

Foreign Languages PUR 2023-2024

Foreign Languages:

Date: 09-11-2024

- Foreign Languages PUR 2023-24 Self Study

Sorted by: Section

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1.A. Program or Unit Description

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Briefly describe (1 paragraph) the program/unit, including but not limited to the following: academic division that the program/unit belongs to, the academic area(s) represented, degrees/certificates offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches, and any other pertinent aspect of the program/unit.

Foreign Languages belong to the Humanities Department within the Division of Liberal Arts. Foreign Languages offer American Sign Language, French, and Spanish. Since 2014, we offer an Associate of Arts-Spanish Emphasis degree. Our five-year average for enrollment is 645 students. Currently, we have two full-time, tenured faculty members.

French and Spanish follow the American Council on the Teaching of Foreign Languages (ACTFL) standards. Our Spanish courses have been designed using the Quality Matters Rubric and have subsequently received Quality Matters Course Certification. In addition, each semester during our Coordinator Meetings we provide and encourage a pedagogical approach comprised of communicative,

task-based, and cultural activities in 90% the target language.

American Sign Language (ASL) is a visual language. Due to this modality of the Deaf (or hearing-impaired) community, ASL has some key differences from spoken languages. Many of the teaching approaches are the same and instructors also model the language with a visually immersive direct method.

Another pertinent aspect is that during the last PUR cycle we offered nine (9) languages and had five (5) full-time, tenured or tenure-track faculty members. We now offer three (3) languages and have two (2) full-time, tenured faculty members. There is a logical end to this direction. In spite of this withering, the atrophied Foreign Languages continue to operate at an above satisfactory level. This trend is unsustainable and untenable.

1.B. Program or Unit Mission

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State the department's or unit's mission. Describe how it aligns to the College's Mission, and how program learning outcomes (PLOs) for degrees and certificates offered, or for the unit, align to the department/unit mission. If your department or unit does not currently have a mission statement, please discuss among your colleagues and develop one.

The mission of Foreign Languages is to promote cultural and community awareness in the modern world and expand reasoning, perception, analytical, and collaborative decision-making abilities through the study of language. We bring the world to life through language. The mission of Foreign Languages supports both the mission of the Humanities Department and Truckee Meadows Community College.

The mission of the Humanities Department at Truckee Meadows Community College is to bring the world to the community. Together we can make it happen. The Humanities Department provides a wide variety of courses in foreign languages, core humanities, philosophy, humanities, speech, and communication studies. The Humanities Department includes the study of languages, culture, film, philosophy, ethics, and morality. The high quality of teaching and learning offered by the Humanities Department helps in our search for answers to life's fundamental questions, including everything human.

Truckee Meadows Community College promotes student success, meets student and community needs, maintains academic excellence, and creates access to

lifelong learning by delivering high quality education and services to our diverse communities. Foreign Languages provide skills that students can use throughout their life. In addition, our disciplines serve and heighten inclusive awareness of the diverse communities that the college aims to serve. Through cultural awareness, we foster understanding between citizens of today’s increasingly interconnected world.

1.C. Program Learning Outcomes

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Program Learning Outcomes (PSLOs or PLOs)
Foreign Languages
AA Spanish (62)
PSLO1: Read, understand, interpret and communicate spoken and/or written Spanish. (Active from Fall 2010)
PSLO2: Identify values and cultural mores associated with Hispanic Iberian and Latin American cultures. (Active from Fall 2010)
PSLO3: Explain and analyze the major historical challenges of Spain and Hispanic Latin American countries and appraise their popular cultures and literature. (Active from Fall 2010)

2.A. Progress on Previous Findings and Recommendations

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Describe your progress on the major findings and recommendations for the program/unit from the last PUR, any annual progress reports (APRs), and if applicable, external reviews, (e.g. advisory boards, articulation committees, and program accreditors).

- Which findings and recommendations have the program/unit addressed?**
- Which have yet to be accomplished? Which are no longer relevant, and why?**
- Has the program/unit undergone any major changes as a result or that would impact the findings and recommendations since the**

last PUR?

There have been dramatic shifts in the Humanities Department since the last COM/FL PUR was written in Academic Year 2017-2018 starting with the separation of Communications and Foreign Languages. As a result of five (5) years of upheaval and understaffing, many of the findings and recommendations from the 2017-2018 COM/FL PUR are no longer applicable. Since spring of 2017, the Humanities Department has lost HALF of its full-time faculty and experienced continuous changes in leadership. In the past six (6) years, the department has been led by three (3) VPAs, five (5) Deans, four (4) Chairs, and four (4) Coordinators.

In the Humanities Department, three (3) Foreign Language instructors have retired or resigned (with only one faculty position replaced), one (1) Philosophy instructor was terminated (without being replaced), and one (1) HUM/PHIL instructor retired (without being replaced). At the time of the 2016-2017 CH/HUM/PHIL PUR, the HUM/FL Department consisted of eight (8) full-time, tenured or tenure-track faculty. Now the department has only four (4) full-time, tenured faculty members. The only two (2) full-time, tenured foreign language faculty members teach only Spanish courses. Part-time instructors teach most of the AM, FREN, and SPAN courses.

In the 2016-2017 CH/HUM/PHIL PUR, Dr. Thomas Cardoza wrote that the lack of full-time faculty shifts "responsibility for assessment, program review, and other non-teaching duties onto the few remaining full-time faculty. This creates a self-perpetuating cycle of overwork and departure for other jobs elsewhere." These words have proven prophetic, considering that in the past four (4) years, two (2) young tenure-track instructors have quit and two (2) others opted for early retirement in the Humanities Department. Only one (1) of those four (4) full-time positions was replaced with a new hire, making the workload even more condensed for the few faculty members who remain in the department. The full-time, tenured or tenure-track faculty members lead curricular change and assessment of learning outcomes. As the number of our full-time, tenured or tenure-track faculty dwindles, the demand on the remaining full-time, tenured or tenure-track faculty exhausts any remaining strength.

In 1985, Truckee Meadows Community College (TMCC) offered no university-parallel foreign language courses. Today, all courses transfer to the university. The 1992-1993 TMCC Internal Review Report for Foreign Languages noted the rapidly growing Hispanic population in the Reno-Sparks region. The Spanish program was committed to serve the needs of this population and those who interact with them such as individuals in business, industry and government. The 1992-1993 report also indicated that three of the four languages offered (French, German, Spanish, not Japanese) fulfilled degree requirements for students seeking degrees at TMCC and the University of Nevada, Reno (UNR). The 2010-2011 Communications and Foreign Languages Program/Unit Review Self-Study

Report recognized that there were courses offered in Communications, American Sign Language, French, German, Hebrew, Italian, Japanese, Portuguese, Spanish, and Russian. All but Japanese were transferable. The Hispanic group seemed to be a growing underserved population group. SPAN 226 and 227, Spanish for Heritage Speakers I and II, were added to serve this underserved population. Before SPAN 226 and 227, TMCC only offered Spanish for non-Spanish speakers. Another demand was noted, and a plan was made to expand the emphases offered to include an Associate of Arts with a Spanish Emphasis. All self-study reports came to the conclusion that the program was growing and additional full-time, tenure-track positions were needed.

The Annual Progress Reports (APR) from 2010-2016 concluded that the program was growing. The 2010-2011 APR remarked that enrollment numbers were strong and growing but retention rates needed to be addressed. Dr. María C. Sheehan wanted to evaluate the need for an emphasis and asked for additional data looking into a language laboratory. The 2011-2012 APR noted that the only discipline that showed a lower retention rate compared to TMCC was German. A part-time German instructor was hired in Fall 2012. The 2012-2013 APR showed that Hebrew and Portuguese were suspended. The Computer Assisted Placement Examination (CAPE) was implemented. The Associate of Arts with a Spanish Emphasis was approved in Spring 2013. The 2013-2014 APR indicated lower retention rates in online Spanish. The online Spanish program was redesigned. Part-time instructors that did not do well on assessment, student evaluations and/or peer evaluations were replaced. The 2014-2015 APR recognized the need of tiered classrooms to accommodate the four-credit foreign language classes. The 2015-2016 APR showed that German and Russian were suspended.

Because of these significant changes, many of the recommendations from the previous 2017-2018 COM/FL PUR are no longer applicable. For the sake of providing a comprehensive analysis, however, each of the significant recommendations are addressed below:

Dr. Jill Channing, Dean of the Division of Liberal Arts:

Dr. Channing recommended that we hire one new faculty member in foreign languages. We need to hire full-time, tenure-track foreign language instructors. Dr. Channing found the UNR/TMCC Spanish AA-BA alignment a strength. We continue to articulate with UNR for the success of our students.

Dr. Channing said we had to provide additional data to support a language lab. We included data regarding the effectiveness of a language lab at peer institutions in this self-study.

Dr. Channing recommended that faculty explores and researches developing curriculum for Spanish for medical professionals. Elena Atanasiu developed Spanish for the medical profession and had community support. Dr. Paul Allen, then dean, did not support her efforts and the Spanish classes for medical professionals were never offered.

Dr. Marie Murgolo, Vice President of Academic Affairs:

Dr. Murgolo found enrollment a strength of the program. To continue this trend, we need to hire full-time, tenure-track foreign language instructors.

Dr. Murgolo found that there was an inability to find qualified FL instructors to meet demand. This remains true.

Academic Standards and Assessment (ASA):

ASA found a disproportionate gender ratio in the SPAN-AA degree. We address this gender gap in section IV. Gabriel Chavez has also worked to recruit male students with the Men of Color Mentorship Program at Wooster, Hug, and Damonte Ranch high schools.

ASA recommended to continue working on strategies to increase enrollment for German, Portuguese, and Russian courses. These courses were suspended.

ASA recommended that we establish 1-2 meetings to review SLOs. We review SLOs every semester during our coordinator meeting.

ASA recommended that we align the assessment of the online and face-to-face courses. We have removed the distinction of the online and face-to-face courses in assessment, and they are now assessed together.

ASA recommended that we collaborate with advisors and faculty to find solutions to assist students to enroll in SPAN courses and not independent study courses. Now students make up the 14-credit foreign language requirement with electives, rather than with independent study.

ASA recommended that we consider more conversational FL courses to increase enrollment. Those conversational courses were suspended due to low enrollment. ASA recommended that we continue researching the possibility of a language lounge (lab) which could be essential for foreign language programs. We are providing data to support the effectiveness of a language lab and the “stickiness” it creates.

Annual Progress Reports (APRs) from 2018-2023:

We were unable to locate these reports.

TMCC foreign language offerings have dwindled from nine (9) languages total in the past to three (3) in 2023. Carlo Ferguson-McIntyre, the Italian tenured professor, died in 2017. Italian was suspended. Dianne Cheseldine, the French and Spanish tenured professor, retired in Spring 2015. Tanya Farnung-Morrison was hired as a full-time, tenure-track instructor to teach French. As of fall of 2023, Gabriela Brochu, Tanya Farnung-Morrison, and Elena Atanasiu have either retired early or quit. There is no full-time, tenured or tenure-track French faculty member. Toni Richards has taught American Sign Language (AM) part-time for over thirty (30) years. Gabriel Chavez and Nancy Faires are the two-remaining, full-time, tenured faculty members in foreign languages. To maintain FTE, low student to faculty ratios, and retention rates we request to open three (3) full-time, tenure-track positions.

Foreign Languages continue as stated above as we go into this Program/Unit

Review self-study cycle. Foreign Languages face many challenges to growth and the ability to continue to supply the demand for innovative, inclusive, and high-quality learning and teaching, student success, academic excellence, and access to lifelong learning.

2.B. Workforce Needs (AAS degrees and certificates, allied health programs only)

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Describe how your program(s) are meeting workforce needs, especially in the northern Nevada region, by answering the accompanying questions. The following are potential resources for labor market data, though other sources may be referenced.

Nevada Department of Employment Training and Rehabilitation (DETR) (<https://www.nevadaworkforce.com/Home/DS-Results-Projections2>)

Nevada Governor's Office of Economic Development (GOED) Data Portal (<https://goed.nv.gov/why-nevada/data-portal/>)

U.S. Bureau of Labor Statistics (<http://www.bls.gov/>)

- **What is the evidence for the regional need for the program (DETR and EDAWN data)?**
- **What is the evidence that the program curriculum meets the latest industry trends or workforce needs?**
- **What are advisory boards suggesting about workforce needs in your program area(s)?**

In the future, with more full-time faculty, we would like to explore how many nursing majors take Spanish courses to revisit offering medical Spanish even though Elena Atanasiu's plan to offer medical Spanish was never implemented, and she is no longer at TMCC.

2.C. Accessibility and Cost of Instructional Materials

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- **What are faculty in the department/unit currently doing to help ensure that instructional materials are accessible to students with disabilities? Examples include attending Professional Development accessibility sessions, running accessibility checkers on materials, completing accessibility workshops, and working with publishers to ensure textbooks and materials are accessible.**
- **What are faculty in the department/unit currently doing to offer more affordable instructional materials to students. Examples include internal development of educational materials or utilization of low cost materials that our TMCC librarians are happy to assist you with finding (e.g. open educational resources (OER), archival materials, journal articles).**

Gabriel Chavez, Coordinator of Foreign Languages, worked with Thomas Kearns from the Office of Disability Resources Center and WebCollege to make sure that SPAN 111 and 112 online courses were accessible for students with special needs. Mr. Chavez participated in various workshops offered by Mr. Kearns and colleagues such as Creating Accessible Content in an Online Course on January 20, 2021, and Creating Accessible Content in Your Course from February 15 to March 14, 2021. After completing these workshops, Mr. Chavez made sure to assess our Spanish courses for accessibility and make part-time instructors aware of how important it is to have a course not only accessible to students with special needs, but to every student in general. With accessibility in mind, Mr. Chavez has adapted Spanish activities to be read by a screen reader. In addition, Mr. Chavez adapted his pedagogy to accommodate the needs of visually impaired students. For example, since it is common to use a lot of visual aids when teaching a foreign language, describing the images to visually impaired students in English so that they can recognize vocabulary in the target language is a best practice. Also, Gabriela Brochu QM certified SPAN 111, 112, 211, and 212 and they are accessibility ready.

In addition, the textbooks and online companion used for our first- and second-year French and Spanish courses are accessible and interoperable (currently Learning Tools Interoperability LTI 1.3).

In our heritage speakers' classes, the required grammar textbook was eliminated and replaced with Open Educational Resources (OER) to help students with textbook cost. The cost for the additional textbook for two semesters (SPAN 226 and SPAN 227) is \$30 to \$40 used, \$84 new, and \$34 to rent for 120 days.

Vistas (SPAN 111, 112, 211, 212) and Espaces (FREN 111, 112, 211, 212) are expensive. The most expensive option is \$300 +. The cheapest option is \$189 (\$189/4 semesters = \$47.25). This is a reasonable cost and an incentive to

complete all four semesters.

Nancy Faires extensively reviewed Open Educational Resources (OER) to make recommendations to improve language instruction at Truckee Meadows Community College. However, in spite of this extensive search, OER was found to be non-interoperable and inaccessible. She has taught language for many years and had some questions about the OER for language instruction. The cost in the fall of 2023 of the most expensive option for the required textbook and ancillaries, the seventh edition of Vistas, for the Spanish-language program (SPAN 111, 112, 211, and 212) was \$317.54. There were ten sections of SPAN 111 that semester. If each student had bought a new textbook and ancillaries, that would have equaled a total cost of approximately \$80,000.00. She took the opportunity that a one-semester sabbatical provided to research and identify OER for SPAN 111, 112, 211, and 212. Had a two-semester sabbatical been granted, she would have taken the opportunity to curate those OER to be used by the Truckee Meadows Community College's Spanish-language program instead of the sixth edition of Vistas if deemed appropriate by the department. With the implementation of the recommendations of that sabbatical project, student success, academic excellence, access to lifelong learning, and the stewardship of resources would have been enhanced and improved. The intended outcomes were to improve language learning and lower cost. The outcome to identify OER was achieved. The high cost of textbooks and how prohibitive that may be to the college student gave rise to many questions about possible OER.

Babbel, Duolingo, and Rosetta Stone are obvious choices for online language instruction. The business model, the End User License Agreement (EULA), and/or the Terms and Conditions of Service prevent an academic application of Babbel, Duolingo, and Rosetta Stone although they are well suited for today's student. Students may use Babbel, Duolingo, and Rosetta Stone as an individual end user to complement their language study. Although there is Duolingo for Schools, the direct-translation method of Duolingo makes the application for schools only feasible for the very beginning levels. The direct-translation method of Duolingo for Schools does not work well at intermediate or advanced levels of language acquisition.

TMCC has its own guide to OER. Maggie Eirenschmalz has in LibGuides many links to OER and advocates for their use.

The LibGuides at Concordia University in Portland, Oregon, allow a user to search OER by discipline. The search offered mostly the same results as from other sources. LibriVox was a new one that offers audio books for download that may be useful for the Spanish-culture courses. LibriVox does not offer audio books in language acquisition.

The Open Course Library, funded by the Bill and Melinda Gates Foundation and the Washington State Legislature, offers OER for Spanish-language instruction.

The Open Course Library offer materials for Spanish I (SPAN 121), Spanish II (SPAN 122), and Spanish III (SPAN 123). The materials offered seem to be intended as ancillary to a main textbook.

The Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin offers a plethora of complementary material for Spanish-language instruction as well as links to repositories of OER. Trayectos include material that may be useful for first-year, Spanish-language instruction (SPAN 111 and SPAN 112) at TMCC. Trayectos is an open curriculum for beginning, second-language learners of Spanish. This is a beta version, part of a two-volume program that is still being developed by Dr. Gabriela C. Zapata and a team of graduate and undergraduate students at Texas A&M university, with the support of COERLL. Carl Blyth is the Director of the Center for Open Educational Resources and Language Learning at the University of Texas at Austin. Blyth notes a few contacts with instructors at the University of Oregon who are doing great things with OER in heritage Spanish for the student who is a native speaker of Spanish. This material might be useful for SPAN 226 and SPAN 227 at TMCC.

The Spanish Grammar in Context is a project of Spanish in Texas and is supported by The Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. The Spanish Grammar in Context from the Spanish in Texas project develops open learning materials and tools that allow students, teachers, and the general public to explore Spanish language variation. The Spanish Grammar in Context includes detailed grammar explanations of the Spanish language. Unlike traditional reference grammars, each topic is explained using authentic video examples from the Spanish in Texas project. Accompanying practice quizzes are available on an open CANVAS site. This would be great for Spanish-language instruction in Texas.

Español abierto offers materials for heritage Spanish learners and some second-language Spanish learners. Español abierto links back The Spanish Grammar in Context which is a project of Spanish in Texas and supported by The Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

The California Open Online Library for Education (COOL4Ed) is a collaborative effort of three State of California Higher Education Systems including the California State University, California Community Colleges, and the University of California. COOL4Ed offers eTextbooks, course materials, and online courses. The eTextbooks are for beginning Spanish. The course materials link to MERLOT for introductory Spanish course materials. The online courses link to MERLOT for an introductory Spanish course.

Multimedia Educational Resource for Learning and Online Teaching (MERLOT) was started in 1997 at Sonoma State University. It is a community of staff, volunteers, and members who work together in various ways to provide users of OER

teaching and learning materials. There are one thousand and seventy results for Spanish at MERLOT including online Spanish courses. MERLOT offers introductory Spanish course materials and online Spanish courses.

The Open Educational Resources (OER) Commons has a repository that may be searched. The criteria that the Open Educational Resources (OER) Commons may be searched includes education standards, subject area, education level, material type, conditions of use, content source, primary user, media format, educational use, language, and providers. A search for course materials appropriate for use at TMCC for SPAN 111, SPAN 112, SPAN 211, and SPAN 212 led back to the Open Course Library. The Open Course Library offer materials for Spanish I (SPAN 121), Spanish II (SPAN 122), and Spanish III (SPAN 123). The materials offered seem to be intended as ancillary to a main textbook.

Open SUNY Textbooks from the State University of New York (SUNY) offers OER for many disciplines, not Spanish. Milne Library Publishing at SUNY Geneseo manages and maintains the Open SUNY Textbooks, a catalog of open textbooks authored and peer-reviewed by SUNY faculty and staff. Open SUNY Textbooks is an open access textbook publishing initiative established by State University of New York libraries and supported by SUNY Innovative Instruction Technology Grants. This pilot initiative published high-quality, cost-effective course resources by engaging faculty as authors and peer-reviewers, and libraries as publishing service and infrastructure. The pilot launched in 2012, providing an editorial framework and service to authors, students and faculty, and establishing a community of practice among libraries. They may include materials for Spanish in the future.

Open Oregon Educational Resources promote textbook affordability for community college and university students, and facilitate widespread adoption of open, low-cost, high-quality materials. Open Oregon advocates and supports the use of OER. Open Oregon Educational Resources include SPAN 101, SPAN 102, and SPAN 103. These link back to wikibooks and wikiversity. The material for heritage Spanish links to an open textbook at Chemeketa Community College for SPAN 215 titled Español para hablantes nativos by Amalia Carter, Joe Romero, and Cecelia Monto.

Wikibooks is a wiki-based Wikimedia project hosted by the Wikimedia Foundation. Wikibooks are Open Books for an Open World. One such book is Spanish.

Spanish has nine lessons. This book may be edited online at any time by users.

Wikiversity is a Wikimedia Foundation project that supports learning communities, their learning materials, and resulting activities. Wikiversity offers SPAN 101, SPAN 102, and SPAN 103.

Lake Tahoe Community College offers a curated version of the textbook Spanish

from wikibooks and the SPAN 101, SPAN 102, and SPAN 103 courses from wikiversity. There are videos with rap songs in Spanish and skits in Spanish.

The Orange Grove, Florida's Open Educational Resource Repository, offers three hundred and sixty-three results for Spanish. Most results were components, modules, or a single lesson of a complete course.

The Open Learning Initiative (OLI) at Carnegie Mellon claims to transform higher education through the science of learning. OLI offers courses in Spanish once a user goes through a sign-in process.

After a review of the available OER for Spanish-language instruction at TMCC, Dr. Faires recommended that further research of available OER continues. OER may be curated for use in SPAN 111, 112, 211, and 212. The OER would be curated into sixty-four weeks. The curated materials would be organized into sixteen weeks for SPAN 111. The curated materials would be organized into sixteen weeks for SPAN 112. The curated materials would be organized into sixteen weeks for SPAN 211. The curated materials would be organized into sixteen weeks for SPAN 212. The use of OER for SPAN 111, 112, 211, and 212 would come at a considerable savings to the students.

At the California Community College Foreign Language Council (CCCFLC.org) Conference at Los Angeles Valley College in Van Nuys, CA, on Saturday, October 21, 2023, there was a panel for OER called "Tarea Libre: A First-year Spanish OER Homework Ancillary" by Dr. Alejandro Lee of Santa Monica College. The current education technology to seamlessly integrate learning systems is LTI 1.3 (Learning Tools Interoperability version 1.3). All of the lead instructors complained about the non-interoperability (non-LTI) and inaccessibility of the OER. None of them were able to meet the deadline to go live by the start of the fall semester and had to resort to alternatives which created many problems.

Although Vistas (SPAN 111, 112, 211, 212) and Espaces (FREN 111, 112, 211, 212) are costly, the least expensive option is \$189 (\$189/4 semesters = \$47.25 per semester). This is a reasonable cost and an incentive to complete all four semesters. The publishers of Vistas and Espaces offer high-quality accessible and interoperable textbooks and ancillaries.

2.D. Catalog Review

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- **Is the program information in the catalog correct, including program descriptions, PLOs, course offerings, course descriptions, and semesters that courses are offered?**
- **Does the program's suggested course sequence in the catalog allow for completion of degrees within 2 years and/or certificates within 2 semesters for full-time students? Are there any hidden prerequisites?**
- **Excluding special topics courses, are there any courses that the department has not offered in 4 or more years? Please list them and indicate whether you plan to update and offer, or deactivate the(se) course(s) in the next academic year.**

Yes, the catalog is correct. The courses are elegantly streamlined and sequenced in the catalog. There are no hidden prerequisites. The program has suspended all courses that have not been offered in 4 or more years. We plan to offer SPAN 198 - Special Topics in Spanish in the fall of 2024 to explore an alternative for Dianne Cheseldine's SPAN 225, a requirement for the SPAN AA degree. We are in the process of updating the catalog information to align with UNR's policy of assessing language proficiency for the purpose of placement.

3.A. Curriculum Mapping

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- **PLOs: Do all PLOs reflect what you want students to demonstrate once they complete the program? Are there any PLOs that need to be updated? Are all PLOs measurable?**
- **Potential gaps and scaffolding: Are there any PLOs that are not addressed across the program curriculum? Are PLOs reflected in multiple courses in a way that scaffolds learning?**
- **CLO alignment: Is there a need to modify any course learning outcomes so that courses better support PLOs?**
- **Course sequencing: Is there a need to modify the course sequencing so that learning is scaffolded throughout the program? In other words, courses taken earlier in the program sequence should introduce PLOs, and courses taken later in the sequence should reinforce PLOs by offering students additional opportunities to practice.**

- **Curriculum and learning opportunities: Is it necessary to introduce new opportunities to reinforce learning? These could be modules or assignments in specific courses, additional courses, and/or co-curricular opportunities that would be required of all students in the program.**
- **Do you need to make any changes to your curriculum map after this analysis?**

AA Spanish Curriculum Map			
Map Origin: AA Spanish (S2)			
Map Target: AA Spanish (S2)			
CSLOs	AA Spanish (S2)		
	PSLO1: Read, understand, interpret and communicate spoken and/or written Spanish.	PSLO2: Identify values and cultural mores associated with Hispanic/Latino and Latin American cultures.	PSLO3: Explain and analyze the major historical challenges of Spain and Hispanic/Latino American countries and appraise their popular culture and literature.
SPAN111			
1. Students will identify values and cultural mores associated with Hispanic/Latino and Hispanic/Latino American cultures.		X (P)	
2. Students will read, understand, interpret, and communicate spoken and/or written Spanish at a beginner's level.	X (P)		
SPAN112			
1. Students will identify values and cultural mores associated with Hispanic/Latino and Hispanic/Latino American cultures.	X (P)		
2. Students will read, understand, interpret, and communicate spoken and/or written Spanish at an advanced beginner's level.		X (P)	
SPAN211			
1. Students will identify values and cultural mores associated with Hispanic/Latino and Hispanic/Latino American cultures.		X (P)	
2. Students will read, understand, interpret, and communicate spoken and/or written Spanish at an intermediate level.	X (PD)		
SPAN212			
1. Students will identify values and cultural mores associated with Hispanic/Latino and Hispanic/Latino American cultures.		X (P)	
2. Students will read, understand, interpret, and communicate spoken and/or written Spanish at an advanced intermediate level.	X (PD)		
SPAN221			
1. Students will identify and explain historical and cultural attitudes and will analyze the ideas that emerge from Iberian geographical, historical, socio-economic and artistic issues.		X (R)	X (P)
2. Students will identify the genres, major authors, and themes in literature from Iberia.		X (R)	X (P)
SPAN222			
1. Students will identify and explain historical and cultural attitudes and will analyze the ideas that emerge from Hispanic America geographical, historical, socio-economic and artistic issues.		X (R)	X (P)
2. Students will identify the genres, major authors, and themes in Latin American literature as it is culturally differentiated.		X (R)	X (P)
SPAN225			
1. An important goal of the class is to generate insights that will help students recognize and appreciate key philosophical and historical concepts.		X (R)	X (P)
2. Students will demonstrate the ability to find value in the aesthetics of the arts across time and cultures.		X (R)	X (P)
SPAN226			
1. Students will demonstrate an expanded linguistics repertoire that includes an academic variety of written and spoken Spanish.	X		
2. Students will read and respond critically to the literary text in writing.	X		
3. Students will demonstrate understanding of the rules of Spanish grammar and orthography.	X		
4. Students will demonstrate a deepened understanding of Hispanic culture in Latin America and make the connection with the culture of Latin America in the USA.		X	
SPAN227			
1. Students will recognize dialectal variances in order to use formal and informal varieties of Spanish according to different contexts.	X		
2. Students will articulate and express ideas in an academic variety of oral and written Spanish.	X		
3. Students will critically apply concepts central to the interpretation of literary texts.	X		
4. Students will correctly apply the rules of Spanish orthography in their writing.	X		
5. Students will demonstrate a deepened understanding of Hispanic culture from Iberia and Latin America while connecting it with Latino culture of the United States.		X	
	0	0	0

Attainment Levels:
M: Mastered
RM: Reinforced/Mastered
R: Introduced/Reinforced
DN: Demonstrated/Mastery
PR: Practiced/Reinforced
RD: Introduced/Reinforced/Demonstrated
PD: Introduced/Practiced/Demonstrated
DP: Practiced/Demonstrated
D: Demonstrated
IP: Introduced/Practiced
P: Practiced
R: Reinforced
I: Introduced

The Program Learning Outcomes (PLOs) accurately reflect in a measurable, scaffolded way what is demonstrated by students who complete the aligned and elegantly sequenced assessment of Course Learning Outcomes (CLOs) and/or the program. There is no need to update the PLOs, CLOs, or student learning outcomes (SLOs).

3.B. Evidence of Program Learning Outcomes Assessment

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Summarize the most significant program assessment results since your last PUR. These will come from past CARS, APRs, and Action Plans and assessment data within eLumen. Please discuss course assessment findings as they apply to the program and program learning outcomes.

Course Assessment Report Summaries						
Prefix	Number	Title	Last Term Course had Enrollments	Most Recent Date of Approved Assessment	Established Assessment Cycle Date (s)	Last recorded PLO Update
AM	145	American Sign Language I	F23	F20	F20	2016
How to show plurals is an area to be reinforced. How grammar is indicated during a conversation is an area to be reinforced.						
AM	146	American Sign Language II	S23	S21; S23	S21; S23	2016
Agreement verbs, rhetorical questions and the connection between American Sign Language and American history are areas to be reinforced.						
AM	147	American Sign Language III	F23	F21	F21	2016
The syntactical rule to follow when finger spelling double letter words is an area to be reinforced.						
AM	148	American Sign Language IV	S23	S22	S22	2016

The results of assessment showed that 91.18% of students were above 70% accuracy.						
FREN	111	First-Year French I	F23	F19	F19	2016
The use of the verb in the infinitive, the verb "avoir" in expressions and adjective agreement are areas to be reinforced in FREN 111. The use of the verb in the infinitive and present tense and the verb "avoir" in expressions are areas to be reinforced.						
FREN	112	First-Year French II	S23	S20 > S23 rescheduled	S20 > S23	2016
The use of the partitive article is an area that needs to be reinforced in FREN 112. Students showed a very high accuracy level (80% or higher) of oral expression and the speaking component is an area to be continually reinforced.						
FREN	198	Special Topics in French	As Taught	As Taught	As Taught	2011
This course is assessed as taught.						
FREN	211	Second-Year French I	S23	F20 > S23 rescheduled	F20 > S23 rescheduled	2016
Students showed a very high accuracy level (80% or higher) of oral expression and the speaking component is an area to be continually reinforced.						
FREN	212	Second-Year French II	S23	S18; S21 > S23 rescheduled	S18; S21 > S23	2016
The pronouns "y" and "en" is an area to be reinforced in FREN 212.						
GER	101	Conversational German I	F18	F18	F18	2017
First offered in Fall 2017. The course was assessed, according to the Course Assessment Cycle, in Fall 2018.						
GER	111	First-Year German I	F14	No evidence of assessment	As Taught	2015
Suspended. According to the Course Assessment Cycle, it will be assessed as taught.						
GER	112	First-Year German II	S15	No evidence of assessment	As Taught	2015
Suspended. According to the Course Assessment Cycle, it will be assessed as taught.						
GER	198	Special Topics in German	As Taught	As Taught	As Taught	As Taught
According to the Course Assessment Cycle, this course will be assessed as taught.						
GER	211	Second-Year	F15	S16	S16	2015

		German I				
Suspended. Present perfect with "to be," present perfect with "to have," present with a modal verb and preterit are areas to be reinforced. According to the current Course Assessment Cycle, it will be assessed as taught.						
GER	212	Second-Year German II	S16	S16	S16	2012
Suspended. The use of idiomatic expressions with prepositions is an area to be reinforced. According to the current Course Assessment Cycle, it will be assessed as taught.						
HEB	113	Hebrew I	F11	No evidence of assessment	As Taught	2011
Suspended. According to the current Course Assessment Cycle, it will be assessed as taught.						
HEB	114	Hebrew II	S07	No evidence of assessment	As Taught	2011
Suspended. According to the current Course Assessment Cycle, it will be assessed as taught.						
HEB	198	Special Topics in Hebrew	As Taught	As Taught	As Taught	2015
According to the current Course Assessment Cycle, this course will be assessed as taught.						
HEB	221	Intermediate Hebrew I	F07	No evidence of assessment	As Taught	2012
Suspended. According to the Course Assessment Cycle, it will be assessed as taught.						
HEB	222	Intermediate Hebrew II	S08	No evidence of assessment	As Taught	2012
Suspended. According to the Course Assessment Cycle, it will be assessed as taught.						
ITAL	111	First-Year Italian I	F16	S15	F19	2016
Suspended. At a 95% accuracy response of the core indicators assessed, the levels of ITAL 111 (formerly 113) are well above average and therefore an effort should be made to maintain such percentages. The next assessment tool for ITAL 111 should focus on the oral skills of the students participating in oral presentations. Communication, accuracy, fluency, pronunciation and vocabulary in oral production were assessed at an 80% accuracy level.						
ITAL	112	First-Year Italian II	S17	S15	S20	2016
Suspended. Communication, accuracy, fluency, pronunciation and vocabulary in oral production were assessed at an 85% accuracy level.						
ITAL	211	Second-Year Italian I	F16	S16	S21	2016
Suspended. Communication, accuracy, fluency, pronunciation and vocabulary in oral production were						

assessed at an 85% accuracy level.						
ITAL	212	Second-Year Italian II	S17	S16	S22	2016
Suspended. Communication, accuracy, fluency, pronunciation and vocabulary in oral production were assessed at an 85% accuracy level.						
JPN	101	Conversational Japanese I	F17	F17	F17	2011
Suspended. According to the Course Assessment Cycle, this course was assessed in Fall 2017. As a result, we reviewed and were satisfied with the SLOs.						
JPN	102	Conversational Japanese II	F17	S15	As Taught	2011
Suspended. Hiragana, Katakana and Kanji are areas to be reinforced. According to the Course Assessment Cycle, this course will be assessed as taught.						
JPN	198	Special Topics in Japanese	As Taught	As Taught	As Taught	2011
Suspended. According to the Course Assessment Cycle, this course will be assessed as taught.						
PORT	111	First-Year Portuguese I	S11	No evidence of assessment	As Taught	2011
Suspended. There are no plans for assessment at this time.						
PORT	112	First-Year Portuguese II	CNO	No evidence of assessment	As Taught	2011
Suspended. There are no plans for assessment at this time.						
PORT	211	Second-Year Portuguese I	CNO	No evidence of assessment	As Taught	2011
Suspended. There are no plans for assessment at this time.						
PORT	212	Second-Year Portuguese II	CNO	No evidence of assessment	As Taught	2011
Suspended. There are no plans for assessment at this time.						
RUS	111	First-Year Russian I	S20	F18	As Taught	2011
Suspended. There is no need to revise the assessment plan as far as phonetics is concerned. It needs to be pointed out that the vocabulary of the first-semester Russian class is limited by design. The students should feel comfortable using correctly most of the time only nouns, pronouns, adjectives and verbs they learned during the semester. The Cyrillic alphabet and the Russian phonetic system will continue to be reinforced to result in high accuracy levels. Due to its suspension, this course will be assessed as taught according to the Course Assessment Cycle.						

RUS	112	First-Year Russian II	F20	S19	As Taught	2011
Suspended. Different cases and the usage of numerals in social circumstances will continue to be reinforced to result in high accuracy levels. There is no need to revise. This course will be assessed as taught according to the Course Assessment Cycle.						
RUS	211	Second-Year Russian I	S20	F19	As Taught	2011
Suspended. Devote more time for studying and practicing the particularly difficult grammatical subject of the future tense. The future tense and imperative mood will continue to be reinforced to result in high accuracy levels. According to the Course Assessment Cycle, this course will be assessed as taught.						
RUS	212	Second-Year Russian II	F20	S20	As Taught	2011
Suspended. Verbs in motion and logical relationships will continue to be reinforced to result in high accuracy levels. More emphasis should be made in class on differences in using comparatives and superlatives in Russian and English. According to the Course Assessment Cycle, this course will be assessed as taught.						
SPAN	101	Basic of Spanish I	F16	S16	F21	2013
Suspended. Grammar, pronunciation, vocabulary and length in oral production were assessed at an 87.7% accuracy level.						
SPAN	102	Basic of Spanish II	S08	No evidence of assessment	As Taught	2013
Suspended. According to the Course Assessment Cycle, this course will be assessed as taught. It has not been offered since Spring 2008.						
SPAN	111	First Year-Spanish I	F23	S23	S23	2016
Noun/adjective agreement is an area to be reinforced. Direct object pronouns, noun/adjective agreement, ser/estar/tener/haber and present progressive are areas to be reinforced. Ser/estar/hacer/tener is an area to be reinforced. Meetings are held twice a year by Spanish instructors where assessment and improved teaching are discussed. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	112	First-Year Spanish II	F23	S19	S19	2016
Saber/conocer and preterit/imperfect tenses are areas to be reinforced. Saber/conocer and preterit/imperfect tenses are areas to be reinforced. Cultural awareness showed a 70% accuracy level. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	198	Special Topics in Spanish	As Taught	As Taught	As Taught	2013
According to the Course Assessment Cycle, this course will be assessed as taught.						
SPAN	211	Second-Year Spanish I	F23	S20	S20	2016

The nosotros command is an area to be reinforced. The nosotros command, the tú command, the tú subjunctive and por/para are areas to be reinforced. Cultural awareness showed a 100% accuracy level. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	212	Second-Year Spanish II	F23	S21	S21	2016
There were no low accuracy outcomes. The conditional perfect is an area to be reinforced. The conditional showed the lowest accuracy level at 71%. Cultural awareness showed an 80% accuracy level. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	221	Iberia and Its Cultures	F23	F20	F20	2017
Although the students demonstrated high accuracy levels of the learning outcomes, their proficiency in spoken and written English did not afford them the full expression of their ideas. Practice in class and multiple drafts outside of class reinforced a routine of analysis and critical thinking to improve the proficiency in spoken and written English. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	222	Hispanic-America and Its Culture	S23	S20	S20	2017
All indicators were above 70% accuracy. One question on the assessment needs to be re-formulated for student comprehension. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	225	A Cultural Perspective: Spain....New Mexico	F23	S18; F22	S18; F22	2013
All but one key philosophical and historical concept targeted was above 70% accuracy. The aims of the Inquisition may need to be reinforced or the assessment question made less ambiguous. All students showed the ability to find value in the aesthetics of the artwork in New Mexico and southern Colorado. We are satisfied with the course curriculum and the SLOs, CLOs, and PLOs at this time.						
SPAN	226	Spanish for Heritage Speakers I	S17	F19	F19	2015
At a 100% accuracy response of the core indicators assessed, the levels of SPAN 226 are well above average and therefore an effort should be made to maintain such percentages. The next assessment tool for SPAN 226 should focus on the oral skills of the students participating in oral presentations (2009-2010). We are reviewing the course curriculum and the SLOs to align with UNR's.						
SPAN	227	Spanish for Heritage Speakers II	F23	S20	S20	2012
At a 95% accuracy response of the core indicators assessed, the levels of accuracy in SPAN 227 are well above average and therefore an effort should be made to maintain such percentages. The next assessment tool will focus primarily on the imperative, the present perfect, the present perfect subjunctive, the future perfect and the conditional. A subsequent assessment should focus on the oral skills of the students participating in oral presentations in SPAN 227. We reviewed the course curriculum and the SLOs to align with UNR's.						

Describe how department faculty implemented plans to improve students' achievement of program learning outcomes. What changes did you make to the program based on assessment results and improvement plans?

Associate of Arts with a Spanish Emphasis

This degree emphasizes the study of Spanish language structures and cultural topics with a focus on development of communicative proficiency in listening, speaking, reading and writing. A cultural-comparative approach will be drawn throughout the program, focusing on history and literature from Spain and Hispanic Latin American countries. The Spanish emphasis within the Associate of Arts degree program allows the TMCC Humanities department to serve those students seeking transfer into a baccalaureate program.

Emphasis Outcomes

Students completing the emphasis will:

Read, understand, interpret and communicate spoken and/or written Spanish. Identify values and cultural mores associated with Hispanic Iberian and Latin American cultures.

Explain and analyze the major historical challenges of Spain and Hispanic Latin American countries and appraise their popular cultures and literature.

The emphasis outcomes are mapped to the course outcomes. We are satisfied with the student learning outcomes, the course learning outcomes, the program learning outcomes, and the emphasis learning outcomes at this time.

The Associate of Arts with a Spanish Emphasis was first offered in Fall 2014 and there have been 26 graduates as of Spring 2023.

If 25 students enroll for a first-semester language class, it is very unlikely that 25 students will enroll in a fourth-semester language class. There had been an agreement that the third- and fourth-semester language classes would not be cancelled due to low enrollment. Those students were shown to be students that graduated from TMCC and were deserving of a small class. Nonetheless, these courses were suspended. With the suspension of university-parallel German, Hebrew, Italian, Japanese, Portuguese, and Russian, a strategy to attract enrollment and revive these languages is in order.

The Associate of Arts with a Spanish Emphasis was first offered in Fall 2014 and there have been 26 graduates as of Spring 2023. There are no apparent barriers to completion or transferability. See the Catalog for the Associate of Arts with a Spanish Emphasis program worksheet.

Foreign Languages will likely continue to grow as allowed. Students enroll in the Foreign Language classes that are offered. We are dedicated to offering high-quality courses that promote student success, academic excellence, and access to lifelong learning. The full-time, tenure-track and tenured faculty make that possible. Demand for classes is not able to be met because of the difficulty in finding good instructors. The part-time pool frequently lacks qualified applicants to teach in this diverse area. Staffing is an issue affecting the future of Foreign Languages. Students do not like to look at the schedule when enrolling and see "To be Announced" in the box for the instructor.

Future Course Assessment Cycle

Please refer to the Dean of Assessment and Planning's Course Assessment Cycle Spring 2023 to Spring 2028.

To streamline the effort and yield meaningful data to the endeavor of assessment and the continual improvement of the ASL, French, and Spanish programs, the following changes might be appropriate:

AM 145 be assessed F25, AM 146 S27, AM 147 F27, AM 148 S29

FREN 111 be assessed F24, FREN 112 S26, FREN 211 F26, FREN 212 S28

SPAN 111 be assessed S28, SPAN 112 S29, SPAN 211 S30, SPAN 212 S31

SPAN 221 be assessed F25, SPAN 222 S27, SPAN 225 F26

These changes would also correspond to the semester the course is taught.

Since the loss of the last full-time tenured French community college professor, Tanya Farnung-Morrison, the assessment of French has repeatedly been rescheduled because the part-time instructor was unable to complete the scheduled assessment.

Unfortunately, COVID-19 hit mid-semester in spring 2020 and the abrupt transition and collective impact are reflected in the results of the course assessments. The course content of languages is complex, nuanced, and subtle. It is made more difficult to convey to and be received by the student via online delivery. We have agreed to add more frequent, low-stakes listening and speaking activities. The continued support of Smarthinking (now replaced by the Washoe County Library's Brain Fuse) and the TMCC Tutoring and Learning Center were helpful and greatly appreciated.

The Foreign Languages lost three (3) full-time, tenured faculty members, Tanya Farnung-Morrison, Gabriela Brochu, and then Elena Atanasiu. All were skilled academics and adept at academic administrative tasks such as assessment. To nurture and develop these disciplines as well as to continue keeping pace with any positive trends and to stem negative ones, we need to hire more full-time,

tenure-track faculty.

As a parting gift, former Dean Paul Allen eliminated the foreign language coordinator position that was posted April 21, 2021, after Gabriel Chavez had applied leaving that area to flounder even more. The coordinator makes sure that assessment stays on schedule. The coordinator position has since been restored and Mr. Chavez is the current coordinator.

We are satisfied with the outcomes as they exist. This is due in no small part to Gabriela Brochu's legacy of constant and continual weeding and nurturing of the curricular garden.

3.C. General Education Outcomes Assessment (if applicable)

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

- **Describe which general education learning outcomes (GELOs) you assessed in your department/unit and summarize the most significant assessment results.**
- **Describe how department faculty implemented plans to improve students' achievement of GE learning outcomes. What changes did you make to general education based on assessment results and improvement plans? Do any CLOs need to be changed to align with GELOs?**

Students achieve the GELOs at a 70% or higher proficiency. We are satisfied with SLOs, CLOs, and GELOs at this time.

GELO Communication 2.) Students will use effective verbal or written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.

GELO People and Cultural Awareness 2.) Influence Society: Analyze and articulate the ways in which individuals, groups, and institutions influence society.

The GELOs are mapped to the following SLOs:

Read, understand, interpret and communicate spoken and/or written Spanish. Identify values and cultural mores associated with Hispanic Iberian and Latin American cultures.

The SLOs are mapped to the following CLOs:

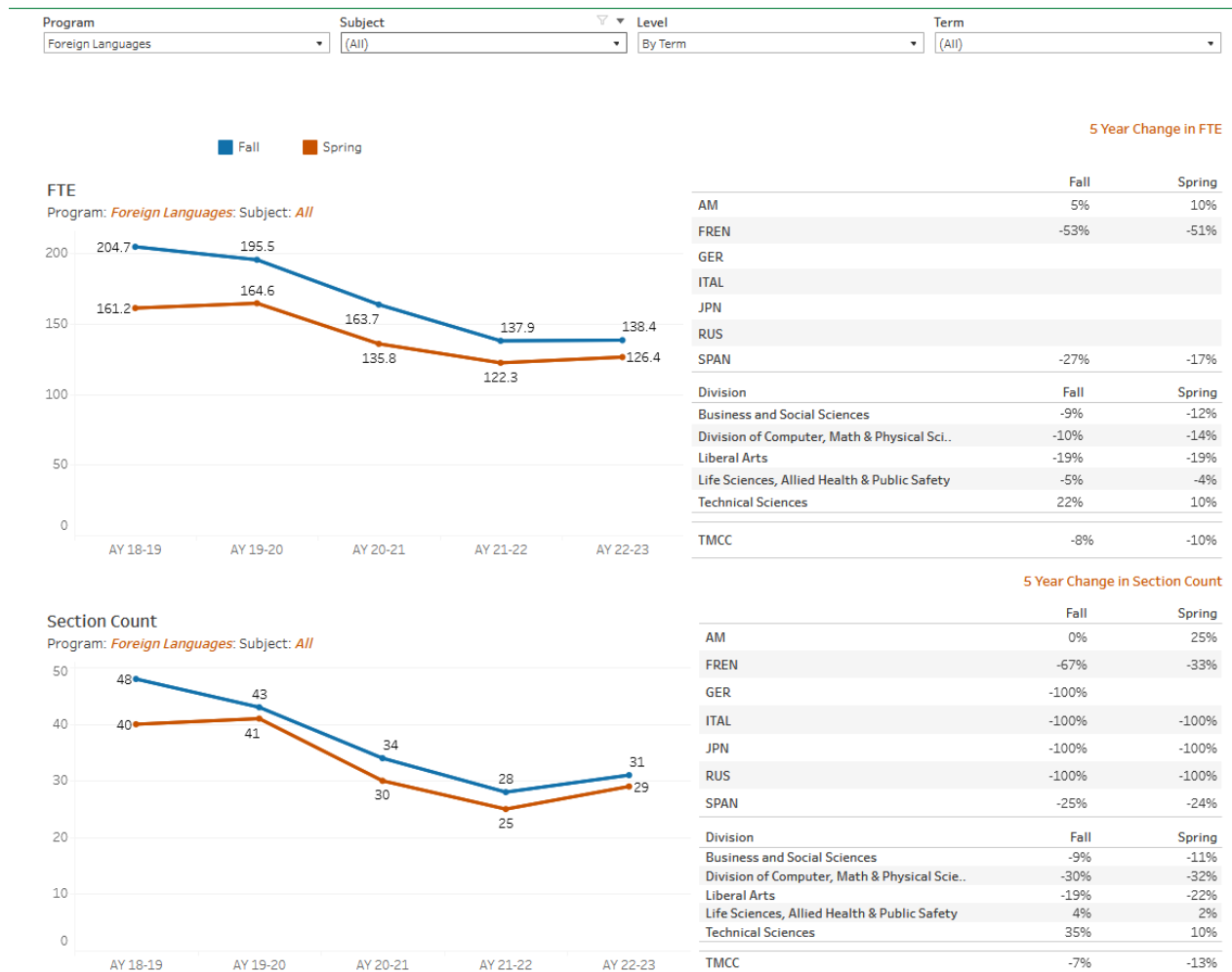
Read, understand, interpret and communicate spoken and/or written Spanish. Identify values and cultural mores associated with Hispanic Iberian and Latin American cultures.

Explain and analyze the major historical challenges of Spain and Hispanic Latin American countries and appraise their popular cultures and literature.

4.A. FTE and Section Count

Foreign Languages

Foreign Languages PUR 2023-24 Self Study



Please analyze the trends in FTE and course section counts by academic year and by term. Discuss what these trends suggest about the viability of the program based on its enrollment.

FTE and Section Count in FLs show a decrease between 2018-2023. The data shown in the tables above demonstrate a decrease in part caused by the loss of full-time, tenured or tenure-track French and Italian faculty and only exacerbated by the effects of the disruption of COVID-19 in

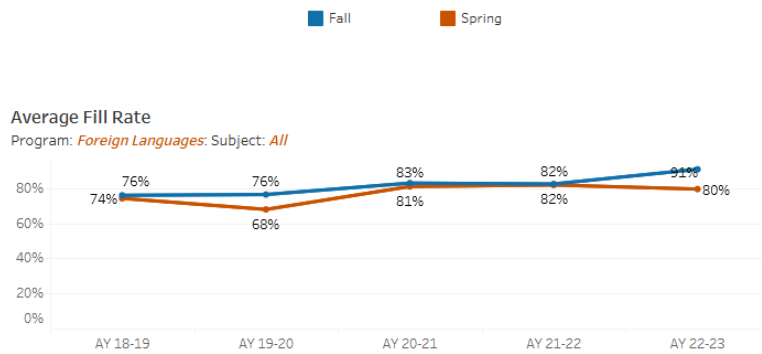
the spring of 2020. The trend only begins to show an uptick in 2022. We also reduced the number of ASL sections offered in previous years due to lack of instructors certified to teach this discipline. Starting in Fall 2016, a total of eight sections (GER 111, 112, 211, and 212, and RUS 111, 112, 211, and 212) were suspended. This impacted the FTE in FLs negatively (-13 FTE % in 2016-2017). Italian, Japanese, Portuguese, and Hebrew had been suspended before. We intend to bring some of these languages back following predictions and national trends. Locally, UNR currently offers Italian. We have an opportunity to expand our transferable course offerings with Italian.

4.B. Course Fill Rates and Unsuccessful Enrollment Attempts

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Program: Foreign Languages | Subject: (All) | Level: By Term



5 Yr Avg Course Level Fill Rate

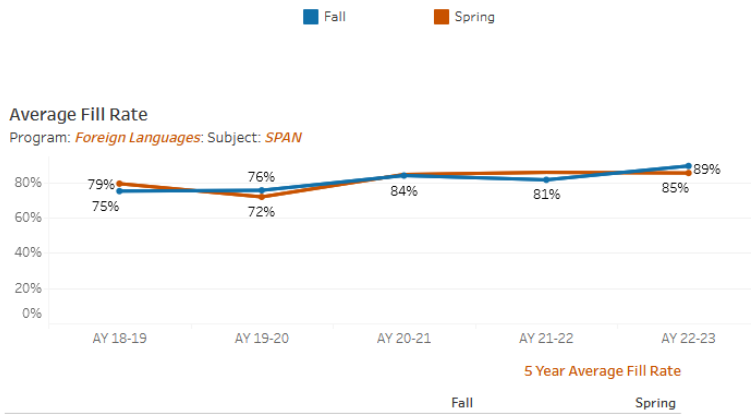
Program: Foreign Languages; Subject: All

	Fall	Spring
AM 145	103%	
AM 146		74%
AM 147	81%	
AM 148		69%
FREN 111	85%	
FREN 112		72%
FREN 211	73%	
FREN 212	100%	62%
GER 101	50%	
ITAL 111	86%	
ITAL 112		46%
ITAL 211	29%	
ITAL 212		30%
JPN 101	86%	59%
RUS 111	86%	
RUS 112		45%
RUS 211	42%	
RUS 212		35%
SPAN 101	70%	
SPAN 111	83%	81%
SPAN 112	78%	82%
SPAN 211	88%	85%
SPAN 212	77%	85%
SPAN 221	68%	
SPAN 222		68%
SPAN 225	43%	100%
SPAN 226	79%	
SPAN 227		61%

5 Year Average Fill Rate

	Fall	Spring
AM	93%	72%
FREN	82%	67%
GER	50%	
ITAL	52%	36%
JPN	86%	59%
RUS	64%	40%
SPAN	80%	81%
Division	Fall	Spring
Business and Social Sciences	69%	63%
Division of Computer, Math & Physical Sci..	84%	79%
Liberal Arts	82%	76%
Life Sciences, Allied Health & Public Safety	79%	76%
Technical Sciences	45%	43%
TMCC	72%	68%

Foreign Languages | SPAN | By Term



5 Yr Avg Course Level Fill Rate
Program: Foreign Languages; Subject: SPAN

	Fall	Spring
SPAN 101	70%	
SPAN 111	83%	81%
SPAN 112	78%	82%
SPAN 211	88%	85%
SPAN 212	77%	85%
SPAN 221	68%	
SPAN 222		68%
SPAN 225	43%	100%
SPAN 226	79%	
SPAN 227		61%

	Fall	Spring
SPAN	80%	81%

Division	Fall	Spring
Business and Social Sciences	69%	63%
Division of Computer, Math & Physical Sci..	84%	79%
Liberal Arts	82%	76%
Life Sciences, Allied Health & Public Safety	79%	76%
Technical Sciences	45%	43%
TMCC	72%	68%

Unsuccessful Enrollment Attempts

Program: Foreign Languages Subject: (All)

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level

Program: Foreign Languages

AM 145	57.83
AM 146	9.00
AM 147	4.25
AM 148	2.50
FREN111	7.75
FREN112	3.00
FREN211	3.00
ITAL111	5.00
RUS 111	3.00
SPAN101	1.00
SPAN111	24.36
SPAN112	5.89
SPAN211	17.00
SPAN212	16.44
SPAN226	1.20
SPAN227	3.00

Division & College Wide

Business and Social Sciences	4.08
Division of Computer, Math & Physical Sciences	18.00
Liberal Arts	8.99
Life Sciences, Allied Health & Public Safety	7.01
Technical Sciences	2.96
TMCC	7.53

Unsuccessful Enrollment Attempts

Program: Foreign Languages Subject: SPAN

5 Yr Average Unsuccessful Enrollment Attempts

An enrollment attempt is considered unsuccessful if the student tried to enroll in one or more sections of a course but could not because the section was full, and who ultimately did not take the course that term. If they eventually enrolled in another section, they are not counted as unsuccessful. And a student is only counted once per course no matter how many section-level attempts they had.

Course Level

Program: Foreign Languages

SPAN101	1.00
SPAN111	24.36
SPAN112	5.89
SPAN211	17.00
SPAN212	16.44
SPAN226	1.20
SPAN227	3.00

Division & College Wide

Business and Social Sciences	4.08
Division of Computer, Math & Physical Sciences	18.00
Liberal Arts	8.99
Life Sciences, Allied Health & Public Safety	7.01
Technical Sciences	2.96
TMCC	7.53

Please analyze the trends in course fill rates and unsuccessful enrollment attempts. Discuss what these trends suggest about meeting student demand for the courses offered in your program (s).

Human Resources no longer offered Letter of Appointment with Benefits (LOB) and that disallowed the program coordinator from having the ability to hire

instructors to teach the needed classes to meet students' demand.

The disruption of COVID-19 precipitated a transition to online classes. Face-to-face classes are slowly being brought back to the class schedule.

Based on the five-year average for Unsuccessful Enrollment Attempts, the department has a high demand for AM 145, SPAN 111, 211, and 212 to the point that students do not have the ability to enroll in the course because the various sections are full.

Since the spring of 2020 with COVID-19 and the transition to online classes, it has been hard to bring back face-to-face classes. Although the students say they want face-to-face classes when polled, they enroll in asynchronous, online classes.

4.C. Student Demographics: Ethnicity, Gender, Credit Load, Student Status, Age Range, Pell-eligibility, and First-generation status

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Headcount of Program Majors

Program: *Foreign Languages*

Major	Fall 18	Fall 22	5 Yr Change
SPAN-AA	22	19	-14%

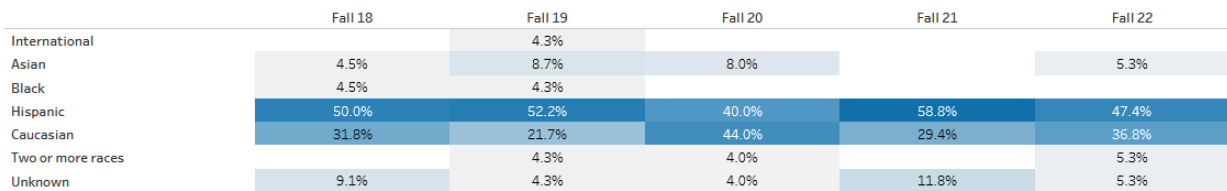
TMCC Headcount

Institution	Fall 18	Fall 22	5 Yr Change
TMCC	11,271	10,082	-11%

Term: Demographics:

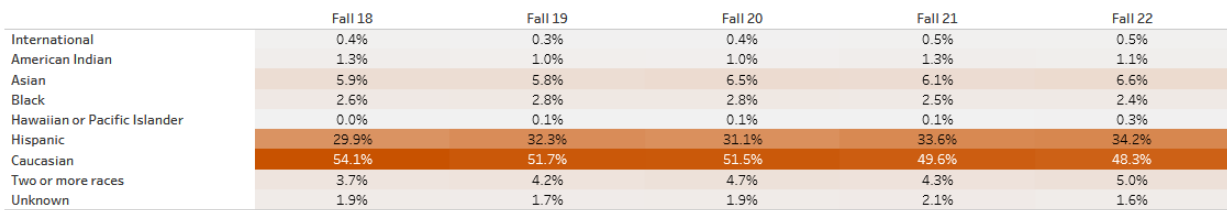
Program Majors by Ethnicity

Term: *Fall* Program: *Foreign Languages*



TMCC by Ethnicity

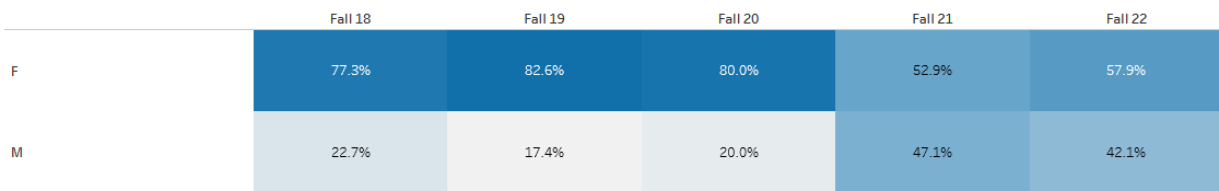
Term: *Fall*



Term: Demographics:

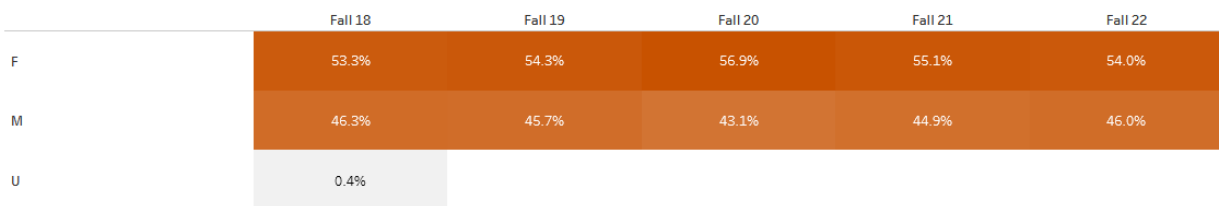
Program Majors by Gender

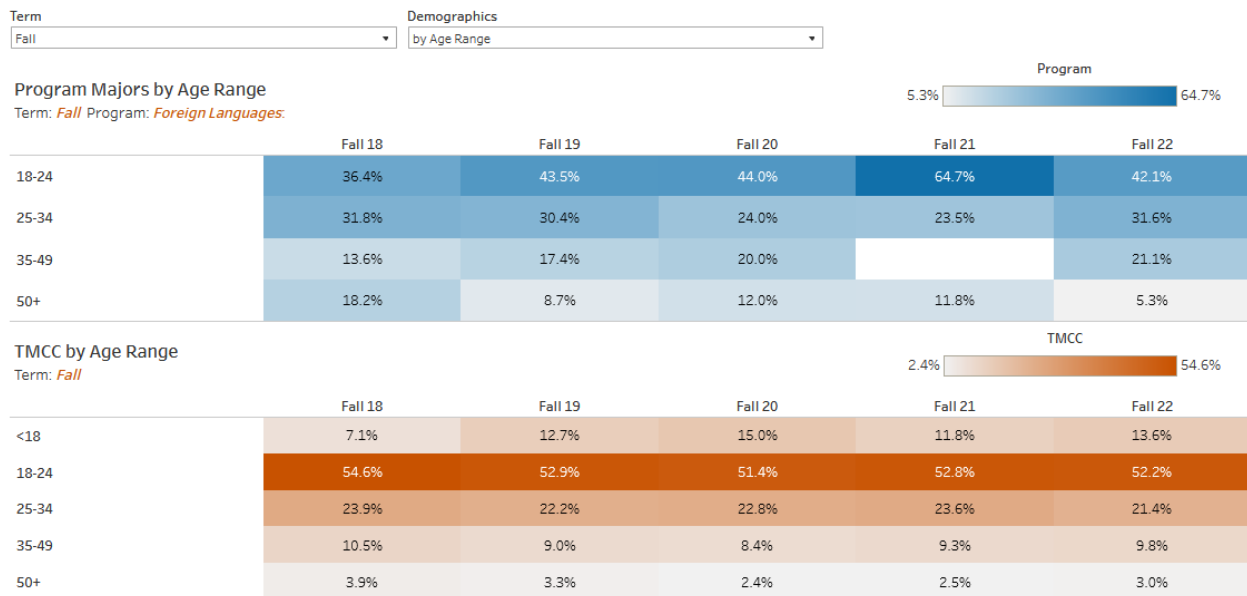
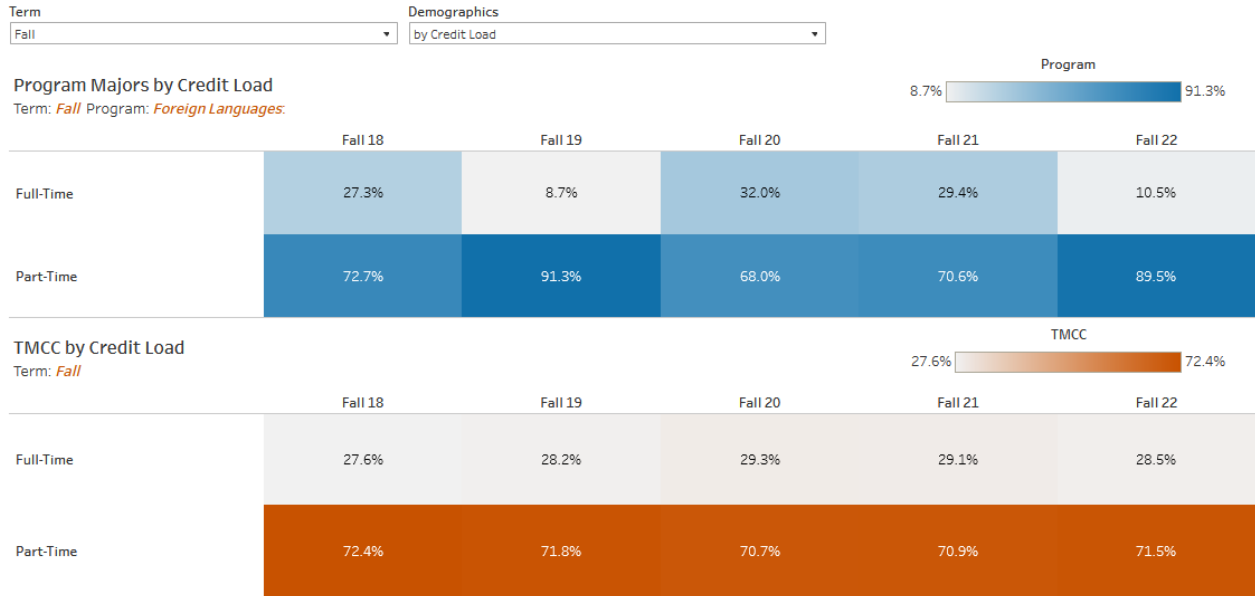
Term: *Fall* Program: *Foreign Languages*



TMCC by Gender

Term: *Fall*





• Briefly describe the typical student in terms of ethnicity, gender, credit load, student status, first-generation students, age range, Pell-eligibility and first-generation status, including how they compare to demographics of the college. Please note any potential equity gap and discuss your plans for closing them. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

- **Describe the demographics of the program's faculty compared to the demographics of the program's students.**
- **Discuss teaching methods and other practices used by the program's faculty to cultivate a welcoming, safe, and inclusive learning environment.**

The ethnic distribution in FLs aligns well with the ethnic make-up of the TMCC student population in general. FL courses are a general requirement for many degrees. However, it is clear from the graph that represents the SPAN-AA declared majors that the percentage of the Hispanic ethnic group is significantly higher than TMCC as a whole. This trend may indicate that the AA degree with a Spanish Emphasis serves this population well by providing these students with an opportunity to transfer to a four-year institution and obtain a four-year degree, or, as a two-year AA degree, it may fulfill the need of this ethnic group for access to better job opportunities. Andy Hughes, Director, TMCC Admissions and Records, stated at an HSI committee meeting that 40% of high school students are Hispanic in WUSD for the year 2016-2017. Conducting a survey of the students who graduate with an AA Spanish Emphasis may provide useful insight on this trend. The Caucasian group, on the other hand, is significantly lower for the SPAN-AA declared majors than TMCC as a whole. It is clear that Hispanic students who in general already speak Spanish, have an advantage over Caucasian students whose first language is likely not Spanish and proves more difficult to master as second-language learners. Other ethnic groups are significantly lower represented in the SPAN-AA declared majors. The Asian group is low, but this ethnic make-up is the same for the TMCC general population. The African American group is also low, but it is also low for TMCC as a whole.

According to DATA USA, the race and ethnicity category shows that Spanish Language and Literature degrees were mostly awarded to White/Caucasian, and second place to Hispanic/Latino, while Black/African-American was the third group. There is no evidence of this degree being awarded to Asian or other ethnic groups. According to a study done by the Humanities Indicator, the percentage of associate degree recipients coming from minority groups such as Black/African-American, Hispanic/Latino and Native American is still low. However, the national trend shows a 149% increase since 1989, when the share of students from these racial and ethnic groups was as low as 12.9% (humanitiesindicators.org). The same reason stated above for the White/Caucasian group may explain the low or lack of representation of other ethnic groups (such as Hawaiian or Pacific Islander and Native American) in the ethnic make-up of the SPAN AA declared majors. This trend may change over time, depending on the economy changes and demand for jobs. It is possible that the AA with a Spanish Emphasis degree may open up more job opportunities and this may attract other ethnic groups (besides Hispanic) in the future.

Recent studies pointed to the fact that women have surpassed men in college

enrollment and it is an on-going trend in higher education. According to statistics from the US Department of Education, 62.1% of females obtained associate degrees in comparison to 37.9% of males in 2017. The prediction by this department is that by 2026, 65.1% of females will obtain associate degrees compared to 34.9% of males. The percentage of female students enrolled in FLs agrees with this statistic with a female/male ratio of 58/42. The female/male ratio for TMCC as a whole is 54/46, which still favors females, but with a lower gender gap. On the other hand, the percentage of females in SPAN-AA declared majors surpassed the number of males at very high rate (80% vs 20% in fall of 2020), but this gap is narrowing with a lower rate (58% vs 42% in fall of 2022). The number of male students in SPAN-AA declared majors over the last three years is still lower and constitutes an underserved population. The SPAN-AA declared major group is vastly different from TMCC as a whole with regard to gender. Nationally, according to DATA USA for 2015, more females than males were enrolled in SPAN majors at colleges and universities, at a 74.2% favoring women. According to the same study, the most common race/ethnicity and gender combination for associate degrees in Spanish Language and Literature are: 1) White Female, 2) Hispanic or Latino Female, and 3) White Male. There is little documentation as to the reason, but The American Academy of Art and Sciences has issued a new report on the demographics of associate and bachelor's degree recipients in the Humanities. This report found that in 2015, women earned 61.7% of all associate degrees in the humanities field, as well as 61% of all bachelor's degrees in Humanities. Among humanities disciplines, women had the highest percentage of bachelor's degrees in Languages and Literature other than English (70%). We do have a male tenured Spanish professor now to mirror and serve this minority.

All recruitment efforts target prospective male as well as female students. The career and academic choices for women at an international level including the US show that there are significant differences between men's and women's choice of studies. According to the Organization for Economic Co-operation and Development (OECD), women are far more likely than men to study subjects related to education, teaching, health and the social sector. Men, for their part, are more likely to choose science or engineering, which leads to higher salaries in the labor market. The career and academic choices of women at TMCC align with what is argued in these studies. In 2014-2015, female students at TMCC made up 95% of enrollment in the Vet Tech Program, 84% in Nursing, 71% in Biology, 68% in the Allied Health Program, 63% in Social Sciences and 56% in Business ("Demographics by Program" Office of Institutional Research, Analysis and Effectiveness).

It is not surprising that the majority of the students enrolled in FLs intend to earn a degree because FLs are a requirement for many degrees. It is also no surprise that the enrollment in FLs is low in the other categories because students may not receive financial aid in categories such as Transfer. The percentage of students enrolled in FLs in High School may be slightly higher than TMCC as a whole.

The age groups of 18-24 and 25-34 represent the largest age demographics at TMCC and 18-24 is also the largest age group of students enrolled in FLs and in SPAN-AA declared majors. Students in those categories are most likely seeking associate degrees and transfer credits to four-year institutions, therefore taking FL classes helps meet graduation requirements. SPAN-AA declared majors exceeds TMCC's percentage for the 35-49 group (21.1% vs. 9.8%). These are probably non-traditional students returning to school to complete an AA degree with a Spanish Emphasis which would upgrade educational credentials and improve chances for promotion, or they may be changing professions in an economy that is restructuring or changing job requirements. TMCC demographics on the 35-49 age group revealed a preference for the Apprenticeship Program, Technologies Programs, or Nursing (Demographics by Program, Office of Institutional Research, Analysis and Effectiveness, TMCC).

According to DATA USA, the average age for the employed population that have obtained a degree in Language and Linguistics is 43.6. The AA Spanish Emphasis is still a fairly new degree that took effect in Fall 2014. The Spanish Emphasis may benefit students with the goals and plans stated above, although we would need more data to confirm this trend. The age group 35-49 shows similar percentages when comparing students enrolled in FLs to TMCC as a whole. As observed in the TMCC Catalog, FL classes are required for many degrees so students could take language classes (currently American Sign Language, French, and Spanish) to fulfill the FL requirement for those degrees. The percentage enrollment for age 50+ students in FLs as well as for SPAN-AA declared majors is similar to TMCC overall. These students are probably taking classes that interest them and for personal enrichment rather than to achieve specific or employment goals.

The number of program majors by Pell Eligibility is higher for FL than TMCC as a whole. More FL majors are Pell Eligible.

The number of program majors by First Generation is lower for FL than TMCC as a whole. Fewer FL majors are First Generation.

5.A. Course Completion Rates

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Outcomes: Course Completion Rates

Program: Foreign Languages | Subject: (All) | Level: by Academic Year

The tables below show the percent of students completing your courses. These numbers are compared to all divisions and to TMCC as a whole. The metrics can be disaggregated by the demographics below.

Completion Rate: The number of students who remain in a class until the end of the semester and receive A, B, C, D, Pass (P), Satisfactory (S), In Progress (X), Incomplete (I) or Audit (AD) grade notations.

Successful Completion: The number of students who completed a course with a C or better (A, B, C).

Gender: (All) | Ethnicity: (All) | Credit Load: (All) | Age Range: (All) | Student Status: (All) | First Generation: (All) | Pell Eligible: (All)

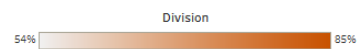
Avg Completion & Successful Completion Rates by Subject

Program: Foreign Languages Subject: All



Subject		AY 18-19 AY	AY 19-20 AY	AY 20-21 AY	AY 21-22 AY	AY 22-23 AY	5 yr Avg
AM	Completion Rate	93%	92%	83%	90%	89%	90%
	Successful Completion	89%	86%	82%	83%	82%	84%
FREN	Completion Rate	82%	84%	75%	74%	82%	80%
	Successful Completion	65%	66%	59%	56%	77%	64%
GER	Completion Rate	67%					67%
	Successful Completion	58%					58%
ITAL	Completion Rate	92%	80%	86%			87%
	Successful Completion	82%	60%	86%			73%
JPN	Completion Rate	64%	61%				63%
	Successful Completion	58%	50%				54%
RUS	Completion Rate	69%	91%	91%			84%
	Successful Completion	66%	87%	91%			80%
SPAN	Completion Rate	81%	79%	81%	78%	80%	80%
	Successful Completion	72%	68%	71%	71%	71%	71%

5 Yr Avg Completion & Successful Completion Rates by Division



	Business & Social Sciences	Division of Computer, Math & Physical Sciences	Liberal Arts	Life Sciences, Allied Health & Public Safety	Technical Sciences	TMCC
Completion Rate	81%	71%	78%	85%	84%	79%
Successful Completion	73%	54%	70%	76%	74%	69%

Please discuss any trends or shifts that you see in the overall course completion rate, and successful completion (C or better). What might these trends or shifts mean?

Next, disaggregate the data by student demographics. Discuss any potential equity gaps and your plans for closing these gaps. An equity gap is where there is a significant and persistent disparity in access or achievement between different groups of students.

Course completion and successful completion rates are very good for FLs. The graduation rate is excellent for SPAN-AA declared majors. The AA SPAN Emphasis is a transfer degree and is articulated with UNR, which favors degree completion. We anticipate an increase in Hispanic students at TMCC since 40%+ of students in WCSD are Hispanic.

We have been offering one section of SPAN 226 in fall and one section of SPAN 227 in spring for years, the two courses that comprise the Spanish Heritage Speaker Program. SPAN 226 fills up although SPAN 227 does not every year. For many years, Prof. Ferguson-McIntyre, an Argentinean native speaker, taught those courses and accommodated any student who was unable to attend regular classes by offering Independent Studies. He had planned to have Dr. Brochu, also a native Argentinean, teach those courses after his retirement so Dr. Brochu was on schedule to teach SPAN 227 in Spring 2017 when Prof. Ferguson-McIntyre died.

Dr. Brochu took over the Spanish Heritage Program and contacted other universities with much larger student populations, such as UNR and UC Davis. These universities offer more course sections and UC Davis has a specialist and PT instructors to teach those courses. Dr. Brochu has already partnered with UNR to bring in a specialist in this field to teach a workshop to all instructors interested in teaching these courses, since she anticipated offering more sections starting in Fall 2018. She also contacted the Heritage Speaker Coordinator at UC Davis to arrange another workshop/training for TMCC instructors. Both specialists who would teach these workshops are Argentinean and hold Ph.Ds. in Linguistics or the subject of Spanish Heritage Speakers, a relatively new field in the U.S. with few universities offering this research program.

We believe that it would benefit TMCC to have Spanish instructors trained in teaching methodology to help serve this student population. We also believe it would be very hard to hire a specialist in this field in the near future since there aren't many nationally. UNR used two PT instructors who also taught at TMCC to teach these courses and the only requirement is a masters' degree in Spanish. Dr. Casilde Isabelli, then UNR's World Languages Chair, said that the criteria to hire an instructor to teach these courses is that they relate to the students. Training on teaching methodology to teach Spanish to heritage speakers would help instructors achieve this goal so we held workshops. Gabriel Chavez currently teaches SPAN 226 and SPAN 227, Spanish for Heritage Speakers I and II.

We thankfully significantly improved the Spanish online program before COVID-19 demanded the transition to online classes. We plan to continue improving course design following suggestions from QM reviewers and ACUE. We continue engaging PT instructors with best practices for course delivery so the program can keep improving.

5.B. Graduation and Transfer

Foreign Languages

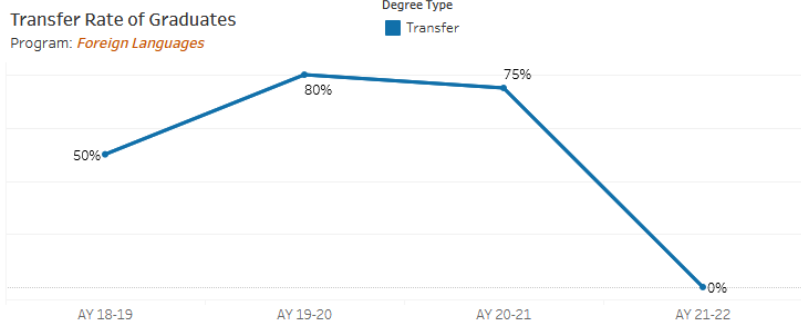
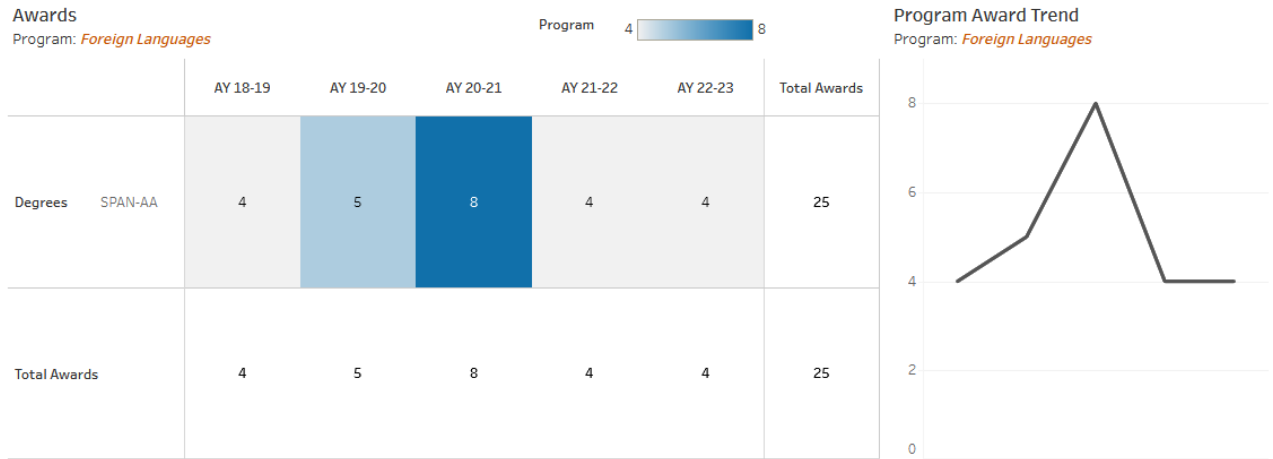
Foreign Languages PUR 2023-24 Self Study

Outcomes: Awards & Transfer

Program Foreign Languages

This section shows the number of degrees your program has awarded over the past 5 years. A second bar chart shows the rate at which students who graduate from your program transfer to other institutions.

Gender: (All)
 Ethnicity: (All)
 Credit Load: (All)
 Age Range: (All)
 First Generation: (All)
 Pell Eligible: (All)



Transfer Schools
Program: *Foreign Languages*

	# of Transfer Graduates	% of Transferred Graduates
NSHE	8	67%
Non-NSHE	4	33%
Total Transfer Graduates	12	100%

Please discuss any trends or shifts that you see in the number of graduates and graduates who have transferred in the past 5 years.

Next, disaggregate the data by student demographics, and discuss any potential equity gaps: Which student populations are earning degrees or certificates compared to the demographic makeup of the program? Do graduates resemble the student demographics of the program? If not, discuss ideas to mitigate potential equity gaps.

The Degrees Awarded dashboard provides an historical count of degrees TMCC has awarded over the last five years. The reporting year includes the leading summer. The data can be disaggregated by degree type, program, gender, ethnicity and age range. Please refer to the following link for degrees awarded.

<https://www.tmcc.edu/institutional-research/data-dashboards/degrees-awarded> Accessed October 11, 2023.

Even though the Associate of Arts with a Spanish Emphasis is still a fairly new degree, it cannot be considered a Low-yield program (LYP). The Associate of Arts with a Spanish Emphasis was first offered in Fall 2014 and there have been 26 graduates as of Spring 2023. The number of students earning an Associate of Arts with a Spanish emphasis is climbing and will continue to do so. This degree is preparing students for upper-division courses at a university. A measure that they have obtained from TMCC what they needed as they work toward a bachelor's degree is the high rate of students who graduated from TMCC with the AA Spanish Emphasis and transferred to UNR. This transfer rate is significantly higher than TMCC Transfer Degree Earners and TMCC Terminal Degree Earners, although this last category is not surprising to transfer at a lower rate. As stated before, this trend could mean that the degree is well-articulated with UNR's bachelor's degree, allowing students to transfer without barriers, but it could also mean that this degree fulfills the need of this student population (the majority being female Hispanic) for access to better job opportunities. Although this is a good indicator of student success, we would need more data to confirm this trend, and a post-graduation survey of students who graduated with an Associate of Arts with a Spanish Emphasis would shed light on this trend and provide conclusions.

6.A. Faculty Achievement

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Describe the program/unit's full-time (FT) faculty credentials, experience, and highlights of significant activities and/or contributions to TMCC. Please use the format below for each FT faculty member.

- Faculty Name, FTE
- Degree(s) or professional certification(s) awarded, discipline, awarding institution
- Number of years teaching at TMCC
- Total number of years in academia
- Primary courses taught
- Significant activities or contributions made to TMCC (Please limit to 3)
- Substantial accomplishments or contributions to the community, especially those related to education or your discipline (e.g. mentoring, community service) (Please limit to 3)

•	1.	Degree(s) or Professional Certifications awarded, Discipline and Awarding Institution	Number of Years Teaching at TMCC and Total years in Academia	Courses Taught and Significant Activities or Contributions to TMCC
Elena Atanasiu	0% No longer at TMCC	<ul style="list-style-type: none"> • Ph.D., Latin American Literature and Cultures, UC, Davis • MA, Spanish Language and Literature, UNR • MA, European Studies, U of Economics "Oskar Lange" (Poland) 	<ul style="list-style-type: none"> • 3 years at TMCC • 3 years in academia 	<ul style="list-style-type: none"> • Has taught SPAN 111, 112, 212 • Co-chair of the International Advisory Board • Co-organized a workshop International Education Week • Member of the CRC

		<ul style="list-style-type: none"> • BA, Economics, U of Economics “Oskar Lange” 		
Gabriela Brochu	<p>0% No longer at TMCC</p>	<ul style="list-style-type: none"> • Certified Peer Reviewer for the QM Program • MA, Foreign Language and Literature (Spanish), UNR • Ph.D., School of Biological Sciences, National U of Córdoba (Argentina) • Secondary School Biology Teacher, National U of Córdoba • Biologist, National U of Córdoba 	<ul style="list-style-type: none"> • 10+ years at TMCC • 31 years in academia 	<ul style="list-style-type: none"> • Has taught SPAN 111 (face-to-face and online), 112 (face-to-face and online), 211 (face-to-face and online), 212 (face-to-face and online), 222, 226, 227 • Serving as Interim Humanities Chair • Served as Humanities Department Coordinator and now Foreign Language Coordinator • Designed the Spanish online program (SPAN 111, 112, 211 and 212) and received QM certification for all courses • Created the AA with a Spanish Emphasis degree, including two new courses (SPAN 221 and 222) that also qualify as diversity courses • Assessed 28 courses in ASL and FL • Observed 47 FT and PT instructors • Obtained external grant funding for the Partner Conversation

				<p>Program for online classes</p> <ul style="list-style-type: none"> • Changed the MCOs for 16 ASL/FL courses and three Core Humanities courses and had them approved for GE • Member of many campus committees (SLOA, PUR, Diversity and Campus Climate, HSI, Technology, several search committees) • Helped implement the use of the CAPE test for FL placement
Gabriel Chávez	100%	<ul style="list-style-type: none"> • ACUE Certified • MA, Foreign Language and Literature (Spanish), UNR • BA, Criminal Justice, UNR • AA, Criminal Justice, TMCC 	<ul style="list-style-type: none"> • 4.5 years at TMCC • 10 years in academia 	<ul style="list-style-type: none"> • Has taught SPAN 111, 112, 211, 211, 212, 222, 226, 227 at TMCC and UNR. SPAN 307 and 323 at UNR. • Member of the CRC committee • Serves as coordinator of Foreign Languages • Member of Tenure Track Committee • Men of Color Mentorship program mentor
Nancy Faires	100%	<ul style="list-style-type: none"> • Ph.D., Basque Studies, UNR • MA, Spanish, Rice U • BA, Spanish, U of Houston 	<ul style="list-style-type: none"> • 20 years at TMCC • 26 years in academia 	<ul style="list-style-type: none"> • Has taught SPAN 111, 112, 211, 212, 221 • Served as coordinator and chair • Began and sustained the

effort to assess courses in the department

- Served as advisor to the SGA-recognized student group **Latinos Unidos Nevada Association (LUNA)** and to the **Black Student Organization (BSO)**; worked with LUNA in an outreach effort with Latino high school students to encourage them to go to college
- Brought “Mountain Picassos: Basque Arborglyphs of the Great Basin” to the TMCC Main Gallery. The Mountain Picassos exhibition presented a large series of wax-on-muslin rubbings of images carved onto aspen trees in the high country and meadows of the Great Basin by Basque shepherders in the early-to-mid 20th century. The

				<p>rubbings were created by Jean and Phillip Earl of Reno to preserve aesthetic artifacts of early settlers in the area. We were lucky to have these arborglyphs.</p>
<p>Tanya Farnung-Morrison</p>	<p>0% No longer at TMCC</p>	<ul style="list-style-type: none"> • Ph.D., Spanish Language & Literature, U at Buffalo • MA, Spanish, Temple U • BA, Spanish, Adolescent Education: Spanish, French, State U of New York at Geneseo 	<ul style="list-style-type: none"> • 3 years at TMCC • 3 years in academia 	<ul style="list-style-type: none"> • Has taught FREN 111, 112, SPAN 111, 112, 221 • Member of the ASA committee • Chair of the COM/FL PUR Self-Study committee • Participated in the Faculty Speaker Series during TMCC's International Education Week

Since the PUR in 2010, FL lost two full-time, tenured faculty members (Dianne Cheseldine, French and Spanish; and Carlo Ferguson-McIntyre, Italian and Spanish) and hired three full-time, tenure-track instructors (Gabriela Brochu, Spanish; Tanya Farnung-Morrison, French and Spanish; and Elena Atanasiu, Spanish). Since the last PUR in 2018, FL lost three full-time, tenured or tenure-track faculty members (Dr. Gabriela Brochu, Dr. Tanya Farnung-Morrison, and Dr. Elena Atanasiu). FL now consist of two tenured faculty members (Mr. Gabriel Chavez and Dr. Nancy Faires). They both teach Spanish.

6.B. FT/PT Faculty and Student Credit Hours Taught

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

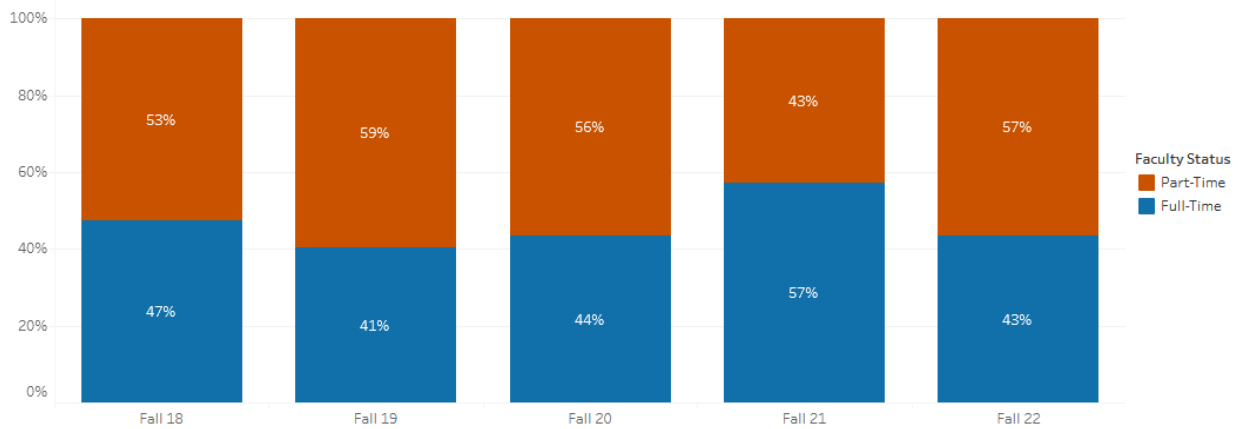
Describe the trends or shifts in the number of full-time (FT) and part-time (PT) faculty, and the number of student credit hours (SCH) taught by FT and PT faculty since the last program/unit review. What Impact, if any, have these trends or shifts had on the program/unit?

Faculty Workload

Program: Term:

Student Credit Hours

Program: *Foreign Languages*



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE

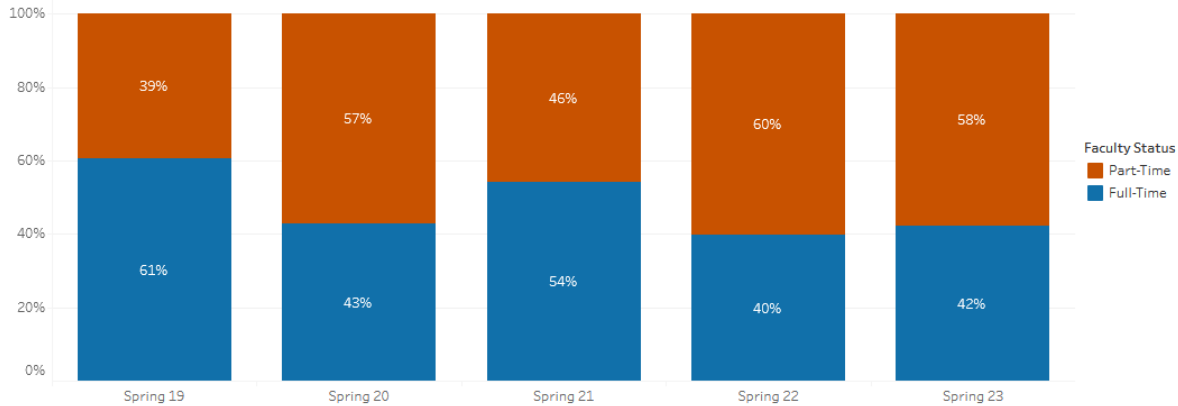
Program: *Foreign Languages*

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Fall 18	5	5.7	17	5.8
Fall 19	4	3.9	18	6.3
Fall 20	3	3.1	14	4.9
Fall 21	3	3.4	9	3.2
Fall 22	3	2.7	9	4.5

Faculty Workload

Program: Foreign Languages Term: Spring

Student Credit Hours
Program: Foreign Languages



The above section shows the percent of student credit hours that were taught by Full-Time vs Part-Time faculty within your program's subject area. These student credit hours are not necessarily enrollments of your declared majors, they are enrollments by all students taking your courses. Student credit hours are defined as the sum of (enrolled students x units).

Headcount & FTE
Program: Foreign Languages

	Full-Time		Part-Time	
	Headcount	FTE	Headcount	FTE
Spring 19	5	5.2	15	4.3
Spring 20	4	3.8	18	5.9
Spring 21	3	3.4	11	3.7
Spring 22	2	2.4	8	3.6
Spring 23	3	2.5	11	4.5

In FLs in general, there are more sections offered and enrollment is higher in the first year (111 and 112) compared to second-year courses (211 and 212). This attrition is more severe in languages such as German, Japanese, and Russian. Six languages have been suspended due in part to this attrition although there had been an agreement in place to allow those 211 and 212 classes with low enrollment to go: German, Hebrew, Italian, Japanese, Portuguese, and Russian. These graphs indicate that the last time that the student-credit-hours (SCH) were taught by more than a 50% ratio by full-time faculty was in spring of 2019 when we still had five full-time faculty members. More than 50% of the student-credit-hours (SCH) are taught by part-time faculty. Effective and efficient scheduling, in part, is keeping this sinking ship afloat. Choosing the best times to offer classes during the day, offering some sections in the evening and online, and maintaining a professional and friendly learning environment has helped. The student-credit-hours (SCH) taught by part-time faculty ratio increased in FLs during the last five years.

In the previous COM/FL PUR, the authors referred to a college goal of a 60:40 full-time to part-time ratio. At that time in 2010, the COM/FL ratio was 20:80.

Although the ratio has improved over the past seven years, the FL 5-year average ratio still stands at 40:60, the inverse of the college goal.

American Sign Language and French are taught by exclusively by part-time instructors. We seek full-time, tenure-track faculty hires to continue to sway the full-time to part-time ratio closer to 60:40.

6.C. Support Staff

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Describe the program/unit's support staff, including their FTE, major duties, and any specialized credentials necessary to carry out their duties. Is the number of staff adequate to support the program/unit? Explain.

Hans Meadows' FTE is 100% and his major duties include (1) supervising a unit of file clerks, data entry operator, unit clerks or switchboard operators, (2) maintaining financial records and tracking balances for general clerical accounting documents, (3) reviewing timesheets, (4) assisting management in budget preparation, (5) formatting, editing and producing a variety of complex materials such as brochures, newsletters and flyers, (6) establishing and maintaining complex record keeping systems, (7) preparing and maintaining property inventory records, (8) assisting in advising individual and small groups of students, (9) providing standard and routine information concerning major and minor requirements, (10) coordinating and participating in preparation of the schedule of classes, (11) updating and maintaining existing Web sites, (12) coordinating recruitment and (13) working closely with the Dean's office to promote enrollment numbers while coinciding with the streamlining of the new budgetary restrictions to be more cost-effective for the 2 departments.

Tutors are staff. It is hard to find qualified tutors.

6.D. Facilities and Technology

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Describe the facilities and technology used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc. Are program/unit facilities and technology adequate to support the program? Explain.

FL have Sierra 209, Vista 101, and RDMT 210 as assigned tier-2 classrooms on the Dandini campus. FL classes require Smart classrooms as well as tier-2 classrooms to accommodate four-credit classes. We need to maintain the number of tier-2 classrooms.

FL request that funds continue to maintain Smart classrooms. FL also request that space and funds for a Language Lab be procured and to facilitate this project as soon as possible. We have requested quotes from two different companies for the installation of a language lab, including software for language practice. Robotel SmartClass offers language lab system installation and extensive remote training/coaching (30 hours) for \$43,010. They include headsets and cloud-hosting. International Teaching Systems installs their SANSSpace system, provides two 6-hour training sessions, and maintains system for \$38,500.

Peer institutions find that a Language Lab is effective in creating a student-centric learning model that increases students' output and success. This approach incorporates the following characteristics: student-centered instruction, multi-sensory stimulation, multi-path progression, multimedia delivery, collaborative work, information exchange, active/exploratory/inquiry-based learning, critical thinking and informed decision making, proactive/planned response, and an authentic, real-world context. Peer AA-granting institutions find that an additional space such as a Language Lab may compliment in-class learning and provide students with a "sticky" space.

7.A. Five-Year Plan

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Using your analyses from previous sections, develop a 5-year plan for the program(s). Include an estimated timeline of goal completion. Please address the following questions:

- **Using the most significant curriculum and assessment findings, describe strategies to sustain or improve student learning.**
- **After considering the most significant enrollment findings, discuss strategies, if needed, to improve enrollment and close equity gaps. These may include more efficient scheduling,**

streamlining pathways to completion, outreach to underserved students, addressing internal or external factors anticipated to impact future enrollment, etc.

- **With respect to course completion rate, graduation, and transfer, discuss strategies to enhance student success and close equity gaps. These may include curriculum changes, pedagogical changes, streamlining pathways to completion, improving advising, mentoring, retention efforts, etc.**

- **Considering the above strategies, what are the major goals that the department/unit hopes to accomplish in the next 5 years? Include an estimated timeline for completing goals. How does the department or unit plan align with the Academic Affairs Strategic Plan or the College's Strategic Master Plan?**

Our language department has maintained consistent implementation of assessments, and we are satisfied with the learning outcomes at this time. The publisher we currently work with provides us with excellent resources for continued student learning. They provide extra support and practice on writing, reading, listening and speaking (including speech recognition) to help students meet language proficiency levels. The language platform used in our language courses are also accessibility ready and interoperable based on universal design.

If the department hopes to maintain and improve the success of student learning, we need to hire additional full-time, tenure-track faculty. This would allow for the department to spread out administrative duties and allow instructors more dedicated time to improving the quality of courses offered and the amount of time spent addressing student needs. We rely too heavily on part-time faculty.

In this program, 33% of the courses are taught by two, full-time faculty members. Chavez regularly teaches an overload each semester. If he stops teaching overloads, that ratio will drop below 22%. The remaining 67% (potentially 70+%) of FL classes are taught by part-time faculty and are supervised by a coordinator who not only is overworked, but teaches an overload each semester.

We plan to bring back face-to-face classes. After the disruption of COVID-19 and the transition to online classes, it has been a slow process of transitioning back to face-to-face classes. Although students when polled say they want face-to-face classes, they enroll in asynchronous online classes.

Gabriela Brochu has Quality Matters (QM)-certified all Spanish online classes. Chavez has moved on from QM to Association of College and University Educators (ACUE) certification and strategies.

Enrollment in languages has been dropping since the '70s. This trend continues.

According to a report by the Modern Language Association, “[t]he drop in enrollments was steepest at two-year institutions, falling by 24.2%; enrollments at four-year institutions declined by 14.7%. This disparity has concerning implications for equity of and access to language study; the two-year institutions whose programs are disproportionately at risk provide critical educational opportunities for underserved communities of students.”

According to an article in The Conversation, “data indicate that fewer US college students are studying a world language other than English, and that decline could create risks for national security, writes Deborah Cohn, a provost professor of Spanish and Portuguese at Indiana University.” In this commentary, Cohn discusses a recent Modern Language Association report, which shows that enrollment in college language courses dropped and expands on the risks posed by the decline. TMCC offered the only university-parallel Russian in the state of Nevada. Will drop in college language studies affect security? We do still teach the languages of our top trading partners Canada and Mexico (French and Spanish).

In an effort to recruit high school students, Mr. Chavez has visited various WCSD high schools as stated before. In addition to this recruitment effort, he has participated in the Student Success Fairs each year to promote our language programs.

Despite the disruption of COVID-19, enrollment in FL has remained relatively stable. Enrollment could always grow. The hiring of full-time, tenure-track faculty would enhance the possibility of improving enrollment and closing any equity gaps.

Course completion, graduation, and transfer rates might be increased with improved Academic Advisement and proper placement. Mr. Chavez has been working with the teams from Academic Advisement and Testing Services to make sure students wanting to take a FL are properly placed in the language class that best fits their language proficiency. In addition, he has created a placement test for heritage speakers. We currently use the CAPE test to place English speakers in Spanish classes.

Over the past five years, the full-time faculty has researched strategies in ways to improve student success. Gabriela Brochu QM-certified and re-certified the first- and second-year Spanish online courses. Elena Atanasiu researched textbook options and prices and organized Zoom professional development sessions during the COVID-19 pandemic to provide language instructors with resources and strategies for online delivery. Nancy Faires researched possible OER for TMCC’s Spanish-language program (SPAN 111, 112, 211, and 212). Gabriel Chavez made sure that the language course Canvas shells were accessibility ready. Mr. Chávez completed the ACUE program and has incorporated some of the pedagogical strategies in online and face-to-face courses. We plan to continue improving course design following suggestions from QM reviewers and

to continue engaging PT instructors with best practices for course delivery so the program can keep improving.

Over the next five years, in order to improve student success, we plan to limit the number of online classes that replaced face-to-face classes after the transition due to the disruption of COVID-19. Students often achieve best result when they study a foreign language in person. One strategy to achieve this is to offer more in-person classes at different times of the day and night to give students more options.

The department would also like to find ways to recruit qualified language tutors and explore possibilities to embed these tutors in our courses.

We plan to continue having Coordinator meetings each semester to provide part-time instructors with TMCC updates and professional development. However, we would like to allocate some of our budget to provide swag and food to part-time faculty at these meetings.

Considering the above strategies, the most important goal that the department hopes to accomplish is to hire three (3) full-time, tenure-track instructors to replace allocations left by the departure of Gabriela Brochu, Tanya Farnung-Morrison, and Elena Atanasiu. This would allow the FL program to continue to sustain and improve successful, accessible, innovative student learning and meet student and community needs. We hope to start hiring new full-time, tenure-track language faculty by Spring 2025.

8.A. Resource Requests

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Identify any resource requests. For each request, please indicate whether the request is for an additional faculty and/or staff position, capital improvements (facilities), technology or specialized instructional resources, or professional development. Address the following items:

- **Request (Additional faculty/staff, capital improvements, technology or other specialized instructional resources, or professional development)**
- **Estimated time to hire or time the request will be made.**
- **Projected measurable outcomes. Which PLOs and/or student success metrics does the department hope to improve as a result**

of the request?

• Alignment to the Academic Affairs or College's Strategic Plan

The lack of support for more full-time faculty makes the future of FL uncertain at best. If no new full-time faculty members are hired, it is doubtful that FL can recover from its significant losses. Without more full-time faculty, nothing will grow or flourish. Without more full-time faculty, the program will continue to shrink. It is impossible for a program to grow without someone to nurture it. FL needs full-time, tenure-track language specialists to tend the FL curricular garden and meet enrollment benchmarks and sustain student success. As stated above, the first search would take place in the spring of 2025.

The lack of support for more full-time faculty makes the future of FL uncertain at best. If no new full-time faculty are hired, it is doubtful that FL can recover from its significant losses. Without more full-time faculty, nothing can grow or flourish. Without more full-time faculty, the program will continue to shrink. It is impossible for a program to grow without full-time faculty to nurture it.

FL would also like to maintain our operating budget and make provisions for food and swag for our Coordinator meetings each semester, our departmental membership dues to professional organizations, and travel funds.

FL have Sierra 209, Vista 101, and RDMT 210 as assigned tier-2 classrooms on the Dandini campus. FL classes require Smart classrooms as well as tier-2 classrooms to accommodate four-credit classes. We need to maintain the number of tier-2 classrooms.

FL request that funds continue to maintain Smart classrooms. FL also request that space and funds for a Language Lab be procured and to facilitate this project as soon as possible. We have requested quotes from two different companies for the installation of a language lab, including software for language practice. Robotel SmartClass offers language lab system installation and extensive remote training/coaching (30 hours) for \$43,010. They include headsets and cloud-hosting. International Teaching Systems install their SANSSpace system, provide two 6-hour training sessions, and maintain the system for \$38,500.

An article examining the program features associated with enrollments in AA-granting institutions focused on foreign language programs and noted that the specific population of AA-granting institutions “may require technological resources as a supplement to traditional classroom study” and that “58.9% have language labs on campus” (Lusin 64). In several other articles, authors support a space outside the traditional classroom that serves as an “interrogative space” (Fischer 2). In an analysis of the effectiveness of mobile devices for language learning, Yao-Ting Sung, Kuo-En Chang, and Je-Ming Yang support language learning in multiple settings: “Learning that takes place in multiple and unrestricted settings exerts a maximal learning effect by connecting formal (e.g.,

classroom) and informal learning (e.g., home or real-life situations)” (78). Research supports a dedicated language learning area outside of the classroom. The Language Lab would serve as an informal learning area where students could use technology and meet up with other students for conversation and/or study groups. This would improve TMCC’s “stickiness.” Students might stick to the campus.

Future PURs might be completed by Artificial Intelligence (AI). AI renders this is an unnecessary, onerous workload demand of the remaining full-time faculty and an easy task for AI.

Academic Standards and Assessment Committee Findings and Recommendations

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Academic Standards and Assessment Committee’s Findings:

The SPAN/ FL program is one which has seen cuts in recent years to FT faculty and course offerings. Despite this, the FT faculty, PT faculty and staff of SPAN/ FL run a program with course fill rates and student success rates which exceed those of the division and college. Some courses in the program/ unit exceed fill rates of 100%. Moreover, many courses have unsuccessful enrollment attempts which may warrant offering additional sections of those courses (e.g. AM 145, SPAN 111). SPAN/ FL has taken steps towards increasing enrollment by engaging in community outreach to recruit students. Additionally, faculty are engaged in retention efforts as evidenced by participation in faculty academic advising. Faculty further participate in PD reflective of best practices in accessibility (creating accessible content in online courses workshop), and best practices in creating engaging online courses (Quality Matters). Innovative solutions offered by SPAN/ FL to increase awareness of the program include the development of a language lab on campus.

In order to fill these needs the SPAN/ FL program requires one additional FT faculty member. Additional FT faculty could be required in the future pursuant to an observed increase in enrollment within the AA Spanish program or in other foreign languages.

Program Strengths:

Despite the loss of FT faculty and declining enrollments overall, SPAN/FL has maintained robust course fill rates in SPAN and AM courses which surpass those of their division and others across the college. Correspondingly, course completion rates of SPAN/FL students are slightly higher than that of the college.

FT faculty have done an amazing job in their support of SPAN/ FL. FT faculty have been actively engaged in attending accessibility workshops, collaborating with the DRC to build accessible resources, and sharing his expertise in accessibility with PT faculty. Additionally, FT faculty have done an excellent job reaching out to the community in an effort to recruit for the SPAN/ FL program. This includes going to high schools in the WCSD and to career fairs. Further efforts to support student success and retention are reflected in the role FT faculty play in the Faculty Academic Advising program on campus.

Providing affordable texts and resources is clearly a focus and strength of the SPAN/ FL program. In this capacity, SPAN/ FL provides an OER grammar text to students in SPAN 226 and SPAN 227. This course requires an additional textbook, but those texts are offered at an affordable price. FT faculty have done a great job researching further OER and affordable opportunities for students.

The 5-year plan of the program demonstrates a clear vision of participating in faculty academic advising, returning to in-person courses, developing a cohort of qualified tutors, participating in QM/ accessibility PD, applying researched OER/ affordable opportunities, and coordinating between PT instructors. All of these goals align with best practices in student achievement and retention.

Areas of Concern or Improvement:

- As identified in the self-study, many texts currently used in SPAN/ FL are unnecessarily expensive.
- Assessment of CSLOs is not aligned with the PLSOs of the AA Spanish and therefore student achievement cannot be assessed at the program level.
- There is no analysis done on potential equity gaps as they relate to course completion or graduation rates.
- More FT faculty could be involved in pursuits such as taking advantage of PD and participating in outreach activities.
- Enrollment numbers are down significantly relative to the college.
- There are high unsuccessful enrollment attempts in AM 145, SPAN 111, SPAN 211, and SPAN 212.
- No concrete timeline for 5-year plan indicated

Recommendations:

- As identified in the self-study, there are many great OER and/ affordable options out there which could be used in the SPAN/ FL program to reduce the cost for students. Please consider incorporating these options into the program.
- As identified in the self-study, there is data available which can be used to assess course completion and graduation rates for equity gaps. Please do this assessment in future PURs.
- Encourage more FT faculty to participate in PD and enrollment efforts.
- The ASA committee supports the request for an additional FT faculty member given the unsuccessful enrollment attempts in SPAN 111, 211, and 212. Ideally this faculty member could teach other foreign languages that show promising demand, such as French.

Other comments:

This question has not been answered yet

Dean's Findings and Recommendations

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

Academic Dean's Findings:

I appreciate and value the mission of our Foreign Languages disciplines and faculty--to promote cultural and community awareness; expand reasoning, perception, analysis, and collaborative decision-making abilities; and promote inclusivity of the diverse communities we serve, all through the study of language. The mission to recognize and honor the diversity of our students has always been important, but it is even more so now that we are both a Hispanic Serving and a Majority Minority Institution. Our Foreign Languages, and especially Spanish, play a crucial role in fulfilling this mission, and I want to continue to expand the impact of our offerings throughout our college community.

Through much change and contraction of our Foreign Languages programs, both Professor Chavez and Professor Faires have done important work to foster student success in their classes and in our Spanish AA Program. Professor Chavez has done exceptional recruitment work with the local high schools and the Men of Color program, an essential part of creating a pipeline of students, and I hope that these activities will continue in earnest. He has also dedicated considerable attention to ensuring the accessibility of our classes, which is another significant way that we maintain our open access mission. I also commend his work toward the adoption of OER materials for the Spanish heritage speakers classes, SPAN 226 & 227, and I hope that this work will also continue in the other Spanish sequence classes. With Professor Faires' extensive research into OER options for students, this seems like an area that the faculty value and want to pursue.

I understand the challenges of operating as a department of two full-time faculty, especially in terms of work like this PUR, assessment, or other growth efforts. However, the decline of the

foreign languages disciplines is a nationwide trend and one that we must figure out how to adapt to and lean into by being creative with our resources. In my previous dean role, I was able to hire two full-time instructors of American Sign Language, and I agree that there appears to be increasing demand for faculty in that discipline here as well. Professor Chavez has also done a great job of building the part-time pool of Spanish instructors, and I am hopeful that we will see sustained growth in those classes, in particular if we work to decrease textbook costs and increase the visibility of these programs on campus. I do not support the hiring of three new full-time tenure-track instructors at this time, but if we can continue to see an upward trend in enrollment and student success, we can have a discussion about an additional Spanish and/or Amer. Sign Language instructor within the next 2-3 years.

Strengths:

The faculty have demonstrated many strengths in their program through this self-study report:

- High student retention and completion rates
- Excellent fill rates of courses, even with some that exceed 100%
- Involvement with Faculty Advising
- Clear desire to be involved in the community to create a student pipeline
- Awareness of our students' accessibility needs and addressing those with effective instructional design techniques
- Streamlined transfer degree pathway and continued work on maintaining articulation

Areas for Improvement:

I respect the in-depth research completed by Professor Faires on the availability of effective OER options. But I am unclear about why none of these options have been implemented for students. There was an extensive list provided of OER textbooks that she had discovered during her sabbatical, and it was unfortunate that because she wasn't granted a second semester of sabbatical, that this work stopped short of implementation. Many faculty have curated and developed OER materials during regular semester terms as well as over the leave periods, and in the past two years, the VPAA has provided stipends for this important OER work, showing the college's commitment to affordable materials and the administration's understand that this work should be compensated. These opportunities will be continuing in the coming year, and I applaud Professor Chavez' goal and intention to participate in this program. I also urge faculty to utilize our excellent research librarians to help them select and curate these materials. I know that the current textbook costs can be split over four potential semesters so that they appear more affordable, but the fact is that the vast majority of those students will not be taking all four semesters of a language, even with this incentive, so we cannot continue to justify \$200-\$300 for these textbooks. This exorbitant cost would likely prevent many students from signing up for Spanish for even one semester.

It's clear that the Foreign Languages programs have experienced many challenges over the past five years with the loss of several faculty members and declines in enrollment. I can appreciate the history that is provided in this PUR. But I feel like there is too much emphasis on the past and those challenges throughout this self-study. I would have preferred more attention paid to outlining detailed future plans for innovation that went beyond hiring more faculty and opening a language lab. Traditional language labs offer some great advantages for language learning, like structured instructional activities and more interaction with an instructor. However, with the advent of many more digital language-learning platforms, I don't believe that a traditional language lab is the best course of action. Our students demand flexibility in instructional delivery methods, and their digital habits illustrate that they want their learning delivered in similar manners--through interactive games, apps, or virtual reality options, for a few examples. These can be provided outside the confines of a traditional learning lab, which students prefer and which

helps ensure accessibility to instruction for all of our students, our core mission. I see the term "Language Center" emerging in the research, and I think this re-envisioned language lab may also be something we could partner on with the International Students office because there is a focus on authentic language practice and community building. The ASA Committee also recommended utilizing our current TLC and Learning Commons spaces and resources to help enhance instruction, and I agree with this suggestion, with a qualification. We have attempted to work with the TLC to find qualified tutors and meet the demand of our students, but this has proven very difficult. We are committed to keeping this option open, though, and will be meeting with the TLC staff soon to discuss options.

Some resources I referenced for further learning were the following, but I know the faculty have much more experience and expertise with language labs:

Is There Still a Place for Language Labs in Higher Education?

Language Labs in the Digital Age: Are They Still Relevant, or Are There Better Alternatives for Language Labs?

I thought this article on Co-Labs was also interesting and got me thinking about the possibility of these kinds of "co-labs" for Spanish connected to Allied Health programs. I know a previous instructor tried to implement a similar kind of program by teaching Spanish to fire-fighters, but we would need to design something like this aligning better with official college guidelines and procedures. This kind of co-lab scenario may be one way to do this and also make a significant impact on the abilities of health professionals to connect with our community on a more personal level.

The ASA Committee has provided several sound recommendations for improvement in the analysis of PLOs and CSLOs as well as the data on equity gaps, and I recommend that the faculty and department leaders review these and consider them for attention.

Summary Action Recommended (Continue program(s), significantly revise, discontinue, etc. followed by explanation):

The summary of recommended action steps is as follows:

- In future PUR cycles as well as over the next few years, I recommend that the faculty work more collaboratively with ASA committee captains, who have volunteered to help faculty write these PURs in effective, constructive ways.
- I commend Professor Chavez' OER work in SPAN 226 & 227 and also strongly recommend that faculty focus intently on curating OER materials for SPAN 111, 112, 211, & 212. The resources exist, and our college has the support in place to assist faculty in this process so that there is not an exceptional workload burden.
- Continue to foster the relationship with the TLC to develop an effective tutoring system and pool of qualified tutors for foreign languages. If this isn't possible, then the Foreign Languages Coordinator and Chair of the Humanities Department should work together to establish a tutoring program that supports students' learning needs and matches instructors' expectations.

Recommendations and Implementation Timeline:

The implementation timeline for the above recommendations will span over the next several years.

A student-supporting tutoring program needs to be in place for the fall semester and maintained in the following semesters. If this is done through the department, this may be a short-term solution until we can establish a more formalized program with the TLC when they secure more funding for language tutoring.

I would recommend that faculty focus on one Spanish class per semester or per year for OER implementation. Each semester may not be feasible, but I would like to see an ongoing and consistent effort to adopt OER materials so that students are not so unfairly burdened with such a high cost of instructional materials.

Resources Necessary for Implementation of Recommendations:

The financial support resources are in place through the VPAA's initiative for developing OER materials. If these funds are depleted in the future, then the dean will work with faculty to try to secure the resources to support this important work.

We will re-evaluate the need for additional full-time faculty in the next two to three years.

The Department Chair and Coordinator should work together and in conjunction with the dean to work on program development and procurement of any resources they may need.

Impact of Recommendations on Division Planning:

No additional impact on division planning at this time.

Impact of Recommendations on Program/Unit Faculty:

I understand that a small department can be tasked with an unbalanced workload compared to other larger departments on campus. When assessment, planning, self-studies, and other obligations fall on just a few people, this can feel like a large impact and workload burden. However, we need to continue to do what we can to keep these programs thriving if we want to be able to propose and justify additional faculty hires in the future and if we want to continue meeting students' and community's needs for foreign language instruction. My office is here to support this work where we can, and I hope the faculty know how much I value their work and expertise.

Vice President of Academic Affairs' Findings and Recommendations

Foreign Languages

Foreign Languages PUR 2023-24 Self Study

VPAA's Findings and Conclusions: (Include which of the ASA Committee's and Dean's findings and recommendations were upheld or not upheld.)

In recent decades, foreign languages are an area of study that has declined nationwide, and worldwide, despite the rise in communication facilitated by the internet. At many two-year colleges and even four-year colleges, languages like Italian, German, and others have shrunk or been eliminated. Only at larger universities have these programs persisted, but even there they are smaller than in the past, with the notable exception of Spanish, which is in demand at most colleges. The prevalence of English in online spaces is one reason behind this trend, and also the

rise of online language learning software, which has enabled study by anyone with reliable connectivity and the necessary means. Teaching languages in a classroom or online course remains an invaluable avenue for many, but it is no longer the only means to study foreign languages.

TMCC's program is now focused principally on Spanish, and it has two FT faculty members. Given the current roster of course sections on offer for Fall 2024, with 17 sections seen on the web-schedule, this number appears right-sized for our current demand.

Strengths:

Broadly, I support the Dean's findings and those of ASA with regard to the program's strengths. Last Fall, 2023, FTE reached 111, and has begun to edge upward after a dozen years of declines (FTE was 165 in Fall 2010). The program has dedicated faculty and its involvement in Faculty Advising is ideal. There is emerging support for OER and it can hopefully expand to other courses.

Areas for Improvement:

I concur with the findings of the ASA Committee, particularly involving the need for program-level assessment, the high cost of textbooks, and the need for further OER (the available OER is a step in the right direction). With regard to scheduling and staffing, it will help to leverage the availability of WCSD teachers by offering them online sections given by FT faculty.

This PUR includes some statements that need updating with new information, and in some cases, statements that need to be qualified. I will address just a few of them here.

1. Section 7.A reads:

"Since the spring of 2020 with COVID-19 and the transition to online classes, it has been hard to bring back face-to-face classes. Although the students say they want face-to-face classes when polled, they enroll in asynchronous, online classes."

Update: Today is September 3, and Fall 2024 semester is now underway. There are 17 Spanish courses on offer, 8 of which are online, and 9 of which are in-person. There are now more Spanish sections being offered in-person than online.

2. Section 7.A further reads:

"Based on the five-year average for Unsuccessful Enrollment Attempts, the department has a high demand for AM 145, SPAN 111, 211, and 212 to the point that students do not have the ability to enroll in the course because the various sections are full."

Update: Today is September 3, 2024. College-wide, Fall enrollment is up dramatically: +12% in FTE and +15% in Weighted Student Credit Hours. However, among the 17 sections of Spanish courses seen on our schedule, only 5 of them are full. There are seats available in 12 sections.

3. Section 2.A reads, in part:

"In the 2016-2017 CH/HUM/PHIL PUR, Dr. Thomas Cardoza wrote that the lack of full-time faculty shifts "responsibility for assessment, program review, and other non-teaching duties onto the few remaining full-time faculty. This creates a self-perpetuating cycle of overwork and departure for other jobs elsewhere." These words have proven prophetic, considering that in the past four (4) years, two (2) young tenure-track instructors have quit and two (2) others opted for early retirement in the Humanities Department."

Upon my arrival in June 2021, Professor Brochu had recently retired, and Elena Atanasiu chose to move to Poland to care for an ill parent. Still, TMCC permitted Elena to keep her FT position and to teach online from Poland during 2021-22 and 2022-23, in case she was able to return to the United States at some point. However, the college could not employ Elena full-time from overseas indefinitely, and after two years, she chose to remain in Poland. Despite this, my office and HR agreed to permit her to continue teaching as a part-time online instructor from afar if she chose, and she expressed a desire to do so. These details qualify the assertion that FT faculty in Spanish simply quit or left for other jobs elsewhere. TMCC made earnest efforts to retain Elena. However, when her FT contract ended, her position was realigned to meet the enrollment growth in English, which outpaced that of Foreign Languages significantly.

Recommendations and Next Steps for the Program Based on the PUR:

(Include whether the program should be continued, significantly revised, or discontinued, followed by a rationale.)

This program should certainly be continued. It sees steady demand, and its FTE has begun to climb back after 12 years of declining enrollment. I support the development of courses in Medical Spanish, and for related areas too. The more ways that Spanish be integrated into current workforce programs, the more varied and useful it can become for students. Additionally, were the program to develop a **Skills Certificate** in this area, this would likely recruit very strongly. As a stacked credential, Skills Certificates can serve as feeder programs for degrees, and involve little work to set up, as most of their courses are already on offer as part of the degree. They are also easily approved by the Academic Affairs Council, and do not require Board approval.

Resources Needed to Implement Recommendations Towards Program Improvement or Enhancement:

It is unfortunate that Professor Atanasiu chose to remain in Poland, but even so, at 111 FTE in Fall 2023, this program has no urgent need of another FT faculty position. This Fall, Professor Faures is giving 4 sections, and Professor Chavez 6. Naturally, we wish to have reassigned time for Coordinators, but as 12 sections have seats available today, offering fewer sections could meet demand while trimming the schedule too. In time, if its enrollment rises further, adding additional FT faculty may become feasible. The program's best avenue for stimulating enrollment growth is via a Skills Certificate in Medical Spanish, or perhaps Spanish used in a choice of several career contexts.

The concept of a language lab feels somewhat dated, but perhaps a learning space supported by language software and media could be helpful. If we could foster an environment where entry level students can interact with tutors, instructors, and heritage speakers, it could attract students

and be a sticky environment for them. My office supports study of this concept.