Program Review Executive Summary Template

Institution Name: Rose State College

Program Name and State Regents Code: Modern Languages (Regents Program Code – 022)

List Any Options:

Date of Review: 11/13/17   **Recommended Date of Next Review:** Fall 2022

Centrality to Institutional Mission:

Rose State College's mission is to provide higher education programs and services intended to foster lifelong learning for a diverse population. The Modern Languages program meets this mission by providing students with a transfer degree that is a foundation for additional learning in the studied language as well as other disciplines.

Program Objectives and Goals: The goal of the Modern Language Associate of Arts program is to provide students with the necessary courses to transfer to modern language baccalaureate degree programs. Specific objectives include providing students with the ability to:

- Communicate orally and in writing at an intermediate level of proficiency.
- Gain knowledge and understanding of the cultures studied.
- Reinforce and further their knowledge of other disciplines through study of the language while recognizing the distinct viewpoints that are only available through the language and its cultures.
- Demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures.
- Participate in multilingual communities at home and around the world.
- Have a basic general foundation of English, history, government, science, math, and liberal arts appropriate for students transferring to a four-year institution.

Quality Indicators Such As:
- Student Learning Outcomes
- Effective Teaching
- Effective Learning Environments
- External Curricular Evaluation
- Capacity to Meet Needs and Expectations of Constituencies

– The quality of this program is established first and foremost by the excellence of its faculty. Evaluation procedures are in place to ensure that faculty are of the highest caliber and that high-quality teaching is their main purpose.

– Students in each emphasis now must complete a capstone course that is designed to allow student the opportunity to demonstrate that they have met the program objectives listed above.

– The plan of study is continually reviewed to ensure that the course requirements meet the needs of the students and the programs to which students may transfer.

Productivity for Most Recent 5 Years

Number of Degrees: Average 5 per year

Number of Majors: Average 19.4 per year

Other Quantitative Measures Such As:
- Number of Courses for Major
- Student Credit Hour in Major
- Direct Instructional Costs
- Supporting Credit Hour Production
- Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum
- If available, information about employment or advanced studies of graduates of the program over the past five years
- If available, information about the success of students from this program who have transferred to another institution

Enrollment in the elementary and intermediate level language classes is strong:

AY 13	AY 14	AY 15	AY 16	AY 17
289	224	288	317	301

There is no direct cost for this program as the courses required with the exception of the capstone courses are offered to all students and can be used in most other programs to meet degree or general education requirements.

Faculty	Credential	Institution that granted degree
Edmund Gert (FT)	MEd	University of Central Oklahoma
Reginald Snoddy (FT)	MA	University of Oklahoma
Jason Choate (Adjunct)	MEd	University of Central Oklahoma
Deborah Dobbs (Adjunct)	MA	University of Texas
Mark Parsons (Adjunct)	MA	University of Oklahoma
Lavinia Teodoriu (Adjunct)	MA	Georg-August Universitat Gottingen, Germany

Of the 70 declared modern language majors between 2012 and 2016, 54% transferred to another school.

Duplication and Demand

There is no duplicated degree plan at Rose State College.

The strong and consistent enrollment in the program classes indicate that the demand for these classes exists.

Effective Use of Resources

This program requires very little monetary support. The language lab is open as a computer lab for other classes to use when not being used by language classes, thus serving more individuals.

Strengths and Weaknesses

Strengths:
- Strong faculty most with over ten years of teaching experience.
- Objectives at the course are strong and measurable and correspond to national norms for language acquisition.
- Assessments at the course level are ongoing for elementary Spanish courses. Data used from assessments are used to improve instruction.

Weaknesses:
- Need to assess all language classes on a continuous basis.
- Need to increase understanding of the importance of learning a language campus-wide and in the community.
- Need to improve awareness of the embedded certificates.

Recommendations
- Explore chartering Spanish honor society
- Increase number of majors and graduates
- Ensure students exit at the appropriate proficiency level
- Increase number of embedded certificate finishers
- Continue to assess course level

Program Review Summary
Rose State College
Modern Languages (Regents Program Code 022)

Description of the program's connection to the institutional mission and goals:

The Modern Languages program and courses at Rose State College exist on several different levels:

1. As the Associate in Arts degree, requiring 62 credit hours.
2. As an embedded certificate available to any student who earns a C or better through the sequence of language courses.
3. As General Education courses, fulfilling both General Education Electives and Liberal Arts Electives for other associate degrees.
4. As support for transfer to baccalaureate programs that have a required language component.
5. As personal enrichment opportunities for the beginning student.

All of these support the college's mission to foster lifelong learning for a diverse population.

The Hispanic population continues to grow in Oklahoma. As such, there is a need for people who are able to communicate with this population in their language. Many companies, in fact, now give preference to employees who can successfully communicate in another language.

The Modern Language degree program conforms to the articulation agreement among state of Oklahoma two-year and four-year institutions of higher education. As such, these courses will transfer and students should consult the four-year institution to which they are planning to transfer and carefully select courses that will meet particular requirements for the baccalaureate degree. The curriculum of the Modern Languages program is solid, and enrollment in the language courses, particularly in Spanish, is certainly consistent. Students may take the beginning courses in languages other than French, German, or Spanish (such as Russian) to meet their second language requirement or for Liberal Arts or General Education electives.

3.7.5 Process (Internal/External Review):
Previous Reviews and Actions from those reviews:

The five-year goals for the program included:
- Upgrade language lab equipment. The language lab was upgraded
- Increase online offerings. We have increased the number of Elementary Spanish I classes offered online from one section per year to three sections. We have also begun offering Elementary Spanish II online. Furthermore, we offer Elementary Spanish I and II in a hybrid format.
- Develop new marketing materials. The Marketing Department has developed brochures for the Modern Language program.

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

Using the course outcomes and learning objectives, we have begun using a common final assessment for our first year Spanish courses. We analyze the data from the assessment to see what skills and objectives our students are meeting and what they need additional improvement on. The results of the assessments are shared among the Spanish faculty to allow them to improve the instruction within the courses.

Noting that students often enroll in the language program not to earn the degree, but rather to become proficient in the language, we have developed and are now offering an embedded certificate of proficiency which began in Fall 2015. Students who successfully finish the sequence of classes with a C or above in each class can now have this credential added to their transcript.

A new emphasis within the Liberal Studies Associates in Arts Degree, Cultural Studies, was created and requires students take a minimum of 10 credit hours in a language.

A language capstone course has been developed which allows students in their final semester to synthesize their knowledge and address any deficiencies they have from reaching an intermediate-level of proficiency.

A. Centrality of the Program to the Institution's Mission:

Rose State College's mission is to provide higher education programs and services intended to foster lifelong learning for a diverse population. The Modern Languages program meets this mission by providing students with a transfer degree that is a foundation for additional learning in the studied language as well as other disciplines.

B. Vitality of the Program:
> **B.1.**Program Objectives and Goals:

The goal of the Modern Language Associate of Arts program is to provide students with the necessary courses to transfer to modern language baccalaureate degree programs. Specific objectives include providing students with the ability to:

- Communicate orally and in writing at an intermediate level of proficiency.
- Gain knowledge and understanding of the cultures studied.
- Reinforce and further their knowledge of other disciplines through study of the language while recognizing the distinct viewpoints that are only available through the language and its cultures.
- Demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures.
- Participate in multilingual communities at home and around the world.
- Have a basic general foundation of English, history, government, science, math, and liberal arts appropriate for students transferring to a four-year institution.

> **B.2** Quality Indicators (including Higher Learning Commission issues):

- The quality of this program is established first and foremost by the excellence of its faculty. Evaluation procedures are in place to ensure that faculty are of the highest caliber and that high-quality teaching is their main purpose.
- Students in each emphasis now must complete a capstone course that is designed to allow student the opportunity to demonstrate that they have met the program objectives listed above.
- The plan of study is continually reviewed to ensure that the course requirements meet the needs of the students and the programs to which students may transfer.

> **B.3.** Minimum Productivity Indicators:

Number of Modern Language Majors

	FA 2013	FA 2014	FA 2015	FA 2016	FA 2017	AVE
French	2	0	0	1	0	0.6
German	2	4	4	6	2	3.6
Spanish	22	12	12	12	11	11.6
Unspecified		5	1	1	0	
Totals	**26**	**21**	**17**	**20**	**13**	**19.4**

Number of Modern Language Graduates

	2013	2014	2015	2016	2017	AVERAGE
French	0	0	0	0	1	
German	1	0	2	1	1	
Spanish	2	7	3	2	1	
French Certificate	NA	NA	NA	0	1	
German Certificate	NA	NA	NA	0	0	
Spanish Certificate	NA	NA	NA	0	3	
Totals	**3**	**7**	**5**	**3**	**7**	**5**

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

LANG 2501 Modern Language Capstone

AY 2013	AY 2014	AY 2015	AY 2016	AY2017
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b. Student credit hours by level generated in all major courses that make up the degree program for five years:

	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
FREN 1115	4	5	14	11	19
FREN 1225	1	2	0	10	9
FREN 2113	0	0	0	1	1
FREN 2223	0	0	0	0	1
GERM 1115	24	17	19	21	14
GERM 1225	11	10	10	5	8
GERM 2113	9	0	9	0	0
GERM 2223	0	0	6	0	0
SPAN 1115	161	118	174	195	171
SPAN 1225	52	40	42	60	63
SPAN 2113	19	25	11	7	10
SPAN 2223	8	7	3	7	5
TOTALS	**289**	**224**	**288**	**317**	**301**

c. Direct instructional costs for the program for the review period:

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There is no direct cost for this program as the courses required with the exception of the capstone courses are offered to all students and can be used in most other programs to meet degree or general education requirements.

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

- For each emphasis, 24 of the 25 required credit hours can be used for general education components in other degree programs.
- The Liberal Studies – Cultural Studies emphasis AA degree requires 10 hours of languages.
- The Pre-Education AA degree requires 5-10 hours of languages.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree
Edmund Gert (FT)	MEd	University of Central Oklahoma
Reginald Snoddy (FT)	MA	University of Oklahoma
Jason Choate (Adjunct)	MEd	University of Central Oklahoma
Deborah Dobbs (Adjunct)	MA	University of Texas
Mark Parsons (Adjunct)	MA	University of Oklahoma
Lavinia Teodoriu (Adjunct)	MA	Georg-August Universitat Gottingen, Germany

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Of the 70 declared modern language majors* between 2012 and 2016, 54% transferred to another school.

*These are declared majors who may or may not have graduated with the modern languages degree.

g. If available, information about the success of students from this program who have transferred to another institution:

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B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

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There is no duplicated degree plan at Rose State College.
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Address Demand:

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The strong and consistent enrollment in the program classes indicate that the demand for these classes exists.
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B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

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B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

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B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

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B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

ONLINE CLASSES

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
SPAN 1115	45	46	64	64	59
SPAN 1225	--	13	15	22	16

HYBRID CLASSES

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
SPAN 1115		14	32	43	40
SPAN 1225					15
SPAN 2113		15	7	5	
SPAN 2223	3	5	2	2	3

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

This program requires very little monetary support. The language lab is open as a computer lab for other classes to use when not being used by language classes, thus serving more individuals.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Explore the possibility of chartering the new community college Spanish honor society.	Work with Student Engagement Office to explore having a charter for Sociedad Honoraria de la Lengua Española.	2018
Increase the average numbers of majors by five and graduates by two.	Explore possibilities for recruitment at area high schools. Engage with high school language teachers through OFLTA (Oklahoma Foreign Language Teachers Association).	2022
Ensure students finishing are at the appropriate proficiency level.	Complete a cost evaluation plan for either 1) training faculty to complete the Modified Oral Proficiency Interview or 2) having students complete the computerized oral proficiency interview during their last semester.	2019
Increase number of embedded certificate finishers	Develop a plan to increase awareness of the embedded certificate option for students.	2020
Continue to assess at the course level	Create assessments for and evaluate 2000-level Spanish courses as well as French and German classes. Gather data from the results, analyze data, and work towards improving outcome attainment.	2021

Summary of Recommendations:

	Department	School/College	Institutional
Maintain program at current level	Modern Languages	Humanities Division	Rose State College

Department/
Program Head _____ Date _____11-13-17_____
               (Signature)

Dean _____ Date _____11/13/17_____
          (Signature)

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