

INSTITUTIONAL EFFECTIVENESS REVIEW

~ FOREIGN LANGUAGE / 2008-2009 ~

The purpose of the review is to:

Assess the currency, scope, strengths and weaknesses of the Jefferson College foreign language department.

The process will involve the following steps:

The foreign language department faculty met with the Communications and Arts Division Chair to discuss the Program Review process.

The Program Review document was completed based on data compiled by the Director of Institutional Research and Planning and by the foreign language faculty.

The foreign language faculty met again with the Division Chair to discuss the findings presented in the Program Review document.

The Institutional Effectiveness Review was then submitted to the Dean of Arts and Science Education for review and feedback.

Additional follow-up meetings will be scheduled as needed to assess the status of Learning Goals and Action Plans.

Time frames/timeline for the review will be:

The initial meeting with the Division Chair took place during the Fall 2008 semester.

The Program Review document was turned in to the Division Chair by the end of March 2009.

The follow-up meeting with the Division Chair took place on April 1, 2009.

On April 17, 2009, the Division Chair met with the Dean of Arts and Science to review the document and obtain feedback.

Additional follow-up meetings were scheduled as needed.

Program/Service: Foreign Language Department
Date of Review: March 2009
Review Participants: Nicole Bach

Overview

Purpose of the program and how it relates to college mission, values, vision:

In our global society, it is essential that students are proficient in languages other than English. As the study of foreign language prepares students to write, read and speak other languages, it also provides cultural and intellectual experiences that are key to prospering in a diverse world. The use of technology and other instructional innovations in Jefferson College foreign language courses keeps students engaged as they master core language competencies, learn important values, and gain knowledge and understanding of other cultures.

Foreign language study complements a broad general education core and is usually a requirement for students who plan to transfer to four-year institutions. The foreign language program at Jefferson College is highly accessible, providing intellectual growth for students who wish to take classes for personal enrichment, as well as for those who wish to pursue a degree. Supportive, highly qualified faculty provide a superior learning experience in a participative environment where diverse thought and discussion flourish, enabling students' social and personal growth.

In addition to providing instructional programs, the foreign language faculty contribute to the cultural enrichment of the College community—initiating, supporting and implementing ethnic festivals and other cultural diversity events for the enjoyment and education of all. Study abroad opportunities immerse students in the culture of the language they are studying and broaden global perspectives.

Institutional Effectiveness Review

Present Status

Learning/Service and Action from 2004 Institutional Effectiveness Review:

<i>Learning/Service Goal</i>	<i>Assessment Measurement/ Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>	<i>Use of results</i>
Goal 1 Offer more sections of SPN101 and cap the enrollment at 20-22		Nicole Bach	Completed		Offerings have been expanded and enrollment caps increased to 25
Goal 2 Increase retention from SPN101 to SPN102	Monitor retention rates and recruit for SPN102	Nicole Bach	Ongoing	none	Students continuing from 101 to 102 increased 21.4% (Office of Institutional Research and Planning, Faculty Data Report)
Goal 3 As Spanish enrollments build, offer a conversational Spanish course	Monitor enrollments, build course accordingly	Nicole Bach	Ongoing		A continuing goal
Goal 4 Continue ongoing efforts and consider new approaches to building French enrollments	Research/review approaches to building enrollments , including offering as ITV, and recruit	Nicole Bach	Ongoing	ITV classroom, instructor	A continuing goal-- French was offered ITV, with limited success
Goal 5 Providing sufficient enrollment, reactivate FRN201, French Grammar/conversation and FRN253 French Reading	Monitor enrollments	Nicole Bach	Ongoing		Enrollments have not increased sufficiently to enact reactivation

Goal 6 Continue to explore the potential of the Divace lab	Review of lab software/hardware products	Nicole Bach	Goal revised and completed, 2005	Additional computers and new software (located free software)	Upgraded software 2005, added 5 new computers to accommodate new enrollment caps
Goal 7 Continue to facilitate foreign travel opportunities for French/Spanish students	Research study abroad and travel opportunities, scholarships	Nicole Bach	ongoing		Helped students obtain study abroad scholarships, 2004 to France and Spain and 2005 to Spain
Goal 8 Pending increased enrollment in upper-level Spanish courses, convert Spanish Grammar and Composition from independent study to tele-web (to serve the distance learner)	Monitor enrollments, research instructional technology	Nicole Bach	Goal revisited and revised to increasing classroom enrollments		Changes in instructional technology and course delivery methods have rendered this goal obsolete.

Innovative Changes (in last 5 years):

- Changed focus of video clip assignments to reinforce vocabulary by asking students to identify items they see, encouraging them to associate new Spanish words directly with images instead of their English translations.
- Abandoned use of ITV to teach SPN 101 Beginning Spanish and SPN 102 Intermediate Spanish in favor of offering new sections at Arnold campus.
- Adopted new textbook (*Temas: Spanish for the Global Community*) for SPN 101 and SPN 102.
- Began showing clip from Mexican soap opera in Beginning Spanish to test students' comprehension of adjectives that describe emotional states.
- Adopted new textbook (*Punto y aparte: Spanish in Review, Moving Toward Fluency*) for SPN 201 Spanish Grammar and Composition
- Instructed Spanish Grammar and Composition students to prepare a "ficha" (note card) with new vocabulary words (3 nouns, 3 adjectives and 3 verbs) that they felt they would need in order to discuss a given topic. Then led students in a group conversation on said topic and encouraged them to refer to their fichas.

- Required SPN 101 and 102 students to attend a Hispanic cultural event and share their insights in a two page essay in English. This allowed them to experience the diversity of Hispanic culture first hand, to realize how close to home they can find native Spanish-speakers and to thoughtfully reflect on the encounter.
- Required SPN 201 students to respond in Spanish to weekly questions e-mailed from the instructor. This allowed the instructor to model correct language usage and to engage students in meaningful communication.
- Required SPN 201 students to attend a Hispanic cultural event and share their insights in a 500 word essay in Spanish.
- In response to SPN 101 and SPN 102 student feedback, assign an initial preview assignment prior to class lecture. Then assign some exercises related immediately after class lecture and others covering the same topic a class period later as a review.
- Replaced departmental exam for credit with CLEP Spanish and CLEP French exams for greater ease of transferability.

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty Qualifications and Professional Development:

Name	Title	Highest Degree	Institution	Graduate Hours
Nicole Bach	Assistant Professor	M.A. in Spanish	Saint Louis University	30

Since her hire date in 2003, Nicole Bach has earned 6 additional graduate credit hours from the University of Missouri-St. Louis in Latin American History. She has attended the following professional development workshops and seminars:

- FLTA Spring 2004 workshop on TPRS – Total Physical Response Storytelling with Dr. Roy Day of St. Louis Community College – Meramec.
- Web seminar “Understanding the Intermediate Curriculum,” presented by Dr. Olga Gallego, Director Elementary Spanish Program of the University of Michigan.
- Webinar on ThomsonNOW World Languages (formerly called iLrn World Languages), an all-in-one diagnostic, tutorial, assignment, assessment, and course management system.
- On-line seminar “Using the Web to Maximize Classroom Effectiveness in Your Spanish Course” presented by Ted Peebles of the University of Richmond.
- University of Missouri’s Language Teaching and Technology Conferences 2007 and 2008.
- FLTA Spring 2009 workshop on Notebook Software for SMART boards with David Fritz of Francis Howell School District.
- Center for Teaching and Learning’s virtual workshop: Neo-Millennial Learning Styles.

Adjunct Faculty

Adjunct instructor Claudette Roper is an Associate Professor at Mineral Area College, with a D.C. degree from Logan College. Claudette teaches Beginning German and Intermediate German to Jefferson College students via ITV.

Adjunct instructor Linda Swaty has earned a Master's degree in French and teaches dual-enrollment French at Northwest High School.

Beginning French was on the Fall 2008 schedule to be taught by adjunct instructor Sally Borgerson but did not make due to low enrollment. College administrators chose not to include Beginning French on the Spring 2009 schedule due to the unavailability of an ITV instructor. A search is currently underway for an adjunct instructor to teach Beginning French at the Arnold campus in the Fall of 2009.

Annual Performance Reviews and Adjunct Evaluations

Nicole Bach's annual performance reviews are consistently positive. She was observed on 2/25/2009 and received "Accomplished Very Well" in every area. Her teaching was exemplary--the class was organized, the instruction was clear, and the students were engaged. Nicole uses interactive instruction, allowing the students to participate in their own learning.

Adjunct instructor Claudette Roper teaches ITV German, originating from Mineral Area College. Melissa Stephens, Foreign Language Department Chair at Mineral Area, conducts Claudette's Performance Reviews and rates her "highly satisfactory."

Dual-enrollment French adjunct Linda Swaty was last observed on 12/04/07 by Associate Dean Sally Borgerson. She received "Accomplished" in every area.

Faculty Data:

**Faculty Indicators for Foreign Language (ARB, FRN, GRM SPN) Instructional Program Review, 2004-2008
School Terms 200401 through 200803 (Summer 2003 through Spring 2008)**

Number of Terms Taught (Max = 15)	Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Graded Credit Hours (A to F grades)	Average Students	Average GPA	Annualized 5-Year Program FTE
35	79	880	125	14.2%	3,322	---	---	---
						11.1	2.72	22.1

Source: BANNER report WSHRGDST printed 26 September 2008.

Notes: Attrition is the number of "W" grades conferred.

Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).

Graded Credit Hours are "A to F" only, not "W, I, H, P/F, or Other")

Students (The degree to which student needs are met.)

1. Data from the 2007-2008 Arts and Science Annual Report show 157 total foreign language enrollments (seats) with 747 credit hours generated. These figures include Arabic, French, German and Spanish. Arabic and French classes were not offered or were cancelled during the 2008-2009 academic year due to the unavailability of an ITV instructor. However, French will again be offered in Fall 2009, with a classroom adjunct instructor.
2. Foreign Language courses are offered in a variety of formats and sites: ITV; in the classroom at Hillsboro and JCA; and dual-enrollment, at Northwest High School.
3. Because high school students are not permitted to withdraw from dual-enrollment courses, the latter sections have a 0.0% attrition rate, which affects the overall French attrition rate of 11.2%.
4. The attrition rate for terms 200401 through 200803 for all non-dual-enrollment French sections was 18.2%, a 3.9% increase from the 2003-2004 French/Spanish Instructional Program Review report. The most significant increase occurred in sections delivered ITV, originating from Penn Valley Community College. The attrition in these sections was 50.0%.
5. Spanish attrition rates have decreased, from 22.4% as reported in the 2003-2004 French/Spanish Instructional Program Review, to 14.2%, as reported in the Faculty Indicators for Foreign Language Instructional Review Report, 2004-2008.

French Enrollment by Discipline-Academic Year						
	2004	2005	2006	2007	2008	2009
Hours	145	210	40	95	70	30

Spanish Enrollment by Discipline-Academic Year						
	2004	2005	2006	2007	2008	2009
Hours	588	675	688	578	573	652

Enrollment

Spanish enrollments decreased in 2007 and 2008 but are now up to 652 (2009), up 10.8% since 2004. However, French enrollments have declined significantly from the 2004 and 2005 terms. This decrease is due primarily to the lack of a full-time French faculty member and the necessity of offering French courses through ITV.

Student Satisfaction and Feedback:

The following is a summary of the student evaluations administered from Fall 2003 – Fall 2008.¹

What aspect of the course did students find most worthwhile?

SPN 101

Classroom lectures / presentations and activities
Spoke Spanish throughout class
On-line exercises

SPN 102

Class conducted in Spanish
Small class size
Group activities

SPN 201

Creating a portfolio of compositions
Creating sentences to use new vocabulary words
Classroom discussions

What aspect of the course did students find least worthwhile?

SPN 101

None
Pace of the course was too fast
Limited contact hours

SPN 102

None
Online homework and videos
Pace of the course was too fast.

SPN 201

None
Audio CD's that came with textbook
Meeting just once a week

¹ Top 3 answers given.

What did the instructor do that was most helpful to students?

SPN 101

Was helpful / available to students

Used a variety of materials / teaching styles

Conducted class in Spanish

SPN 102

Conducted class in Spanish

Was helpful / available to students

Used gestures and other nonverbal cues to aid comprehension

SPN 201

Used visual / nonverbal cues

Cared about students' progress

Explained cultural differences in the meaning of words and expressions

What could the instructor have done to help students better understand the material?

SPN 101

Nothing

Used more English.

Slowed down the pace of the class / More contact hours

SPN 102

Assigned exercises after concept was covered in class instead of before.

Slowed down the pace of the class.

More contact hours

SPN 201

Not sure

Spent more time on verb tenses

Nothing

Student Success:

Student success is at the core of every endeavor at Jefferson College. To evaluate students' listening speaking, reading, writing and cultural competencies, foreign language faculty use a variety of formal and informal assessment methods, including

- In class interviews with classmates and reporting findings to instructor / rest of class
- Reading assignments that involve texts created for native Spanish-speakers.
- At home writing assignments (dialogues, e-mails and short paragraphs)
- Non-graded grammar and vocabulary quizzes
- Chapter tests

- Comprehensive midterm and final exams
- Essay describing a cultural field trip students must take during the course of the semester
- Small group and paired work
- Improvisational in class conversations
- Student journals
- Oral presentations
- Portfolio of essays

Curriculum (The degree to which curriculum is thorough, current, and supported.)

Curriculum (Scope, Currency, Changes):

Official course syllabi have been revised for currency and scope; revisions have been completed and syllabi are on file in ASI 110 and on the web.

The following web address provides links to the general education distribution matrix of courses, identifying the state-level goals and associated institution-level competencies. Individual course reporting matrices are provided by the faculty and support documentation for the general education program, specifically, the Jefferson College Long Range Plan and the Jefferson College Assessment Guidebook, 2008-2009. Assessment documentation is on file in the Center for Teaching and Learning and on the web.

<http://www.jeffco.edu/acadprog/gened/index.htm>

The foreign language department offers the following courses:

FRN101	Beginning French
FRN102	Intermediate French
FRN201	French Grammar and Composition
FRN253	French Reading (Counts as a Humanities credit)
GRM101	Beginning German
GRM102	Intermediate German
SPN101	Beginning Spanish
SPN102	Intermediate Spanish
SPN201	Spanish Grammar and Composition
SPN253	Spanish Reading (Counts as a Humanities credit)

*CLEP examination for credit is accepted for FRN101 and 102 and SPN101 and 102.

**Students who have completed 2-4 years of high school French or Spanish can begin at the 102 (intermediate) level and, pending completion of that course with a grade of “C” or higher, receive credit retroactively for the 101 course bypassed.

Curriculum Issues (Support, Technology, Equipment)

Jefferson College’s offerings in Spanish and French allow students to fulfill the foreign language requirement for a B.A.² at all public colleges and universities in the State of Missouri. The College’s offerings in German allow students to partially meet this requirement.

Full-time faculty makes extensive use of SMART classroom technology and STARS course pages to enhance teaching and learning. Full-time faculty has attended two conferences and one workshop on the use of technology to support foreign language learning and has begun using YouTube videos and Notebook Software for SMART boards. Audacity software is installed on all computers in the language lab and fulltime faculty plans to use it for student projects starting in the Fall of 2009.

In the interest of student success, the number of contact hours per week for Beginning and Intermediate Spanish and French will increase from three to five, effective Fall 2009.

Community (The degree to which the program contributes to the community and responds to community needs)

The foreign language department has partnered with the music department, the Jefferson College Foundation and the Cultural Council, respectively, to host the following community events:

Recital with Cuban-American pianist Rosario Andino playing works by Latin American classical composers.

“Latinidad: Hispanic Values and their Influence on the U.S.” presented by Ciléia Miranda-Yuen, executive director of Belas Artes Multicultural Center.

Spanish Festival with dance workshops and a performance by the St. Louis Flamenco Society.

In addition to organizing such cultural and educational events, fulltime faculty has translated documents from English into Spanish for the Arnold Public Library and the Ulysses S. Grant National Historic Site.

² Three semesters of one foreign language.

Cost

A summary of the foreign language budget for 2004-2008 is available in the office of the Dean of Arts & Science Education. The cost per FTE for foreign language classes during this period is \$3,226.37.

Summary (SWOT)

Strengths	Weaknesses
<ul style="list-style-type: none">• Positive student evaluations• Technology available• Faculty's fluency in languages taught• Faculty's commitment to professional development	<ul style="list-style-type: none">• Many A.A. students still unaware of foreign language requirements at transfer institutions• Low enrollments in third and fourth semester classes• Language lab is underutilized• No departmental guideline in place to evaluate students' exit competencies• Beginning level language courses limited to Spanish, French and German
Opportunities	Threats
<ul style="list-style-type: none">• Arnold facility may attract new populations of students interested in foreign languages• Growing number of international students may provide pool of tutors whose first language is Spanish to assist second-language students who need additional instruction outside the classroom• Increased contact hours in French and Spanish will support development of communicative competencies	<ul style="list-style-type: none">• St. Louis Community College – Meramec's South County Center offers Chinese, French and Spanish• Mineral Area College offers enough French, German, Italian and Spanish courses for students to fulfill the foreign language requirement at MO state schools and offers American Sign Language.• Budget cuts for higher education

Future (Proposed Learning and Service Goals and Action Plan)

<i>Proposed Learning/Service Goal</i>	<i>Proposed Assessment Measurement/Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>
Goal 1 Outline departmental exit competencies for listening, speaking, reading and writing.	Use ACTFL proficiency guidelines to determine appropriate outcomes after one, two, three and four semesters of foreign language instruction.	Nicole Bach	Fall 2009	None
Goal 2 Require students to use Audacity, Power Point, and/or Windows Movie Maker to create presentations in target language to gain communicative competencies.	<ul style="list-style-type: none"> Train faculty on available technology. Develop appropriate student projects. 	ISC / Nicole Bach Nicole Bach	Summer 2009 Fall '09 – Spring '10	Faculty professional development through ISC
Goal 3 Build enrollments in foreign language classes and increase awareness, among faculty, staff, and students, of foreign language requirements at Missouri four year institutions.	<ul style="list-style-type: none"> Develop media campaign to increase awareness of foreign language requirement at MO state schools among faculty, staff and students. Reduce attrition and increase persistence to higher level courses. <ul style="list-style-type: none"> ✓ Find more peer tutors ✓ Propose changes to current peer tutoring program ✓ Switch to Blackboard/WebCT platform to make all of instructor's Power Point Presentations available to students Work with Academic Advisors (ARC) to recruit third and fourth year foreign language students from local high schools to feed higher level classes. 	Nicole Bach / Marketing and P.R. Nicole Bach / Myra Miller Nicole Bach / Myra Miller Nicole Bach / ISC Nicole Bach	Summer 2009 Ongoing – starting Spring '09 Spring 2009 Fall 2009 Ongoing – once per academic year starting 09-10.	Jefferson Marketing/ Media Resources

Goal 4 Diversify foreign languages offered at Jefferson College.	<ul style="list-style-type: none"> Explore possibility of offering Arabic, Chinese and American Sign Language. Revive Arabic 101 Submit Chinese 101 and American Sign Language 101 to Academic Affairs Initiate Chinese 101 and American Sign Language 101 	Nicole Bach / Lisa Hollander / Shirley Dubman Shirley Dubman Nicole Bach Shirley Dubman	Fall 2009 Fall 2010 Fall 2009 Fall 2010	Additional adjunct instructors
Goal 5 Partner with Jefferson College Foundation, Cultural Council, Global Education Committee and / or local institutions to host cultural events on campus.	Locate Hispanic, Francophone and German performers, determine budget needed per event, secure funding, recruit volunteers to assist in event planning, and promote to the community.	Nicole Bach and/or adjuncts	Ongoing, one event per academic year	\$4,000 annual Cultural Council budget for cultural events
Goal 6 Increase utilization of the Language Lab for Spanish and French classes	Schedule appropriate lab hours for Spanish and French classes and encourage students to visit lab outside scheduled hours, for additional listening and other practice	Shirley Dubman and Nicole Bach	Fall 2009 and ongoing, each semester Foreign Language classes are offered at the Hillsboro campus	Student worker staffing funds
Goal 7 Renew French offerings and build enrollments	Schedule French classes at Hillsboro and JCA and locate adjunct French instructors to teach the classes	Shirley Dubman	Fall 2009 and ongoing	Additional adjunct instructors and computer classrooms at JCA to function as labs; Jefferson Marketing/ Media Resources

DISCIPLINE STATUS

☒ Satisfactory
☐ Requires Immediate Attention
☐ Unsatisfactory



Dean

Date