MODERN LANGUAGES
PROGRAM

Academic Program Review

2002-2003

The Office of Instruction
The Office of Institutional Planning,
Research, and Assessment
MODERN LANGUAGES PROGRAM

Academic Program Review

2002-2003

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A. Mission, Goals and Planning

Mission Statement

The Modern Language Program at Yavapai College plays an important role in providing courses to those who wish either to fulfill a language requirement, to those seeking learning for personal interest/growth, to those who pursue a well-rounded liberal arts education, and/or to those who wish to participate in a new global economy.

Language courses fulfilling the language requirement strictly follow the guidelines drawn by the statewide Arizona Languages Articulation Task Force, whereby students develop competencies in writing, reading, speaking, and listening. Students also acquire an appreciation for the culture, history, and basic geography of the countries where the language is spoken. In addition, learners use the Internet to complete cultural activities.

The Modern Language Program also offers courses for special interest e.g., Command Spanish and Spanish for Travelers.

Students interested in personal growth rather than college transfer often enroll in the conversation-track language courses, the developmental courses, or the special purposes courses.

Historical Sketch

The Modern Language Program was established as part of the college’s academic transfer program with the creation of the college in 1969. The program began with a strong emphasis in the teaching of Spanish. In the middle 70’s efforts were made to expand the offerings to other language disciplines. From 1974 until 1980, the French program offered courses in French Cooking and Language, Preparation for Travel to France and Conversational French.

In the early 80’s, with the implementation of a language requirement for most Bachelor of Arts degrees at the three state universities, the college made a transition to a greater emphasis on transfer courses. Inasmuch as the Modern Language Program had only one full-time instructor, the college was limited to offering very few beginning and intermediate courses in French and Spanish. In 1996, a second full-time language instructor was added to the program. Currently, there are over 400 students enrolled in transfer courses in French, Italian, and Spanish on the Prescott Campus. Since the Verde Campus does not have a full-time language instructor, that campus has not experienced a similar growth in this academic area.

Curriculum was developed for three-credit, conversational courses in Spanish, French, and Italian to serve the needs of the students who wished to learn languages but did not intend to transfer to a university. These courses enjoy large enrollment numbers at all campuses.

Specialty courses have been developed in Spanish to meet the needs of particular groups of the student population and in the college community. The curriculum for these courses, e.g., Spanish for Medical Professionals, Spanish for Law Enforcement, Business Spanish, and Spanish for K-12 Teachers, has recently been revised, and these two-credit courses are offered.
regularly. The implementation of the new Command Spanish program may require additional review and revision of special interest course offerings.

In 1998, one-credit, developmental courses in Spanish (i.e., SPA 080, SPA 081) were developed in response to community need. These courses have been offered at the Verde Campus for those students whose goals were to begin their language study at the most basic level and who did not want to enroll in a three-credit conversational course. These courses have recently been moved to permanent status in the course bank as they enjoy large enrollment and interest.

In the past two years, a series of one-credit workplace oriented Spanish courses has been offered on the Verde Campus at the request of community employers. SPA 080 and 081 were modified and adapted to meet specific employer needs.

**Program Admission**

Currently, students typically register for the transfer-language courses based on their best judgment of their own proficiency instead of measured proficiency. Typically students assume that previously completed courses automatically prepare them for advanced language study. However, since the level of student preparation for college-level language classes is quite variable, a standardized, computerized placement exam would greatly enhance our ability to accurately place students in appropriate language courses. (See Section I, Recommendations.)

All students pursuing transfer degrees with the intent to complete a Bachelor’s- degree can fulfill their language requirement while attending Yavapai College. This requirement consists of either second, third, or fourth semester language proficiency.

**B. Student, Class, and FTSE Profile/Trends**

**For PRESCOTT CAMPUS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>ANNUALIZED FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>384</td>
<td>51.7</td>
</tr>
<tr>
<td>1998-1999</td>
<td>410</td>
<td>55</td>
</tr>
<tr>
<td>1999-2000</td>
<td>377</td>
<td>51.6</td>
</tr>
<tr>
<td>2000-2001</td>
<td>404</td>
<td>50.4</td>
</tr>
</tbody>
</table>

On the Prescott Campus enrollments in Modern Languages contribute to the overall institutional FTSE. Since 1999, enrollments in conversational courses have increased, while enrollments in transfer courses have leveled. This has resulted in a slight decrease in FTSE. However, with the recent announcement of significant proposed increases in tuition at the Arizona public universities, a surge in community college enrollment appears to be highly likely.
For VERDE CAMPUS

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>ANNUALIZED FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>245</td>
<td>27.9</td>
</tr>
<tr>
<td>1998-1999</td>
<td>222</td>
<td>26</td>
</tr>
<tr>
<td>1999-2000</td>
<td>203</td>
<td>21.5</td>
</tr>
<tr>
<td>2000-2001</td>
<td>240</td>
<td>27.5</td>
</tr>
</tbody>
</table>

On the Verde Campus enrollments in Modern Languages contribute to the overall institutional FTSE. While FTSE figures have been fairly stable, the task of finding and recruiting qualified adjunct language instructors has been a continuing challenge.

STUDENT PROFILES

About 50% of the students enrolled in Prescott Campus language classes range in age from 15 to 24 years, while the other age groups are equally represented. Approximately 30% of the students registering for language courses on the Verde Campus range in age from 17 and 30 years; 40% of the students are older than 30.

GENDER

Female students constitute about 65% of the enrollments in the Modern Language Program at both the Prescott and Verde Campuses.

ETHNICITY

Enrollment consists of mostly of students of Western European descent with over 80% of students on both campuses describing themselves as white. Hispanic enrollment on both campuses ranges from 5 to 12 % with other ethnic groups having little representation.

STATUS

The majority of students enrolled in the Modern Language Program in Prescott are taking classes on a part-time basis; about 34% are full-time. On the Verde Campus about 14% of the students enrolled on a full-time basis.

For Satellite sites (Prescott Valley/Chino Valley)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>ANNUALIZED FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>48</td>
<td>4.3</td>
</tr>
<tr>
<td>1998-1999</td>
<td>51</td>
<td>5.3</td>
</tr>
<tr>
<td>1999-2000</td>
<td>41</td>
<td>4.9</td>
</tr>
<tr>
<td>2000-2001</td>
<td>41</td>
<td>5.6</td>
</tr>
</tbody>
</table>

3
STUDENT PROFILES (Prescott Valley/Chino Valley)

Prior to the 2001 academic year, 80% of the students enrolled at the other centers were over 30 years old.

GENDER

As with the Prescott and Verde Campuses, female students constitute a majority of the Modern Language enrollments throughout the district.

ETHNICITY

Minority student enrollment is very low. Students of Western European descent constitute the bulk of enrollments in language courses.

STATUS

About 93% of the students enrolled in Modern Languages are part-time.

C. Curriculum Analysis

Course Offerings by Prefix. (Total courses offered within prefix) –

For PRESCOTT CAMPUS

<table>
<thead>
<tr>
<th>Year</th>
<th>FRENCH</th>
<th>SPANISH</th>
<th>ITALIAN*</th>
<th>GERMAN*</th>
<th>CHINESE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>5</td>
<td>25</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1998-1999</td>
<td>5</td>
<td>25</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1999-2000</td>
<td>6</td>
<td>18</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2000-2001</td>
<td>4</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
For VERDE CAMPUS

<table>
<thead>
<tr>
<th>Year</th>
<th>FRENCH</th>
<th>SPANISH</th>
<th>ITALIAN*</th>
<th>HEBREW*</th>
<th>RUSSIAN*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1998-1999</td>
<td>1</td>
<td>18</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For Prescott Valley/Chino Valley

<table>
<thead>
<tr>
<th>Year</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>5</td>
</tr>
<tr>
<td>1998-1999</td>
<td>5</td>
</tr>
<tr>
<td>1999-2000</td>
<td>5</td>
</tr>
<tr>
<td>2000-2001</td>
<td>9</td>
</tr>
</tbody>
</table>

*Courses such as Chinese, Hebrew, German, Italian, and Russian have been taught on the basis of individual instructor availability. We do not have full-time instructors teaching these courses.

D. Program Faculty and Personnel

Full-time Faculty

Prescott Campus

Serge M. Ainsa - Spanish and French (date of hire: Fall, 1974)
B.A. and M.A. Brigham Young University in Provo, Utah

Karina Collentine - Spanish and Linguistics (date of hire: Fall, 1996)
B.A., M.A., Ph.D. The University of Texas at Austin

Both full-time instructors are certified to teach in their respective academic areas. They remain professionally abreast of the field of second language acquisition and teaching as they attend conferences, make professional presentations, actively participate in professional language associations, publish articles, etc.
The hiring of Modern Language full-time instructors is consistent with Yavapai College's process. Instructors are hired on the basis of a national search. The position is advertised in the Chronicle of Higher Education and/or other appropriate publications in December of the academic year prior to the position becoming open. Applications are screened and a hiring committee consisting of faculty, an administrator, and a community representative conducts interviews. Recommendations are then made to the appropriate dean who, in consultation with the President, makes the final hiring decision.

There is an immediate need for a full-time instructor on the Verde Campus who can teach Spanish and supervise the Modern Language Program. With no full-time language instructor, it is difficult to maintain the continuity and quality of instruction for required transfer courses.

Adjunct Faculty

The Prescott Campus has four adjunct faculty who have taught over ten years on a part-time basis.

On the Verde Campus and throughout the college district, language courses are offered depending on the availability of adjunct faculty. Adjunct faculty must have appropriate college degrees and be certified in their respective academic area.

Professional Development/Achievements

The Prescott Campus full-time faculty participate in professional activities at the state and national level throughout the academic year. Typical professional growth activities include conference attendance and presentations, publications, independent research, curriculum development, workshop presentations, serving on the board of language associations, training and supervision of community faculty.

Language instructional workshops for adjunct faculty have been held on the Verde Campus. These workshops involved instructors from throughout the district and focused on instructional standards and current language methodologies.

E. Facilities, Equipment, Materials, and Financial Resources

Classrooms

On the Prescott Campus, there is one classroom dedicated to language instruction with limited multimedia equipment available to support learning. Classroom space is a problem that has been documented and is a component of the Master Plan. In the future, two classrooms equipped with the appropriate computer and multimedia equipment must be dedicated to language instruction.

On the Verde Campus there is no designated language classroom reserved for language instruction.
**Faculty Offices**
On the Prescott Campus, the offices for both full-time instructors are located near the language classroom. On the Prescott Campus adjunct faculty may use the Liberal Arts adjunct faculty office located in Building One. On the Verde Campus adjunct faculty have access to the designated adjunct office.

**Staff/Administrative Offices**
Administrative functions are handled through the Liberal Arts Division office.

**Equipment**
On the Prescott Campus, at the present time, the Modern Language Program uses the Math/Science Mac Lab for multimedia instruction. The computers in the language classroom need to be upgraded to more current ones and there need to be many more added so that each student has access to a computer instead of 5-6 students sharing one computer. Although the classroom has its own overhead transparency projector, TV and VCR, and CD/cassette player, it needs to have its own computer projection equipment, DVD player, CD burner, and other multimedia equipment.

The Verde Campus does not have a classroom assigned for language instruction, nor does it have computers in the classroom for student use.

**Financial Resources**
On the Prescott Campus, additional financial resources will be needed as the program acquires a second language classroom.

**F. Student Evaluations**

Full-time and adjunct faculty are evaluated on a regular basis. Due to the lack of a full-time language instructor on the Verde Campus, it has been difficult to consistently evaluate adjunct faculty. At the present time a full-time language faculty member from the Prescott Campus evaluates Verde Campus adjunct faculty as an extra duty assignment. On the Prescott Campus the Modern Language Program has created its own evaluation form that is used every semester in each language class. In addition, instructors are encouraged to use the *Instructor Evaluation by Students* form. The results of the latter are kept in the Liberal Arts Division file for each instructor.

Students evaluate instructors on a variety of topics from the instructor's ability to teach to the quality of materials used in instruction.
The following is a summary of evaluation for all language courses on the Prescott Campus. The ranges of ratings are as follows:

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>4 points</td>
</tr>
<tr>
<td>Neutral</td>
<td>3 points</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 points</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1 point</td>
</tr>
</tbody>
</table>

**All language courses**

A. The instructor explained he goals and objectives of the course.  4.6
B. The course content meets the stated purpose of the course.    4.5
C. The instructor clearly defined work to be done and how grades are assigned.  4.5
D. Tests and assignments helped me focus of what I was supposed to learn.  4.5
E. The instructor encourages my independent thinking.     4.4
F. The instructor provides helpful explanations or answers to questions.  4.5
G. The instructor is willing to provide assistance when I need it.   4.6
H. The instructor has good rapport with the students.     4.5
I. The instructor demonstrates adequate knowledge of the subject matter.  4.9
J. The instructor shows enthusiasm for teaching.     4.7
K. The instructor presents materials in an orderly understandable fashion.  4.5
L. The textbook is useful.        4.0

As demonstrated by the above results, overall student satisfaction with instruction in Modern Languages is rather high. Modern Languages remains consistent in its commitment to excellent instruction and mode of delivery.

Language faculty members participate in informal advising of students who show an interest in languages and apprise academic advisors of changes in the Modern Languages program.

**G. Student Outcomes**

On-going assessment of student outcomes is a part of the Modern Languages Program. Because students in the transfer courses and the conversational courses generally complete four semesters of either track, student outcomes must be met in each course for students to be successful in subsequent courses. The Languages Articulation Task Force, comprised of representatives from all the Arizona community college districts and from the Arizona state universities, has worked diligently to write, refine, and approve common outcome statements for the transfer courses in the areas of speaking, listening, reading, writing, and culture for the commonly-taught languages (i.e., Spanish, French, and German), for the less commonly-taught languages (e.g., Italian, Portuguese), and for American Sign Language. These outcome statements passed as a motion in 1998 at a Languages Articulation Task Force, stating that students with a grade of C or better had met or exceeded the outcomes statements in all areas of speaking, reading, writing, listening, and culture. The ATF approved outcomes statements provide a detailed outline for specific skills attainment in the above noted areas for each semester of language instruction. This effort was led
by a Prescott Campus faculty member, Karina Collentine, who served as the chair for the Language Articulation Task force during this time.

In 2001, the course outlines for the transfer courses were revised and accepted as a major change by the college Curriculum Committee. These course outlines incorporate the state-wide common outcome statements adopted by the Languages ATF and specify two required assessment measures: an impromptu speaking exam and a listening comprehension exam. The course outlines for the conversational courses will be revised the 2002-2003 academic year.

Efforts to establish pre- and post-testing in Modern Languages as well as to utilize placement exams for Spanish, French, and German have been a statewide ATF priority for the past two years. Currently, students wishing to demonstrate 4th semester proficiency in the state of Arizona may take the CLEP exam (only through Fall, 2002), complete a challenge exam, successfully complete a 300-level course, or provide high school or college transcripts from an institution where the primary language of instruction is a language other than English. A standardized, proficiency exam is being piloted in the state to replace the CLEP exam, and it could well serve as a placement exam for Yavapai College and as a pre- and post-test to measure learning outcomes.

Additionally, the projects and activities completed in language courses lend themselves to the General Education academic portfolio, and students are encouraged to save their work.

**H. Future Trends**

1. Enrollment figures in Spanish should increase.
   An ever-increasing influx of Spanish-speakers in the community will increase the need for non-Spanish speakers to register for Spanish classes, and the Modern Languages program anticipates that it will meet the need of a large number of students, particularly since the program has expanded to offer:

   • transfer-track courses (i.e., SPA 101, 102, 201, and 202)
   • conversational-track courses (i.e., SPA 131, 132, 231, 232)
   • two-credit, specialty courses (e.g., Spanish for Medical Professionals)
   • one-credit, developmental courses (i.e., SPA 080, 081)
   • one-credit, developmental courses for particular populations (e.g., Spanish for Hotel Staff)

   Enrollment figures for French and German are down at Yavapai College as they are nationwide, and recruitment and retention efforts will need to be discussed and implemented. It is predicted that enrollment in Italian will remain steady. French, German, and Italian are only offered at the Prescott Campus.
2. Placement of students based on their proficiency will be essential. At the same time that the enrollment in Spanish courses is expected to increase, the number of students with some proficiency in Spanish is also expected to rise, requiring better placement of students based on their proficiency instead of on previous school experience. The implementation of a placement exam for Spanish is essential.

3. Incorporation of technology will increase. There are more and more multimedia applications being created to facilitate language learning, and Yavapai College will do well to create three smart classrooms dedicated to languages within the Master Plan - two classes on the Prescott Campus and one on the Verde Campus.
I. Recommendations

1. The demand for Spanish courses has been consistently high for the past several years (13 – 19 sections per year). However, the lack of a full-time instructor on the Verde Campus has made it difficult at times to find enough qualified instructors to fill the need in that area. Therefore, we recommend that a full-time instructor of Spanish be hired at the Verde Campus to teach the transfer courses and to oversee the program. Currently, all of the language courses at the Verde Campus are taught by adjunct instructors. This creates some concern regarding the quality and consistency of language instruction on that campus.

The relatively low demand for language courses other than Spanish can be met with adjunct instructors. Budget for a new Spanish language position would be between $39,000 and $43,000 depending on the training, educational level, and experience of the new instructor.

2. We recommend that a Spanish proficiency exam be purchased, to serve as both a placement exam and a pre- and post-test for a given course. This exam would help the program get students registered for the correct language course based on their proficiency in the language and not on the number of years they have studied the language in high school, allowing for students to achieve greater success in their language courses. This exam could also serve to measure the learning outcomes for each course, i.e., an exit exam. The committee requests that the Minnesota Language Proficiency exam (see below) be purchased for Spanish and that a departmentally-generated placement exam be created in French, German, Italian, and American Sign Language.

University of Minnesota has created a proficiency exam that will meet the needs described above, and it is being piloted in the state of Arizona (at another community college). The Modern Languages department will request that Yavapai College purchase the proficiency exam in the 2002-2003 academic year. The cost of a site license for this examination is about $2000. This is a one-time fee. The possibility of a statewide license for this examination is currently being investigated.

3. More funds need to be allocated to languages for the upgrade of the current language classroom to take advantage of current technology. Three smart classrooms need to be allocated to languages under the new Master Plan – two on the Prescott Campus and one on the Verde Campus.

4. Course outlines for the conversational-track courses in Spanish, French, German, and Italian need to be revised and submitted with major changes. This needs to be completed to enhance the degree of consistency of language instruction across the district.

5. Given the broad range of courses offered across the district, and the need to maintain a high degree of continuity in language instruction, workshops for adjunct faculty need to be conducted regularly.