

WORLD LANGUAGES PROGRAM REVIEW 2019

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.”

-ACTFL's Statement of Philosophy in World-Readiness Standards for Learning Languages

(The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.)



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1 Program/Discipline Overview

A. What are the educational goals or objectives of this program/discipline?

- i. How do these compare with national or professional program/discipline trends or guidelines?

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

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

For more information on the World-Readiness Standards and ACTFL’s Proficiency Guidelines, please see <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf> and <https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012> .

- ii. Have they changed since the last review, or are they expected to change in the next five years?

There have been no significant changes to the World Languages program’s educational goals or objectives since our last program review and we do not anticipate any major changes within the next five years.

B. Briefly describe curricular, instructional, or other changes that were made as a result of your SAC’s recommendations in the last program review and/or the administrative response. (The administrative response can be found opposite your SAC’s listing at the web page where the Program Reviews are posted – look for the “AR” pdf.) Note: Any changes NOT made as a result of the last program review should be described in the appropriate section elsewhere in this template.

As a direct result of our recommendations and the administrative response from our last program review, our SAC has:

- Continued to use the STAMP test to assess our students' proficiency in communication. We thank the administration for their continued support of our use of this valuable assessment tool.
- Made improvements in our language tutoring services, including more appropriate spaces and more effective scheduling processes. We thank our Division Deans and DOIs for their continued support in this effort.
- Become involved in PCC's recently redeveloped Education Abroad Program. Japanese instructor Morgan Lindberg is now the chair of the Education Abroad Review Committee and Spanish instructor Stephanie Yorba is a member of the committee. Japanese instructor Yukari Birkett and Spanish instructor Dawn Stanfield have led successful study abroad programs and other language faculty have proposed programs for the upcoming year. All language instructors are supportive of study abroad programs in all disciplines as opportunities for our students to engage with the world as global citizens and use their language skills in authentic contexts.

2 Outcomes and Assessment

- A. **Course-Level Outcomes:** The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that SACs will collaborate to develop a shared vision for course-level learning outcomes.
- i. What is the SAC process for review of course outcomes in your CCOGs to ensure that they are assessable?

The World Languages SAC's course outcomes are based on ACTFL guidelines and though there is some variation in outcomes depending on language and level, the following are some common themes for what students should be able to do upon successful completion of a course:

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

We meet three or four times a year as a SAC and dedicate considerable time to discussion of both college core outcome assessment and course outcome assessment. For example, our discussions of how to assess the college core outcome of Cultural Awareness have also helped us to better assess our course outcomes related to culture.

Given that there are course outcomes that are specific to language and level, we regularly meet as individual language departments both campus and district wide to discuss teaching methodologies, course content and assessment. We discuss and share assessment tools we are using, general information about trends in student performance, and discuss both program level and course level changes to be implemented.

While we make consistent and deliberate efforts to collaborate to develop a shared vision for assessment of course-level learning outcomes, we also value academic freedom and encourage instructors to develop, improve, and share materials and assessments of our agreed upon outcomes in order to improve the quality of teaching, learning and student success.

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- ii. Identify and give examples of changes made in instruction to improve students' attainment of course outcomes or outcomes of requisite course sequences (such as are found in MTH, WR, ESOL, BI, etc.), that were made based on the results of assessment of student learning.

As stated in the previous section, there is some variation in course outcomes depending on language and level. Below are a variety of examples that highlight changes made in instruction to improve students' attainment of course outcomes

Students' communication skills as well as their ability to manage a variety of interactions are assessed on an ongoing basis. Additionally, our SAC's discussions of trends in STAMP results have directly influenced course level changes in instruction. Following are some examples of changes made in instruction to improve students' higher-level communication skills:

- In Japanese, students have participated in a language exchange with Japanese students of English by creating their own bilingual videos in a safe, instructor-monitored environment. As a result of interacting with their peers in Japan, PCC students are highly motivated to improve their Japanese speaking skills.
- In Russian, at the end of each chapter in a course, students give 3-minute one-on-one presentations to practice extended communication. These short, frequent presentations help to reduce student anxiety and do not take up much class time.
- In Chinese, situations have been added to oral exams that require students to use their language skills in real life situations.
- In Spanish, students have developed "pen pal" relationships with native Spanish speakers in target countries through a language-exchange app.
- In French, students use technology to have recorded virtual conversations with native French speakers.

To help students develop better inference skills, all languages are working to include more authentic and updated listening and reading materials (e.g. weather reports, menus, short stories, news stories) and are developing comprehension exercises to accompany them. Some of these comprehension tasks are completed in English so we are focusing on the assessment of comprehension skills in the target language as separate from a student's ability to write in the target language.

Language students are required to apply critical thinking skills when analyzing authentic materials from target cultures. This can be challenging for students, so in all languages we have begun explicitly teaching strategies (e.g. recognizing cognates, analyzing vocabulary, skimming, reading for main idea, summarizing key points of paragraphs, scanning for key words) from 101 on so that students can build and develop these skills as they progress through our first- and second-year program

Development of cultural understanding and intercultural competence is integral to our program. In all languages and at all levels, we frequently assess students' ability to recognize and interpret cultural behaviors, attitudes, and values as well their ability to relate cultural products and practices to cultural perspectives. Since our last program review, we have been making concerted and deliberate efforts to embed culture more deeply throughout the curriculum and encouraging students to think more globally and at a higher level. Our course outcomes related to culture are closely related to the college core outcome of Cultural Awareness; we have addressed specific changes regarding our instruction of culture below in section 2B.

iii. Update the Core Outcomes Mapping Matrix

College Core Outcomes mapping matrices for World Languages can be found at <http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>. The majority of these matrices were updated in 2014.

B. Assessment of Core Outcomes (LDC)

- i. Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of the Core Outcomes (LDC-DE disciplines) or Degree and Certificate Outcomes (CTE programs). (If including any summary data in the report or an appendix, be sure to redact all student identifiers.)

In 2013, 2015 and 2018 all students enrolled in second year language classes completed a Cultural Awareness assessment by writing an essay about a single chosen cultural product or practice in which they described the cultural topic and cultural significance of the topic in detail, and also made cross-cultural comparisons between the chosen cultural topic and those of their home culture. In 2013, students wrote the essays outside of class as a homework assignment. In 2015, the SAC did not reach consensus on how to have students complete the assignment. Russian students completed their assessment at home without a time limit. German and French students completed their assessments at home with a 20-minute time limit. Chinese, Spanish and Japanese students completed their assessments in class with a 20-minute time limit. In 2018, a consensus was reached and students in all languages were asked to complete the assignment at home without a time limit.

For assessments in 2013 and 2015, we set our benchmark at Level 3. After receiving input on best practices in assessment from members of the Learning Assessment Council and discussing our expectations as a SAC, we set our benchmark at Level 2 for 2018.

In 2013, we were disappointed that large percentages of our students were below benchmark on Cultural Awareness and made numerous curricular improvements in teaching culture. The following are some examples of ways in which faculty have changed instruction to help improve our students' cultural awareness:

- Increased class time dedicated to more cross-cultural comparisons and questions to prompt students to reflect as to why a particular cultural difference exists
- Deliberate infusion of cultural themes into all course units as well as some term-long thematic cultural lessons to go beyond the "textbook approach" to cultural content
- Creation of culture-rich supplemental instructional materials (e.g. Powerpoint presentations, videos, authentic readings, grammar exercises, oral activities)
- Analysis of cultural artefacts (e.g. works of art, performing arts, literature, film) with information with more in-depth exploration of the artists who created these works and the cultural movements they represent
- Incorporation of cultural concepts in vocabulary and grammar lessons
- Selection of audiovisual materials to include more authentic, real life situations so students learn about cultural aspects such as shopping, how to matriculate into a university, eating habits, etc.
- Development of research projects related to cultural themes such as housing, tourism, cuisine, etc.
- Revised assessments to include some assessments of cultural knowledge
- Designing opportunities for cultural encounters in the local community and with international students at PCC as well as culturally-focused Community-Based Learning projects.
- Adoption of new textbook programs in French and German with more robust cultural content including readings, videos, and online multimedia resources
- Inclusion of activities and discussions that address themes not frequently represented in textbooks (e.g. colonialism, racism, immigration, homelessness, the environment, social change movements)

- Incorporation of activities from the spring 2016 Whiteness History Month into curricula
- Incorporation of cultural reflection assignments requiring students to make more sophisticated cross-cultural comparisons and connections between the target culture and their own
- Development and updating of culture courses separate from language course sequences

ii. Do you have evidence that the changes made were effective by having reassessed the same outcome? If so, please describe briefly.

In our most recent reassessments of Cultural Awareness, we overall saw more students reaching benchmark.

Percentage of students at or exceeding benchmark

	2013 (benchmark 3)	2015 (benchmark 3)	2018 (benchmark 2)
Chinese	(n=11) 91%	N/A (Chinese faculty rater was on leave)	(n=2) 100%
French	(n=43) 28%	(n=25) 52% (Results for French and German were combined in 2015)	(n=32) 72%
German	(n=44) 18%		(n=17) 65%
Japanese	(n=39) 33%	(n=56) 43%	(n=40) 100%
Russian	(n=31) 16%	(n=14) 86%	(n=20) 100%
Spanish	(n=50) 38%	(n=94) 32%	(n=77) 66%
ALL LANGUAGES	(n= 218) 31%	(n=189) 42%	(n=188) 78%

Overall, we feel that these results suggest that the instructional changes we have made are having the desired impact on our students. We continue to work to improve the assessment tool and rubric and to reach a consensus as to how to best administer this assignment. We are making consistent efforts to collaborate with each other in order to continue to improve the teaching and learning of culture in the World Languages program.

iii. Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

Throughout the assessment cycle process we have worked cohesively as a SAC to design assessment tools and rubrics that will provide us with useful feedback as to how PCC language students are meeting the college core outcomes. We have collaborated to design such tools as essay-type questionnaires for Self-Reflection and Cultural Awareness, relevant readings with analytical questions for Critical Thinking and Community and Environmental Responsibility. For Communication, we analyze the results of the STAMP test in order to determine where improvements can be made.

Each time we reassess a core outcome, we discuss the previous results and reexamine our previous tool and rubric to see if it could be improved. As a result, we have rewritten questionnaires to elicit more specific answers for Self-Reflection, Cultural Awareness, and Community and Environmental Responsibility and we have reworked rubrics to better delineate differences in levels and identify appropriate benchmarks. We have also engaged in discussion to reach a consensus as to how to best administer the assessments in order to guarantee a higher rate of completion. Finally, we have discussed creating assessment tools that could potentially assess two core outcomes. For example, to assess both Cultural Awareness and Critical Thinking, we could assign a reading in the target language or in English about a cultural topic and develop questions in English that assess both outcomes. Because the assignment would be focused on a cultural topic specific to the language/culture being studied but would allow students to respond in English, it would hopefully garner more in-depth cultural analysis and would allow for more complex comparisons and contrasts, helping us to better assess their critical thinking skills. This would be an improvement over past Cultural Awareness and Critical Thinking assessments we have done which either didn't provide enough focus or which focused on language acquisition rather than content analysis.

The most impactful practice that we have employed throughout our assessment processes is collaboration amongst colleagues. To give an example, an especially successful collaboration took place at the Fall 2017 SAC in-service where we devoted half of the day to sharing improvements, we have all made to the teaching of culture. We shared ideas, activities, and resources so faculty in all languages could benefit from seeing improvements made by their colleagues and think of ways to incorporate them into their own classes. It was a wonderful and inspiring collaboration and we all left the SAC meeting excited to bring new content and activities to our students.

iv. Are there any Core Outcomes that are particularly challenging for your (LDC-DE) SAC to assess, or difficult to align and assess within your (CTE) program? If yes, please identify which ones and the challenges that exist.

We have chosen not to assess Professional Competence because language students having completed two years of a language are not proficient enough to use the language in a professional capacity. To obtain professional-level linguistic competence, students must be at the ACTFL Advanced level, which is usually attained at the end of four years of language study and usually with some element of study abroad.

We do, however, discuss careers that require proficiency in a foreign language and encourage students to continue their language studies in order to make them better candidates for a profession. We discuss our own professional backgrounds as well as highlight former students and/or bring in speakers that have accomplished a variety of career-related goals thanks to their language studies to motivate and inspire students. We also work very hard to provide a two-year sequence that best prepares students to succeed in a university language program; students having successfully completed our second-year program report being well-prepared to continue their studies at the third-

year level. We also provide information about and encourage students to engage in community service and to volunteer for local organizations or abroad.

3 Other Instructional Issues

- A. Please review the data for course enrollments in your subject area. Are enrollments similar to college FTE trends in general, or are they increasing or decreasing at a faster rate? What (if any) factors within control of your SAC may be influencing enrollments in your courses? What (if any) factors within control of the college may be influencing enrollments in your courses?

World Languages has experienced a decline in enrollments similar to the rest of Lower Division Transfer programs at PCC. We continue to see the highest enrollments in our first-year courses, especially at the 101 and 102 levels. This is not surprising, as many students only need two terms of college level language to fulfill the Oregon University System transfer requirements. We encourage students to continue their language study beyond the minimum required courses and it is important for us to maintain our integrity as a full two-year program. We appreciate administrative support in our effort to offer a depth and breadth of courses.

Enrollment figures suggest that the expansion of World Languages course offerings at the Southeast campus has impacted enrollments in Spanish and Chinese courses at Sylvania and Cascade campuses. The changing demographics of the Portland metro area also have had a noticeable impact on our enrollments. We are seeing more students deciding to take World Languages classes at the campus nearest to their home; due to increasing gentrification coupled with rising housing costs in Portland proper, it seems that more students are interested in taking language classes at Southeast due to proximity. We do feel that it is important to note that despite increased interest in language classes at Southeast campus, there are no World Languages instructors employed full time at Southeast campus. Additionally, the growth of Portland in recent years has impacted traffic to a point where students report that they are unwilling or unable to commute to other campuses.

We retain students in our programs through the dedication and innovation of instructors and department chairs. For example, we:

- Embrace our mission to offer an engaging, relevant, and accessible curriculum.
- Continually reflect upon our pedagogy and encourage a culture of continual improvement of teaching.
- Actively recruit for our classes through fliers and displays in public spaces on campus, emails to advisors with information on courses, information sessions during High School Preview Days, tables at the PCC New Student/ Oregon Promise Orientations, and advertisements to area libraries and community centers.
- Carefully consider textbook costs and place copies on reserve at the library.
- Offer classes at a variety of times, ensuring that evening students can complete the two year sequence and that students can enter (or complete) the sequence at multiple points throughout the academic year.
- Collaborate with Portland Public School programs, such as the Northwest Pacific Collective Board focusing on a Language Flagship Linkages project, to improve articulation and recruitment.
- Offer tutoring within our departments.
- Incorporate Community-Based Learning into our courses.
- Offer courses such as conversation and culture classes to provide students with increased opportunities for deepening their language study. Some of these courses count toward requirements in general education and cultural literacy. Some others are being revised to do so.

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- Collaborate with the Education Abroad office to promote study abroad programs and emphasize the ways in which language study enhances the study abroad experience.

Some factors within the control of the college that influence enrollment include:

- Dual Credit: Spanish, in particular, has noted a decline in enrollments coinciding with the expansion of dual credit programs. In academic years '13-14 and '14-15, there were 425 dual credit students enrolled in Spanish, and approximately 82 of those students subsequently enrolled in PCC (as of Fall '17). We are concerned as this seems to indicate that there is little connection between students taking language classes through dual credit and then continuing their language studies at PCC after graduation from high school.
- Advising: Unless students complete two years of a language in high school, they are required to complete two terms of college-level language to fulfill minimum transfer requirements within OUS. We find that students are frequently advised to complete only these two courses. However, we believe that it is in the best interest of students to complete the full two-year sequence at PCC if they intend to pursue a BA degree since a BA requires completion of the terminal course of second year.
- Division Dean Support: Overall, our division deans have been supportive in allowing us to maintain the depth and breadth of our courses. This often includes letting lower-enrolled courses run when they are the end of a sequence, part of a developing program (e.g. Heritage Spanish) or an infrequently offered course.

B. Please review the grades awarded for the courses in your program. What patterns or trends do you see? Are there any courses with consistently lower pass rates than others? Why do you think this is the case, and how is your SAC addressing this?

We have chosen to review pass rates over the last three years for our entrance courses (101 & 150) in Fall term as well as our exit courses (203, 251 & 219) in Spring term. We chose these courses because our entrance courses in Fall term are the ones with highest enrollment and our exit course enrollments in Spring term are highest and demonstrate our students' success upon completion of our two-year sequence.

Overall, the pass rates in our entrance courses are lower than those of our exit courses. A possible explanation for this is that students enrolling in our entrance courses are new to college and less experienced with the demands of a college-level language course. Another possible explanation is that the goal of many students enrolled in our entrance courses is to fulfill a language requirement and oftentimes these students do not demonstrate a high level of intrinsic motivation or commitment to their language studies. In contrast, students that complete our exit courses frequently are pursuing degrees that require two full years of a language and they are often highly motivated and interested in language to fulfill academic and professional goals.

Most of the students enrolled in our courses identify as white and Hispanic, which is consistent with college-wide enrollment trends. Also consistent with college-wide trends is the fact that most of our students are under 25 years of age. College-wide demographic information indicates a higher number of female students overall, and while the gender breakdown of our courses varies somewhat by language, we find that overall more female students enroll in our courses; this is consistent with long-term nationwide trends. We don't find a great variance in demographic information between our entrance and exit courses; this makes sense given that most of the students in our exit courses were students in an entrance course in the year or two prior.

- Chinese: Entrance pass rates have fluctuated over the past three years, with the lowest pass rate being 26% and the highest 71% for CHN 101. The 26% pass rate for the CHN 101 courses taught in Fall 2017 is due in part to an unusually high rate of withdrawals (40%). CHN 203 was offered only in Spring 2017 and had a pass rate of 91%. The number of male students has generally been slightly higher than the number of female students and the pass rates for female students are generally higher than for male students. The majority of students enrolled are white, Asian and unreported and there are no obvious trends in the pass rates for these groups.
- French: Entrance and exit pass rates have remained fairly steady over the past three years, with a pass rate of 70% and above for FR 101 courses and 86% and above for FR 203 courses. The number of female students is higher than the number of male students and the pass rates for female students are generally higher than for male students. The majority of students enrolled are white and Hispanic and the pass rates for these groups are near or above the overall pass rate for French.
- German: Entrance and exit pass rates have remained fairly steady over the past three years, with a pass rate of 72% and above for GER 101 courses and 89% and above for GER 203 courses. In GER 101 courses, the number of female students is slightly lower than the number of male students and the pass rate for female students is generally higher than for male students. In GER 203 courses, the number of female students is generally higher than the number of male students and the pass rates for female students is generally slightly lower than for male students. In GER 101, the majority of students enrolled are white, Hispanic, multiracial and unreported whereas in GER 203 there are significantly fewer non-white students. In GER 101, the pass rates for black and multiracial students is lower than for other groups. In GER 203, overall pass rates are high for all groups.
- Japanese: Entrance and exit pass rates have remained fairly steady over the past three years, with a pass rate of 71% and above for JPN 101 courses and 87% and above for JPN 203 courses. The number of male students is consistently higher than the number of female students and the pass rates for both male and female students are generally equal. The majority of students enrolled in JPN 101 are white, Asian, multiracial, Hispanic and unreported; in JPN 203 the majority are white and multiracial. In JPN 101, the pass rates for black and Hispanic students are lower than for other groups. In JPN 203, overall pass rates are high for all groups.
- Russian: Entrance and exit pass rates have remained fairly steady over the past three years, with a pass rate of 76% and above for RUS 101 courses and 86% and above for RUS 203 courses. The number of female students is slightly higher than the number of male students and the pass rates for male and female students are generally similar. The majority of students enrolled in RUS 101 are white, Hispanic and multiracial; in RUS 203 the majority are white. In RUS 101, the pass rates for black and Hispanic students are lower than for other groups. In RUS 203, overall pass rates are high for all groups.
- Spanish: Entrance and exit pass rates have remained steady over the past three years, with a pass rate of 79% and above for SPA 101 and SPA 150 courses and 84% and above for SPA 203 and SPA 251 courses. The number of female students is overall higher than the number of male students and the pass rates for male and female students are generally similar. The majority of students enrolled in SPA 101 and SPA 150 are white, Hispanic, multiracial and unreported; in SPA 203 and SPA 251 the majority are white, Hispanic and unreported. In SPA 101 and SPA 150, the pass rates for black students are lower than for other groups. In SPA 203 and SPA 251, overall pass rates are high for all groups.

Since our last program review, our Heritage Spanish courses have been articulated with PSU so that SPA 219 transfers as a terminal course in the second-year sequence. The pass rate for SPA 219 has been at 73% and above for the past three years. The number of female students is higher than the number of male students and the pass rates for male students are slightly higher. The majority of students enrolled in SPA 219 are Hispanic. In SPA 219, overall pass rates are high for all groups.

After analyzing trends in enrollment and pass rates for our entrance and exit courses, we see a number of similarities to college-wide and national trends. At this time, we cannot speak to exactly why pass rates for some demographics are lower than others, but it is important for us to consider this information in order to make appropriate program and course changes to better serve all our students. A number of our faculty have undergone training in areas such as social justice, teaching men of color and culturally responsive teaching. We are all dedicated to equitable student success and intend to take advantage of professional development opportunities to better understand the experiences of our students and the barriers to success that many face. As the YESS initiative makes more data related to student success available, we look forward to studying these trends to help inform our teaching and improve students' experience in our courses.

C. Which of your courses are offered online and what is the proportion of on-campus and online? For courses offered both via DL and on campus, are there differences in student success? If yes, describe the differences and how your SAC is addressing them.

The World Languages program at PCC has been a strong advocate for face-to-face language learning because we believe that immersion and Communicative Language Teaching are the best path to language acquisition. Language acquisition requires that meaning be derived through negotiation and real time interaction is the most effective way to achieve this goal. Online courses would reduce the number of hours students spend engaged in face-to-face interactions with a variety of peers and their instructor. An online environment may also limit our ability to teach other important language-learning skills such as tolerance for ambiguity, circumlocution, negotiation of meaning, cultural awareness and other communication skills.

D. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Community-Based Learning, Internationalization of the Curriculum, Inquiry-Based Learning, etc.)? If so, please describe.

Community-Based Learning

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

- Spanish students have participated in a conversation partners program with the PCC Office of International Student Services as well as at Beach Elementary Dual Immersion school.
- Japanese classes have participated in speed culturing with ESOL students and have also participated in the ESOL tutoring project and the annual ESOL International Talent Show at Sylvania. Additionally, Japanese students are encouraged to assist in the language and culture exchange at the annual visit by the Osaka Jikei Medical College student group.
- Students in all languages are encouraged to volunteer with local organizations serving our communities such as:
 - The Alliance Francaise

- The French American School
- The International Language Academy
- Le Monde
- Atlas
- World Pulse
- Mochitsuki Portland
- Uwajimaya Sakura Festival & and Natsu Matsuri
- AMA Global Care (founded by an alumnus of the PCC Japanese program)
- Portland Kinderschule
- German American School
- Zeitgeist Northwest
- IRCO
- Russian Oregon Social Services

Honors Program

Spanish submitted a proposal for an Honors sequence for Spanish which was not approved. At this time, World Languages is not pursuing development of Honors language courses.

Internationalization

World Languages faculty are committed to updating our courses to further infuse global knowledge, awareness, and intercultural competence. We continually revise content to reflect current cultural, political and societal events and we are intentional in our efforts to broaden the diversity of cultures studied in our classes.

- Spanish faculty Sarah Bentley served as the Faculty Coordinator of the Internationalization Steering Committee for two years (2014-2016).
- Chinese and Japanese faculty have been working with the Asian Studies Committee to encourage students to apply for the Asian Studies Focus Award. In 2015, a China Studies Focus Award was approved. A number of our students have won these focus awards since the last program review.

Education Abroad

The World Languages SAC strongly believes in the value of the education abroad experience. Many of us understand through first-hand experience how study abroad opens doors and possibilities for all students and helps them to become more interculturally competent global citizens. While a number of our faculty have led study abroad programs, we also promote education abroad opportunities in other disciplines so that students can use their language skills to enhance their study abroad experience.

- Since 2011, 16 PCC students of Russian have won the U.S. Department of State's Bureau of Educational and Cultural Affairs Critical Language Scholarship. This prestigious scholarship provides full funding for 8 weeks of intensive language training and structured cultural enrichment experiences in Russian-speaking countries.
- Spanish faculty Dawn Stanfield led a SPA 203 capstone program to the Dominican Republic in Summer 2017. The program lasted two weeks and included home-stays and community-based learning.
- Japanese faculty Yukari Birkett led a JPN 103 capstone program to Tokyo in Summer 2018. The program lasted two weeks and included home-stays and participation in a conversation partner program.
- Japanese faculty Morgan Lindberg chairs the Education Abroad Review Committee (EARC). Spanish faculty Stephanie Yorba serves as a member and faculty mentor on the EARC.

E. Are there any courses in the program that are offered as Dual Credit at area high schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

PCC World Languages instructors have worked closely with high school teachers participating in the Dual Credit program to ensure high quality of instruction and alignment with the World Language SAC's philosophy.

While we understand that receiving college credit in high school is beneficial for students, Dual Credit has also posed many challenges for our SAC. The greatest challenge has been ensuring that Dual Credit courses offer students the same experience as they would have in a language class on a PCC campus. All PCC language courses are taught in immersion, but many high school language courses are not taught in the same way and there have been a number of instances where high school teachers and students have had difficulty adhering to this guideline.

Workload issues are another challenge of Dual Credit. As the number of Dual Credit courses increases, so do the number of hours that PCC instructors must devote to ensure that our standards for high-quality instruction are maintained. Often, instructors do not have a choice as to whether or not they are involved with Dual Credit and this has resulted in some very real challenges for balancing our teaching, committee work and other college service.

We also have concerns about the impact that Dual Credit courses are having on our on-campus enrollments. We have not seen data related to Dual Credit students and the courses that they go on to take at PCC after graduating from high school. We wonder if Dual Credit students continue taking language courses at PCC and what impact these enrollments have on our program.

F. Please describe the use of Course Evaluations by your SAC. Have you created SAC-specific questions? Do you have a mechanism for sharing results of the SAC-specific questions among the members of your SAC? Has the information you have received been of use at the course/program/discipline level?

Our SAC collaborated to create the following course evaluation questions that apply to all six of the languages we teach:

1. Instructor conducted class in the language using a variety of instructional techniques and provided ample opportunity for students to work in pairs or small groups.
2. Instructor incorporated cultural information when possible.
3. Instructor was organized and prepared for class.
4. The homework provided ample opportunity to improve listening, reading, writing, and speaking skills.

The student responses to these questions regularly inform our instruction at the course level. As professionals, we each choose how to interpret and use that feedback effectively to improve our instruction and courses. If appropriate, we share comments and insights with each other. If instructors choose to add course-level questions, we support that and encourage sharing of relevant information gathered from soliciting that feedback. Since we do not currently have a way to anonymously aggregate the student responses to these SAC-specific questions, we have not formally shared any results with the SAC for purposes of evaluating our program.

4 Needs of Students and the Community

- A. Have there been any changes in the demographics of the student populations you serve? If there have been changes, how have they impacted curriculum, instruction, or professional development, and, if so, in what way?

We have not had major demographic changes that are specific to our language programs. Most demographic trends have remained constant, with some minor exceptions.

The recovery of the economy and other factors such as the expectation of high schools to offer early college credit options has caused a shift in the student population. Since our last program review we have seen an increase in younger students across all campuses. We have noticed an increase in heritage speakers of Spanish enrolling in our Spanish language courses. Other demographics such as gender and race have remained relatively unchanged.

Our program has made some adaptations in response to these changes. To support a younger population of students who often bring with them high school behaviors and needs, we have adjusted our classroom management methods and techniques. We also focus more explicitly on helping students develop skills such as time management, self-advocacy, self-reflection, motivation, and other skills necessary to college success.

To better meet the needs of heritage speakers of Spanish at PCC, our Heritage Spanish course sequence (SPA 217, 218, 219) has been re-envisioned. Thanks to the considerable efforts of Spanish instructor Alejandra Bonifacino, the curriculum for these courses has been updated and revised to better meet the needs of students that are experienced speakers of Spanish. These courses also now serve as a parallel track to SPA 201, 202, and 203. An articulation agreement was made with Portland State University and University of Oregon so that students are able to fulfill their language requirement by successfully completing SPA 219. Enrollment in Heritage Spanish courses has steadily increased and we are now working on expanding the number of sections offered each term.

- B. What strategies are used within the program/discipline to facilitate success for students with disabilities? If known, to what extent are your students utilizing the resources offered by Disability Services? What does the SAC see as particularly challenging in serving these students?

PCC World Language instructors facilitate success for students with disabilities by ensuring non-discriminatory treatment. Instructors regularly provide assistance in finding and utilizing available college resources (e.g. Disability Services, Counseling, the Women's Resource Center, Academic Advising, tutoring). We make every effort to be responsive to reasonable accommodation requests made through Disability Services.

We strive to be knowledgeable about accessibility and work with our textbook publishers to ensure that course materials are available in a format that meets the needs of students. We have found that a common issue amongst all publishers is an undercompliance with ADA requirements. When issues arise, we work swiftly to find a solution so that students with accommodations can be successful in our courses.

We encourage our students to communicate with us about their needs early and often, but it is ultimately up to each student to share information about their disability and utilization of resources available to them. Anecdotal evidence suggests that students who take advantage of the many support services offered at PCC tend to be more successful in our courses.

C. What strategies are used within the program/discipline to facilitate success for online students? What does the SAC see as particularly challenging in serving online students?

An extensive body of research affirms the importance of face-to-face communication in language learning. Informed by this research and our own teaching experience, the World Languages SAC advocates for our courses to be delivered in an on-campus modality.

D. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

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

Feedback gathered from course evaluations, student surveys, and informal interviews with past and current students have been used to make curricular changes (e.g., adjusted depth and breadth of material covered in a given course, increased emphasis on specific language skills, allowing for judicious use of English when deemed appropriate by the instructor). Since our last program review, a number of instructors have themselves enrolled in PCC language courses; this has allowed them to experience different types of instruction and assessment firsthand and has helped those instructors to determine where positive improvements could be made in their own program. We are also mindful of the high cost of textbooks and have made some changes to course materials in order to respond to students' financial realities (e.g., instructors writing their own textbooks, offering online reading and practice materials, exploring OER materials).

We strive to keep current with the curriculum at transfer institutions and also maintain dialogue with program coordinators and faculty at those institutions in order to make sure that our students are ready to succeed in their programs. Students that have transferred to four year universities also often keep in contact and provide essential feedback as to the level of expectations as well as assessment methods being used elsewhere and this has also informed curricular and instructional changes such as those previously mentioned.

5 Faculty: Reflect on the Composition, Qualifications, and Development of the faculty

A. Provide information on how the faculty instructional practices reflect the strategic intentions for diversity, equity and inclusion in PCC's Strategic Plan, Theme 5. What has the SAC done to further your faculty's inter-cultural competence and creation of a shared understanding about diversity, equity, and inclusion?

Promoting diversity is a core value of World Languages. Our faculty represent diversity in many different aspects, reflecting our increasingly diverse student population. Through collaboration among colleagues and engagement in professional development and continuing education we demonstrate our commitment to creating supportive and inclusive learning environments in which diversity of perspectives and experiences enriches the educational experience.

World Languages works to continually foster a shared understanding of intercultural competence, equity and inclusion. Our instructors often collaborate with each other (often with colleagues that teach other languages) to improve course content and materials in order to better represent and respect the diversity of our students. Some examples include creating visual aids with images that feature diversity of subjects and avoid stereotypes and sharing authentic resources such as films and readings that foster exploration of cultural differences, social struggles, and personal challenges. We

work together to create opportunities for students to engage in tasks in which they can assert their own voices and identities and we explore relationships between language and identity. For example, we have dedicated discussions during SAC and department meetings to pronoun usage in the classroom and best practices to be inclusive of non-binary students studying languages that are grammatically gendered.

World Languages faculty believe that articulating a clear message to students regarding the need for equity and inclusion of diversity, not only as a social reality but as a foundational pedagogical tenet, sends a welcome to every student and helps avoid potential misperceptions. Our faculty foster conversations in the classroom about themes such as identity, race, privilege, and power dynamics. World Languages instructors have participated in a variety of workshops and trainings related to these themes, including symposia on Heritage Language Learners, courses on Teaching to Men of Color in the Community College, and PCC's Office of Equity and Inclusion's Social Justice Workshops and "Lite Listener" training. We look forward to future opportunities to further our understanding of these core values.

- B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. Current Instructor Qualifications are available at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>

The World Languages SAC has not made any changes to the minimum instructor qualifications since 2009.

- C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

World Language instructors participate in a variety of professional development activities and contribute to the community outside of the classroom in a multitude of ways. We are members of professional organizations and regularly attend and present at both local and national conferences. We are also active in college, campus and community activities and committees. We are strong believers in the importance of lifelong learning and participation in continuing education activities, whether in a formal setting such as a classroom or a more informal context such as international travel. We consistently strive to improve as educators and continually revisit and revise our course content and curriculum through grants and publication. All these professional development activities change the way that we teach. When we gain new perspectives and techniques, we can bring a wider range of contexts and experiences to our students. Please see Appendix 2 for a compiled list of professional development activities of World Languages faculty since our last program review.

6 Facilities, Instructional, and Student Support

- A. Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

Classrooms

On all campuses, it is critical that all language classes be offered in rooms with podiums as we use computers and Internet daily. It is also very important that rooms in which language classes are

scheduled are of sufficient size to accommodate all of our students. Due to the nature of our discipline and the teaching methodology that World Languages uses, there also must be adequate space for students and instructors to comfortably move around the room and engage in a variety of activities. The information that follows is campus-specific as the classroom spaces can be quite different at each.

Cascade campus: At Cascade, there are no dedicated rooms for Spanish or Chinese classes. However, there are two classrooms at Cascade for which World Languages classes are given priority placement when scheduling. At Cascade, classroom space has sometimes been an issue in times of rapid growth. As Bond construction has been completed, overcrowding has not been a problem.

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

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

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

Computer Labs

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

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

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

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

Sylvania campus: At Sylvania, there is a computer lab available for World Languages students. This lab is shared between World Languages, ASL and ESOL. Scheduling time in the lab has become increasingly difficult as it is heavily used by ASL and ESOL classes and it is frequently booked out far

in advance. Several World Languages instructors have received IIP grants to enhance curriculum through technology and would ideally be able to have more ready access to the lab to utilize the resources that they have created.

- B. Describe how students are using the library or other outside-the-classroom information resources (e.g., computer labs, tutoring, Student Learning Center). If courses are offered online, do students have online access to the same resources?

Library and Other Resources

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

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

Clerical, Technical, Administrative and Tutoring Support

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

Tutoring Support: Tutoring is one of the most important resources for language students’ success. Students can get additional help as well as extra practice. Tutors help students with questions they may have related to course material and also are available as conversation partners. All of our tutors are in paid positions. Language tutoring is offered at all campuses.

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

- C. Does the SAC have any insights on how students are using Academic Advising, Counseling, Student Leadership, and Student Resource Centers (e.g., the Veterans, Women’s, Multicultural, and Queer Centers)? What opportunities do you see to promote student success by collaborating with these services?

Impact of Student Support Services

Anecdotal evidence suggests that World Languages students are taking advantage of the many resources available to them as PCC students. Each year we see our language students in ASPCC Student Leadership roles and also accessing resources through the various centers (e.g. Veterans Resource Center, Women’s Resource Center, Multicultural Center, Queer Resource Center, DREAM Center). We often have students come to us to ask about support services and we direct them to the most appropriate center to help meet their needs. In order to best help students, we as instructors need to serve as a link between students and available resources; we frequently connect students with their peers that are active with centers or offer to accompany them on their first visit to a center or Counseling. These resources are critical to student wellbeing and success and we welcome future possibilities to collaborate and aid them in fulfilling their mission.

Communication and collaboration between World Languages and Academic Advising is an area that is in need of improvement. Based on anecdotal evidence from students, advising for languages is often very generic and frequently rushed. Some students are advised to meet with a full time instructor of the target language in order to get a more in-depth and accurate assessment of their level of language proficiency and advice on placement in our program. Unfortunately, many students are not advised to meet with a language instructor and often enroll in courses that are inappropriate for their language abilities. As language instructors, we would like to see all of our students complete at least the full first- year of our programs and, ideally, the second year as well. There are many reasons why only partially completing the first or second year sequence is disadvantageous, but many students are being advised to complete only the minimum number of language courses required for their degree and/or transfer requirements.

We have taken steps to improve the level of communication and collaboration with Academic Advising. In Spring 2018, we invited an Academic Advisor to join our SAC meeting. We discussed the importance of advisors encouraging students to complete the full first year sequence of a language and to consider the value of continuing through second year. We also recommended that advisors inform students of our specialty courses, conversation classes and Spanish for Experienced Speakers courses. The conversation at the SAC meeting was beneficial for creating a shared understanding of the impact advising can have for languages and we consider this as a positive step in an ongoing collaboration with Academic Advising. We look forward to learning more about the Advising Redesign initiative and considering its impacts on World Languages and student success.

7 Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

- As our understanding of student needs evolves, we have come to realize the need to focus more holistically on inclusivity and student success. We will continue to implement, recognize and increase practices related to culturally responsive teaching. Some strategies include taking time to clarify academic language, go over policies and classroom procedures and otherwise orient our students to life as a Portland Community College student.
- Since our last program review, the low unemployment rate has impacted enrollments in World Languages so we would like to reach out to organizations and employers in the community. Partnering with other disciplines and community organizations to foster connections with the campus and greater community and potentially provide language-related career avenues for students (e.g. working with local businesses/organizations to identify opportunities for collaboration, offering specialized language courses for specific purposes on campus and/or on-site)
- In order to better meet the needs of our student population, we are interested in exploring opportunities for offering culture courses in some language in the hybrid modality.

- B. What support do you need from administration in order to carry out your planned improvements? (For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support. Making the administration aware of your needs may help them look for outside resources or alternative strategies for support.)
- In the 2009 and 2014 World Languages program review our SAC requested funding to administer the STAMP (Standards-Based Measurement of Proficiency) test. STAMP is a standardized assessment instrument that measures students' reading, writing, listening and speaking proficiency according to the standards established by the American Council on The Teaching of Foreign Languages (ACTFL). We originally requested funding for STAMP for SAC use, but we have found that it is also very effective as an assessment tool for assessing the College Core Outcome of Communication. **We recommend that the administration continue to fund our use of STAMP so that we are able to collect solid and reliable data on how our students are performing in terms of communication.**
 - Full-time faculty are essential for growth and maintenance of a thriving language program and offer administrative support and leadership to part-time faculty and the SAC. **We recommend that the administration support the addition of full-time faculty positions on campuses where a language is taught only by part-time faculty.** Specifically, we believe that in order to meet the needs of the student population our greatest need is for a full-time faculty member in Spanish at the Southeast campus and for a full-time German faculty.
 - Due to an increasing number of college wide initiatives, a great deal of work outside of normal teaching load and other contractual duties is being carried by faculty with little or no compensation by the college (e.g. Gen Ed/core outcome redesign, Guided Pathways, etc.). The World Languages SAC is supportive of these initiatives because of the numerous benefits to our students and the professional development opportunities they afford faculty. **We recommend that efforts be made at the campus and district level to both fairly compensate faculty participating in these efforts and to encourage faculty who are not involved to participate.**
 - For some languages and courses, only a small number of faculty specialize in teaching that content. It is also important to recognize that at this time not all of the campuses and languages taught at PCC are supported by a full time faculty member. For that reason, **we recommend increased support for significant curriculum development.**
 - In looking to engage more with business and organizations in the community, it is important that World Languages can represent PCC in a professional manner. **We recommend more support in marketing our courses in the larger community.**
 - In our ongoing work with Dual Credit, World Languages recognizes that the FTE generated by this program cannot "count" toward our program's FTE. However, in order to better understand the benefits of Dual Credit to PCC and World Language as well as its impact on our enrollments, **we request data about how and whether students receiving PCC credit as a part of a Dual Credit program are continuing their language studies.**
 - While we recognize and value the distinct cultures at each campus, there are significant differences in support for language tutoring. This difference results inequitable access for students and in workload for faculty. **We recommend additional support to better align and unify tutoring services on all four campuses.**

8 Conclusion

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

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

9 Assurances

Please put X's next to all three boxes to verify that...

- faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.
- all of the division deans offering courses in this discipline/program have been sent the late-stage draft.
- the SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.

10 Appendices

Appendix 1

World Languages Faculty at time of 2019 Program Review

	Full-Time Faculty	Part-Time Faculty
Spanish	Sarah Bentley Charma Boesch Alejandra Bonifacio Anne-Marie Martin Libardo Mitchell Jan Underwood Stephanie Yorba	Rachel Aponte Álvaro Ares Vanesa Arozamena-Rodríguez Francisco Benetti Emily Gaffney Jennifer Hensley Carmen Martin-Stiles Arturo Martinez Adrienne Middleton Kristin Pesola Lina Quiroga Dawn Stanfield Ann Wales
Russian	Kristine Shmakov	Rebecca Mehr
French	Stephanie Whitney-Bradley	Giselle Bawnik Sylvain Fremaux Matthew Reeder Dorothy Turchi
German		Florance Deutsch-Timmons Heather Kalowsky Susan Stober Lynn Ries Emilie Watson
Japanese	Morgan Lindberg Takako Yamaguchi	Brian Bangerter Yukari Birkett Chiho Murphy Keiko Yamanouchi Donna Yount
Chinese	Hsiao-Yun Shotwell	

Appendix 2

Faculty Professional Development Activities

This is not a comprehensive list of our faculty's professional development activities. The following information was provided by faculty that responded to a SAC-wide professional development survey.

Membership in College Committees

- Rachel Aponte
 - NW Promise Dual Credit initiative (2016-2017)
- Sarah Bentley
 - Chair of Internationalization Initiative (2014-2016)
 - Screening committee for Education Abroad Manager (2015-2016)
 - World Languages SAC Co-Chair (2017-present)
 - Spanish Department Chair at SY (2017-present)
- Alejandra Bonifacino
 - Dual Credit, Spanish liaison (2017-present)
 - NW Promise Dual Credit initiative (2016-2017)
 - RCCCT (Rock Creek Campus Connections Team) (2015-2016)
 - World Languages SAC Co-Chair (2014-2016)
- Florence Deutsch
 - ESOL Scholarship Fund (2018-present)
- Heather Kalowsky
 - ESOL SAC Testing, Placement & Registration Committee (2014-2016)
 - ESOL SAC Testing, Placement & Registration Committee Chair (2015-2016)
 - COMPASS Phase-Out Committee (2015-2016)
 - ESOL Advisor (2014-2016)
 - ESOL Mentor (2018)
 - ESOL Tutor (2019)
 - PCCFFAP Executive Council Secretary (2014-2016)
 - PCCFFAP Organizer (2014-2015)
 - PCCFFAP Organizing Committee co-chair (2015-2016)
- Morgan Lindberg
 - Chair of Education Abroad Review Committee Chair
 - Cultural Literacy Discipline Studies Area Committee
 - Arts & Letters Discipline Studies Area Committee
 - RC TLC
 - RC World Languages Department Chair
- Anne-Marie Martin
 - Spanish Department Chair at SY (2014-2017)
 - World Languages SAC Co-Chair (2018-present)
- Kristine Shmakov
 - LAC core outcome assessment peer reviewer (2015-2016)
 - HARTS council (2016-2019)
 - LAC Writing assessment rater (2017)
 - LAC Cultural awareness rubric development (2017)
 - SY World Languages Department Chair (2014-2018)
 - Russian Department Chair at SY (2014-2018)
 - German Department Chair at SY (2017-2018)
- Hsiao-Yun Shotwell
 - Asian Studies Committee (2014-present)
 - Chinese Department Chair at CA (2014-2018)

- Susan Stober
 - Dual Credit, German liaison (2013-2018)
- Jan Underwood
 - LITE (Listening Intervention Team for Equity) (2016-present)
 - World Languages SAC Co-Chair (2016-2018)
- Stephanie Whitney
 - French Department Chair at SY (2014-present)
 - Dual Credit, French liaison (2016-present)
 - SY World Languages Department Chair (2018-present)
 - HARTS council (2019)
 - German Department Chair at SY (2019)
- Takako Yamaguchi
 - Internationalization Steering Committee (2007-present)
 - Asian Studies Committee (2005-present)
 - Japanese Department Chair at SY (2014-present)
- Stephanie Yorba
 - RC World Languages Department Chair (2010-2016)
 - Rock Creek TLC Advisory Committee (2014-2018)
 - EAC (2011-2016)
 - EAC Academic Integrity Task Force (2013-2016)
 - EAC Work Group on Course Cancellation (2014)
 - PCC Fostering Success (2015-present)
 - NW Promise Dual Credit initiative (2016)
 - RC Language Lab Committee (2016)
 - Screening committee for Interim Division Dean of BATCP at RC (2018)
 - Screening committee for Division Dean of BATCP at RC (2018)
 - Education Abroad Review Committee (2018-present)

Membership in Professional Organizations

- Rachel Aponte
 - ACTFL (American Council on the Teaching of Foreign Languages)
- Brian Bangerter
 - ATJO (Association of Teachers of Japanese in Oregon)
 - COFLT (Confederation in Oregon for Language Teaching)
- Alejandra Bonifacino
 - COFLT (Confederation in Oregon for Language Teaching)
- Florance Deutsch
 - AATG (American Association of Teachers of German)
 - OATG (Oregon Association of Teachers of German)
 - ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
 - Zeitgeist Northwest
 - Societatea Romana de Studii de Anglistica si Americanistica
- Heather Kalowsky
 - OATG (Oregon Association of Teachers of German)
 - AATG (American Association of Teachers of German)
 - ACTFL (American Council on the Teaching of Foreign Languages)
 - ORTESOL (Oregon Teachers of English to Speakers of Other Languages)
 - TESOL (Teachers of English to Speakers of Other Languages)
 - Zeitgeist Northwest

- Morgan Lindberg
 - ATJO (Association of Teachers of Japanese in Oregon)
 - ACTFL (American Council on the Teaching of Foreign Languages)
- Rebecca Pyatkevich Mehr
 - AATSEEL (American Association of Teachers of Slavic and East European Languages)
 - ASEES (Association for Slavic, East European, and Eurasian Studies)
 - ACTR (American Council of Teachers of Russian)
 - COFLT (Confederation in Oregon for Language Teaching)
 - ACLA (American Comparative Literature Association)
 - OATSEEL (Oregon Association of Teachers of Slavic and East European Languages)
- Lynn Ries
 - AATG (American Association of Teachers of German)
 - OATG (Oregon Association of Teachers of German)
 - ACTFL (American Council for the Teaching of Foreign Languages)
- Kristine Shmakov
 - ACTR (American Council for Teachers of Russian)
 - AATSEEL (American Association of Teachers of Slavic and East European Languages)
 - COFLT (Confederation in Oregon for Language Teaching)
 - OATSEEL (Oregon Association of Teachers of Slavic and Eastern European Languages).
- Hsiao-Yun Shotwell
 - ACTFL (American Council on the Teaching of Foreign Languages)
 - GPACLS (Great Portland Association of Chinese Language Schools)
- Susan Stober
 - COFLT (Confederation in Oregon for Language Teaching)
 - AATG (American Association of Teachers of German)
- Stephanie Whitney
 - COFLT (Confederation in Oregon for Language Teaching)
 - ACTFL (American Council on the Teaching of Foreign Languages)
- Takako Yamaguchi
 - Japan Studies Association
- Stephanie Yorba
 - COFLT (Confederation in Oregon for Language Teaching)
 - ACTFL (American Council on the Teaching of Foreign Languages)
 - AAWCC (American Association for Women in Community Colleges)

Conferences and Workshops (Attendance and Presentation)

- Rachel Aponte
 - Attended
 - ACTFL Convention and World Languages Expo (Boston, MA 2016)
- Vanesa Arozamena
 - Attended
 - 3rd National Symposium of Spanish as a Heritage Language (Eugene, OR 2016)
 - 4th National Symposium of Spanish as a Heritage Language (Irvine, CA 2017)
 - Presented
 - COFLT Fall Conference (Eugene, OR 2017)
 - LALISA (Latin American, Latino, and Iberian Studies Association of the Pacific Northwest) Third Annual Conference (Portland, OR 2018)
 - TEP (Teaching Excellence Program at Lewis & Clark College) (Portland, OR 2018)
- Brian Bangerter
 - ACTFL Convention and World Languages Expo (San Diego, CA 2015; Boston, MA 2016)
 - Quizlet UnConference (2018)

- Sarah Bentley
 - Attended
 - “Facilitation Skills for Leaders” Workshop at PCC (2014)
 - Summer Institute for Intercultural Communication (Portland, OR 2015)
 - "Teaching Men of Color in the Community College" online seminar (2017)
 - Presented
 - Co-presented "Re-imagining Study Abroad" at National Association for Study Abroad conference (2014)
- Alejandra Bonifacino
 - Attended
 - International Conference on Heritage Languages, NHRC (National Heritage Language Resource Center) (Los Angeles, CA 2014)
 - COFLT (Eugene, OR 2017)
- Florance Deutsch
 - Attended
 - Tri-TESOL Conference (2015)
 - Presented
 - Co-presented “Multiple Perspectives in Academic Writing and Communication” at Tri-TESOL (2015)
- Heather Kalowsky
 - Attended
 - ORTESOL (2014, 2018)
 - ZfA Professional Development Workshop for German Teachers at German Saturday Schools, Preschools and Language Schools in the Pacific Northwest (2014)
 - Presented
 - "Students Speak Out: Engaging Your Class in Contemporary Pronunciation Activities" at ORTESOL (2014)
- Morgan Lindberg
 - Attended
 - ACTFL Convention and World Languages Expo (San Antonio, TX 2014; San Diego, CA 2015)
 - CERCLL (Center for Educational Resources in Culture, Language and Literacy) International Conference on the Development and Assessment of Intercultural Competence (Tucson, AZ 2016)
 - ASDP (Asian Studies Development Program) National Conference (Portland, OR 2017)
 - Forum on Education Abroad Annual Conference (Seattle, WA 2017)
 - Forum on Education Abroad Annual Conference (Boston, MA 2018)
 - Presented
 - Co-presenter with Stephanie Yorba at TLC Workshop Series “Crafting your Course Syllabus” (2014)
 - Co-moderated two panels with Stephanie Yorba at Fall COFLT Conference (Vancouver, WA 2014)
 - “What does ‘Global Competence’ look like for Japanese?”
 - “What does ‘Globally Competent’ look like?”
- Anne-Marie Martin
 - Attended
 - McGraw Hill Teaching and Learning Conference (Los Angeles, CA 2014)
 - Duolingo Headquarters Meeting (Pittsburgh, PA 2017)

- Kristin Pesola
 - Attended
 - TLC Student of Concern Workshop (2016)
 - TLC Bridge 13 Part 1, Introduction (2016)
 - TLC Bridge 13 Part 2, In the classroom (2017)
 - "Teaching Men of Color in the Community College" online seminar (2017)
 - Teaching in a Time of Trump, Critical Educator's Collective (2017)
 - TLC Building Community in the Classroom on Day One Workshop (2017)
 - Disability Cultural Competence Workshop (2017)
 - Faculty Summit: Culturally Responsive Teaching and Critical Pedagogy across the Curriculum (2017)
 - Faculty Summit for Culturally Responsive Teaching (2018)
- Rebecca Pyatkevich Mehr
 - Attended
 - ACLA (2014)
 - COFLT (2016)
 - ASEEEES (2016)
 - Presented
 - "From Evolution of a Poem to Evolution of a Poet: Published and Unpublished Drafts of "Pamiati Fedi Dobrovol'skogo" and the Fate of Brodsky's Jazz Aesthetic," Joseph Brodsky: Problems in the Study of His Work (on the occasion of the 75th anniversary of the poet's birth) (St. Petersburg, Russia 2015)
 - "Making Russia Less 'Other': Approaches for All Age Groups and Curricula," Russia & the Post-Soviet States: Culture, Continuity & Crisis – A Conference for K-12 Educators, Youth Program Leaders, and the Community (Portland, OR 2015)
 - "Emotion As Marker of Poetic Development in Joseph Brodsky's Early Verse," ASEEEES Annual Convention (Washington, DC 2016)
 - "Military Metaphors as Ironic Gestures of Authority in the Poetry of Lev Loseff," A Conference in Honor of Catharine Nepomnyashchy (New York, NY 2016)
 - "Occupied Words: Lev Loseff's Military Texts, and the Emigré's Authority," REECAS NW Annual Convention (Portland, OR 2017)
- Lynn Ries
 - Attended
 - Zentralstelle fuer das Auslandsschulwesen Junitagungen (German Government Conference for American Language Schools) (2014)
 - Zentralstelle fuer das Auslandsschulwesen DSDI & DSDII Training (German Government Training for Language Certificate Testing) (2014, 2015, 2016, 2017, 2018)
 - WAFLT-COFLT (Washington Association for Language Teaching-Confederation in Oregon for Language Teaching) (Portland, OR 2018)
 - Presented
 - "Heterogene Klassen, differenzierter Unterricht: Multiple Intelligences als Ansatzpunkt." (Heterogeneous Classes, Differentiated Instruction: Multiple Intelligences as a Starting Point." Northwestern German Saturday Schools Joint Training Session (Beaverton, OR, 2014)
 - "German Saturday Schools: Challenges and Opportunities," ACTFL Conference (San Diego, CA 2015)
 - "'Wir sind das Volk' oder 'Auch ich bin Deutschland:!' Aktueller Rassismus und Antirassismus, eine Einfuehrung" ("We Are the People" or "I Too Am Germany:!" Racism and Antiracism, an Introduction," Deutsche Sommerschule am Pazifik (German Summer School on the Pacific) (Portland, OR 2015)

- Kristine Shmakov
 - Presented
 - New student orientation talks as part of Oregon Promise (2017)
- Hsiao-Yun Shotwell
 - Attended
 - ASDP National Conference (Portland, OR 2017)
 - Center for Asian and Pacific Studies (Portland, OR 2018)
 - Great Portland Association of Chinese Language Schools (Vancouver, WA 2018)
 - Portland Community College Summer Institute (Portland, OR 2018)
 - Center for Language Instruction and Coordination, Comprehensible Input (CI): Why, What and How?, Webinar (2019)
 - Center for Language Instruction and Coordination, Projects and Project-Based Language Learning, Webinar (2019)
 - Center for Language Instruction and Coordination, Teaching Proficiency through Reading and Storytelling (TPRS): Why, What, and How, Webinar (2019)
 - Presented
 - ASDP "Asian Studies Certificate Development" (Kansas, MO 2014)
 - ASDP "Chinese Program Development" (Portland, OR 2017)
- Susan Stober
 - Attended
 - "Coaching: An Essential Leadership Skill Workshop" at PCC (Portland, OR 2015)
 - Portland State University-CI 810 TOP: Professional Reflection and Application (German) (Portland, OR 2015)
 - COFLT Fall Conference (Portland, OR 2015)
 - Compassionate Communication Workshop (Portland, OR 2015)
 - Presented
 - "Common Core State Standards and the Early Learning Framework Workshop" (Portland, OR 2016)
 - "Language Development and Literacy Knowledge and Skills Workshop" (Portland, OR 2016)
- Jan Underwood
 - Attended
 - Evolang (Evolution of Language International Conference) (Vienna, Austria 2014)
 - TESOL (Portland, OR 2014)
 - ORTESOL (Portland, OR 2014)
 - Presented
 - "Finnish Lessons: Foreign Language Instruction in Finland" at ORTESOL (Portland, OR 2014)
 - Bilingual haiku-writing workshop at CA campus (2015)
 - Co-leader, quarterly LITE refresher trainings at CA (2017-present)
 - Presenter on LITE, part-time faculty in-service at CA (2018)
- Stephanie Whitney
 - Attended
 - COFLT (2016, 2017)
 - ACTFL (San Diego, CA 2015; Boston, MA 2016)
- Takako Yamaguchi
 - Presented
 - ASDP "Building a Japanese Program: Chair, Faculty & Student Panel" (Portland, OR 2017)
 - ASDP "From Japanese Language to Asian Studies, a Community College Success Story" (2016)

- Stephanie Yorba
 - Attended
 - ACTFL Annual Convention and World Languages Expo (San Antonio, TX 2014; San Diego, CA 2015; New Orleans, LA 2018)
 - ICAI (International Center for Academic Integrity) 22nd Annual International Conference on Academic Integrity (Jacksonville, FL 2014)
 - COFLT (Vancouver, WA 2014)
 - LAC Coach Workshop Session I “Leading without Power” (2015)
 - CERCLL International Conference on the Development and Assessment of Intercultural Competence (Tucson, AZ 2016)
 - Convening of the State with Davis Jenkins (Eugene, OR 2016)
 - PCC Dual Credit Symposium (2016)
 - PCC's Social Justice Leadership Workshops (2016, 2017)
 - Presented
 - Co-presenter with Morgan Lindberg at TLC Workshop Series “Crafting your Course Syllabus” (Vancouver, WA 2014)
 - Co-moderated two panels with Morgan Lindberg at Fall COFLT Conference (2014)
 - “What does ‘Global Competence’ look like for Japanese?”
 - “What does ‘Globally Competent’ look like?”
 - Co-presenter with Craig Kolins at PCC Anderson Conference: “Academic Integrity and Diverse Learners” (2016)

Curriculum Design, Grants and Awards

- Sarah Bentley
 - Designed and piloted a new course: SPA 299 Advanced Conversation, intended for those who have completed 203 level (2018)
- Alejandra Bonifacino
 - Spanish for Heritage Speakers sequence (SPA 217, 218 & 219): new CCOGs, course design, promotion, etc. (2014-2017)
- Lynn Ries
 - Curriculum Design: Multi-track German Saturday School Curriculum for ages 3-adult, Sophie Scholl Schule, Beaverton, OR (2014-2018)
- Kristine Shmakov
 - IIP grant for RUS 201 cultural material redesign (2015)
 - IIP grant for RUS 202 cultural material redesign (2015)
 - Applying for new course design IIP grant for Introduction to Russian Literature 20th century-summer (2019)
- Hsiao-Yun Shotwell
 - The U.S. Department of Education (ED) P016A140101#0 (2014-2016)
 - The National Security Education Program Language Flagship Linkages Grant for the Chinese Program in the Pacific Northwest (2015-2017)
- Takako Yamaguchi
 - Freeman Fellowship, Summer Institute (2016)
 - Internationalization Conference Grant (2016)
 - Co-designed video exchange program for first and second year Japanese students (2016- present)

Other

- Rachel Aponte
 - CA Spanish Club Advisor (2014-2016)
 - D2L Brightspace training
 - Created a Google Site for the Spanish department's teaching materials
- Sarah Bentley
 - TLC "Small Teaching" and "The Slow Professor" Book Group (2017-present)
- Heather Kalowsky
 - Board Secretary, Portland Kinderschule (2017-2018)
 - Board President, Portland Kinderschule (2018-2019)
 - German Teacher, Sophie Scholl Schule
- Morgan Lindberg
 - Construct and facilitate Education Abroad 101 (PCC workshops spring 2018 & fall 2018)
 - Construct and facilitate Education Abroad 101 for division deans (PCC workshop September 2018)
- Anne-Marie Martin
 - Travel to Spain (2014)
 - Travel to Mexico (2018)
 - Professional Development Webinars (2014-2018)
- Rebecca Pyatkevich Mehr
 - AATSEEL, reviewer for conference proposals (2016 [for 2017 conference])
 - Slavic and East European Journal, blind peer reviewer for article (Fall 2017, Summer 2018)
 - Critical Languages Scholarship reviewer of student applications, (2018-2019 application cycle)
 - Publications
 - Petr Vail and Aleksandr Genis, "The 60s (excerpts)," (Rebecca Pyatkevich, trans.), Late- and Post-Soviet Russian Literature: A Reader, Vol II. Eds. Mark Lipovetsky and Lisa Ryoko Wakamiya. Boston: Academic Studies Press, 2015. pp. 43-69.
 - Vladimir Shinkarev, "Mit'ki (excerpts)" (Rebecca Pyatkevich, trans.), Late- and Post-Soviet Russian Literature: A Reader, Vol II. Eds. Mark Lipovetsky and Lisa Ryoko Wakamiya. Boston: Academic Studies Press, 2015. pp. 586-600.
 - Review of "Writing with Light: Photo-Poetic Encounters in Tsvetaeva, Pasternak and Brodsky", by Molly Thomasy Blasing, <http://dissertationreviews.org/archives/11491>.
- Kristin Pesola
 - TLC "Small Teaching" Book Group (2017)
- Lynn Ries
 - Organizer, Conference of Northwestern German Saturday Schools (2014)
 - Director, Sophie Scholl Schule, German language program (2014-2018)
 - Language School Consulting: Independent Consultant for Language Programs (2018)
- Kristine Shmakov
 - Critical Languages Scholarship application reviewer (2014, 2016, 2017, 2018, 2019)
 - PCC Russian Club Advisor (2014-2019)
 - Guest lecturer in INTE 100 (Fall 2015)
 - Oregon Russian Linkage Consortium for Russian Flagship (2016-2019)
 - Textbook reviewer for "Mezhdu nami"
 - Major revision of first year Russian textbook "Welcome" (2017)
 - Major revision of second year Russian textbook "Poidyom" (2018)
- Hsiao-Yun Shotwell
 - Principal of Portland Chinese School (2018-2019)
- Susan Stober
 - PCC German Club Advisor at Sylvania (2013-2018)
 - PCC German Club Advisor at Rock Creek (2018- present)
 - Student in PCC Intermediate Spanish Conversation 212C (2019)

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- Jan Underwood
 - Sabbatical (winter and spring terms 2014)
 - Major curriculum updates (2017-present)
 - Incorporation of substantial new curricular material to address cultural awareness and critical thinking (2015-present)
 - Nomination for and appearance in " Who's Who in America" (2019)
 - Takako Yamaguchi
 - Organized student group participation at International Talent Show for PCC International Week (2011- present)
 - Critical Language Scholarship Application Reviewed (2016, 2017, 2018, 2019)
 - Co-facilitated Asian, China, Global Studies Focus Award Celebration (2018)
 - Co-evaluator Asian Studies Focus Award (2018)
 - Organizing Faculty Led Program in Japan (Summer 2019)
 - PCC Otaku Club Faculty Advisor
 - Authored first year Japanese textbook "Let's Learn Japanese: Nihongo o Rensyuu Shiyoo": Part 2 for 102
 - Authored first year Japanese textbook "Let's Learn Japanese: Nihongo o Rensyuu Shiyoo": Part 3 for 103
 - Major revision on-first year Japanese textbook "Let's Learn Japanese: Nihongo o Rensyuu Shiyoo": Part 1 for 101
 - Revised- first year supplement "Kana Syllabary Practice Book: Kana no Rensyuu" for 101
 - Stephanie Yorba
 - PCC Rock Creek Woman of Distinction Award (2014, 2016)
 - Student in PCC German language course GER 101 (2014)
 - Volunteer representing PCC at the Hillsboro Latino Cultural Festival (2015)
 - PCC's Food Recovery Club Advisor (2015-2016)
 - Traveled to Spain and France (2017)