Russian for two months in Vladimir, Russia. The only expenses incurred by students are the cost of a US passport and spending money. In 2010-2012, three second-year students received the scholarship and in 2011-2012 two more second-year students were chosen as winners. In 2014, two second-year students advanced to the semi-finalist round and will soon find out if they have been selected as winners.

Suspension of PCC Study Abroad programs has a significant impact on World Languages students. We would like to see Study Abroad programs reinstated and would also recommend that PCC research other programs so that students of other languages could benefit from Study Abroad as do students of Spanish.

### **PCC Dual Credit Program**

The World Languages SAC's coordination with the Portland Area Career Technical Education Consortium (PACTEC) began in 2006. PACTEC, with the passage of the Carl D. Perkins Career and Technical Education Act of 2006, focuses on career and college readiness. Their office assists students with post-secondary transitions and coordinates PCC's Dual Credit program.

World Languages participation in the Dual Credit program by offering Spanish 101, 102 and 103 courses through Madison High School. We have continued our participation and during the 2012-2013 academic year, 82 students participated and 328 credits were earned. Other schools have applied and the World Languages SAC is in the process of evaluating the possibility of offering more Dual Credit opportunities to students in Spanish. The World Languages SAC recently approved SPA 201, 202 and 203 to be offered at Grant and Central Catholic High Schools.

German offers Dual Credit through Aloha High School for German 101 and 102 and has recently approved credit for German 103. Dual Credit German is very successful at Aloha, and the World Languages SAC is considering possible expansion to other high schools. During the 2012-2013 academic year, 36 students participated and 236 credits were earned.

French is in the process of arranging Dual Credit courses through Hillsboro High School pending approval of syllabus and curriculum.

Russian does not offer any courses for Dual Credit since Russian is not taught at any area high schools.

Japanese does not offer any courses for Dual Credit at this time.



PCC World Languages instructors work closely with high school instructors participating in the Dual Credit program to ensure high quality of instruction and alignment with the World Language SAC's philosophy. Our SAC provides necessary training, mentoring and monitoring of those classrooms and instructors, keeping in mind what is most important, the students' success in learning. In April 2009 we offered a training workshop for qualified high school language teachers who were interested in offering their classes for dual credit. A PCC part-time faculty member in the target language was matched with each high school teacher to make sure that they were in compliance with our World Languages course outcomes and were teaching only in immersion. When instructors at high schools share common goals with our SAC, a true partnership can be attained.

## Significant Curricular Changes Since Program Review 2009

Since our last program review, all languages taught at PCC have been engaged in self-assessment that has resulted in curricular changes and improvements. Many of these changes are a direct result of College Core Outcome Assessments.

Spanish and French have adopted new textbook programs for both first and second year sequences and have adjusted the curricula accordingly. These programs are more instructor and student friendly, feature many online components to enhance learning and are rich in cultural content. In addition, these textbook programs are used at many four-year universities.

Russian has made several significant curricular improvements as a result of receiving six IIP grants for curriculum development for both first year and second year Russian courses. These changes were made as a direct result of core outcome assessments done in 2010 and 2011. Kristine Shmakov developed a much fuller listening comprehension package for first year classes that includes activities for both in and outside of class. She also developed a very thorough reading comprehension package for second year Russian that focuses on critical thinking skills for reading. Student proficiency levels for both these skills have increased as a result of this new curriculum. She now plans to make significant changes to the cultural content of first and second year courses.

German has made several significant curricular improvements as a direct result of core outcome assessments done since 2010. The newest edition of the first year textbook program has an online platform that allows students extra practice online (e.g., videos, workbook/lab manual, writing practice, self-correcting exercises). As the online program is new, we are still exploring its capabilities. For instance, in an effort to support student retention, we want to use the recording tool to record entire class sessions, which can then be made available to students who were absent or want to review the lesson. We have also adjusted curriculum in order to include cultural content in every lesson. For example, we include short culture assignments both in and out of class for first and second year courses.

Japanese has created supplemental materials for several language courses as a result of core outcome assessments done between 2010 and 2012. These materials are intended to improve students' reading and listening comprehension as well as increase cultural awareness. We have also increased availability and variety of online course materials to support student learning.





## NEEDS OF STUDENTS AND THE COMMUNITY

### Student Demographics

We serve a very complex and diverse student population at PCC. Overall, we have very strong programs in all the languages, and our student population reflects the overall diversity of PCC. Characteristics of

student population vary from campus to campus. In all of the languages, the majority of students are Caucasian, however, there has been an increase in the number of Hispanic students enrolled in Spanish courses at the Rock Creek campus and Southeast Center. For the most part, languages have an even enrollment in terms of gender, although French and Spanish attract more female students and Japanese has more male students. The majority of our students attend school at least half-time. Our program addresses the language needs of all students ranging from degree-seeking students in search of credits, to heritage speakers who wish to improve their language skills, to students that wish to learn a language for professional advancement.

As Chinese is a recent addition to our course offerings in World Languages, information on student demographics is not yet available from Institutional Effectiveness. Links to detailed statistics on student demographics for all other World Languages can be found in Appendix 4.

### Notable Changes in Instruction Due to Changes in Demographics

For the most part, student demographics in World Languages have not changed significantly since our last program review. However, as noted above, there has been an increase in the number of Hispanic students enrolled in Spanish courses at the Rock Creek campus and Southeast Center. In response to this demographic change, we are currently examining and revising our curriculum for SPA 217, 218 and 219: Spanish for Experienced Speakers. We hope that the changes being made to this sequence of courses will better meet the needs of this student population.



## Current and Projected Demand and Enrollment Patterns

Since the last program review, World Languages has experienced some dramatic increases in enrollment college-wide, but in most cases there has been a return to the enrollment levels seen in years before those increases. Enrollment data provided by Institutional Effectiveness has been summarized in the tables below.

### French: Student FTE Enrollment by Campus

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sylvania</b>	<b>65.9</b>	<b>69.5</b>	<b>69.5</b>	<b>76.2</b>	<b>72.3</b>
<b>Rock Creek</b>	<b>0</b>	<b>13.4</b>	<b>26.1</b>	<b>20.4</b>	<b>15.6</b>
<b>TOTAL</b>	<b>65.9</b>	<b>82.9</b>	<b>95.6</b>	<b>96.6</b>	<b>87.9</b>

### Chinese: Student FTE Enrollment by Campus

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Cascade</b>	<b>0</b>	<b>0</b>	<b>16.2</b>	<b>11.4</b>	<b>9</b>
<b>ELC</b>	<b>0</b>	<b>0</b>	<b>0.8</b>	<b>9.8</b>	<b>9</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>21.2</b>	<b>18</b>

### German: Student FTE Enrollment by Campus

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sylvania</b>	<b>52.7</b>	<b>61.8</b>	<b>51.9</b>	<b>57.5</b>	<b>59.1</b>
<b>Rock Creek</b>	<b>0</b>	<b>0</b>	<b>11.4</b>	<b>16.3</b>	<b>11.5</b>
<b>TOTAL</b>	<b>52.7</b>	<b>61.8</b>	<b>63.3</b>	<b>73.8</b>	<b>70.6</b>



**Japanese: Student FTE Enrollment by Campus**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sylvania</b>	<b>70.2</b>	<b>70.4</b>	<b>65.8</b>	<b>59.1</b>	<b>67.8</b>
<b>Rock Creek</b>	<b>43.5</b>	<b>58.9</b>	<b>66.2</b>	<b>58.5</b>	<b>43</b>
<b>TOTAL</b>	<b>113.7</b>	<b>129.3</b>	<b>132</b>	<b>117.6</b>	<b>110.8</b>

**Spanish: Student FTE Enrollment by Campus**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sylvania</b>	<b>144.3</b>	<b>161</b>	<b>156.8</b>	<b>162.1</b>	<b>146</b>
<b>Cascade</b>	<b>130.3</b>	<b>146.1</b>	<b>170.2</b>	<b>183.6</b>	<b>189.3</b>
<b>Rock Creek</b>	<b>89.7</b>	<b>117.2</b>	<b>138.9</b>	<b>125.9</b>	<b>109.9</b>
<b>ELC</b>	<b>12.7</b>	<b>14</b>	<b>12.8</b>	<b>13.2</b>	<b>11.9</b>
<b>TOTAL</b>	<b>377</b>	<b>438.3</b>	<b>478.7</b>	<b>484.8</b>	<b>457.1</b>

**Russian: Student FTE Enrollment by Campus**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<b>Sylvania</b>	<b>34.9</b>	<b>37.9</b>	<b>40.6</b>	<b>43.2</b>	<b>41.2</b>
<b>Rock Creek</b>	<b>1.9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>36.8</b>	<b>37.9</b>	<b>40.6</b>	<b>43.2</b>	<b>41.2</b>

Overall, World Languages enrollments are strong and we continue to see a demand for a variety of courses in all languages. We see the highest enrollments in first year courses, especially at the 101 and 102 levels. This is not surprising, given that many students only need to complete two terms of college-level language to fulfill minimum transfer requirements within the OUS system. We encourage students to continue their language study beyond the minimum required courses and it is important for us to maintain our integrity as a full two-year program and not a “101/102 mill.” We appreciate administrative support in our effort to offer a depth and breadth of courses.



In an effort to diversify our course offerings and improve student retention, several languages have developed or revised specialty courses. Many of these courses are taught in English and focus on cultural awareness rather than language proficiency. These classes attract both language students as well as students that are interested in cultural studies. In addition, most of these courses fulfill the AAOT Cultural Literacy designation.

Increased enrollment in language courses has resulted in the need to add more sections and hire more part-time faculty. Percentages of sections taught by full-time faculty in each language offered at PCC for Fall 2013 are as follows:

	Chinese	French	German	Japanese	Russian	Spanish
<b>Sylvania</b>	0	4/8 sections (50%)	3/7 sections (43%)	4/8 sections (50%)	3/4 sections (75%)	17/28 sections (61%)
<b>Cascade</b>	2/3 sections (66%)	0	0	0	0	11/34 sections (32%)
<b>Rock Creek</b>	0	0	0/2 sections (0%)	3/7 sections (43%)	0	4/29 sections (14%)
<b>Southeast Center</b>	1/1 sections (100%)	0	0	0	0	0/6 sections (0%)
<b>TOTAL</b>	75%	50%	33%	47%	75%	27%

According to the 2012 report from Institutional Effectiveness ([http://www.pcc.edu/ir/Reports/faculty\\_ratio/FacultyRatioBySectionsTaughtF12.pdf](http://www.pcc.edu/ir/Reports/faculty_ratio/FacultyRatioBySectionsTaughtF12.pdf)), 34.5% of sections college-wide were taught by full-time faculty. Taken as a whole, the World Languages SAC is in line with the college average. However, taken language-by-language and campus-by-campus, disproportionate figures emerge. We feel that this makes a strong case for the addition of full-time faculty positions in World Languages.

## Strategies Used to Facilitate Access and Diversity

To facilitate access to our classes we strive to offer a variety of classes each term at a number of different times and days. We also make an effort to offer popular courses multiple times a year. Due to the sequential nature of our language courses, we think critically about when we begin sequences because it is always unfortunate when students are unable to complete a first or second year sequence due to course cancellation. In addition to offering first and second year language classes, we also offer conversation classes, specialty courses and Spanish for Experienced Speakers.

Another way in which we facilitate access is by offering courses at locations aside from the main campuses (e.g., Hillsboro Center, Newberg Center). Currently, only Spanish and Chinese are offering courses at these locations, but student demand could change this in the future.





World Languages makes a consistent effort to promote and support activities that promote diversity and global awareness in order to encourage our language students to connect with the students on our campus who represent the rest of the world, and as a result learn how to be informed global citizens. Our instructors also often serve as resources for international students who are in need of mentoring or support as they encounter challenges in the US higher education system. Our collaboration and support of programs such as the Internationalization Initiative as well as language exchanges and tutoring with ESOL and the Office of International Education help bring awareness of global issues to our campuses.

## **Working with Disability Services to Implement Approved Academic Accommodations**

World Languages instructors regularly work with Disability Services to provide approved academic accommodations. Generally, individual instructors are in communication with Disability Services when they receive an accommodation notification from a student. When instructors have questions or concerns about a student or accommodations, they will contact the student's Disabilities Counselor to ask for advice and clarification. Several campuses have invited staff from Disabilities Service to attend department meetings in order to better educate language faculty about Disabilities Services and best practices for working with students with disabilities in language courses.

We recognize that there are changes happening on a national level with respect to accessibility. Though our courses have not been officially audited for accessibility, this is something that we are keeping in mind when it comes to creating accessible documents and computer-based media and choosing textbooks and instructional materials with accessible content.

## **Curriculum and Instructional Changes Resulting from Stakeholder Feedback**

World Languages welcomes feedback from a variety of sources, including students, community groups and transfer institutions. We do not receive a great deal of feedback from business, industry and government because students exit our program with a level of language proficiency that is inadequate to function effectively in those areas.

Feedback gathered from course evaluations and informal interviews with past and current students have been used to make curriculum changes (e.g., textbook changes, increased emphasis on specific language skills). Students that have transferred to four year universities also often keep in contact and provide essential feedback as to the level of expectations as well as assessment methods being used elsewhere and this has also informed curriculum changes such as those previously mentioned.

Collaboration with colleagues, both from PCC and other institutions, has also provided our program with valuable feedback. World Languages instructors regularly engage in professional development activities in order to stay current with standards and practices recommended by local, national and international professional organizations.



## COMPOSITION, QUALIFICATIONS AND DEVELOPMENT OF FACULTY

### Quantity and Quality of Faculty Needed to Meet the Needs of our Program

French currently has one full-time instructor at Sylvania and five part-time instructors. Three of these instructors have been employed at PCC for over twenty years. However, one of these instructors will be retiring after the 2013-2014 academic year and the other two may be considering retirement soon, as well. Aside from these three instructors, French has had fairly consistent turnover approximately every two years due to the fact that part time faculty many times cannot support themselves financially on a part-time salary and often are looking for full-time work elsewhere. In the next five years, French would like to see an additional full-time faculty position created.



Japanese has two full-time instructors, one at Rock Creek and one at Sylvania. The full-time position at Rock Creek was created after our last program review. The benefits of adding a full-time instructor are significant to Rock Creek and extend college-wide. The consistency and stability delivered to the department; the improved enrollment and retention rates; the improved morale for other World Languages colleagues who now have another set of hands both in completing administrative tasks at Rock Creek and in overseeing Japanese as a whole across the college simply couldn't occur without this position having been created. In addition to the two full-time instructors, there are six part-time instructors of Japanese. There has been little turnover in Japanese since the last program review.

German has one full-time instructor at Sylvania and five part-time instructors. Two of these have been teaching at PCC for over ten years. German has not seen a very high turnover since the last program review. There have been challenges with turnover of part-time faculty at the Rock Creek campus in past years. It has been difficult to find a qualified and committed instructor for second year German courses at Rock Creek. In the next five years, we would ideally like to see a full-time faculty position created for German at Rock Creek. As noted for Japanese, there are a multitude of benefits to having a full-time faculty member on each campus where a language is taught.



Russian has one full-time instructor at Sylvania and one part-time instructor who has been teaching at PCC for twenty years. There has been no turnover in Russian since the last program review. The part-time Russian instructor anticipates retiring in five to seven years, at which time one or two instructors will be hired to replace her. It is extremely difficult to find qualified, experienced Russian instructors who are willing to teach in immersion. Most native speakers do not have the required degree or any experience teaching Russian as a foreign language; most non-native speakers do not have the requisite level of proficiency. While our current part-time pool for Russian is very small, we are confident that advertising locally and networking with regional graduate programs will help us find qualified part-time instructors in the future.

Spanish has a total of seven full-time instructors (two at Rock Creek, two at Cascade, three at Sylvania). The number of part-time Spanish instructors fluctuates, but we average about fifty across the college. Part-time turnover has generally decreased since the last program review. In the next five years, we would like to see a full-time Spanish position added for Southeast. As noted previously, there are numerous benefits to having a full-time faculty member on each campus where a language is taught.

Chinese has one full-time instructor at Cascade/Southeast and one part-time instructor position was added in Fall 2013. It is extremely difficult to find qualified, experienced Chinese instructors who are willing to teach using an immersion approach. We are currently still recruiting qualified Chinese instructors to apply to the part-time faculty pool.

Overall, World Languages relies heavily on part-time faculty to teach a high percentage of our courses, as mentioned in the section on Current and Projected Demand and Enrollment Patterns. We very much appreciate these dedicated and wonderful colleagues, without whom our course offerings would be much smaller and our program less rich.

Full-time and part-time faculty have similar levels of education and experience. Due to the fact that part-time faculty often teach at multiple campuses or hold other jobs simultaneously, they are often unable to spend additional time enhancing curriculum and volunteering for additional responsibilities to help improve and expand the program for which they teach. For similar reasons, part-time faculty often feel isolated or disconnected from colleagues and college activities. Part-time faculty are generally not afforded the same resources as full-time faculty (e.g., office space, dedicated computers, professional development funds). Anecdotal evidence suggests that retention rates are higher in the courses taught by full-time faculty, due in part to the fact that they are on campus more often, are more familiar with college programs and services, and are able to focus more time and attention on curriculum development and instruction.

In the past, World Languages used in-service days and held additional workshops at various times during the year in order to provide faculty with professional development, but with the ever-increasing administrative work falling to the full-time World Languages instructors, it has become increasingly difficult to use in-service days for purposes other than college-mandated administrative work. We continue to invite part-time faculty to participate in these meetings, but few are able to do so and there is little incentive for them to take the time to work on these administrative tasks.



Promoting diversity is a core value of World Languages. Our faculty represent diversity in many different aspects (e.g., gender, race, ethnicity, age, native/non-native speakers of target language). We continue to make an effort to diversify our faculty each time we hire someone new, but we recognize that there is room for improvement in this area. As our enrollment statistics indicate, our enrollments of minority students are very low. We feel that if we were able to hire highly qualified and trained faculty of color, the percentage of minority students studying language might increase as students see themselves represented in the faces of their instructors. Clearly, any time that we hire an instructor, we must ensure that he or she is qualified to teach at PCC under the instructor qualifications we have established. We are optimistic that future hiring searches will turn up qualified candidates who will further diversify the profile of World Languages.

## Instructor Qualifications

The World Languages SAC has not made any changes to the minimum instructor qualifications since 2009, the year of our last Program Review.

The World Languages SAC has agreed to the following minimum instructor qualifications:

- Preferred candidates will hold a Masters of Arts in the language
- An MAT in the language may be considered if accompanied by 30 graduate credit hours in the language, linguistics, literature and culture. Candidates holding a Master of Arts in a related field from an accredited university with a minimum of 30 graduate credit hours in the language may also be considered.
- Native or near native ability (to be assessed through a proficiency interview)
- One year of previous college teaching experience in related subject required.
- Teaching ability as evidenced by vita and support materials
- Recent completion of a 3 credit graduate level course on college-level Second Language Teaching Methods/Methodology for the language (or required completion of such a course during first term of employment at PCC)

Any exceptions to the above need to be approved by the Office of Academic Services and the SAC.

## Professional Development Activities

World Language instructors participate in a number of professional development activities and contribute to the community outside of the classroom in a multitude of ways. We are members of professional organizations and regularly attend and present at both local and national conferences. We are also active in college, campus and community activities and committees. We are strong believers in the importance of lifelong learning and participation in continuing education activities, whether in a formal setting such as a classroom or a more informal context such as international travel. We consistently strive to improve as educators and continually revisit and revise our course content and curriculum through grants and publication. All of these professional development activities change the way that we teach. When we gain new perspectives and techniques, we are able to bring a wider range of contexts and experiences to our students. Please see Appendix 7 for a complete list of professional development activities of World Languages faculty since our last program review.





## FACILITIES AND SUPPORT

### Classroom Space and Technology

#### Classrooms

On all campuses, it is critical that all language classes be offered in rooms with podiums as we use computers and Internet daily. It is also very important that rooms in which language classes are scheduled are of sufficient size to accommodate all of our students, who can number as many as 35. Due to the nature of our discipline and the teaching methodology that World Languages uses, there also must be adequate space for students and instructors to comfortably move around the room and engage in a variety of activities.



At the Sylvania campus, the majority of French, German, Japanese and Russian classes are taught in designated classrooms. Spanish does not have any dedicated rooms at Sylvania. Having designated classrooms is beneficial for a number of reasons. Designated rooms facilitate scheduling and also allow instructors to create a setting conducive to language learning in an immersion environment. However, there are some concerns about the location of some of the dedicated rooms at Sylvania. Several rooms are of inadequate size and located in very noisy areas. As a result, classroom management can become challenging.

At the Cascade campus, there are no dedicated rooms for Spanish or Chinese classes. However, there are two classrooms at Cascade for which World Languages classes are given priority placement when scheduling. At Cascade, classroom space has sometimes been an issue in times of rapid growth. When more language sections have been added, classes have been placed in less suitable spaces (such as meeting rooms or in the law library) or scheduled at less-desirable times. We recognize that space is limited as Bond construction is underway and are optimistic that these scheduling challenges will improve when the construction is complete.

At the Rock Creek campus, language classes are scheduled in three dedicated rooms. These rooms are of adequate size and are equipped with the technology resources that we require. In addition, they are located in close proximity to the Language Lab, a computer lab that is used exclusively by World Languages and ESOL students. This is an ideal arrangement that meets the needs of students and instructors.

At Southeast Center, there are no dedicated rooms for Chinese or Spanish classes, but the rooms in which language classes are scheduled are of adequate size and are equipped with appropriate technology resources.



## Computer Labs

Access to computer labs is a great benefit to World Languages students and instructors. In our classes, we often create activities and assessments that require Internet access and the use of language-specific computer programs. In addition, online resources offer students the opportunity to engage in authentic interactions with the target language and cultures they are studying.

At Sylvania, there is a computer lab available for World Languages students. However, this lab is shared between World Languages, ASL and ESOL. Scheduling time in the lab has become increasingly difficult as it is heavily used by ASL and ESOL classes and it is frequently booked out far in advance. Several World Languages instructors have received IIP grants to enhance curriculum through technology and would ideally be able to have more ready access to the lab to utilize the resources that they have created.

At Rock Creek, there is a computer lab that is used exclusively by World Languages and ESOL students. Language tutoring also takes place in this lab. As mentioned, this computer lab is located near our dedicated language classrooms. Some ESOL classes are scheduled in this lab, but both ESOL and World Languages instructors may reserve the lab for specific days throughout a term. The Rock Creek Language Lab is used very frequently by individual students as well as whole classes.

At Cascade, there is a computer lab designated specifically for World Languages and ESOL students. Language tutoring also takes place in the Cascade Language Lab and tutors often assist students in navigating online workbook programs. ESOL classes are regularly held in the Language Lab while World Languages instructors may reserve the lab for specific days throughout a term. The Cascade Language Lab is used frequently by both individual students and whole classes.

At Southeast Center, there is a computer lab that is used primarily by ESOL classes, but Chinese and Spanish classes do have access to the lab during open hours.

## Library and Other Resources

The library has materials to support the instruction of Spanish, French, German, Chinese, Japanese and Russian. These materials include books and videos and some electronic books. There are also newspaper and magazine subscriptions, the last of these being primarily in electronic format. The collection also contains a few “popular” books, some of which were originally in one of the target languages, and a good, but not comprehensive, collection of music CDs and videos that are available for student use.

Many students report that they are regular users of the library’s facilities and resources and the evidence of this can be seen in the table below. The resources available from the library enrich our students’ language study and fuel their motivation to learn the target language. Faculty also use films, books, and online research materials provided by the library in their curricula. We receive support from our subject area librarian, Jane Rognlie, who has developed research pages for each language. These pages have convenient catalogs of resources for each language. It should also be noted that our collections are growing. For example, Russian received a large donation of Russian reference books that will help enhance the library’s collection.





## Book and Video Collections by Language

In the table below, the total number of items (books, 'learn a language' CDs, and instructional videos) are shown per language. The CDs and videos are lumped into "Audio Visual Items". Instructional items are those that teach grammar, spelling, etc. Literature items include plays, poetry, novels, children's books and stories. Most of these are in translation, although some are bilingual, and a few in the target language.

	Spanish	French	German	Russian	Japanese	Chinese
<b>Total language items</b>	1019	618	346	456	390	185
<b>Total checkout</b>	3548	1977	1108	1323	1233	469
<b>Audio visual items</b>	48	36	14	17	20	5
<b>Total checkout AV items</b>	723	514	133	184	204	77
<b>Instructional items</b>	540	161	120	129	138	52
<b>Total checkout instructional items</b>	2405	816	550	478	607	219
<b>Literature items</b>	480	457	226	327	252	133
<b>Total checkout literature items</b>	1143	1161	558	845	626	250

It should be noted that the figures above only refer to physical (i.e. non-electronic) media. Tracking use of electronic holdings is very difficult, but anecdotal evidence indicates that these resources are used very frequently by students and faculty.



## Clerical, Technical, Administrative and Tutoring Support

### Clerical, Technical and Administrative Support

In general, World Languages is satisfied with clerical, technical and administrative support. Support staff are usually friendly and willing to help answer questions or address concerns. When technical issues arise, response is usually timely and problems are handled efficiently.

### Tutoring Support

Tutoring is one of the most important resources for language students' success. Struggling students can get additional help and the best students can get extra practice. Tutors help students with questions they may have related to course material and also are available as conversation partners. Some of our tutors are in paid positions and others work as volunteers. Language tutoring is offered at Sylvania, Cascade, Rock Creek and Southeast Center.

The World Languages SAC highly values our tutors and is grateful for their support and dedication to our students. We feel that it is important to offer tutoring in each language that is offered at each campus. We are concerned about budget cuts that have reduced the number of hours that we are able to offer tutoring. Additionally, the areas in which tutoring is held are sometimes not adequate or conducive to meeting students' needs. Offering tutoring at a variety of times facilitates student access and having an appropriate space for tutoring increases student use of this important resource.

## Impact of Student Support Services



### Advising

Communication between World Languages and Advising is an area that is in need of improvement. Based on anecdotal evidence from students, advising for languages is often very generic and frequently rushed. Some students are advised to meet with a full time instructor of the target language in order to get a more in-depth and accurate assessment of their level of language proficiency and advice on placement in our program.

Unfortunately, many students are not advised to meet with a language instructor

and often enroll in courses that are inappropriate for their language abilities.



As language instructors, we would like to see all of our students complete at least the full first-year of our programs and, ideally, the second year as well. There are many reasons why only partially completing the first or second year sequence is disadvantageous, but many students are being advised to complete only the minimum number of language courses required for their degree and/or transfer requirements.

We have taken steps to improve the level of communication and collaboration with Advising. The Sylvania World Languages Department Chair has met with the Sylvania World Languages Advising Liaison to discuss our concerns. As a result, an information sheet about World Languages was created and distributed to all Sylvania advisors. We are hopeful that other campuses will also be able to arrange similarly productive meetings with Advising. We recommend that advisors encourage students to complete the full first year sequence of a language and continue on to take second year courses. We also recommend that advisors inform students of our specialty courses, conversation classes and Spanish for Experienced Speakers courses. We are hopeful that these efforts will lead to the development of a better relationship with Advising that will more effectively meet the needs of our students and promote success and completion.

## Scheduling

As has been mentioned, the World Languages SAC is made up of six languages. French, German, Japanese, Russian and Spanish are offered at Sylvania; German, Japanese and Spanish are offered at Rock Creek; Chinese and Spanish are offered at both Cascade and Southeast Center. Scheduling of classes is handled differently at each campus due to various factors (e.g., languages offered, number of dedicated classrooms, organization of departments and divisions). Scheduling language classes is very complex given that we have classes ranging from one to six credits and most of our courses are sequential.

Each campus strives to offer classes on a variety of days and times to facilitate access and respond to student demand. Given the sequential nature of the core language courses offered, we schedule a number of 101 and 201 courses in Fall term, 102 and 202 in Winter term and 103 and 203 in Spring term. Due to attrition between courses, we generally begin with many “first term” sections in Fall term and merge classes in subsequent terms (for example, scheduling three 101 courses in Fall, two 102 courses in Winter and one 103 course in Spring). Ideally, we would like to be able to carry forward all sequences that we begin, but this is usually not feasible due to attrition. Not all languages offer “off-sequence” courses, but those that do frequently schedule “first term” classes in Winter, Spring and Summer terms. When making any schedule, we make every effort to plan ahead so that students enrolled in a “first term” course have the opportunity to finish the whole sequence. Some languages offer accelerated 150/151 (first year) and 250/251 (second year) sequences that provide students the opportunity to finish a year of language courses in two terms.

In addition to our core courses, we also offer conversation courses that range from one to three credits. Some languages “attach” these conversation courses to a core course, scheduling them immediately before or after the core class; some languages offer conversation courses as stand-alone classes. These classes tend to be very popular for those students that plan to



continue their language studies after leaving PCC and are also popular with students who have completed a language sequence but wish to maintain and improve their speaking skills.

We also offer specialty courses, many of which are taught in English. These courses generally focus on culture and themes such as composition, literature, film and history. These courses attract both language students as well as students that are taking classes in disciplines related to the theme of the course. For example, Japanese specialty courses tend to be popular with students who are also enrolled in Asian Art History, Japan/Korea History or World Religion and Philosophy courses. Students who are interested in majoring in English and Literature also frequently enroll in World Languages specialty courses. Many of the students who take our specialty courses later enroll in our language courses. Communicating with instructors of related disciplines has helped with scheduling and advertising our specialty courses.

We tend to see higher enrollments in our first year courses and we offer more sections of first year courses than second year courses primarily because there are fewer students that need to complete the second year sequence of courses to fulfill degree and transfer requirements. In spite of the fact that we offer fewer sections of second year courses and enrollments in these courses tend to be lower, we feel strongly that PCC and World Languages has the responsibility to offer complete first and second year sequences to students that see language study as an integral part of their educational, professional and personal goals. Due to the challenging nature of our courses, we experience attrition between courses, and the rates of attrition vary depending on the language, particular course and the term in which a course is offered. Accelerated courses tend to have lower enrollments due to their intensity and higher number of credits, but these courses fill a need for students that wish to complete their language studies at a faster pace. We have seen enrollments in evening sections decrease over the past few years for some languages, but offering these sections meets a need for students who have other commitments during the day.

In the past years, World Languages saw a surge in enrollments and we responded by adding sections to meet the increased demand. As the college's enrollments are returning to pre-surge levels, we are monitoring enrollments and evaluating the courses that we are offering to ensure that we are meeting student needs as well as college budgetary realities.



## RECOMMENDATIONS

The World Languages SAC is very strong and makes significant contributions to Portland Community College. We recognize that there are improvements that could be made to strengthen our program and better serve our students and we welcome the opportunity to address these areas.

### Recommendations Related to Teaching and Learning that Derive from Results of the Assessment of Student Learning Outcomes

- In the 2009 World Languages program review our SAC requested funding to administer the STAMP (Standards-Based Measurement of Proficiency) test. STAMP is a standardized assessment instrument that measures students' reading, writing, listening and speaking proficiency according to the standards established by the American Council on The Teaching of Foreign Languages (ACTFL). We originally requested funding for STAMP for SAC use, but we have found that it is also very effective as an assessment tool for assessing the College Core Outcome of Communication. **We recommend that the administration continue to fund our use of STAMP so that we are able to collect solid and reliable data on how our students are performing in terms of communication.**
- The World Languages SAC has made great strides in assessing College Core Outcomes. We are working on creating more effective and efficient assessment processes and procedures, though this has been very challenging for us given that we must design assessments that can be implemented in courses for all languages at all campuses. **We recommend that an additional official SAC in-service day be added, preferably in Winter term, to help us better fulfill these requirements and discuss at greater length changes that we would like to make as a result of assessments.**





## Recommendations Relevant to Areas Such as Maintaining a Current Curriculum, Professional Development, Access and Success for Students, Obtaining Needed Resources, and Being Responsive to Community Needs

- The growing number of part-time faculty in community colleges has a great impact on the quality of departmental life and culture. An imbalance in the full-time to part-time ratio leads to extra strain on the full-time faculty to complete administrative work. In addition, both part-time and full-time faculty have less contact time with students given the part-time faculty's limited schedules and the full-time faculty's duties beyond the classroom. Full-time faculty are essential for growth and maintenance of a thriving language program and offer administrative support and leadership to part-time faculty and the SAC. **We recommend that the administration support the addition of full-time faculty positions for each language taught on each campus. At this time, there is no full-time German faculty at Rock Creek nor is there a full-time Spanish faculty at Southeast Center.**
- Funding for language tutoring is often inadequate and inconsistent from term to term. **We recommend that more funds be made available to offer language tutoring for all languages offered on each campus. It should be noted that, at this time, there is no tutoring for Chinese at Cascade or Southeast Center. In order to fully support this growing program, we recommend that funds be allocated for Chinese tutoring.**
- Language tutors at Sylvania do not have a private, distraction-free tutoring area. Tutoring is held in a noisy, high-traffic open area that is not conducive to tutoring. **We recommend that a quiet, private space be created at Sylvania exclusively for language tutoring.**
- In addition to attending and presenting at conferences, language instructors need to refresh their language skills and cultural knowledge on a regular basis and limited funding for professional development has made international travel financially impossible for many instructors. **We recommend that the administration increase professional development funds so that both full-time and part-time instructors can have better opportunities to stay current in their field.**
- The position of SAC Chair requires a significant amount of extra work outside of already numerous required teaching and administrative duties. Since the last program review, the duties of SAC Chair have increased dramatically given that most work for assessment of College Core Outcomes falls on the SAC Chair. **We recommend that SAC Chairs be compensated or given release time in order to address the heavy workload.**
- Our language programs have grown since the last program review and language offerings have been expanded college-wide. There have been instances in which languages were added to a campus' offerings without consulting with the World Languages SAC. **World Languages would like to be more involved in conversations about the growth and expansion of programs, especially the addition of languages to individual campuses.** This will help to maintain healthy enrollments and consistent programming.





- The World Languages SAC is a key stakeholder in internationalization initiatives, study abroad and international education. However, we feel that in recent years there have been major decisions made without our knowledge that have had a significant negative impact on our SAC and our students. **We recommend that the World Languages SAC be included in conversations about opportunities for study abroad as well as opportunities to interact with groups of international students visiting PCC.**
- World Languages departments on each campus carefully prepare class schedules, always juggling the availability of classrooms, instructors and the need to offer our students a variety of class times. Communication among campuses is important as we strive to offer the best programming for the populations that we serve. Scheduling has become increasingly difficult as programs have grown and expanded and as timelines for completing schedules have become shorter. **As a SAC, we need to focus our efforts on finding better ways to work together in order to create schedules that meet the needs of our campuses and our students.**
- Chinese is offered at Cascade and Southeast Center. However, the majority of library holdings relevant to Asia and Chinese studies are located at the Sylvania library. **We recommend that the collection of materials for Chinese be expanded and be located primarily on the campuses where Chinese courses are offered.**
- Though facilities and classroom space are generally adequate at each campus, there are some issues at Sylvania that need to be addressed. In spite of the size of the program, Spanish does not have a dedicated classroom. **We recommend that at least one classroom be designated for Spanish classes at Sylvania. In addition, some existing dedicated rooms for language classes at Sylvania are poorly ventilated and located near noisy, high traffic areas. We recommend that the affected language rooms at Sylvania be relocated or that the aforementioned issues be addressed.**
- As previously addressed, the shared computer lab used by World Languages at Sylvania receives heavy use from ASL and ESOL, making it difficult for World Languages classes to utilize this resource. **We recommend that a computer lab at Sylvania be designated for exclusive World Languages use.**





## CONCLUSION

The World Languages program is an integral part of the PCC. Students who study a language at PCC will be challenged with new subject matter, will develop strong skills in speaking, reading, writing and listening comprehension, will be challenged to think critically and will learn to understand and appreciate cultural differences and diversity in our world. Students who study a language are better prepared to participate positively in our society and

in our global community. We are proud of the work we do and the students that we serve.

Our faculty members are well-prepared, hard-working, and dedicated instructors who care deeply about student success and quality education. We are grateful to work at an institution that supports our efforts and encourages our growth and improvement. We recognize the limitations placed on the administration by budget constraints, accreditation requirements and state and national agendas, but we hope that we can collaborate on mutually beneficial actions that will help us all better serve our students. We greatly appreciate this opportunity to share information about our program as well as our efforts, our challenges and our successes in meeting the mission and goals of PCC.



## APPENDICES

### Appendix 1

#### WORLD LANGUAGES SUBJECT AREA COMMITTEE

##### SAC Administrative Support

##### Admin Support:

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##### RUSSIAN

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**SPANISH**

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Boeschen, Charma	CA SC 206A	971-722-5390	<a href="mailto:charlotte.boeschen@pcc.edu">charlotte.boeschen@pcc.edu</a>
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Stautz, Sunny	SE MSH 103	971-722-3585	<a href="mailto:susan.stautz@pcc.edu">susan.stautz@pcc.edu</a>
Underwood, Jan	CA SC 206A	971-722-5085	<a href="mailto:junderwo@pcc.edu">junderwo@pcc.edu</a>
Valenzuela, Mariana	RC 3 201	971-722-3470	<a href="mailto:mariana.valenzuela@pcc.edu">mariana.valenzuela@pcc.edu</a>
Yorba, Stephanie R	RC 3 201	971-722-7807	<a href="mailto:stephanie.yorba@pcc.edu">stephanie.yorba@pcc.edu</a>

**World Languages Administrative Support by Campus****Sylvania English and World Languages Division**

<b>Dean:</b> David Stout	SY CT 219	971-722-4265	<a href="mailto:dstout@pcc.edu">dstout@pcc.edu</a>
<b>Support:</b> Cherie Maas	SY CT 219	971-722-4266	<a href="mailto:cmaas@pcc.edu">cmaas@pcc.edu</a>
<b>Dept. Chair:</b> Kristine Shmakov	SY CT 219	971-722-4841	<a href="mailto:kshmakov@pcc.edu">kshmakov@pcc.edu</a>

**Rock Creek Business Applied Technology College Prep Division**

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<b>Dept. Chair:</b> Stephanie Yorba	RC 3 201	971-722-7807	<a href="mailto:stephanie.yorba@pcc.edu">stephanie.yorba@pcc.edu</a>

**Cascade Liberal Arts and Pre-College Division**

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<b>Dept. Chair:</b> Charma Boeschen	CA TH 118	971-722-5390	<a href="mailto:charlotte.boeschen@pcc.edu">charlotte.boeschen@pcc.edu</a>

**Southeast Center Liberal Arts and Sciences Division****Dean:** Julie Kopet SE Scott 103 971-722-6263**Support:** Wendy Settle SE MSH 103 971-722-6217[jkopet@pcc.edu](mailto:jkopet@pcc.edu)[wsettle@pcc.edu](mailto:wsettle@pcc.edu)

## Appendix 2

### FACULTY INFORMATION

#### Chinese

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BA Chinese Literature, National Chong Hsing Univ., Taiwan. 2002;  
MA, TESOL, Portland State Univ., 2009

Beining (Xiaoxia) Hu

BA, Chinese Language and Literature, Beijing University, 2001;  
MA, Asian Languages and Cultures, University of Oregon, 2004

#### French

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BA, French, Univ. of Oregon, 1992;  
MA, French, Univ. of Oregon, 1994

Giselle Bawnik

BA, French, Univ. of California Los Angeles, 1976;  
MAT, Education, Univ. of California Los Angeles, 1980

Rachel Hunter

BA, French & Art History, Bennington College, 2008;  
MA, French Language & Literature, Portland State University, 2013

Matthew Reeder

BA, French, Illinois State University, 2004;  
MA, French and French Literature, Portland State University, 2007

Dorothy Turchi

BA, French, Univ. of Oregon, 1966;  
MAT, French, Lewis and Clark College, 1974

#### German

Kristi Tompkins

BA, German, Portland State Univ., 1982;  
BA, English, Portland State Univ., 1982;  
MA, German, Univ. of Oregon, 1987

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BA, German/English, Univ. of Missouri-Columbia, 1995;  
MA, German, Portland State Univ., 1997





Florance Deutsch-Timmons

BA, English, Univ. of Missouri, Columbia, 1995;  
 MA, German, Univ. of Missouri, Columbia, 1997;  
 MA, English, Univ. of Missouri, Columbia, 1998

Heather Kalowsky

BA, German Studies, Lewis & Clark College, 1999;  
 MA, German, Univ. of Colorado, 2002;  
 MA, TESOL, Portland State Univ., 2009

Susan Stober

BA, Psychology and German Literature, Univ. of Puget Sound, 1990;  
 MA, Instruction and Curriculum, Univ. of Colorado, 1993

Diana Turner

BA, French and German, Portland State Univ., 1993  
 MA, Education, Portland State Univ., 2006

## **Japanese**

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BA, English Literature and Japanese Language, Univ. of Montana, 1999;  
 MA, Japanese Language, Univ. of Hawaii at Manoa, 2007;  
 CERT, International Cultural Studies, Univ. of Hawaii at Manoa, 2007

Takako Yamaguchi

BS, Elementary Education, Oregon College of Education, 1978;  
 MS, Education, Oregon College of Education, 1983

Brian Bangerter

BA, Japanese Teaching, Brigham Young Univ., 1996;  
 MED, Education, Washington State Univ., 2003

Yukari Birkett

BA, English/Linguistics/Education, Seisen Univ. in Tokyo, Japan, 1985;  
 MA, TESOL, Eastern Michigan Univ., 1988;  
 Teaching certificates at the secondary level, ESL/Japanese & Language Arts (Tokyo,  
 Michigan, and Oregon)  
 MBA, Marylhurst University (in progress)

Tee Kamoshita

BA, International Studies, Univ. of Washington, 1981;  
 MAT, Teaching, George Fox University, 2000

Chiho Murphy

BA, English Literature, Hokusei Gakuen Univ., 1995;  
 MA, Asian Studies, University of Oregon, 2002



Etsuko Sisley

BA, Education, Keio Univ., Japan, 1988;  
Ed. M, Adult Education, Oregon State University 1991;  
MA, Japanese Pedagogy, Ohio State Univ., 2003

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BA, English Language and Literature, Rikkyo Univ., 1974;  
MFA, Fine Arts, Univ. of Oregon, 1994

### **Russian**

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BA, French, Univ. of Oregon Honors College, 1990;  
MA, Russian, Univ. of Washington, 1993

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MA, Russian Literature, Armenia State University, 1974

### **Spanish**

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MA, Spanish, Portland State Univ., 2007;  
MA, Applied Linguistics/TESOL, Portland State Univ., 2009

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BS, Molecular Biology, University of the Republic, Uruguay, 1992;  
MA, Spanish, University of Oregon, 1996

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BA, Economics, Univ. of Puget Sound, 1988;  
BA, Spanish, Univ. of Puget Sound, 1988;  
MA, Romance Languages, Univ. of Washington, 1991

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BA, Spanish, Washington State Univ., 1992;  
MA, Spanish, Washington State Univ., 1994

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BA, French, Univ. Kansas, 1986;  
BA, English, Univ. Kansas, 1986;  
MA, Comparative Literature, McGill Univ., 1989;  
CERT, TESL, Portland State Univ., 1998;  
MA, Foreign Lit & Language, Portland State Univ., 1998



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BA, Spanish, Ripon College, 2003;  
MA, Spanish, Portland State Univ., 2007

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B.F.A. Visual Arts with Distinction, California College of the Arts, Oakland, 1991;  
Ph.D., Spanish-American Literature, Univ. of California, Davis, 2004

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BA, English Philology, Universidad de Deusto, 2001;  
MA, Spanish and Lusophone Languages, Literatures and Cultures, University of Minnesota, 2004;  
PhD, Spanish and Lusophone Linguistics, Cultures and Literatures, University of Minnesota, 2010

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BA, Spanish and Latin American Studies, California State Univ. Chico, 2003;  
MA, Spanish, Portland State Univ., 2006



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MA, Spanish Linguistics, University of Illinois at Urbana-Champaign, 1996;  
PhD, Spanish Linguistics, University of Illinois at Urbana-Champaign, 2001

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BA, Psychology, Univ. of Havana, 1980;  
BA, Spanish, Portland State Univ., 2003;  
MA, Spanish, Portland State Univ., 2006

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Teaching Certificate, Institute of Sciences of Education of the Universidad Complutense de Madrid, 1994

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MA, Spanish, Portland State Univ., 2002

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MA, Spanish, Portland State Univ., 2011

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MA, Spanish, Portland State Univ., 2003;  
MA, TESOL, Portland State Univ., 2004

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MA, Spanish and Latin American Literature, Duke Univ., 1995;  
PhD, 20th Century Latin American Literature, Duke Univ., 2001

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MA, Spanish, Portland State University, 2011

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MA, Spanish, Colorado State Univ., 2001

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MA, Spanish Literature, Portland State Univ., 2009



Susan L Stautz

BA, Spanish and Communications, Linfield College, 1975;  
MAT, Spanish, Portland State Univ., 1978

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BA, Latin American Studies & Literature, New Mexico State University, 1993;  
MA, Latin American Literature, New Mexico State University, 1995

Ryan Wickenberg

BS, Biology, University of Oregon, 1997;  
MA, Spanish, Middlebury College, 2007



## Appendix 3

### WORLD LANGUAGES COURSE DESCRIPTIONS AND CCOGS

World Languages Course Descriptions and CCOGs by language	
Chinese	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=CHN">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=CHN</a>
French	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=FR">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=FR</a>
German	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=GER">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=GER</a>
Japanese	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=JPN">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=JPN</a>
Russian	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=RUS">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=RUS</a>
Spanish	<a href="http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=SPA">http://www.pcc.edu/ccog/default.cfm?fa=course&amp;subject=SPA</a>

## Appendix 4

### WORLD LANGUAGES INSTITUTIONAL EFFECTIVENESS PROFILES

World Languages Institutional Effectiveness Profiles	
Chinese	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/CHN.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/CHN.pdf</a>
French	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/FR.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/FR.pdf</a>
German	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/GER.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/GER.pdf</a>
Japanese	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/JPN.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/JPN.pdf</a>
Russian	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/RUS.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/RUS.pdf</a>
Spanish	<a href="http://www.pcc.edu/ir/program_profiles/201213/Productiontables/SPA.pdf">http://www.pcc.edu/ir/program_profiles/201213/Productiontables/SPA.pdf</a>





## Appendix 5

### WORLD LANGUAGES COLLEGE CORE OUTCOME ASSESSMENT REPORTS

World Languages College Core Outcome Assessment Reports	
Communication	<a href="http://www.pcc.edu/resources/academic/documents/LDCWLFullReport.pdf">http://www.pcc.edu/resources/academic/documents/LDCWLFullReport.pdf</a> (2011) <a href="http://www.pcc.edu/resources/academic/documents/WORLD-ca_2013_report_worldlanguages-communication.pdf">http://www.pcc.edu/resources/academic/documents/WORLD-ca_2013_report_worldlanguages-communication.pdf</a> (2013)
Community & Environmental Responsibility	<a href="http://www.pcc.edu/resources/academic/documents/wl_final_combined.pdf">http://www.pcc.edu/resources/academic/documents/wl_final_combined.pdf</a> (2012)
Critical Thinking & Problem Solving	<a href="http://www.pcc.edu/resources/academic/documents/world-languages.pdf">http://www.pcc.edu/resources/academic/documents/world-languages.pdf</a> (2010) <a href="http://www.pcc.edu/resources/academic/documents/LDCWLFullReport.pdf">http://www.pcc.edu/resources/academic/documents/LDCWLFullReport.pdf</a> (2011)
Cultural Awareness	<a href="http://www.pcc.edu/resources/academic/documents/LDCWLreportCultural_Awareness_Assessment_2011.pdf">http://www.pcc.edu/resources/academic/documents/LDCWLreportCultural_Awareness_Assessment_2011.pdf</a> (2011) <a href="http://www.pcc.edu/resources/academic/documents/WORLD-ca_2013_report_worldlanguages-culturalawareness.pdf">http://www.pcc.edu/resources/academic/documents/WORLD-ca_2013_report_worldlanguages-culturalawareness.pdf</a> (2013)
Professional Competence	To be assessed (2016)
Self-Reflection	<a href="http://www.pcc.edu/resources/academic/documents/wl_final_combined.pdf">http://www.pcc.edu/resources/academic/documents/wl_final_combined.pdf</a> (2012)



## Appendix 6

### WORLD LANGUAGES EQUIVALENCY GUIDES

#### Portland State University

PSU Liberal Arts & Sciences: 503-725-3522

Admissions: 503-725-5522, 503-725-5586, 503-725-8519, 503-725-5543, 503-725-5508, 503-725-5507 <http://www.pdx.edu/admissions/>

World Languages and Literatures department:

[wlldept@pdx.edu](mailto:wlldept@pdx.edu)

Web: <http://www.pdx.edu/wll/>

PSU is on a quarter system and all of their lower division 100-200 level foreign language courses are 4 credits, with the exception of Japanese courses which are 5 credits (as are PCC's), so credit and course transfers are relatively easy. Upper division 300-400 level courses are also 4 credits.

FR, GER, JPN, RUS, and SPA 101, 102, 103, are offered at PSU under the same course numbers and transfer as LDT directly. 150 and 151 also transfer under the same numbers.

FR, GER, JPN, RUS, and SPA 201, 202, 203, are offered at PSU under 201, 202 and 203 and transfer as LDT directly. 250 and 251 also transfer under the same numbers.

The Conversation courses, FR, GER, JPN, RUS, and SPA 111, 112 and 113, the Culture courses, FR, GER, RUS, and SPA 260, 261, and 262, Reading courses, FR, GER, JPN, RUS, and SPA 270, 271, and 272, the Composition courses, 290, 291, and 292, all transfer as LDT directly.

PSU's requires that all candidates for the Bachelors of Arts degree demonstrate proficiency at the second year level in a foreign language. The same proficiency is also required for the minor in International Studies; for the certificates in European, Latin American, and Middle East Studies; for the International Business Studies Certificate; and for certain other degree options. Most candidates for graduate degrees at PSU must also demonstrate competence at this level, but in reading knowledge only.

For graduation with a B.A. degree, students must demonstrate competence equivalent to that normally attained after two years of college study. Competency may be demonstrated in the following ways.

1. Completion in any foreign language of 203 or its equivalent with a passing grade.
2. Completion in any foreign language course that has the equivalent of 203 or higher as a prerequisite
3. Demonstrated proficiency in a foreign language equivalent to that attained after two years of college study. There are three ways to demonstrate proficiency:
  - o CLEP (language exam) score of 62 in French, CLEP score of 60 in German, CLEP score of 66 in Spanish
  - o Earned credit by examination, at the 203 level or higher, for foreign languages taught by PSU faculty.
  - o Pass a noncredit PSU Department of Foreign Languages & Literatures examination for which PSU has a qualified tester.
  - o A passing grade, at 203 level or higher, on a Brigham Young Foreign Language Assessment Exam.



- o FLL Department chair approval of certification by an external evaluator for proficiency at or above 203-course level.

Some academic majors require an additional year of a second language beyond the two-year B.A. foreign language requirement. It is necessary to check with an academic advisor in these cases.

A transfer degree such as the Associate of Arts Oregon Transfer (AAOT) allows students to take courses in several disciplines that satisfy lower division general education requirements and grants junior standing at PSU. The Oregon Transfer Module (OTM) is a one-year curriculum that can be taken to satisfy PSU's first year general education courses. While PSU does not require an Associate's degree or OTM in order to be admitted, the requirements of these programs provide an excellent preparation for the academic rigor of university coursework.

See <http://www.pcc.edu/programs/university-transfer/transfer-guides/documents/010136PSUAdmissions13-14.pdf> for guidelines for all Portland State University transfer equivalencies for PCC courses.

### **University of Oregon**

UO Arts & Sciences: 541-737-4917

Admissions: 541-346-3201

<http://admissions.uoregon.edu/>

East Asian Languages and Literatures department: 541-346-4041

[maram@uoregon.edu](mailto:maram@uoregon.edu)

Web: <http://eall.uoregon.edu/>

German and Scandinavian department: 541-346-4051

[gerscan@uoregon.edu](mailto:gerscan@uoregon.edu)

Web: <http://pages.uoregon.edu/gerscan/index.htm>

Romance Languages department: 541-346-4021

[gladhart@uoregon.edu](mailto:gladhart@uoregon.edu)

Web: [http://rl.uoregon.edu/http://rl.uoregon.edu/](http://rl.uoregon.edu/http://rl.uoregon.edu/http://rl.uoregon.edu/)  
<http://rl.uoregon.edu/>

Russian and East European, Eurasian Studies department: 541-346-4078

[presto@uoregon.edu](mailto:presto@uoregon.edu)

Web: <http://reees.uoregon.edu/welcome/contact>

University of Oregon is on a quarter system. The majority of their lower division (100- level) language courses are 5 credits and the majority of their lower division (200-level) language courses are 4 or 5 credits. The majority of U of O's upper division (300-400 level) language courses are 4 or 5 credits.

FR, GER, JPN, RUS and SPA 101, 102 and 103 are offered at U of O under the same course numbers and transfer as LDT directly. FR 150 transfers as FR 101, GER 150 transfers as GER 104, JPN 150 transfers as JPN 101, RUS 150 transfers as RUSS 101 and SPA 150 transfers as SPAN 111. FR 151 transfers as FR 103, GER 151 transfers as GER 105, JPN 151 transfers as JPN 103, RUS 151 transfers as RUSS 103 and SPA 151 transfers as SPAN 112.

FR, GER, JPN, RUS and SPA 201, 202 and 203 are offered at U of O under the same course numbers and transfer as LDT directly. FR 250 transfers as FR 201, GER 250 transfers as GER



204, JPN 250 transfers as JPN 201, RUS 250 transfers as RUSS 201 and SPA 250 transfers as SPAN 201. FR 251 transfers as FR 203, GER 251 transfers as GER 205, JPN 251 transfers as JPN 203, RUS 251 transfers as RUSS 203 and SPA 251 transfers as SPAN 203.

The Conversation courses FR, GER, JPN, RUS and SPA 111, 112, 113, 211, 212, and 213, the Culture courses FR, GER, JPN, RUS and SPA 260, 261 and 262, the Reading courses FR, GER, JPN, RUS and SPA 270, 271 and 272, and the Composition courses FR, GER, JPN, RUS and SPA 290, 291 and 292 all transfer as LDT directly.

U of O requires that all candidates for the Bachelors of Arts degree demonstrate proficiency at the second year level in a foreign language. This requirement may be fulfilled by completing a foreign language level 203 or equivalent course with a C- or better or a PASS grade. There are a variety of other ways to fulfill this requirement, as outlined on U of O's admissions website at <http://admissions.uoregon.edu/apply/tquest.htm#language> :

#### A. Completing high school and college credit

- Two years of the same high school-level second language, or
- C- or better in the third year of high school-level second language, or
- Two quarters or semesters of a college-level second language with a grade of C- or better

#### B. Proficiency-based assessment options

- OUS/PASS second language proficiency assessment (Benchmark IV), or
- Demonstrated proficiency in American Sign Language (ASL) (Benchmark III), or
- ACTFL oral proficiency interview
- California oral competency interview

#### C. Other recommended options

- Satisfactory performance on a Brigham Young Foreign Language Assessment, or
- Score of 530 or higher (500 is taken prior to May 1995) on a SAT Subject Tests Foreign Language Text, or
- Score of 2 or higher on an Advanced Placement Foreign Language Test, or
- Score of 4 or higher on an International Baccalaureate High Level Foreign Language Exam, or
- Score of 40 or higher on a CLEP Foreign Language Exam, or
- Satisfactory performance on a college second-language departmental challenge exam
- Students admitted as exceptions to the second-language requirement are required to complete two college terms of the same second language before graduating from the University of Oregon.

The easiest way to transfer credit from PCC to U of O is to complete the Associate of Arts Oregon Transfer (AAOT) degree, as this degree fulfills the university's lower division general education requirements. Another option for relatively simple transferring of credits is the Oregon Transfer Module (OTM), a one-year curriculum designed for students wishing to transfer to an Oregon university. The OTM gives students the opportunity to complete one year of general education coursework. Students opting not to complete an AAOT or an OTM have each individual course reviewed to determine how those credits will transfer.

See <http://www.pcc.edu/programs/university-transfer/transfer-guides/documents/20469gened13-14.pdf> for a complete listing of all University of Oregon transfer equivalencies for PCC courses.

<http://registrar.uoregon.edu/tce/index.php?state=OR&school=Portland+Community+College>



## Oregon State University

OSU Liberal Arts: 541-737-4917

Admissions: 1-800-291-4192, 541-737-4411

[osuadmit@oregonstate.edu](mailto:osuadmit@oregonstate.edu)

World Languages and Cultures department: 541-737-2146, 541-737-3082

[sshaw@oregonstate.edu](mailto:sshaw@oregonstate.edu)

Web: [http://oregonstate.edu/dept/foreign\\_lang/](http://oregonstate.edu/dept/foreign_lang/)

OSU is on a quarter system and all of their lower division foreign language courses are 4 credits so credit and course transfers are relatively easy. All of their 100- and 200-level courses are 4 credits but 300- and 400-level courses are 3 credits.

OSU's Baccalaureate Core requirements are based on 15 course categories, including Perspectives, Cultural Diversity, Literature and the Arts; Differences, Power, and Discrimination; Synthesis and Contemporary Global Issues. Students only need to take one class per group (3 credits). They are not required to do a sequence/

FR, GER, JPN, RUS, and SPA 101, 102, 103, are offered at OSU under 111, 112, and 113 and transfer as LDT directly. 150 and 151 also transfer under 111, 112, and 113.

FR, GER, JPN, RUS, and SPA 201, 202, 203, are offered at OSU under 211, 212, and 213 and transfer as LDT directly. 250 and 251 also transfer under 211, 212, and 213.

The Conversation courses, FR, GER, JPN, RUS, and SPA 111, 112 and 113, the Culture courses, FR, GER, RUS, and SPA 260, 261, and 262, Reading courses, FR, GER, JPN, RUS, and SPA 270, 271, and 272, the Composition courses, 290, 291, and 292, all transfer as LDT directly.

JPN 260A, JPN 261A, and JPN 262A count for Cultural Diversity.

The easiest way to transfer credit is to do the AAOT degree. This fulfills all the basic requirements. Then, the student can apply to the college of their choice. While some students may choose not to do the AAOT, as it varies by students' needs, transferring credits is easiest this way. Otherwise, each individual course has to be reviewed. It is relatively easy to transfer courses and credits from PCC to OSU, however, given our similar classes and credits.

It is possible to have dual enrollment at PCC and OSU. Students are dually admitted to both colleges but they have to fill out a different application than just the PCC or OSU general application. The student sends the application to just one school, however, and designates which college is their "home school." They can however enroll in courses at both colleges.

See <http://www.pcc.edu/programs/university-transfer/transfer-guides/documents/01499OSUbacccoretotal13-14.pdf>

[http://oregonstate.edu/admissions/transfer/scr1160\\_003213.htm](http://oregonstate.edu/admissions/transfer/scr1160_003213.htm) for a complete listing of all OSU transfer equivalencies for PCC World Language classes.



## Appendix 7

### WORLD LANGUAGES PROFESSIONAL DEVELOPMENT ACTIVITIES

#### Membership in College Committees

- Alejandra Bonifacino
  - Rock Creek TLC Steering Committee
  - Professional & Organizational Development Steering Committee
  - RCCCT (Rock Creek Campus Connections Team)
- Libardo Mitchell
  - Sylvania Diversity Council
  - Rock Creek Spanish Hiring Committee (2011-2012)
- Jan Underwood
  - PCC Educational Advisory Council (2009-2011)
  - Cascade Campus Green Team (2008-2009)
  - PCC Honors Council (2010-present)
- Erin Edwards
  - Sylvania TLC coordinator (2011-present)
- Kristine Shmakov
  - Peer reviewer for Core Outcomes Assessment through LAC (2011-present)
- Heather Kalowsky
  - Sylvania TLC Steering Committee (2009-2011)
  - Professional & Organizational Development Steering Committee (2010-present)
  - PCCFFAP Executive Council (2011-present)
  - ESOL Fund Committee (2013-present)
- Yukari Birkett
  - Asian Studies Committee
  - PCC Learning Assessment Council as a Columbia Gorge Community College representative (2008-2010)
- Hsiao-Yun Shotwell
  - Asian Studies Committee (2010-present)





- Stephanie Yorba
  - Rock Creek TLC Steering Committee (2008-present)
  - Internationalization Initiative Committee (2008-2011)
  - Cascade Spanish Hiring Committee (2009)
  - PCC Educational Advisory Council (2011-present)
  - Rock Creek Spanish Hiring Committee (2011-2012)
  - Rock Creek Japanese Hiring Committee (2010-2011, 2011-2012)
  - Academic Integrity Task Force (2013-present)
  
- Morgan Lindberg
  - Rock Creek ESOL Hiring Committee (2013-2014)
  - International Education Week Steering Committee (2012-2013)
  
- Sarah Bentley
  - Internationalization Initiative Steering Committee (2008-present)
  - Study-Abroad Work Group (2013-2014)
  - Sylvania TLC Steering Committee (2008-2011)
  - CIEE Selection Committee (2011-2012)
  
- Takako Yamaguchi
  - Internationalization Initiative Steering Committee (2007-present)
  - Sylvania International Education Week Planning Committee (2013-present)
  - Rock Creek Japanese Hiring Committee (2010-2011, 2011-2012)
  - Asian Studies Committee (2005-present)

### **Campus and Community Activities**

- Libardo Mitchell
  - Department Chair of Spanish at Sylvania (2011-present)
  - MECHA Club advisor at Sylvania
  - Faculty advisor for Sylvania Spanish Club
  - Presenter at PCC International Week
  - PCC-Lincoln Elementary School Spanish reading field trip organizer
  - Mentor for students of color attending PCC Sylvania
  - Member of Tigard Tualatin School District PASS Council
  - Member of Hazelbrook Middle School Site Council Committee
  - Soccer Assistant Coach of a team of disadvantaged children in the Tigard Tualatin area
  - Volunteer Organizer of Parent-Son/Daughter soccer for winter seasons at the Sherwood Field House
  - Volunteer for various services at Rolling Hills Community Church in Tualatin
  - Volunteer translator and interpreter for PCC and the Tigard Tualatin School district
  - Involved in several projects that promote rural development, community organization, effective agricultural practices to compete in a global economy, and educational opportunities for rural dwellers in the region of the Magdalena Medio, Santander, Colombia.



- Mariana Valenzuela
  - PCC Part-time Faculty In-service workshops
  - Instructor of poetry/literature course for Adelante Mujeres
  
- Kristine Shmakov
  - Department Chair of Russian at Sylvania
  - Sylvania World Languages Department Chair (2012-present)
  - World Languages SAC Chair (2007-2009)
  - World Languages SAC Co-Chair (2011-2012)
  - Faculty advisor for PCC Russian Club (2009-present)
  - Portland State University Russian Flagship Program Advisory Board Member (2010-present)
  - National reader for U.S. State Department Critical Language Scholarship for Russian (2010-present)
  - Created PAVTEC orientation video and handbook
  
- Laura Bergman
  - Attended TLC Faculty Workshop Series “Using Classroom Time Wisely: Content Selection, Impactful Delivery, Memorable Lessons” (2013)
  
- Florance Deutsch-Timmons
  - Judge at the German language contest for high school students organized by the German-American Society of Portland (2009-2011)
  
- Heather Kalowsky
  - Sylvania German Club Faculty Adviser (2010-2012)
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Workshop & Conference Coordinator (2010-2012)
  - TLC Presentation “The Art of Developing Narratives for Intercultural Teaching” (2011)
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Vice-President (2012-2013)
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) President (2013-present)
  - PCC ESOL Grant Committee (2013-present)
  
- Yukari Birkett
  - Organized Koto (Japanese harp) performance and teaching event for JPN 101 at PCC (2010)
  - Collaboration with Spanish and Music instructors/students (2011)
  - Board member of ATJO (Association of Teachers of Japanese in Oregon) (2012-2013)



- Morgan Lindberg
  - Faculty advisor for PCC Rock Creek Japanese Pop Culture Club
  - Co-organized Rock Creek World Languages Film Series (2011-2013)
  - Board member of ATJO Association of Teachers of Japanese in Oregon) (2010-present)
  - Organized Cranes for Japan fundraising project (2011)
  - Co-presenter with Stephanie Yorba at PCC New Faculty Institute: “The Best First Day of Class” (2012)
  - Co-presenter with Stephanie Yorba and Gabe Hunter-Bernstein at TLC Workshop Series “Classroom Engagement” (2012)
  - Co-organized Annual Origami Workshop with Consular office of Japan in Portland (2013)
  - Presenter at PCC International Week (2013)
  
- Stephanie Yorba
  - PCC Service-Learning Faculty Cohort (2009)
  - Rock Creek World Languages Department Chair (2010-present)
  - Coordinator of PCC’s Spanish course offerings for faculty and staff of Hillsboro School District (2010-present)
  - Faculty advisor for Rock Creek Spanish Club (2011-2012)
  - Co-organized Rock Creek World Languages Film Series (2011-2013)
  - Participated in a panel on Service-Learning at PCC RC Fall In-service (2012)
  - Co-presenter with Morgan Lindberg at PCC New Faculty Institute: “The Best First Day of Class” (2012)
  - Co-presenter with Morgan Lindberg and Gabe Hunter-Bernstein at TLC Workshop Series “Classroom Engagement” (2012)
  - Academic Integrity Task Force Chair (2013)
  - Presenter at PCC International Week (2013)
  
- Takako Yamaguchi
  - Department Chair of Japanese at Sylvania
  - Faculty advisor for Sylvania Japanese Otaku Club
  - Organized “Tsunami Commemoration” event in the Sylvania PAC Foyer (Spring 2011 and Spring 2012)
  - Coordinator of “One Day Japanese Language Camp” event at Sylvania (Summer 2012)
  - Coordinated “Asian Studies Focus Award Celebration Event” Kyogen Performance (Spring 2012)
  - Coordinated International Initiatives Committee supported Rakugo Performance (Spring 2013)
  - Interviewed on PCC’s “Global Crossroads” TV series (2012)



- Hsiao-Yun Shotwell
  - Board Member, Confederation in Oregon for Language Teaching, (2009-2010)
  - Faculty advisor for Chinese Student Club
  
- Sarah Bentley
  - Sylvania World Languages Department Chair (2008-2010)
  - Developed and coordinated the Sylvania ESOL Tutoring Project (2008 - 2012)
  - Coordinated Sylvania Spanish department movie night (2008-2011)
  - Hosted Victor Hugo for a talk about indigenous rights in Guatemala (Winter 2010)
  - Organized “Musical Lecture” (history and origins of Latin American music) event in the Sylvania PAC (Spring 2010)
  - Completed 40 hour Multnomah County training on working with survivors of domestic violence and volunteered with Spanish-speaking survivors weekly (2010-2011)
  - Helped coordinate the three Black in Latin America speaker events at Sylvania Campus (2011-2012)
  - Coordinated the implementation of STAMP test for World Languages SAC (Spring 2011 and Spring 2012)
  - Sylvania Service-Learning faculty coordinator (2011-2013)
  - Taught for Oregon International Education Consortium’s Study-Abroad program in Barcelona (Spring 2013)

### **Membership in Professional Organizations**

- Libardo Mitchell
  - ACTFL (American Council on the Teaching of Foreign Languages)
  - COFLT (Confederation in Oregon for Language Teaching)
  
- Laura Bergman
  - PCC Faculty Federation
  
- Javier Fernández
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
  - Hispanic Metropolitan Chamber (2007 – 2010)
  
- Mariana Valenzuela
  - COFLT (Confederation in Oregon for Language Teaching)
  
- Kristine Shmakov
  - AATSEEL (American Association of Teachers of Slavic and Eastern European Languages)
  - ACTR (American Council of Teachers of Russian)



- Yukari Birkett
  - JASO (Japan-America Society of Oregon)
  - ATJO (Association of Teachers of Japanese in Oregon)
  - COFLT (Confederation in Oregon for Language Teaching)
- Florance Deutsch-Timmons
  - Zeitgeist Northwest (German Culture in the Pacific Northwest)
  - COFLT (Confederation in Oregon for Language Teaching)
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
  - AATG (American Association of Teachers of German)
  - German-American Society of Portland
  - Sigma Tau Delta English Honors Society, alumni membership
- Heather Kalowsky
  - AATG (American Association of Teachers of German)
  - AAWCC (American Association for Women in Community Colleges)
  - ACTFL (American Council on the Teaching of Foreign Languages)
  - AFT (American Federation of Teachers)
  - COFLT (Confederation in Oregon for Language Teaching)
  - OATG (Oregon Association of Teachers of German)
  - ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
  - TESOL (Teachers of English to Speakers of Other Languages)
  - Zeitgeist Northwest (German Culture in the Pacific Northwest)
  - POD (Professional and Organizational Development)
- Hsiao-Yun Shotwell
  - COFLT (Confederation in Oregon for Language Teaching)
  - ATCO ( Association for Teachers of Chinese in Oregon)
  - AOS (American Oriental Society)
- Beining Hu
  - ATCO (Association for Teachers of Chinese in Oregon)
  - International Society for Chinese Language Teaching
- Stephanie Yorba
  - ACTFL (American Council on the Teaching of Foreign Languages)
  - COFLT (Confederation in Oregon for Language Teaching)
  - AATSP (American Association of Teachers of Spanish and Portuguese)
- Morgan Lindberg
  - ACTFL (American Council on the Teaching of Foreign Languages)
  - COFLT (Confederation in Oregon for Language Teaching)
  - ATJO (Association of Teachers of Japanese in Oregon)
  - AATJ (American Association of Teachers of Japanese)



## **Publications**

- Jan Underwood
  - Publication on being a beginning language learner in ORETSOL (Oregon Teachers of English to Speakers of Other Languages) Journal (2013)
  - Contributed material to five first-year Spanish texts (2010-present)
- Vanesa Arozamena-Rodríguez
  - Dissertation: “Orality and Literacy in Basque Culture and Literature” (2010)
- Kristine Shmakov
  - Author of new edition of first year Russian textbook "Welcome: A Communicative Approach to Beginning Russian"
  - Author of new edition of second year Russian textbook "Poidyom: A Communicative Approach to Intermediate Russian"
  - Author of activity manual to accompany video program "Live from Moscow"
- Heather Kalowsky
  - Letters for ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Newsletters
- Yukari Birkett
  - ATJO (Association of Teachers of Japanese in Oregon) September newsletter “A featured school: Columbia Gorge Community College, Japanese program.” (2013)

## **Conference Attendance and Presentation**

- Libardo Mitchell
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference (2011)
    - Courageous Conversations Seminars and Training (2011-2012)
    - “Beyond Diversity” 2-day training conducted by Leticia Nieto (2012)
- Vanesa Arozamena-Rodríguez
  - Presented
    - “The Influence of Orality on Contemporary Literature Written in Basque.” Midwest Modern Language Association (2008)
    - Conference Attendance and Presentation: “Orality and Literacy in Basque Culture and Literature.” 5<sup>th</sup> Interdisciplinary Colloquium on Spanish and Latin American Literatures, Linguistics, and Cultures. University of Florida, Department of Spanish and Portuguese Studies (2010)





- Jan Underwood
  - Attended
    - Symposium on Teaching First Year Spanish (2010)
    - ACTFL (American Council on the Teaching of Foreign Languages) Convention and World Languages Expo (2010)
  - Presented
    - Presentation on inductive language teaching at Puyallup Comm. College (2011)
    - Presentation on inductive language teaching for Vista Higher Learning (2011)
    - Presentation on inductive language teaching at Georgia Southern (2011)
    - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) conference presentation on being a beginning language learner (2012)
  
- Laura Bergman
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Conferences
    - PCC Anderson Conferences
  
- Javier Fernández
  - Attended
    - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Conference (2011)
  - Presented
    - NWALLT (Northwest Associations for Language Learning Technology) Conference Panel Participant: “Spanish as a Second Language: Learning and Teaching in Context” (2010)
    - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Conference Presentation “Codeswitching to Reach a Larger Audience and Develop Personality Traits” (2010)
  
- Mariana Valenzuela
  - Presented
    - COFLT (Confederation in Oregon for Language Teaching) Conference Presentation on Service-Learning (Spring 2013)
  
- Kristine Shmakov
  - Attended
    - MOPI (Modified Oral Proficiency Interview) Training (2009)
    - National AATSEEL (American Association of Teachers of Slavic and Eastern European Languages) conference (2012)
    - Attended presentation “Don’t Just Stand There: Engage Students in Active Language Learning” at U. Washington (2013)
  - Presented
    - Presenter at Oregon Russian Teachers Conference (2009)



- Florance Deutsch-Timmons
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Conferences
  
- Heather Kalowsky
  - Attended
    - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Fall Conference (2009, 2011, 2012, 2013)
    - ORTESOL Fall Mini-Conference (2010)
    - ORTESOL Spring Workshop (2010, 2011, 2012)
    - TRI-TESOL (Washington Association for the Education of Speakers of Other Languages, The Association of BC Teachers of English as an Additional Language, Oregon Teachers of English to Speakers of Other Languages) Conference (2010)
    - TESOL (Teachers of English to Speakers of Other Languages) Convention (2012, 2013)
    - AFT-OR (American Federation of Teachers-Oregon) Convention (2012)
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference (2012)
    - AFT National Convention (2012)
    - COCAL (Coalition of Contingent Academic Labor) Convention (2012)
    - COFLT Fall Conference (2012)
  - Presented
    - "Building Community and Fostering Culture Learning through Connecting Foreign Language Students with ESL Students: A Collaborative Model for Faculty," Continuums of Service Conference (2010)
    - "Effective Learning Assessment," Institute for Instructional Excellence, (2010)
    - "Inviting Tutors, Teaching Assistants and Guest Speakers Into the Classroom to Enrich the Learning Experience" ORTESOL (2010)
    - "Can you do better than this? A real classroom performance," ORTESOL (2010)
    - "Creating an Intercultural Space in German Classes through Storytelling" COFLT (2012)
    - "Workload for PT Faculty and the recent contract language for PT Faculty Overload" COCAL (2012)
    - "Using Service-Learning in Any Class to Engage Students and Meet Outcomes" ORTESOL (2012)
    - "Speed Culturing: One on One with ESOL Students" (facilitator) Anderson Conference (2013)
    - "Serving on the ORTESOL Board" ORTESOL (2013)
    - "Change Your Students' Minds about Learning Pronunciation!" ORTESOL (2013)



- Diana Turner
  - Attended
    - Workshop: German for Teachers of German at Deutsche Sommerschule am Pazifik (2008, 2011)
    - Orbida Conference (2009)
  
- Brian Bangerter
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference (2011)
    - COFLT Fall Conference (2011)
    - COFLT Spring Conference (2012)
  
- Yukari Birkett
  - Attended
    - ATJO (American Teachers of Japanese in Oregon) workshops
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference (2012)
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference (2012, 2013)
    - Corporate briefings sponsored by JASO (Japanese-American Society of Oregon) (2012)
    - APEC (Asia-Pacific Economic Cooperation) Symposium hosted by PCC Rock Creek (2011)
    - ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Conference (2011, 2012)
  
- Hsiao-Yun Shotwell
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference (2008)
    - ASDP Undergraduate International Studies & Foreign Languages (UISFL) Residential Workshop sponsored by East-West Center, Honolulu, HI (2010)
    - “Shifting Trade Winds” APEC (Asia-Pacific Economic Cooperation) Symposium (2011)
    - ASDP (Asian Studies Development Program) 18<sup>th</sup> National Conference (2012)
    - ASDP Enhancing Undergraduate Chinese Language and Cultural Studies: Integrating Faculty and Curriculum Development (2011).
  - Presented
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference: “Teach Chinese Characters with Ease” (2009)



- COFLT (Confederation in Oregon for Language Teaching) Spring Conference: “Catlin Gabel School Chinese Program Cross-Division Cooperation” (2009)
  - Asian Studies Development Program Regional Workshop: “Focus on Chinese Culture” (2012)
  - Asian Studies Development Program 18<sup>th</sup> Annual National Conference: “Building a Chinese Language and China Studies Program at Portland Community College” (2012)
- Morgan Lindberg
  - Attended
    - ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention and World Languages Expo (2011)
    - “Shifting Trade Winds” APEC (Asia-Pacific Economic Cooperation) Symposium (2011)
    - PCC Anderson Conference (2012)
    - Pacific Northwest Great Teacher’s Seminar (2013)
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference (2010, 2011, 2012, 2013))
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference (2010, 2011, 2012, 2013)
    - CERCLL (Center for Educational Resources in Culture, Language and Literacy) Fourth International Conference on the Development and Assessment of Intercultural Competence (2014)
  - Presented
    - Co-presenter with Stephanie Yorba at COFLT-WAFLT (Confederation in Oregon for Language Teaching & Washington Association for Language Teaching) Fall Conference: “The Best First Day of Language Class” (2012)
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference: “Using Digital Picture Books from Sapporo Hiragishi High School in the Japanese Classroom” (2013)
- Beining Hu
  - Attended
    - COFLT (Confederation in Oregon for Language Teaching) Conferences (2008, 2009, 2010)
    - Mandarin Institute Conference “Advancing Chinese Language and Culture” (2008)
    - Language Proficiency Workshop (2008)
    - Chinese Online Proficiency Tests Workshop (2009)
    - K-16 Language for Business Conference by Center for International Business Education & Research at Florida International University (2010)
    - Mandarin Institute Conference and Workshops (2011)



- Hanban American Local Professional Training For Chinese Language Teaching & Teaching Materials (2012)
  - Presented
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference: “Bring the Methods in Immersion and Intensive Program to Regular Mandarin Learning Classroom” (2008)
    - Language Proficiency Workshop: “Teaching Strategies and Activities in Differentiated Learning Mandarin Classroom” (2009)
    - COFLT (Confederation in Oregon for Language Teaching) Spring Conference: “Curriculum Alignment and Teaching Cooperation Through 1<sup>st</sup> Grade to 12<sup>th</sup> Grade Chinese Program” (2010)
- Stephanie Yorba
  - Attended
    - Pacific Northwest Great Teaching Seminar (2009)
    - ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention and World Languages Expo (2009, 2010, 2011, 2012)
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference (2011, 2012, 2013)
    - CERCLL (Center for Educational Resources in Culture, Language and Literacy) Fourth International Conference on the Development and Assessment of Intercultural Competence (2014)
  - Presented
    - PCC Anderson Conference: “The Best First Day of Class” (2012)
    - Co-presenter with Morgan Lindberg at COFLT-WAFLT (Confederation in Oregon for Language Teaching & Washington Association for Language Teaching) Fall Conference: “The Best First Day of Language Class” (2012)
- Sarah Bentley
  - Attended
    - PCC Anderson conferences (2009, 2010, 2011, 2012, 2013)
    - ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention and World Languages Expo (2009)
    - McGraw Hill textbook review symposium in Florida (Winter 2011)
    - Webinar on assessing speaking in languages, organized by CASLS (Winter 2012)
    - “Beyond Diversity” 2-day training conducted by Leticia Nieto (Winter 2013)
    - NorthWest Study Abroad Returnee’s conference (Winter 2013)
  - Presented
    - COFLT (Confederation in Oregon for Language Teaching) Fall Conference: “Teaching students *how* to learn languages” (2011)
    - ACTFL (American Council on the Teaching of Foreign Languages) Conference: “Teaching students *how* to learn languages” (2011)



- Presented as part of a panel at Southwest/Northwest association of language learning and technology conference (Fall 2010)

### **Curriculum Design, Grants and Awards**

- Alejandra Bonifacino
  - Redesign of PCC's Spanish for Experienced Speakers course sequence curriculum
  
- Libardo Mitchell
  - CIEE (Council on International Educational Exchange) grant recipient to participate in International Faculty Development Seminar in Spain and Morocco, "Exploring the Coexistence & Clash of Neighboring Cultures" (2012)
  
- Jan Underwood
  - Betty and Richard Duvall Faculty Professional Development Award (2014)
  - CIEE (Council on International Educational Exchange) grant recipient to participate in International Faculty Development Seminar in Spain, "Modern Debates Along an Ancient Way" (2013)
  - Development of Honors courses for Spanish
  
- Charma Boeschen
  - CIEE (Council on International Educational Exchange) grant recipient to participate in International Faculty Development Seminar in Brazil "Salvador da Bahia: Identity, Race and Culture in the Afro-Brazilian Heartland" (2012)
  
- Stephanie Yorba
  - CIEE (Council on International Educational Exchange) grant recipient to participate in International Faculty Development Seminar in Spain and Morocco, "Exploring the Coexistence & Challenges of Neighboring Cultures" (2013)
  
- Kristine Shmakov
  - Critical Thinking reading program for second year Russian: 3 IIP grants (2011-2012)
  - Designing interactive computer drills for second year Russian: 1 IIP grant (2010-2011)
  - Designing interactive computer drills for first year Russian: 1 IIP grant (2009-2010)
  - Activity manual for video program "Live from Moscow" project- 1 IIP grant (2008)
  - Designed and taught new course RUS 241- Great Russian Writers: 1 IIP grant (2008)





- Heather Kalowsky
  - Staff Development Conference Grant (2010)
  - Summer Institute of Intercultural Communication (2011)
  - Staff Development Conference Grant (2012)
  
- Brian Bangerter
  - COFLT (Confederation in Oregon for Language Teaching) Foreign Language Teacher of the Year (2012)
  
- Hsiao-Yun Shotwell
  - Design of PCC Chinese program curriculum (2009-2010).
  - “Focus on Chinese: Lectures on Chinese History,” ASDP (Asian Studies Development Program) Title VI Grant (2012)
  - “Focus on China: Lectures on Culture and Change,” ASDP Title VI Grant (2012)
  
- Sarah Bentley
  - Received diversity funds to bring a bilingual theater performance to PCC Sylvania (Spring 2010)
  - IIP grant to develop curriculum for local study abroad project (Winter 2011)

### **Other**

- Libardo Mitchell
  - Principal Editor and Language Consultant for “La Palabra Spanish Plus” translation company in Montrose, Colorado
  - Collaborated in various curriculum development projects by several book publishers
  
- Jan Underwood
  - Student in PCC German courses 150, 151, 201, 202, 203 (a fourth modern foreign language for this instructor) (2012-present)
  - Published second novel, *Utterly Heartless* (2013)
  
- Laura Bergman
  - Phi Theta Kappa
  - Certificado de Formación de Examinadores para obtener Diplomas de Español como Lengua Extranjera (DELE). Instituto Cervantes Seattle, WA, April 10, 2010
  
- Marisel González-Viñales
  - Ongoing Professional Development Coursework at Portland State University
    - SPED 810 Behavior is Language (2009)
    - CI 810 TOP: Explore internet I (2010)
    - CI 810 TOP: On Line MOODLE for Teachers (2011)



- Javier Fernández
  - English/Spanish Translator. Learner Web. (2010-2011)
- Heather Kalowsky
  - German Teacher for primary beginners at Sophie Scholl Schule (2013-present)
- Diana Turner
  - Initial II Teaching License (renewal)
  - German and French HS/ML
- Yukari Birkett
  - Oregon Learning Standards for ESOL, Math, and ABE: Completed the first stage of Oregon Learning Standard Learning Circle for ESOL (2010- 2011)
  - Oregon Learning Standards for ESOL, Math, and ABE: Completed the first stage of Oregon Learning Standard Learning Circle for ESOL (2010- 2011)
  - CASAS & Best Plus certifications for ESOL programs at the college level
- Stephanie Yorba
  - Participated in a number of usability tests for online language learning tools created by textbook publisher Vista Higher Learning
  - Student in PCC Japanese Culture courses JPN 262A (Winter 2013) and JPN 260A (Spring 2013)
- Sarah Bentley
  - Renewed MOPI (Modified Oral Proficiency Interview) certification (Fall 2009)

