

## Unit Plan 2004-2005 Languages Department

### Part I. Alignment with College

#### Chapter 0: Unit Alignment

***Key Question: How is your unit aligned with the college's goals and values?***

##### 1) Core Values

**Review the work your unit did on core values in 2003-2004. Does the alignment you described remain accurate? Please update by removing commentary that no longer applies and, where appropriate, adding commentary that reflects changes or additions you have made since last year's Unit Plan.**

##### Core Values (6)

Learning

Diversity

Innovation

Collaboration and Partnership

Integrity

Accessibility

#### **Core Value 1: Learning**

##### **Student-centered Instruction**

In our department we foster learning environments that encourage students to take responsibility for learning, both as individuals and in groups as partners in learning. An inner sense of responsibility promotes self-development and self-esteem. We strive to create learning environments that are welcoming, safe, and respectful of various learning styles. Our mission assures that we maintain learning environments in which students develop speaking, listening, reading, writing, and critical thinking skills.

##### **Tools for Learning**

We will soon have a state of the art language lab available to all of our students. We offer a variety of courses, strategies, approaches and methods of teaching and our instructors facilitate many types and levels of learning

##### **Support Services**

In our program we offer drop-in tutoring, and sessions with native speaking tutors. These same tutors are assigned to all classes to lend support in learning for all students.

##### **Teaching and Professional Development**

On several occasions, our department has delivered division workshops and inservice activities in which we facilitate learning as participants perform in groups on shared tasks. We too work together on shared tasks and in community with others. Our faculty shares curriculum development duties and we have recently participated in the Puentes al Futuro learning community. We have also participated in teams to develop service learning curricula such as Spanish for Law Enforcement and Spanish for 911 operators.

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#### **Core Value 2: Diversity**

##### **Students**

Our classes tend to be very diverse and the course content explores a cultural fabric that too involves students in an even broader notion of diversity. During the first year of instruction in Spanish classes, we present strategies for learning that help students to suspend judgments, to keep an open mind about their learning, to welcome differences and to work on tasks with all members of the class. In this way we foster an environment in which respect for all students and student needs is highly evident at all times.

Since students are considered valued members of a learning community in our classes, a premium is placed on acknowledging the value of input/insights from all backgrounds.

At the core of our curriculum is respect for different cultural perspectives and our faculty is well versed in facilitating multiple modes of learning thus accommodating a variety of learning styles.

##### **Community Resources**

Native speaking language tutors /cultural informants are dedicated to our students' learning in language classrooms and labs, providing direct student access to Hispano/Latino, Francophone, and Native American cultures.

##### **Classroom Applications**

Students in our classes develop cultural competence and proficiency which help them to achieve an expanded definition of diversity. Through their studies, interactions with faculty, peers and tutors, they recognize that "diversity" is individually based, not just group based. Since our curricula are diverse and since our tutors represent a highly diverse staff, students develop perspectives from different cultural groups.

##### **Staff Hiring Practices**

All contracted faculty members participate in diversity training.

Our hiring of tutors brings various global cultures to our department and to the college.

During faculty searches, our focus is on expertise in multiculturalism, and cultural and linguistic competence.

##### **Curriculum**

We have developed and offered courses in Spanish for native speakers (Puentes al Futuro), courses in cultural and language immersion (French Immersion Weekend) and we plan to introduce courses in Native American Languages and a year-long sequence of First Year Japanese. In all of our courses many multicultural texts are used in the curricula.

#### **Core Value 3: Innovation**

##### **Curricular Innovations**

Our department has participated in the development of a variety of innovative programs : 1) learning communities (Fast Forward, Puentes al Futuro); 2) service learning (Spanish for Law Enforcement and Spanish for 911 Operators); 3) French Immersion Weekend; 4) American Indian Language Program; 5) Japanese language program; 6) A strategies component for more effective language learning; 7) First year Spanish program tapes authored by faculty and presented by native speakers; 8) Small group and/or individual lab sessions that utilize faculty authored materials and scripts.

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Our faculty members have many ideas for the development of new courses and we continuously explore and discuss new ideas and approaches to teaching and learning. Our faculty stays current in our field of second language acquisition and language teaching and we strive to bring new and fresh ideas into the classroom.

#### **Openness and Spontaneity in the Classroom**

We encourage faculty members and students to work as a team and to explore learning creatively, and through an exchange of ideas. Many of our students' ideas make their way into future design of exercises and curricular directions. We encourage students to make errors in order to cultivate spontaneity and we encourage them too to manage errors and to continue their responses, without fear as they try again. In this way, they learn through their attempts to express themselves openly and learning is maximized with no fear of recriminations. A major feature in our classes is the use of humor which is self-cultivating and which fosters an environment of spontaneity. Students cultivate a sense of humor as a learning tool.

#### **Technology in the classroom**

Our vision for supported language learning includes smart classrooms and a new language computer lab. Although we do not yet have smart classrooms, we do have dedicated classrooms and we share a limited amount of state of the art equipment. We will soon be utilizing new technologies in the curriculum as we introduce our state of the art language lab and work it into our curriculum.

### **Core Value 4: Collaboration and Partnership**

#### **Learning Communities**

We have recently collaborated in the development of the Puentes al Futuro learning community.

#### **Service Learning**

We have developed special needs courses for our local community such as Spanish for Law Enforcement.

#### **Teaching Forums**

We have presented and shared ideas on learning in division wide and college wide forums/workshops.

#### **Community-wide Collaboration**

We currently participate in the literacy program of the INEA (Instituto Nacional de Educación de Adultos)

#### **Student Collaboration**

Collaboration and partnership in the classroom are core curricular values in our department. We provide our students with the information they need to plan for their future enrollment in language programs abroad, Cooperative Education both locally and abroad and we provide support in their efforts to find and receive scholarships and grants.

### **Core Value 5: Integrity**

#### **Fairness and Integrity**

In our program we have a strong sense of purpose and dedication and we believe in what we do and impart that sense of belief as a value that students too can share. We always go the extra kilometer for

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students in all aspects of student learning and we have worked together to provide a safe environment of respect, fairness, and honesty in the classroom

We have spent countless hours (and the work is ongoing) to make hiring processes more fair, open, honest and inclusive.

#### **Freedom and Privacy**

As instructors we are obliged to model honesty and fairness in our work and we create a learning environment that promotes an exchange of ideas and with openness and respect. Since our students all work together on language tasks, respectful dialogue evolves as a core aspect of the curriculum. All instructors protect student rights, freedoms, and privacy in our classrooms, lab and offices.

#### **Work Ethic**

We have a long history of working for students and putting student learning at the forefront of all of our approaches to instructor facilitation and students' autonomous learning. We maintain high standards in our classes and in the lab and much dedication goes into the continued design and development for all the aspects of our programs. We also devote a good deal of time in providing sound support systems for student success and continued learning.

#### **Respect**

We honor and respect all programs and members of the department.

We encourage inclusion and consensus in all department decisions.

We listen to all colleagues and staff and provide necessary feedback.

We value the time and commitment of students, faculty and staff.

#### **Core Value 6: Accessibility**

##### **Welcome and appreciation of diversity**

We encourage proactive communication among instructors, staff and students and provide many opportunities for students to meet with us outside of class. We encourage respect and we show a genuine interest in and appreciation for what students bring to our programs. We provide the development of American Indian language programs and hope to add a first year Japanese language sequence to the curriculum.

##### **Flexible Scheduling**

We have demonstrated a high degree of flexibility in scheduling office hours, meetings and many instructors agree to meet with other instructors' students when scheduling difficulties arise. Classes are scheduled widely over the day/week, including evenings.

##### **Funding for Students**

We support students' applications for scholarships and Talent Grants.

We assist students in finding sources of funding (jobs, scholarships, other programs such as co-op ed.)

##### **Working With Special Needs of All Students**

In our classes we provide a multi-modal approach to learning.

We work proactively with the office of Disability Services to assure classes have a flat plane for students with disabilities.

We adapt classroom materials and practices to meet special needs of students and we adapt delivery of materials to individual needs and ADA requirements.

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#### **2) Strategic Directions**

**The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.**

#### **Strategic Directions (3)**

##### **Transforming students' lives**

In our department, we have established a learning environment in and through which students' lives are transformed. The key to this transformation is student autonomy and responsibility for learning. As facilitators, the faculty assist students in their own inner and social explorations of the interconnected and interdependent relationship between culture, language and the individual learner's responsible role in the acquisition process. Through our approaches, students develop critical thinking skills and are encouraged to practice various types of strategies for deeper learning such as cognitive, meta-cognitive and affective strategies. Many students have told us that they have become better learners after studying a language and that they find themselves applying their new skills to other subject matter. In the best of cases, a student who exits our program has learned to study better, to organize, to think critically, to maintain an open mind, to value respect and has come away with cultural, social and linguistic competence and a higher self-esteem. Of course, the most obvious potential transformation of students is in realm of life skills. Learning another language not only helps students' develop in the aforementioned ways, it also prepares them to be more successful in a global economy in which facility in a second language is a definite asset in the workforce.

Although language learning has great potential for fostering personal, professional and intellectual growth, it is not automatic. Such growth is realized through student responsibility and through quality instruction. Our programs strive to be innovative and we involve students in a process of learning as discovery. We also realize that student success requires a support system and this takes the form of accessibility to faculty, a state of the art language lab, drop-in tutoring, group and individual sessions with native speaking tutors and native speaking classroom assistants.

To assure continued success, faculty members are involved in a multi-tiered and ongoing process of assessment. In the classroom we assess progress through pre- and post testing, through daily monitoring and through regular assignments and students' error management activities. Outside of the classroom, we meet to assess the efficacy of what we do and we create new and often innovative ways of helping to increase proficiency across skill areas. We always pay close attention to student input and have used many student ideas to design new directions for our curriculum.

##### **Transforming the Learning Environment**

Language learning is largely a social activity. In our classes, students work together on shared tasks and in this way they interact with the very diversity that they all represent. Students gain a sense of belief in their own abilities to make a difference and through the group dynamic they take pride in the group voice and gain respect for all those who comprise it. Our instructors create welcoming environments in which all class members are heard, respected and encouraged to believe in their abilities to learn both autonomously and in community with others. Students also interact with native speaking tutors on a daily basis, thus gaining insight about and deeper understanding for different cultures. Native speaker tutors also function in the capacity of cultural informants, thus enhancing students' appreciation for and knowledge of culture.

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Our instructors have made great efforts to enhance our learning facilities and to make them welcoming and aesthetically pleasing spaces. We maintain dedicated classrooms and we appoint them with posters, round tables (for learning in community), ample black boards and/or white boards, overhead projectors, stereos, VCRs and DVD players, storage cabinets for easy accessibility to class materials, culturally appropriate texts, realia, music CDs and videos, etc. Our programs also share one LCD projector, and one ELMO unit. In two of our classrooms we have even placed air purifiers to help maintain a healthy space for students and staff with sensitivities to airborne pollutants.

Our language lab is a totally new facility. It is equipped with state of the art software, 40 computers, a smart board, one LCD projector, a scanner, a printer and high-speed internet access. We also maintain a “lab” for sessions with native speaker tutors in which students meet weekly to work with language and cultural materials for enhanced mastery and proficiency building.

#### **Transforming the College Organization**

Our courses are cost effective and the majority of the materials we use regularly are low in cost. Our faculty members are all aware of their responsible role in helping to keep costs at a minimum and we make our purchases with cost in mind. We also promote the use of Printing and Graphics for all but emergency print orders and we incorporate this ethic into our orientations for new faculty.

In terms of our department operations, we all share in coordination duties so that our efforts, insights and abilities are devoted to student success. For each program we have one lead coordinator who oversees all operations and assures that the program is functioning effectively. We also organize student orientations and maintain valuable support systems for students in the form of tutoring, sessions with native speakers, native speaker classroom assistants and conversation tables.

For faculty we provide new faculty orientations, and we have organized forums for discussing language teaching philosophy and pedagogy. We encourage one another to attend conferences and workshops in the field of second language acquisition and we invite all faculty to share what they have learned upon returning to campus. We are currently exploring the possibility of bringing at least one guest speaker to campus and have hopes of designing interactive forums for faculty in the future. Unfortunately, limited professional development funds, the high workload in our department and the fact that we prefer not to cancel classes are all factors that have made it difficult for us to take advantage of many professional development opportunities.

#### **3) Learning Centered Principles**

**The Learning Centered Principles for Lane have also been updated and expanded since the 2003-2004 Unit Plan. Please review and provide specific examples of how your unit works to integrate these principles into your unit’s methods and outcomes.**

#### **Learning Centered Principles**

All of the learning centered principles are key aspects of either our various approaches or our curriculum related core ability outcomes.

#### **Lane provides opportunities for transformation through learning.**

Students’ lives can be transformed profoundly through language learning and language acquisition. As students attain higher levels of proficiency in the 5 skill areas of speaking,, listening, reading, writing and culture , they become more effective communicators, critical thinkers and they attain a more informed understanding of the relationship between self and community.

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**Lane engages learners as active partners in the learning process.**

We are all keenly aware of the importance of a student's sense of ownership in learning. Our units' approaches to language and acquisition involve students actively in their learning both as autonomous learners and as active members of a language learning community.

**Lane creates a learning environment that motivates and inspires students to recognize their responsibility for their own learning.**

Students in our classes learn both deductively and inductively and they create hypotheses about aspects of language and culture that they must then test and modify, as needed. The very process of learning in our classes facilitates this type of responsible learning and individual successes from moment to moment motivate and inspire students and deepen their sense of ownership in their learning. Their experiences also make evident their value as contributors to a language learning community.

**Lane offers multiple options for learning based on proven and innovative theories and methods that address the needs of diverse learners.**

Since the needs of diverse learners are of key concern to us, in our classes and in our lab we facilitate learning through a multi-modal approach (e.g. visual, kinesthetic, etc.). We have incorporated an eclectic array of various aspects of second language approaches to learning and acquisition (e.g. Total Physical Response, etc.). Also, the Spanish program has designed a strategies component for their first year program that provides tools for greater success during the process of responsible and active learning (e.g. cognitive and meta-cognitive strategies, etc.).

**Lane commits to a culture of assessment of programs, services and learning, honoring the values of intellectual freedom, community responsibility and student need.**

To assure continued success, faculty members are involved in a multi-tiered and ongoing process of assessment. In the classroom we assess progress through pre- and post testing, through daily monitoring and through regular assignments and students' error management activities. Outside of the classroom, we meet to assess the efficacy of what we do and we create new and often innovative ways of helping to increase proficiency across skill areas. We always pay close attention to student input and have used many student ideas to design new directions for our curriculum.

We have also made efforts to assure that students assess many aspects of our programs. For example, students are requested to evaluate their weekly in-person "lab" and native speaking tutors, their classes, their instructors and the program. Tutors evaluate the performance of the tutor coordinator and the coordinator in turn evaluates the tutors every term. All feedback received in the above types of evaluations is used constructively to help us to organize and maintain efficient and effective operations for faculty, staff and students.

We have also provided timely and thoughtful input in response to college and community requests and inquiries about possible service needs classes, translations or interpretive services.

In terms of honoring the values of intellectual freedom, we have created a culture of respect in which all voices are heard and faculty and students are encouraged to take ownership in the program and to provide input into the learning and organizational processes that are at the core of our programs. In the classroom, students are expected to personalize their learning experiences by comparing and contrasting their knowledge of the world and of their role in it with the experiences of others from other backgrounds. In this manner, all students begin an ongoing dialogue in which individual voices and

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group voices become a point of departure for respectful exchanges and this departure point leads to a greater appreciation for diversity, of ownership in the program and enhanced learning.

**Lane fosters knowledge and appreciation of diversity among staff and students and encourages pluralism and intercultural competence. Lane engages learners from diverse cultural and social contexts.**

Intercultural competence is one of the core ability outcomes in our unit. Cultural proficiency and knowledge of “big C and little c” culture are integrated with language competency in our courses. We provide students ongoing opportunities to increase cultural awareness and competence through reading, writing, speaking and listening activities and through a regular working relationship with a diverse group of native-speaker tutors. In all of our classes, we encourage students to value all cultural and social contexts and to compare and contrast differences and similarities with their own experiences and the experiences of classmates, instructors, tutors and the diversity of contexts that are a part of their studies.

**Lane is committed to both individual and organizational learning.**

Student success is largely predicated on autonomy, responsibility for learning and a willingness to view language as a social activity in which much learning happens in concert with social interaction (in pair or group work) and shared responsibility to perform language tasks. Many opportunities are provided for students to take a responsible role as individual learners. They must complete regular assignments, take tests and make regular corrections of errors and study up to 8 hours per week outside of class as individual, self-directed learners. Additionally, students must commit to the social aspect of learning and we provide several opportunities for meaningful exchanges in the form of pair and group work in class, sessions with tutors (either in pairs or in a small group), and all students are urged to attend drop-in tutoring sessions for extra practice and/or clarification of difficult course material. Also, the French program offers conversation groups outside of class.

**Lane students and staff are a community of learners, all of whom contribute to learning.**

In our classes, students come to understand that language learning is a social activity. Although each and every student must at all times be an autonomous learner who is highly engaged in the learning process, s/he must also share in the responsibility of learning language in a series of social, communicative and functional contexts. During student involvement in these contexts, students contribute their own unique voices and abilities to help build meaningful exchanges with others.

**Lane promotes open communication among staff, students and the community within and across organizational and physical boundaries.**

Our department views the multiple types of assessment (see above under the heading, “Lane commits to a culture of assessment...”) as one mode of communication between students, staff and faculty. As we meet informally or formally to discuss input or feedback, we have an open exchange of ideas that helps us make changes in our programs and to keep a flexible vision for the future.

To assure effective communication between staff (e.g. the tutorial staff) and faculty members, we all commit to regular meetings and liaisons are appointed to facilitate the continued flow of input and ideas that are essential for the daily functioning of our programs. Each program has a lead coordinator who is involved in the mentoring of new faculty and who sees to it that all ongoing communications are complete and that any and all necessary actions are taken, as needed.



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We have an open door policy between colleagues in which we have agreed to view each other's classes. This leads to further dialogue on philosophy, pedagogy, classroom management and other areas of interest to us as language instructors. This form of communication ultimately leads to a deeper sense of collegiality, respect, a heightened awareness of what our students are capable of doing and professional growth for the individual instructors who participate in this policy.

We encourage our students to form study groups outside of class, to reach out to the community of native speakers for invaluable exposure to language and culture and we provide them with many opportunities to interact with native speaker tutors within the various organizational structures of our programs.

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**Part II. Unit Description**

Chapter 1: Unit Description

**Key Question: Who are you? Answer this question by providing the following information about your unit.**

1) Unit Mission/Vision

**Does your unit have a Vision or Mission Statement? When was it written or updated? Do you have a process for regular review?**

Yes, our unit authored a Mission Statement during the unit planning period of 2003-2004. Our process for regular review is during the annual unit planning review period. Our current Mission Statement is:

**Mission Statement:**

The Languages Department at Lane Community College seeks to create a respectful learning-centered environment that fosters an awareness of and appreciation for diverse cultures while encouraging a spirit of inquiry and discovery. Through offering a variety of courses in both language studies and second language acquisition this department strives to:

Promote an understanding of the interconnected, interdependent relationship that exists between culture and language;

Develop students' proficiency in the skills of listening, speaking, reading, writing and culture;

Enhance learners' self-esteem by providing a challenging learning environment while setting attainable goals;

Provide interactive learning opportunities that involve both students and instructors as learners;

Facilitate a sense of joy in learning for all.

2) Catalog Description

**How do you describe your unit and instructional offerings in the college catalog? How does your unit manage the review of catalog copy each year?**

The various disciplines (e.g. French and Spanish) meet separately and review catalog descriptions for accuracy and currency. We meet soon after notification of the upcoming deadline to submit revisions and additions.

3) History/Significant Program Events

**How did your instructional unit evolve at Lane? What significant events have marked your growth? Do you have a system for maintaining an archival history of your unit? Do you have annual events that are representative of your unit's goals or teaching methods?**

Our program history statements appear below. Our system for maintaining a history has been to review our collective memory and the content has been anecdotal in nature. We may decide to document in writing and archive new aspects of our evolution and then revise our history statements annually. We have had annual orientations for new students, annual inservice events for new faculty, annual

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orientation and training for new tutors and we have occasionally presented our goals and teaching approaches during inservice activities at both the Division and campus levels.

#### **Spanish Program History:**

Lane's Spanish program began when Lane Community College first opened its doors in the early 1960's. For many years the program consisted of only one contracted faculty member. By the time a second faculty member was hired several years later, the field of Second Language Acquisition had grown immensely and there were many exciting and innovative approaches to teaching languages.

The two Lane faculty members were to become pioneers in the Spanish program's history because they were strongly motivated to improve the existing program by incorporating a repertoire of the new pedagogic elements into their classes. Having attended an intensive workshop in New York City on Caleb Gattegno's "Silent Way Approach" to teaching languages, Lane's Spanish faculty found a new direction for their teaching. In a now famously bold move, they threw out the textbook they were using in the middle of the term and they set out with a new and enhanced vision of language instruction. That vision meant greater student involvement and responsibility in learning. Students were taught about the importance of autonomy, of trusting in their inner resources and the need to work in community with their peers to carry out language learning tasks. Their ultimate goal and hope was that a higher percentage of students would find some level of success in language learning. The commitment of those two faculty members to student success is now legendary to those who today still commit themselves to helping students succeed in their learning.

Now, many years after that textbook was cast aside, many changes and innovations have been authored by the faculty members who have continued the core vision of providing students what they need to be successful in their language acquisition. Faculty members are involved in ongoing program reviews and student input is always valued and serves as the raw material needed to author new and innovative changes that will help to serve Lane's diverse student body better. In Spring Term of 2002, the Spanish Program's faculty received the prestigious Innovation of the Year Award for their "Learning Strategies Project." This project continues to build momentum in its principal goal of helping students and instructors to recognize and develop strategies for deeper and more satisfying learning in and out of the classroom in the areas of speaking, listening, reading, writing and culture. Not only do students become more aware of and responsible for their learning, faculty too learn more about how students process information and thus become better at understanding their students and thus better equipped at helping students achieve their goals. Because of this known benefit, instructors now offer students drop-in tutoring so that both faculty and students can learn more about language learning as students gain higher levels of proficiency.

In addition to students' important contact with faculty, they also benefit through their daily work with native speakers in the classroom and once per week in Lane's unique "Charla" program where students work on language tasks in small groups with their peers and a native Spanish speaking tutor. Just as students and instructors mutually benefit from their experiences together, tutors and students mutually benefit from their time together. In "Charla" sessions, as students take their learning deeper, they also enjoy their contact with tutors from various Spanish speaking countries and are exposed to a variety of cultural social behaviors, language patterns, world-views and successes in communication with a native speaker. Tutors benefit too in numerous ways. They gain valuable professional experiences, cultural proficiency and they learn about and develop language skills in teaching pedagogy as well as numerous workplace skills that can be used for future employment. Many of Lane's tutors have enjoyed their

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experiences in the Spanish program so much that they have decided to become Spanish language instructors themselves.

As Lane's Spanish program continues to grow, the core vision is still about how to serve students better. As student needs change, the program too will change. The most recent evidence of this is the exciting new additions in the curriculum that are a part of the "Puentes Al Futuro" learning community. In this learning community, native speakers of Spanish are offered a series of courses that strengthen and augment their skills in Spanish, and then bridge their evolving skills to English and the development of higher proficiency in that language.

Lane's Spanish Program history will continue to unfold and the faculty members eagerly await the challenges that they must meet. They too are ready to "throw out the textbook" or anything else if doing so means serving their students' needs in better and more comprehensive ways.

#### **French Program History:**

The French department was established in 1965 along with Spanish and German (date uncertain). One professor taught a class or two. In 1969, Ginny Nelson was hired to teach French on a part-time basis. Initially she taught two classes. However, in 1978, after witnessing years of steady growth of the program, the administration decided to hire Ginny full-time. On the other hand, as an unfortunate result of budget restrictions, the German department was cut in the mid 80's.

The first part-time instructor was hired in 1982. There have been several part-timer instructors since, but relatively few have stayed for an extended period of time. Of note among those who have stayed are: Marie-Pierre Wolfe, Colette Richardson, Diana Acosta, Fay D'Ambrosia, Cara Shafer and Karin Almquist.

In 1982 we took action to give students an opportunity to converse more in French. We offered a French conversation class during the summer, but the attempt was not successful due to logistical issues. In its stead, we organized what we called the "French Immersion Weekend." This consists of students spending an entire weekend in "isolation" where they speak only French. Tutors and instructors act as facilitators for the various activities. It has been held annually on campus, at Siltcoos Lake and at Belknap Springs. The only year that the immersion weekend was canceled was during the spring of 2003, due to budgetary concerns. This is the crown jewel of the French program because it is the culmination of 2 years of hard work on the part of the students. They gain confidence and self-esteem during this weekend.

Ginny Reich underwent extensive research and study on foreign language pedagogy. In the mid 80's she attended numerous conferences and studied several different methodologies. In an attempt to reach all types of learners in the most effective way, she developed an eclectic method of presenting the same material multiple times and in various ways over a period of several days. (Now, we complete one chapter in about 8 days.) Visual, auditory, and even kinesthetic learners are targeted by using a variety of exercises and materials. She also implemented the fidel chart of phonetics in the classroom to give the students an idea of the rules of French pronunciation.

In the classroom we use round tables, transparencies, visuals and do some role-playing. Students work in pairs, groups and individually in a relaxed, convivial atmosphere. We also encourage students to meet outside of the class, not only for their required tutor sessions (8 visits per term) but also for their

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personal enrichment, for more conversation practice and reinforcement and for studying in groups. We inform students about study and work abroad opportunities in French-speaking countries.

#### **American Indian Languages Program History:**

The American Indian Languages Program began as team meetings in winter 2001. It was spurred by the Native American Languages Act passed in October 1990 by the U.S. Congress to support, among other policies, native student and community achievement and success through the teaching, learning, and use of Native American languages in federally funded programs. Oregon's SB 690, 2000, legislates similar support for state funded education. Many Indian tribes, including the Klamath, Umatilla, Warm Springs, and Grand Ronde of Oregon, have developed language programs and teach ancestral languages to their youth.

At Lane Community College, the question was asked, "Can we make it possible for students to study ancestral native languages for credit as we do with French and Spanish?" The answer has become, "Yes." Lane's Curriculum Approval Committee has approved curriculum for four American Indian Languages courses, and the state of Oregon has approved the plan and a prefix, AIL. Foundations of American Indian Languages, AIL 100, which teaches about the connection between native language and native culture, was approved in fall 2002 and is currently offered. AIL 101, 102, and 103 were approved spring 2003, and AIL 101 will be offered spring 2004. These courses will actually teach native languages.

The languages we choose to teach are dictated by four criteria: 1) student interest, 2) availability of adequate curricula, 3) availability of fluent-speaking mentors, and 4) support and interest of a native tribe or group. We will hire one teacher to facilitate student learning, with the assistance of fluent-speaking mentors.

4) Degrees and Certificates

**What degrees or certificates does your unit provide?**

**Two-Year Associate of Applied Science Degree?**

**Two-Year Certificate of Completion?**

**One-year Certificate of Completion?**

**Cooperative Education?**

**If you are a transfer program and don't offer degrees or certificates, how do your instructional offerings serve the AAOT, AS, AGS, or AAS degrees? Do any of your courses support Professional Technical programs?**

For the AAOT, we provide the two-term foreign language requirement. We fulfill the two-year requirement for a Bachelor of Arts degree.

5) Organizational Structure

**Please provide a description of how your unit is administratively organized within Lane's instructional structure.**

**Organizational Structure - Languages Department:**

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The Languages Department is made up of three discipline groups, Spanish, French, and American Indian Languages, with six full-time positions and six to nine part-time faculty per term. While curricular work is handled in discipline meetings, the entire department meets several times a year in order to deal with governance and unit planning issues. When decisions need to be made, the group aims for consensus.

Each faculty group works with the division chair and division administrative coordinator to develop class schedules. Part-time faculty certification and assignments are the responsibility of the division chair, with input and recommendations from contracted faculty or, in the case of AIL, the program coordinator and project team. The division chair also maintains part-time seniority records.

As members of the English, Foreign Language, and Speech Division, languages faculty also participates fully in division shared governance through committee work and division meetings.

#### **Organizational Structure - Spanish Program:**

**Decision-making and discipline meetings** Our group works to achieve consensus in both structured-formal and informal contexts. The proximity of contracted faculty offices allows for many informal discussions, many of which lead to structured, formal meetings. Informal meetings occur on a frequent basis. Formal meetings occur at the rate of about 4-6 meetings per term. We have recognized a need for a plan to meet regularly with agenda and meeting notes to be filed for future reference or for access whenever they are needed. Historically, it has been the lead coordinator who has prepared meeting agendas (based upon input from faculty) and the lead coordinator generally facilitates the meetings unless another faculty member or members would like to do so.

**Committee assignments** Since we are a small group, all of us are required to serve on vital committees on an ongoing basis. Decisions on who will serve and on what committee are generally achieved informally and based on interest in specific committees, individual talents and a general willingness to serve.

**Coordination** There is one lead coordinator who oversees the coordination of the program and co-coordinators for each level taught. Decisions about who will serve are based on interest and a general willingness to serve. In addition, there is one Classified Language Lab Coordinator who is responsible for interviewing, hiring, training, scheduling and supervising the language lab tutors as well as serving as liaison with the language faculty. The lab coordinator is also responsible for the organization and maintenance (and in some cases, authorship) of lab materials and attends all meetings that relate to lab operations as well as unit planning and Foreign Language Department meetings.

**Class assignments** Teaching assignments are determined term by term and are allotted according to contractual stipulations as well as according to the family or families of courses individual instructors are certified to teach. Part-time faculty submits to the division chair and contracted faculty information about their availability and preferences. Contracted faculty then meet to create a class assignment schedule and present it to the division chair for approval. Contracted faculty sections are assigned first. Their assignment is determined by their non-instructional obligations: i.e., program coordination; departmental, divisional and college committee participation; mentoring. Part-time faculty teaching assignments are first determined by course certification and contractual stipulations regarding seniority; once those responsibilities have been met, instructor preference is considered. It is the goal of the program to create a schedule that meets contractual obligations and, when possible, also accommodates scheduling needs of all part-time faculty. This process guarantees that contractual obligations will be

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met; however, it cannot guarantee that individual preferences will always be granted. Occasionally, in order to meet program needs determined by the division chair, with input from contracted faculty, a part-time instructor teaching a first- or second-year class may receive an assignment for four rather than five credits. The language lab coordinator, if qualified, may teach a course for which s/he is certified. The college is to determine the total number of credits that may be taught by the coordinator.

**Families of courses** For purposes of part-time seniority assignments, the Spanish program consists of four plus families of courses: 1) First-year language sequence (101,102,103); 2) second-year language sequence (201, 202, 203); 3) conversation courses (211 and 212); 4) second year advanced grammar, composition and literature courses (270, 290, 291); and (+) “other” -- courses that arise as need and/or interest dictates (i.e., Spanish 199-Spanish for Law Enforcement; Spanish 199-Spanish for Pacific University education students; Spanish 199-LCC Spanish Summer Institute). A part-time faculty member is certified for a particular family or families of courses based on the interview process that s/he has successfully completed. The interview process for a given family or families takes place as need dictates, and through that process contracted faculty and the division chair determine the candidate’s eligibility for the given language family or families. Once a part time faculty member has been certified to teach in a language family, if s/he shows interest to teach within another family, s/he is welcome to participate in the interview process described above.

**Development of term schedules** The division chair and contracted faculty meet to determine course offerings, number of sections offered, and times of offerings. Contracted faculty then drafts a course schedule and presents it to the division chair for approval.

**Functions of lead coordinator** Historically, the lead coordinator has been responsible for carrying out the following duties:

- Schedule and facilitate discipline meetings;
- Organize, schedule and present orientations for new faculty;
- Liaison to Lab Coordinator;
- Liaison to French Program;
- Liaison to Division Chair;
- Coordinate mentorship of new faculty;
- Gather input from full and part-time faculty in terms of ongoing feedback on program efficacy and vision for future (also gather and present student input);
- Author documentation on input gathered (see above) and present to the faculty;
- Organize meetings with contracted faculty to decide on what program changes will be made (see last two entries above) and facilitate meetings to make assignments (i.e. who will work on the changes that are to be authored);
- Continued facilitation of all meetings on program changes until all changes have been agreed upon, authored, and presented;
- Co-coordination of First Year and Second Year Programs;
- Gather input on authorship of tests, handouts and course packets and responsible for word-processing and organizing materials for distribution;
- Work with co-coordinators to assure all materials are ordered and available in all classrooms by established deadlines;
- Take periodic materials inventories in 3 dedicated classrooms and purchase whatever is needed;
- Take requests from faculty for new materials and supplies to be purchased and purchase them;
- Make assignments for organizing the 3 dedicated classrooms at the close of each term;

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Organize Winter and Spring Term workshops for new students and process, order and assure that all materials are available by established deadlines;  
Responsible for organizing searches for part time faculty and facilitate all meetings related to the process;  
Plan with co-coordinators for interviews with students and organize video taped interviews to be shown to new students (as a part of the Strategies Component of the Spanish Program);  
Provide ongoing leadership for the continued authorship of materials and program design needed to carry out the Strategies Component Plan;  
Organize and facilitate end of term debriefings with Contracted and Part Time faculty members and file their concerns for future analysis;  
Gather requests from part time faculty regarding their preferences for teaching times and teaching load on a term by term basis and present those requests to contracted faculty and Division Chair;  
Assist, as needed in coordination of faculty projects and incorporation of said projects into program design.

### **Organizational Structure - French Program:**

Since the French program has only one full-time instructor, a lot of decisions are made by that instructor. However, in the case of scheduling, we meet to discuss the various possibilities and then arrive at a schedule by consensus. Sometimes this requires arbitration, flexibility and recognition of seniority.

Since the part-time instructors are required to work an extra 3 hours per week (lab-one hour), they can choose to type new overheads, work on the website, search the Internet for grant opportunities, work on specific projects such as the "unit planning" project, monitor in the computer lab, attend the "Buzz Café" French conversation group, or anything else that might be beneficial to the French program at Lane.

The full-time instructor prepares all the daily lesson plans and materials so they are ready for the instructors, schedules and facilitates meetings, coordinates with the lab coordinator, will coordinate with the Spanish lead instructor for scheduling of the languages computer lab, organizes interviews of potential part-time instructors, acts as a mentor for new part-time faculty, represents the French program on committees and meetings, coordinates first and second year French programs, oversees the equipment and clean-up and/or preparation of our dedicated classroom, orders books and materials for all French classes, observes part-time instructors and gives feedback. Information from the division meetings is disseminated by the full-time instructor.

### **Organizational Structure - American Indian Languages**

The American Indian Languages program conducts its organizational work through a team of volunteers, headed by an SLI-sponsored coordinator. The team meets weekly and makes decisions by consensus.

#### **6) Staff/Faculty**

**Please provide a list of your contracted faculty and staff. For faculty, indicate FTE appointment, educational credentials, and primary area of expertise/instruction. For staff, indicate FTE appointment and primary job responsibility.**

We have not yet indicated primary areas of expertise/instruction. We plan on completing this next year.



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**Faculty:** Part time faculty are indicated with the @ symbol. 1.0 FTE faculty are indicated with a \* symbol.

**Spanish faculty:**

**@Budz, Devon:** M.A. in Spanish, Univ. of Oregon; B.A in Spanish, U of O.

**@Cuadros, Juan:** M.A. in Spanish, Univ. of Oregon; B.A in Spanish, U of O. Instructor Cuadros is currently not teaching with us. He intends to return in the near future.

**\*Cusimano, Roma:** A.B.D. in Romance Languages, Univ. of Oregon; M.A. in Spanish, U of O; B.A. in Spanish, Oregon State Univ.; B.A. in Language Arts, O.S.U; B.S. Physical Education & Dance, Univ. of Wisconsin, Madison.

**@Gagnon, Armand:** M.A. in Spanish, California, Northridge; B.A. in Spanish Calif. State Univ., Northridge.

**@Hopping-Paz, Edana:** M.A. in Spanish, Univ. of Oregon; B.A. in Spanish, U of O; B.S. in Health, Physical Education & Recreation, Oklahoma College for Women. Instructor Paz is not currently teaching with us but may return in spring 2004.

**\*Luke, Matthew:** A.B.D. in Romance Languages, Univ. of Oregon; M.A. in Spanish, U of O; B.A in Spanish & Chicano Studies, San Diego State Univ.

**\*Matalon-Florendo, Sylvie:** M.A. in Spanish, Univ. of Oregon; B.A. in English and Anglo-American Studies; B.A. in Spanish and Latin American Studies, Univ. of Paris III, France; D.E.UG. in French Literature; D.E.U.G. in Portuguese, Univ. of Paris III, France.

**@Pepe, Vanessa:** M.A. in Spanish, University of Arizona; B.A. in Spanish, Univ. of Oregon.

**@Rothgery, Andrew:** M.A. in Spanish, Univ. of Oregon; B.A. in Spanish, U of O.

**\*Stefanovska, Bojana:** A.B.D. in Romance Languages, Univ. of Oregon; M.A. in Spanish & English, Univ. of Grenoble, France; B.A. in Spanish & French, Univ. of Grenoble, France.

**@Zabala, Gloria:** M.A. in Spanish, Univ. of Oregon; BS in Linguistics, U of O.

**French faculty:**

**@Almquist, Karin:** Ph.D. in Romance Languages, Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ of Oregon

**\*D'Ambrosia, Fay. E.:** M.A. Ohio Univ.; B. A. Ohio Univ.

**@Reich, Ginny:** M.A. Univ. of Oregon; B.A., Univ. of Oregon. Instructor Reich is retired but she does teach 1 credit conversational French classes annually.

**@Shafer, Cara:** M.Ed. Univ. of Oregon; M.A. Univ. of Oregon; B.A. Univ. of Oregon.

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@**Stefanovska, Bojana**; A.B.D. in Romance Languages, Univ. of Oregon; M.A. Univ. of Grenoble, France; B.A. Univ. of Grenoble, France. Instructor Stefanovska is currently an interim full time instructor in Spanish.

**American Indian Languages faculty:**

**Hall, Jerry**: Program coordinator. 15 credits in Language Study, American Indian Languages, University of Oregon, 2002 & 2004; Ph.D. in Zoology (Ecology), Michigan State University, 1974; M.S. in Zoology (Animal Behavior), Michigan State University, 1970; B.S. in General Science, Oregon State University, 1964.

**Addison, Donald F.**; Ph.D., Univ. of Oregon; M.A, Univ. of California, Los Angeles; B.A. Univ. of Oregon

7) Student Profile

**If available, please provide demographic data for your student population.**

We were told not to complete this section.

8) Facilities and Equipment

**Describe your campus space. What are its strengths? Its challenges? What are your utilization ratios? Provide a copy of your equipment inventory. What are your equipment strengths? Challenges? Do you have any plans in place for equipment replacement?**

**Note:** We were unable to locate a copy of our equipment inventory. We will seek to obtain a copy.

We have dedicated classrooms for all course in French and Spanish. All spaces are adequate for 30 students. Our off-campus offerings change from year to year so there are no guarantees that an optimal space will be provided. However, we make every attempt to obtain the best space available for our off-campus courses. We attempt to make all classrooms comfortable and friendly environments but there are challenges in doing so and in some cases we make little progress in realizing those changes.

**Strengths**

**Space:** With ample space, black and or white boards, a classroom's central focal point can be made flexible. This is a plus for learning languages, since many rapid shifts in focus require students to orient their attention to different spots in the classroom. Since we have round tables (and swivel chairs in one classroom), the ease of making attention shifts is facilitated. We also have ample storage space in our classrooms for all class materials, stereos, videos, etc.

**Equipment:** We have nearly all the basic necessities such as VCRs, DVDs, overhead projectors, stereos, etc. (One classroom needs a CD and a DVD player.)We also have a limited selection of shared equipment including one ELMO projector and an LCD projector.

**Weaknesses**

**Space & equipment:** One of our dedicated classrooms is located in the basement of the Center building and this is a very uninviting environment with inadequate ventilation. The carpet smells (it is very old), the tables are showing signs of wear and the central desk is broken. We have supplied an air purifier to help clean the smelly air yet this has been inadequate to remedy the situation given the condition of the

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carpet, the poor ventilation and the large size of the classroom. The French classroom has a huge tear in its ancient carpet that has been repaired with duct-tape. Also, after repeated requests for a new board, we are still awaiting its arrival. (It has been at least 2 years now.) Given the importance of the student need to change points of reference frequently and quickly, we would be better served with swivel chairs. At present, only one out of three classrooms has this type of chair. For some unknown reason, one of our classrooms is periodically used to store up to 30 or more extra chairs. They are removed whenever we make a request yet they always reappear over time. This makes for a cramped and unappealing environment. There are also many ongoing challenges in terms of space & equipment in our off-campus classrooms. We often change off campus locations and this requires a liaison to visit the class, to make contacts with local personnel and to work to rectify any inadequacies. Yet many inadequacies are not possible to rectify given the equipment and /or space provided. We feel that this is our single biggest challenge and it continues to create a disparity in terms of the quality of space on the main campus versus on off-campus locations.

In terms of high tech equipment, we could definitely use more. We have hopes for smart classrooms one day, but for now we must share limited high tech resources. For example the ELMO and LCD projectors are stored in the French classroom. When Spanish faculty wish to use them, they must make a request in advance, plan in advance for their use and the equipment is very fragile and does not tolerate frequent moving from class to class.

9) Budget Profile

**Provide a profile of your General Fund Budget. If appropriate, provide a profile of Restricted Fund 8 (grants, etc.) and Restricted Fund 9 (tuition-based sections).**

General Fund:

General Fund Allocation	\$ 3,428,249
Actual Cost of Operation	\$ 3,368,217
Revenues	\$ 3,763 (actual amount to department on tuition based)
Cost per Student FTE	\$3,563 (without Co-op)
	\$3,138 (with Co-op)

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**Part III. Performance 2003-2004**

Chapter 2: Program Outcomes Data, 2003-2004

**Key Question: What were the results of providing your program in 2003-2004 as demonstrated by student enrollment, student success, and cost efficiencies? Using the provided spreadsheet, please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.**

See data at end of document.

Chapter 3: Program Outcomes Analysis, 2003-2004

**Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.**

**Approaches you might take include: Methods of assessment you might use include:**

Needs Assessment

Satisfaction Assessment

Assessing Learning Outcomes

Environmental Assessment

Assessing Cost Effectiveness

Dropouts Assessment (program or college)

Post-Completion Follow-up Assessment

**1. Qualitative Assessment**

**2. Quantitative Assessment**

**3. Pre tests/post tests**

**4. Portfolio assessment**

1) How effectively did you fulfill your unit's mission?

**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in fulfilling your mission in 2003-2004?**

Here are the five cornerstones of our mission statement:

Promote an understanding of the interconnected, interdependent relationship that exists between culture and language;

Develop students' proficiency in the skills of listening, speaking, reading, writing and culture;

Enhance learners' self-esteem by providing a challenging learning environment while setting attainable goals;

Provide interactive learning opportunities that involve both students and instructors as learners;

Facilitate a sense of joy in learning for all.

In our department, culture is embedded in the curriculum and presented across skill areas in language (i.e. speaking, listening, reading and writing). For example, students learn reading strategies as they focus on grammatical and lexical aspects that are highlighted in cultural texts. Depending on how a reading is presented, through student responses to exercises that link vocabulary, grammar and culture, students reach higher levels of proficiency in any of several combinations of skill areas. Through both the presentation phase and the response phase, students also master grammatical concepts, broaden their vocabularies and learn about culture. In many cases the interdependent relationship between culture and language is inherent in the relationship between the assignment and the embedded material. Cultural

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meaning can be embedded in the language itself. For example, the formal and informal register has connotations about the culture. In such cases, students not only increase their cultural knowledge, but also expand awareness and attain higher levels of cultural competence and proficiency.

Assessment takes place through daily close monitoring of student performance during classroom activities and through pre and post testing as well as via weekly writing assignments. In the French and Spanish programs, assessment of student progress is also possible through instructor evaluations of students' error management (e.g. students are required to correct many of their errors on various types of assignments.) Data from the assessment indicates levels of mastery of factual material and proficiency development in both language and cultural skills.

Students are expected to take responsibility for their own learning but a great deal of care is given in designing exercises that are realistically attainable within the students' scope to encourage self-directed learning. Attaining goals through responsible, self-directed learning helps students to develop a stronger self-esteem through a greater sense of ownership in their learning. Students also have many interactive learning opportunities through which it becomes evident to them that they are considered valuable members of a peer group within the classroom.

A challenge and a problem we face in our classes is high ceiling enrollment caps which restricts our ability to monitor student progress effectively. While our students will benefit from our state-of-the-art Language lab, we are also limited by our lack of integrated technology in the classroom. Also, large class size means that huge numbers of assignments must be collected. Since the numbers are so large, it is difficult to give sufficient attention to all student work at all times.

Another challenge to our ability to carry out our mission is the narrow world focus afforded through limiting our course offerings to only two (European) languages. Although we strive to carry out our mission to the best of our abilities, this limitation does not permit us to fully carry out the core vision of our mission statement, the goals of general education at Lane or Lane's core abilities outcomes statements. We feel that a languages department should be at the forefront of preparing students for success in a global society yet our offerings seriously restrict our ability to accomplish this.

A third challenge that has weakened our ability to deliver fully on our commitment to our mission relates to equal student access to that very mission (as well as equal access to Lane's central vision of "Transforming Lives Through Learning.") We believe that the American Indian and Alaska Native students find the community college to be a very different culture from what they are accustomed to and that the learning environment can be uncomfortable and even threatening. Our department is in the unique position of having the potential to bridge the cultural backgrounds of these students with a culturally sensitive, inviting and comfortable learning environment that can maintain the stability of their progress in the college. Although we have made genuine progress in our program in terms of creating comfortable and respectful environments we could provide enhanced access to learning with just a few added features. For example, curriculum development for native students with a qualified instructor and native speaking mentors for the above mentioned students could go a long way in providing equal access to a successful beginning to an educational commitment at Lane.

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

**Are your learning outcomes current and relevant? What approach did you take to gather evidence of your performance in meeting these outcomes? What method of assessment did you**

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**use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet their learning outcomes in 2003-2004?**

Course level learning outcomes and methods of assessment are identified in each course syllabus in abbreviated form and clarifications and in-depth descriptions are offered in other forms. In the Spanish program for example, these learning outcomes are elaborated in a “strategies for effective language learning” component which is presented to the students during the first two weeks of the term. Plans to extend the component for students throughout the year are under consideration and in some cases are being authored and presented on an ongoing basis by the individual instructors. Also, all instructors in our department keep complete records of student achievement in their courses.

Course level learning outcomes are developed through the consensus of all language instructors. They are reviewed annually. ACTFL (a national organization of foreign language teachers) has published guidelines for identifying levels of proficiency and means of assessing learning outcomes. These guidelines provide a realistic standard against which to measure our students’ development.

While the learning outcomes are widely known and adhered to by instructors, we could benefit from articulating them clearly in writing. French faculty members have initiated this but the Spanish faculty members also need to consider initiating such a project. To date, the French department’s core ability outcomes are:

Language courses address all four core-ability outcomes for all students.

Core Ability outcomes specific to French program:

1. Communicate effectively: We accomplish this by focusing on high-demand vocabulary during the first year language classes and expanding on that vocabulary the second year. Communicative strategies incorporate listening, speaking, reading and writing skills in the target language. We design classes to give the students multiple opportunities to practice the target language. By the end of the first year language classes, students have a very basic knowledge of all essential grammar rules and are able to communicate simply, understand basic conversations and read and write in a basic manner. In second year language classes listening comprehension and speaking practice are emphasized through the use of partner problem solving and guided exercises. Students continue to develop their communication skills by reading chosen texts, viewing videos or listening to authentic French materials and then writing summaries of those materials. They review all essential grammar and add to their knowledge of grammatical structures and vocabulary.
2. Think critically: Students are challenged to recognize cognates and patterns, to think logically, to advance from one ability level to another, to recognize, understand and respond to cultural cues.
3. Solve problems effectively: Students are asked to perform tasks where meaningful information is effectively exchanged. Surveys, information gathering and feedback are essential.
4. Increase understanding of relationship between self and community: The study of language is inherently rich in diversity, cultural history, social awareness and even an awareness of our world's geography. Culturally relevant videos, vocabulary specific to a certain region or country, cultural readings, the study of word origins, the study of "appropriate" behavior are all used to make students

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aware of the huge tableau of world languages and cultures. Having native speakers in the classroom as tutors and/or guests gives the students a "real" connection to the world community.

5. Explore academic disciplines: Students are asked to consider the relationships that the target language and its history have with their own country's history, law, language, literature, political structure, social structure and economy. By recognizing and appreciating these connections, students become more interested in pursuing one or some of the associated disciplines.

3) How well did students meet Core Ability outcomes?

**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in helping students meet Core Ability outcomes in 2003-2004?**

The first four campus-wide core ability outcomes are embedded in our curriculum and all five comprise the current Core Abilities Outcomes document that has been prepared by French faculty members. By the very nature of the core ability content, college core ability outcomes are assessed in the same way that our primary course content is assessed (please see question #2 for a discussion of approach to gather evidence, method of assessment and narrative on strengths and weaknesses.) In terms of the first three college core ability outcomes, we do not assess the core abilities separately from or independently of our content learning outcomes. The fourth and fifth college-wide core ability outcomes (4. Increase understanding of relationship between self and community and 5. Explore Academic Disciplines) are not customarily assessed in a systematic way (i.e. There are few specific methods of assessment since they are not always related to core abilities of the course content in terms of language skill areas.) However, they are important thematic contexts that help to support students' development of language mastery, proficiency and general awareness.

For example, in our courses, language study is inherently rich in diversity, cultural history, social awareness and even an awareness of our world's geography. Culturally relevant videos, vocabulary specific to a certain region or country, cultural readings, the study of word origins and the study of "appropriate" behavior are all used to make students aware of the huge tableau of world languages and cultures. Having native speakers in the classroom as tutors and/or guests gives the students a "real" connection to the world community. During all such class activities, students are strongly encouraged to compare and contrast their own perspectives, world views, life experiences and cultural biases with those presented in the course content. For example, the Spanish faculty employs a method of assessment (in Spanish 102 and 103) that tests for reading proficiency in "cross-cultural mini dramas" in which students are guided to the discovery of the essential errors that are at the heart of cultural misunderstandings.

A possible weakness might be our department's lack of a systematic method for assessing core ability outcomes numbers four and five. We view these outcomes in terms of thematic support for course content since they provide a workable thematic framework for course material. In the future, we may identify other discrete ways in which we do address and possibly even assess these outcomes. For example, we often discuss, during office hours, the relevance of the Spanish language in our students' personal, academic, social and professional lives.

4) How efficiently did you use the resources you were given?

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**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2003-2004?**

Financial resources are used primarily for personnel expenses. Contracted faculty members carry full teaching loads. Part time instructors are hired for extra sections. We devote funds to language tutors who increase learning for students both in the classroom and in smaller tutoring sessions. The tutoring sessions (lab) fulfill the students' fifth credit requirement. (The other four credits are fulfilled through daily class attendance.)

We are very efficient with our funds when buying materials and the languages unit continually produces low-cost FTE in our division. While we continue to be efficient with our limited resources, we continually struggle with a lack of funds and this lack affects our program in fundamental ways. For example, due to the fact that no funds have been allocated for release time for French program coordination, an inherent weakness has developed in the program and it has the potential to have a negative impact on students, program operations and morale.

In 2003-2004, as in previous years, we have continuously had to train and mentor new part-time faculty members for French and Spanish and this has resulted in placing a burden on the coordinators who oversee training and mentorship. Personnel resources are stretched too thin with ongoing search committees and training and mentorship activities. Also, scheduling difficulties always arise when new faculty members are hired and this creates more work for the entire program and office staff since several meetings are generally required before finalizing class assignments. This is frustrating for our students who often wait for the finalized list and who make repeated requests for schedules from faculty and office staff.

5) How well are you utilizing current technology?

**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2003-2004?**

In 2003-2004, we developed a state-of-the-art Language Lab that was completed during fall term 2004. We are currently training staff in basic lab operations and faculty members are exploring ways to integrate course content with student lab use. We are also training in appropriate methods for designing exercise frameworks that are compatible with the software that has been installed. At this time, we are purchasing additional software titles and much time must be dedicated to review the new programs and to brainstorm ways in which they can be used to support our instructors' approaches and methods.

In terms of weaknesses, we do not have a dedicated tech staff member. College tech staff members have helped us tremendously but the scope of our upcoming needs will extend far beyond the time commitment that they could offer to us. This pressing need places a burden on the department and the college. Another problem has been the lack of time for staff to develop the curricular material, to pursue additional training and to study relevant software applications and their potential for use with our approaches and methods. Another major weakness that we have yet to overcome is the lack of adequate security. We feel unprepared to initiate student use of the lab until this issue has been addressed and resolved.



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Another weakness relates to our use of current technologies in the classroom. Since we have no “smart classrooms”, we have had to share equipment between programs. Since we have many classes running concurrently throughout the day, the use of equipment is a logistical barrier that makes it very unappealing for us to coordinate our lesson plans with those of fellow faculty between programs. Not only is equipment often not available when needed, it is also difficult to move and set up the equipment and some of the technology hardware is very delicate and subject to damage when moved.

6) If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?

**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in working with your Advisory Committee in 2003-2004? Please address the following:**

**Date of meetings and number of attendees.**

**Attach membership list indicating community members, businesses and LCC faculty/staff.**

**Describe committee involvement with curriculum changes, list any recent changes.**

**Other advisory committee information.**

Not applicable

7) How well did you meet faculty and staff goals ?

**What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in meeting faculty and staff goals in 2003-2004?**

In terms of faculty and staff goals, our primary goal was to receive basic training in the new Language Lab and we did accomplish this. A weakness is a lack of time among faculty members for further training and development of materials.

Another goal was to add a first year Japanese language sequence (i.e. 101,102 and 103) to our program. We successfully carried out and concluded a search for a part time employee who was to begin curriculum development during winter and spring terms of 2004-2005 yet authorization was not granted to begin curriculum development at this time. Our hope has been to see the curriculum in place by fall of 2005.

Yet another goal was to add an American Indian Languages curriculum to our unit’s course offerings and work dedicated to achieving this goal too has been moving along successfully for inclusion in this year’s initiative process.

Additionally, we have a continuing challenge in regard to our need to update our website. Two faculty members function as liaisons and have participated in website workshops. The faculty of our Spanish program department has produced a list of 34 potential ideas relating to new website design and content. We have yet to meet to pare down the list and to discuss the feasibility of our ideas in technical terms and to establish a workable timeline for updates.

Our goal of establishing a tech position for the lab and “smart” classrooms and other division-wide needs continues but no progress has been made in achieving it. Personnel in our department are

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stretched too thin with their current workload obligations to make adequate progress toward developing the lab and incorporating its use into our curriculum. Without a dedicated tech specialist, we continue to creep forward at a snail's pace in this regard.

Our final faculty related goal was to address the need for variable credit loads for contracted faculty members. Although we have received permission to vary credit load under emergency situations, no progress has been made to make this a permanent feature of our programs. This is a major weakness for us since there is no incentive for contracted faculty members to develop 1-3 credit courses that they would never be allowed to teach given their set load of 3 five credit classes per term. We are at a standstill in terms of future course development. This also continues to have a negative affect on faculty morale.

8) Review your initiatives from 2003-2004.

**For each initiative: How well did you meet your goals? What benefits did your program accrue from the initiative? What challenges arose? How effectively were you able to utilize resources?**

**For multiple-year initiatives: Where are you in the implementation of your initiative? If you had initiatives that were unfunded, do you intend to resubmit this year (if yes, please discuss the continuing need for ... the remainder of this sentence is missing from document).**

Our initiatives for 2003-2004 were (none of them were funded):

- 1) One term per year of release time for French program coordination.
- 2) Tech staff (1.0 FTE).
- 3) Authorship of new scripts and studio production of new Spanish tapes/CDs for first year Spanish program.
- 4) Meetings and workshops for lab development
- 5) Completing "CAN 8" software training and pursuing curriculum development.
- 6) Explore course fee request for American Indian Languages.
- 7) Fund visit of Shakti Gattegno to present workshops to department, division and college during inservice activities.
- 8) Addition of first year Japanese language sequence.
- 9) Francophonie 200 level course.
- 10) Bilingual Spanish-English film class.
- 11) Conversion of Spanish 270, 290-291 to curriculum for non-native speakers of Spanish.
- 12) Variable credit load for contracted faculty.
- 13) Update website.

Since none of our initiatives were funded, we pursued only those that had no cost attached to them. Numbers 4, 5, 8 and 13 are discussed above under section 7 on staff goals.

9) Overall, what strengths do you believe your unit demonstrated in 2003-2004?

Student centered learning with effective support services.

Multi-tiered assessment structure.

Innovative solutions to challenges.

Multi-modal teaching approaches.

Diversity is part of core curriculum.

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Culture is part of core curriculum.

Core ability outcomes parallel those of the college.

Dedicated, talented, creative, proactive faculty members offer a wealth and diversity of thought, experience, interests and backgrounds. Faculty members are also highly accessible to one another and to students.

Open-door policy and open, respectful communication.

Courses very much in line with departmental Mission Statement.

Native speakers in the classroom during all class sessions.

Three types of lab: 1) The “charla” is a mini class with a native speaker; 2) The “visite” is a one on one session with a native speaker; 3) state of the art language lab (in development).

Weekly drop-in conversation groups in French.

Drop-in tutoring with instructors and tutors with strong knowledge of language structure.

Fiscally responsible.

Strategies for effective learning as part of Spanish first year curriculum.

Decision making through consensus (including decisions about course level learning outcomes).

New courses for native speakers of Spanish (Spanish 270, 290 and 291).

10) Overall, what challenges do you believe your unit faced in 2003-2004?

We have had an inability to serve students, program and college fully given the fact that we have a coordinator whose workload is too heavy. This workload issue has serious potential to undermine our ability to function effectively and it continues to affect morale in a negative way.

Due to the fact that our department currently offers only two (European) languages, we have suffered an inability to enhance and to carry out the core vision of our mission statement, the goals of general education at Lane and Lane’s core abilities outcomes statements.

We believe that the American Indian, Alaska Native and many other students find the community college to be a very different culture from what they are accustomed to and that the learning environment can be uncomfortable and even threatening. Our department is in the unique position of having the potential to help bridge the cultural backgrounds of these students with a culturally sensitive, inviting and comfortable learning environment that can help to maintain the stability of their progress in the college. Yet we cannot teach languages in the AIL program of our department without an instructor. Also, teaching cannot happen without native speaking mentors in the classroom and curriculum for AIL courses cannot take place without funding.

Extreme and ongoing time commitment in searching for new part time faculty; difficulty in scheduling ongoing training and mentorship activities for new part time faculty; difficulty in providing term schedules in a timely manner; weak articulation between current language programs.

Faculty members have had no incentive to design courses at fewer than 5 credits because they are obliged to teach only 5 credit classes. Faculty members have several ideas for important contributions to the curriculum yet they could not teach those such classes given the current credit load obligation. Student offerings are minimal and this results in an under-utilization of faculty talents and interests. It also results in faculty burnout since the same few courses must be taught repeatedly (first and second year sequences only). We currently have a two-term sequence of conversational Spanish that can only be taught by part time faculty members. This challenge also impairs our ability to fully carry out our mission statement and it nullifies our ability to work in community with other campus departments and divisions in learning communities.

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Due to our heavy workload (many aspects of workload are delineated above), we have only found time to complete basic training in the operations of the lab. We have been unable to commit more hours for vital training in software applications and in methods of operation for lab hardware components.

We have had to place a heavy burden on the campus tech specialists to assist us in readying our new lab for operational status. The workload for the liaison and the tech people has been unreasonable and efficiency could be greatly improved.

Our website has been seriously out of date and although some work has been accomplished to remedy this, high workload demands prohibit us from fulfilling our obligation to update and keep the website current.

11) What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?\*

**What changes do you need to make?**

**What do you want to do differently? (These conclusions are your initiatives.)**

Based on our long and thoughtful analysis of our programs' weaknesses, we conclude that we are in need of 9 improvements/recommendations in our department. These improvements will require many changes and those changes will allow us to serve our students, college and community better and they will enhance our ability to carry out the core vision of our mission statement, the goals of general education at Lane and Lane's core abilities outcomes statements. The 9 improvements/recommendations that follow are our department's initiatives for 2004-2005 (see chapter 4). We have met to prioritize our recommended list of improvements and the list provided here appears in that order of prioritization.

**(1) A. One term per year of release time for a French program coordinator.**

**The benefits are fourfold: 1) students served more efficiently; 2) more efficient French program operations; 3) bolsters low morale; 4) improves French program articulation with the lab and with Spanish program.**

**B. Increase Spanish .56 FTE position to 1.0 FTE and convert it to a French/Spanish position. The fourfold benefits are: 1) serves students and staff better; 2) improves efficiency of our French and Spanish program operations; 3) develops better articulation between our programs; 4) lessens the impact of high workloads.**

Our department has placed the above two recommendations together since they address similar needs and provide interrelated benefits and

A. Our French program coordinator has all of the responsibilities inherent in complete coordination of a language program but has not received official recognition for her huge responsibilities that go with the job. She is the sole full-time faculty member in the French program and therefore has no options for receiving assistance with her many pressing tasks. The core duties of the French "coordinator" relate to full coordination of the first and second year course sequences, organization of the conversation groups and design and implementation of the Immersion program. Yet, as the sole contracted faculty member, this same person must take the lead in future planning, and must regularly organize/carry out searches for new faculty members, schedule classes, and maintain a close working relationship with French part time faculty (including training and mentorship). Of course, this is all in addition to her ongoing commitment to a full-time teaching load, to college service, to liaison duties attached to our new lab, to

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her responsibilities as liaison with the department's tutorial services and Spanish faculty and to her commitment to take the lead in updating and maintaining the French program website. The result has been an unrealistically burdensome workload which in time has undermined the morale of everyone in the department who do not wish to see this workload inequity continue. Not only does her workload have the potential to lead to burnout, it also has a great potential to impair the operations of the entire department since it is unreasonable to request that she add duties to an already overfull list of responsibilities.

Our request is for one course release per year. Although this is not adequate, we hope to additionally lessen the French coordinator's workload through the creation of a full-time French/Spanish position. (See recommendation number 1B, below.)

B. The inclusion of this initiative lends further support to initiative 1A (release time for a French coordinator). With a 1.0 FTE position divided between the French and Spanish programs, the French coordinator would be able to receive assistance in carrying out the many duties that represent an unreasonable workload for just one person. The fact that the position is also designed to include Spanish instruction adds benefits to the Spanish program and the fact that the position serves two programs means dual program benefits that are not currently possible to achieve. For both programs, the contracted faculty members have had to devote an extreme and ongoing time commitment in searching for new part time faculty. Furthermore, new part-time faculty hires create added difficulties in scheduling, a need for ongoing training and mentorship and delays in providing students and staff our term schedules in a timely manner. The addition of this dual position will lessen our need to search for new part time faculty members. Also, the fact that our French contracted faculty member is the sole full time employee in the French program, unreasonable workload issues have resulted in a lack of time devoted to articulation between the French and Spanish programs. The additional French/Spanish position would allow for a greater time commitment to this articulation need. Both programs have a small number of full-time faculty members, so the demands on all of us are extreme. The addition of a French/Spanish position is a fair and equitable answer that can help us to experience a reduced workload and thus an increased ability to build our programs and serve our students in a more comprehensive way.

**(2) A. Two terms of curriculum development funds for the design of a first year sequence in Japanese and a part time instructor position for the instruction of Japanese 101, 102 and 103. This improvement establishes a first year language sequence of Japanese to enhance the college's mission, vision, core values, strategic directions and core abilities.**

**B. Provide for the Teaching of American Indian Languages at Lane Community College. NOTE:** This proposal is in three interrelated parts and they are all outlined below.

Our department has placed the above two recommendations together since we feel strongly that they are of equal importance.

A. Due to the fact that our department currently offers only two (European) languages, we have suffered an inability to enhance and to carry out the core vision of our mission statement, the goals of general education at Lane and Lane's core abilities outcomes statements. It is our fervent wish to carryout our department's vision of providing programs of study that promote understanding of self and society in a global community. We hope too to enhance our ability to ready our students for a global economy in which facility in a second and even a third language is an asset in the workforce. Although

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we believe that we are faithfully devoted to our core vision and mission, we have had to face the reality of our serious shortcomings. A languages department that offers only two (European) languages fails, in a fundamental way, the very mission that it otherwise serves so well. Our vision is truncated by our lack of a more global focus. Fifteen years ago our department offered three languages. Now in 2004 we offer only two! We urge the college to help us to fulfill our mission more completely by supporting this initiative for two terms of curriculum development for the design of a first year language sequence in Japanese. The inclusion of a Japanese curriculum will promote a vision that better serves the community by offering courses that are critical to our students' future responsibilities in a global society. Once instruction begins, there will be an immediate benefit to students because the classes will articulate with the transfer program of OSSHE.

**B. General Introduction (See also parts one, two and three, below.)** As stated in 2A above, our mission and vision have been truncated through our department's limited focus on two European languages. We believe that it is imperative that our languages' department fulfills its obligations to educate and ready students to function effectively in a global society. The inclusion of a curriculum of American Indian languages would help us to serve our students better in this regard. Yet also of great significance is the advantages such a curriculum would offer to American Indian and Alaska native students at Lane. This proposal addresses the goals expressed in AILP's mission and goals as presented in our SLI charter in May of 2003 and as revised in September of 2004 (attached.) Its objective is to enable the college to offer the three language courses, AIL 101-3, that were approved by the college in February of 2003. Expected outcomes are fourfold. (1) For American Indian and Alaska Native and many other students who find the community college to be a very different culture from what they are accustomed to, the learning environment can be uncomfortable and even threatening. Teaching American Indian Languages can create and maintain an inviting and comfortable learning environment for these students. (2) This college continues to create a diverse and inclusive learning community, and continues to broaden diversity and seek ever more direct connection to various cultures. The teaching of American Indian languages will establish a direct and intense connection to certain American Indian cultures, and facilitating the learning of these languages by a qualified instructor will provide this connection. (3) Interest in American Indian or Native American subjects is very high at this college and beyond. We provide a number of courses and programs with this focus. The teaching of American Indian Languages will take a giant step toward serving this interest. (4) This college has been on the forefront of innovation in many ways. It will be the first community college in Oregon, and one of very few in the nation, to teach American Indian Languages and have the goal of satisfying Oregon University System language requirement. Furthermore, we propose using **a)** the latest and innovative language methodology to teach these languages and **b)** benchmark assessment developed by Oregon tribes in conjunction with the Northwest Indian Languages Institute at the University of Oregon.

#### **Part one of proposed initiative 2B**

**Title:** Support an Instructor of American Indian Languages at 0.5 fte. This part addresses the goals expressed in AILP's mission and goals as presented in our charter in May of 2003 and as revised in September of 2004. Its objective is to enable the college to offer the three language courses, AIL 101-3, that were approved by the college in February of 2003. See introduction above for more details.

#### **Part two of proposed initiative 2B**

Provide Support for Fluent-Speaking American Indian Language Mentors for Spring and Fall, 2005, and Winter and Spring, 2006.

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The challenge which this part addresses is providing support for fluent-speaking mentors who will converse with students in AIL 101, 102, 103. The model of teaching American Indian Languages upon which the AILP has agreed includes a single “instructor” who will facilitate the classroom and other learning activities for the teaching of two or more languages. This model also includes fluent-speaking mentors who will model with the students the correct articulation of their language and the connections between culture and language, thereby enhancing student learning and deepening student understanding of original American languages and cultures. The mentors are crucial to the success of this model. Inviting them to Lane will create and maintain connection to tribal communities and will help strengthen the American Indian Languages Program at Lane Community College. We expect to support these mentors by providing honoraria, travel, meals and lodging for their visits.

### **Part three of proposed initiative 2B**

Funds to Develop Curricula for AIL 199, 101, 102, & 103.

The challenge that this part addresses is full development of classroom and language lab activities and lessons for American Indian Languages courses, AIL 199, 101, 102 and 103. The weekly topics for the three courses, AIL 101-3, were developed in Winter of 2003. The courses themselves were approved by the college in March of 2003. In Spring 2005 we intend to offer AIL 199 as an experimental course. A polished version will be offered Fall of 2005 as AIL 101.

We have chosen six languages from which to select two in Spring 2005 and three or four in Fall 2005. We intend to select the first two languages that we will offer in Spring 2005 when we have hired an instructor, and that instructor will then collaborate in this decision. Crucially, we also intend that this instructor collaborate in developing these curricula. We have begun the process of announcing an opening.

Development of these curricula will allow Lane to offer AIL 199 in Spring of 2005 and to offer a polished AIL 101-3 during 2005-06. Without developing these curricula, this incredibly innovative program, begun in Winter of 2001, and which won the Eldon G. Schafer Innovation Award for 2002, will not meet this time-line.

**(3) Support for a variable credit load for contracted languages faculty members. The benefits are fourfold: 1) provides contracted faculty members the opportunity to teach a variety of courses in addition to the regular core courses of the first and second year language sequences; 2) enhances the college’s mission, vision, learning centered principles and core abilities; 3) provides faculty the opportunity to develop and share their unique talents and interests with students and in learning communities; 4) lessens burnout of contracted faculty.**

Contracted faculty members in our department have had no incentive to design courses at fewer than 5 credits because they are obliged to teach only 5 credit classes. Faculty members have several ideas for important contributions to the curriculum yet they know that they would not be permitted to teach those classes given the current credit load obligation. Our course offerings for students are minimal and this results in an under-utilization of faculty talents and interests. This challenge also contributes to faculty burnout since we all teach the same courses repeatedly year after year (first and second year language sequences). We currently offer a two-term sequence of conversational Spanish in our curriculum yet only part time faculty members are permitted to teach those courses. Also, we have designed courses for native speakers of Spanish yet these courses too carry fewer than 5 credits each. Although a contracted faculty member was granted special permission to teach those classes last year in the Puentes al Futuro learning community, we have no assurances that we would be able to teach them in the future.

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This challenge impairs our ability to fully carry out our mission (e.g. the tenets of our mission are developed at a minimally acceptable level through our current offerings) and it nullifies our ability to work in community with other campus departments and divisions in learning communities. Support for a variable credit load would reduce faculty burn-out, boost morale and motivate our instructors to invest their talents and interests in the design of new courses. The addition of these new courses would revitalize the curriculum and enhance our ability to carry out our mission and would allow us to work in partnerships with faculty in other fields.

**(4) Funding for a 1.0 FTE Tech. Specialist for the Division of Languages, Literature and Communication. This allows for improved operations of labs and smart classrooms and increased faculty & student use of technologies in the Division of Languages, Literature and Communication.**

We have had to place a heavy burden on the campus tech specialists to assist us in readying our new lab for operational status. The workload of our department's liaison and that of the tech people have been unreasonable and efficiency could be greatly improved. Our department's personnel have also found that our heavy workloads prohibit us from pursuing the development of dedicated "smart" classrooms for our language programs.

This inability to move forward at a good pace with our new technology, together with our inability to investigate the needs inherent in designing a smart classroom, have resulted in a fundamental weakness in our program. Without the assistance of a dedicated tech staff member, our progress toward making technology a major strength will continue to move forward at an unacceptably slow pace. College technicians have helped us tremendously but the scope of our upcoming needs will extend far beyond the time commitment that they could offer to us. This pressing need, if left unaddressed, will place a burden on the department and the college. Another problem has been the lack of time for staff to develop the curricular material, to pursue additional training and to study relevant software applications and their potential for use with our approaches and methods. A tech specialist could assist us in addressing these needs. Another major weakness that could be at least partially addressed with adequate tech staffing is the lack of adequate security for our new lab. We feel unprepared to initiate regularly scheduled student use of the lab until this issue has been addressed and resolved. Once the lab is functioning fully, it will serve as a support system that will further enhance our ability to deliver on all aspects of our department's mission. It will also help students to attain higher levels of proficiency, to provide faculty with additional assessment tools and it will lend support to students as they achieve the core-abilities outcomes that we have established in our programs.

It is our hope that a technician dedicated to our division will provide technical support for students taking online classes, students and staff using computer labs and classrooms and students and staff using other technology-rich learning environments. This would entail a cooperative effort involving all three departments in our division.

**(5) To fund the development of an attractive, useful, user-friendly website for the languages programs. This proposal develops an attractive, useful, user-friendly website for the languages unit.**

We have a continuing challenge in regard to our need to update our website. We feel a strong obligation to promote understanding of our department to the community and students and to provide pertinent information to students concerning classes and expected outcomes, course designs, the relevance of language study, etc. However, due to our heavy workloads, the program websites in our department



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have become seriously out of date. Although some work has been accomplished to remedy this, our busy schedules have prevented us from fulfilling our obligation to update and keep the website current. Our two department liaisons will require support to complete website designs and to input new and updated content. The faculty members of our Spanish program have produced a list of 34 potential ideas relating to new website design and content and the Spanish liaison will need support in developing those ideas for online access. If the AILP and Japanese programs are added to our department, two new program templates must be added, authorship assignments must be made and a viable system for maintenance and updates will be even more critical given the broader scope of our department's mission. All of these efforts will require support.

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### ***Part IV: Projected Performance 2004-2005***

## Chapter 4: Program Initiatives, 2004-2005

*How do you propose improving future performance? Each initiative should be linked to a need identified in Chapter 3: Program Outcomes Analysis, 2003-2004. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit/Program Outcomes, 2004-2005. When proposing an initiative(s), use the following structure for each initiative proposed:*

**1) Title\*: Initiative 1A:**

**Dept. Priority: 1**

The fourfold benefits of this initiative necessitates a four part title: 1) To serve students more efficiently, effectively and fully; 2) to improve efficiency for the French program operations; 3) to bolster low morale; 4) to improve French program articulation with the lab and with Spanish program.

**NOTE:** Our department has placed recommendations 1A & 1B together since they address similar needs and are interrelated.

**\*As per the instruction in the unit planning template, all titles that follow (except AIL initiative titles) are lists of service objectives (goals). For the actual resources requested, see number 4, “Describe the resources needed” for each initiative.**

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

**Initiative 1A:** Our French program coordinator has all of the responsibilities inherent in complete coordination of a language program but has not received official recognition for her huge responsibilities that go with the job. She is the sole full-time faculty member in the French program and therefore has no options for receiving assistance with her many pressing tasks. The core duties of the French “coordinator” relate to full coordination of the first and second year course sequences, organization of the conversation groups and design and implementation of the Immersion program. Yet, as the sole contracted faculty member, this same person must take the lead in future planning, and must regularly organize/carry out searches for new faculty members, schedule classes, and maintain a close working relationship with French part time faculty (including training and mentorship). Of course, this is all in addition to her ongoing commitment to a full-time teaching load, to college service, to liaison duties attached to our new lab, to her responsibilities as liaison with the department’s tutorial services and Spanish faculty and to her commitment to take the lead in updating and maintaining the French program website. The result has been an unrealistically burdensome workload which in time has undermined the morale of everyone in the department who do not wish to see this workload inequity continue. Not only does her workload have the potential to lead to burnout, it also has a great potential to impair the operations of the entire department since it is unreasonable to request that she add duties to an already overfull list of responsibilities.

Our request is for one course release per year. Although this is not adequate, we hope to additionally lessen the French coordinator's workload through the creation of a full-time French/Spanish position. (See recommendation number 1B, below.)

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**3) Describe the initiative**

**Initiative 1A:** Funding of this initiative will provide one class per year (fall term) release time for French program coordination and this will improve operations in the entire languages department. Also, the students in our French program (up to 180 students per term) will be provided with better, updated and more diversified materials, the planning and coordination of the courses will receive due attention and better articulation with the new lab and with the Spanish program will be achieved. The French program has only one full-time instructor, so that person is responsible for all organization, representation, coordination, and decision-making. This initiative will assist the French coordinator in reasonably accomplishing the following specific responsibilities: 1) select and order all materials for the program; 2) select, order and maintain all equipment for the program; 3) work with division staff to prepare term and annual schedules; 4) organize hiring process and interview part-time faculty; 5) mentor and observe part-time faculty; 6) disseminate information from division and department meetings; 7) prepare all daily lesson plans and materials; 8) coordinate with the tutor lab coordinator; 9) coordinate with Spanish and AIL coordinators for the use of the languages computer lab; 10) represent the French program at meetings and on committees; 11) coordinate articulation of all first and second-year classes; 12) oversee the preparation and clean-up of French classroom; 13) create and implement lessons and tests for the students' use in the languages computer lab; 14) coordinate with computer technicians; 15) help prepare and maintain the languages website; 16) plan and carry out the French Immersion Weekend. The benefits offered by this initiative are well worth the modest cost required to fund it. The work performed by the coordinator will augment and improve student opportunities for developing core abilities and improving core abilities outcomes.

**4) Describe the resources needed**

**Initiative 1A:** One term per year of release time for a French program coordinator.  
This initiative requires one class reassignment time per year (fall term) at an approximate cost of \$3465 + p.t. OPE.

**5) List the possible funding sources.**

General fund.

**6) Provide ORG & PROG codes**

French ORG: 651211

Spanish ORG: 651221

Unit PROG for fall: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

**Initiative 1A:** This initiative will provide more learning opportunities to various types of learners, thereby promoting better student retention. It will also provide more opportunities to incorporate the study of cultural differences in a global setting by using new materials and our current technology. By allowing the French coordinator time to prepare new and pertinent materials, students will have more

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opportunities to understand their relationship to the community, their personal responsibility and self-awareness and will develop cultural competence.

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**Title: Initiative 1B:**

**Dept. Priority: 2**

The fourfold benefits of this initiative requires a title in 4 parts: 1) To serve students and staff better; 2) to improve efficiency of our French and Spanish program operations; 3) to develop better articulation between our programs; 4) to lessen the negative impact of high workloads.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

**Initiative 1B:** The inclusion of this initiative lends further support to initiative 1A (release time for a French coordinator). With a 1.0 FTE position divided between the French and Spanish programs, the French coordinator will be able to receive assistance in carrying out the many duties that represent an unreasonable workload for just one person. The fact that the position is also designed to include Spanish instruction adds benefits to the Spanish program and the fact that the position serves two programs means dual program benefits that are not currently possible to achieve. For both programs, the contracted faculty members have had to devote an extreme and ongoing time commitment in searching for new part time faculty. Furthermore, new part-time faculty hires create added difficulties in scheduling, a need for ongoing training and mentorship and delays in providing students and staff our term schedules in a timely manner. The addition of this dual position will lessen our need to search for new part time faculty members. Also, the fact that our French contracted faculty member is the sole full time employee in the French program, unreasonable workload issues have resulted in a lack of time devoted to articulation between the French and Spanish programs. The additional French/Spanish position would allow for a greater time commitment to this articulation need. Both programs have a small number of full-time faculty members, so the demands on all of us are extreme. The addition of a French/Spanish position is a fair and equitable answer that can help us to experience a reduced workload and thus an increased ability to build our programs and serve our students in a more comprehensive way.

**3) Describe the initiative**

**Initiative 1B:** This initiative will increase an already funded Spanish position from 0.56 FTE to 1.0 FTE and convert the position to a French/Spanish instructor position. This increase and conversion will allow us to use our funds in a better, more efficient and flexible manner in terms of departmental functioning and in response to student enrollment demand and regular part-time hiring needs. The newly contracted full-time instructor will be assigned to dedicate most of his/her hours to where the need/demand is higher. S/he should have a strong cultural background in both cultures, be a native or near native speaker and have a proven dedication to student centered and communicative learning and to the establishment of multicultural awareness. With a faculty member on board who is capable of teaching both languages we will lessen our need to train and mentor new part-time faculty every term and the position will produce the added benefit of greater potential for improved articulation between the French and Spanish programs.

This is an innovative solution to a multifaceted set of challenges and it enhances the prestige of the Division. Additionally, it will broaden the scope of our unit's mission and will provide a new potential to serve our nearly 700 learners in ways they are not presently served.

The benefits paid to the present .56 instructor position would be the same as those for a new full-time contracted instructor. The staffing problems related to our 7 credit French and 3 credit Spanish classes can be partially alleviated since a French/Spanish faculty member could teach a 7 credit and a 3 credit class as a part of the regular credit load assignment.

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**4) Describe the resources needed**

**Initiative 1B:** Increase already funded Spanish .56 FTE position to 1.0 FTE and convert it to a French/Spanish position. This initiative will therefore require funding for .44 FTE.  
The cost for .44 FTE is (average)  $24,200 + 12,826 \text{ OPE} = 37,026$ .

**5) List the possible funding sources.**

General fund.

**6) Provide ORG & PROG codes**

French ORG: 651211

Spanish ORG: 651221

Unit PROG for fall: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

**Initiative 1B:** This initiative will allow the college to achieve a better use of funds, to be innovative in its hiring practices and to retain more students and address diversity and multi-culturalism in a unique way. Students will learn to communicate effectively, increase their understanding of the relationship between self and community, self-awareness, personal responsibility and to develop cultural competence.

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**1) Title: Initiative 2A:**

**Dept. Priority: 3**

To establish a first year language sequence of Japanese to enhance the college's mission, vision, core values, strategic directions and core abilities.

**NOTE:** Our department has placed recommendations 2A & 2B together since we feel strongly that they are of equal importance. Due to the length of this section and for the sake of clarity, all of initiative 2A will appear first, followed by the full text of initiative 2B.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

**Initiative 2A:** Due to the fact that our department currently offers only two (European) languages, we have suffered an inability to enhance and to carry out the core vision of our mission statement, the goals of general education at Lane and Lane's core abilities outcomes statements. It is our fervent wish to carryout our department's vision of providing programs of study that promote understanding of self and society in a global community. We hope too to enhance our ability to ready our students for a global economy in which facility in a second and even a third language is an asset in the workforce. Although we believe that we are faithfully devoted to our core vision and mission, we have had to face the reality of our serious shortcomings. A languages department that offers only two (European) languages fails, in a fundamental way, the very mission that it otherwise serves so well. Our vision is truncated by our lack of a more global focus. Fifteen years ago our department offered three languages. Now in 2004 we offer only two! We urge the college to help us to fulfill our mission more completely by supporting this initiative for two terms of curriculum development for the design of a first year language sequence in Japanese. The inclusion of a Japanese curriculum will promote a vision that better serves the community by offering courses that are critical to our students' future responsibilities in a global society. Once instruction begins, there will be an immediate benefit to students because the classes will articulate with the transfer program of OSSHE.

**3) Describe the initiative**

**Initiative 2A:** This initiative requires two terms of curriculum development and the hiring of one part-time Japanese instructor for the design and implementation of a first year Japanese language course sequence (Japanese 101, 102 and 103). The languages unit would like to begin offering one section of Japanese, with curriculum approval scheduled in time for course inclusion in the 05-06-class schedule. The sequence would begin in the fall of 05 as a tuition-based offering.

**4) Describe the resources needed.**

**Initiative 2A:** Two terms of curriculum development funds for the design of a first year sequence in Japanese and a part time instructor position for the instruction of Japanese 101, 102 and 103.

\$26/hr., up to 100 hours + 39% OPE for curriculum development funds. There is a possibility of division funding as well. For 2005-06 the cost of one part-time instructor for 1 or 2 sections in fall, followed by one section of 102 in the winter and one section of 103 in the spring. These must be tuition-based. Language Lab facilities (CAN8) are available both for teaching and for curriculum development. A part-time (shared) office will be needed.

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**5) List the possible funding sources.**

**Initiative 2A:** 1) General fund, tuition-based classes. 2) Curriculum development funds.

**6) Provide ORG & PROG codes.**

AIL ORG: 651241 Unit PROG: 111000

Japanese ORG has not been established.

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President 's/Board's approved goals?**

**Initiative 2A:** A Japanese language program will allow students new opportunities to learn efficiently and respectfully about a new culture in a safe, functional environment and answer a student demand to become proficient in Japanese in order to prepare themselves for a diverse global economy and society. This is an innovative and prestigious undertaking for our college. It will allow students to understand better their relationship between self and the world community and to develop cultural and linguistic competence.



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**1) Initiative 2B Title:**

**Dept. Priority: 4**

Provide for the Teaching of American Indian Languages at Lane Community College.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

This initiative addresses the goals expressed in AILP's mission and goals as presented in our SLI charter in May of 2003 and as revised in September of 2004 (attached.) Its objective is to enable the college to offer the three language courses, AIL 101-3, that were approved by the college in February of 2003. Expected outcomes are fourfold. (1) For American Indian and Alaska Native and many other students who find the community college to be a very different culture from what they are accustomed to, the learning environment can be uncomfortable and even threatening. Teaching American Indian Languages can create and maintain an inviting and comfortable learning environment for these students. (2) This college continues to create a diverse and inclusive learning community, and continues to broaden diversity and seek ever more direct connection to various cultures. The teaching of American Indian languages will establish a direct and intense connection to certain American Indian cultures, and facilitating the learning of these languages by a qualified instructor will provide this connection. (3) Interest in American Indian or Native American subjects is very high at this college and beyond. We provide a number of courses and programs with this focus. The teaching of American Indian Languages will take a giant step toward serving this interest. (4) This college has been on the forefront of innovation in many ways. It will be the first community college in Oregon, and one of very few in the nation, to teach American Indian Languages and have the goal of satisfying Oregon University System language requirement. Furthermore, we propose using **a)** the latest and innovative language methodology to teach these languages and **b)** benchmark assessment developed by Oregon tribes in conjunction with the Northwest Indian Languages Institute at the University of Oregon.

**3) Describe the initiative.**

This initiative consists of three parts: 1) hiring a languages instructor, 2) supporting fluent-speaking mentors, and 3) developing curricula for the language courses. The **Resources** and **Funding Sources** are described separately for these three parts. Again, **Part 1 (Initiative 2-B Part 1)** is to Support an Instructor of American Indian Languages at 0.5 fte. **Part 2 (Initiative 2-B Part 2)** is to Provide Support for Fluent-Speaking American Indian Language Mentors for Spring and Fall, 2005, and Winter and Spring, 2006. **Part 3 (Initiative 2-B Part 3)** is to Provide Funds to Develop Curricula for AIL 199, 101, 102, & 103.

The AILP is an SLI chartered program, and it is housed within the Language Discipline of English, Foreign Language and Speech. We anticipate upwards of 140 students will enroll in AIL 100, 101, 102 & 103 each year. We expect to offer the language classes AIL 101, 102 & 103 in Fall 2005. We will offer AIL 199 in Spring of 2005 as an experimental version of AIL 101. We currently offer Foundations of American Indian Languages, AIL 100. It teaches about the connection between languages and cultures and the differences of these languages from western European languages and is a 3 credit prerequisite to the AIL 101-3 series. It has been offered every term since Winter of 2003. AIL 280, Cooperative Education: American Indian Languages, has been offered every term since Summer 2002. We expect to offer a second year language series, AIL 202-3, in Fall 2006. All three parts of this initiative are crucial for teaching American Indian Languages at Lane.

The model of teaching American Indian Languages upon which the AILP has agreed includes a single "instructor" who will facilitate the classroom and other learning activities for the teaching of two or

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more languages. This model also includes fluent-speaking mentors who will model with the students the correct articulation of their language and the connections between culture and language, thereby enhancing student learning and deepening student understanding of original American languages and cultures.

Tribes across the nation report best success with a learning model that approaches immersion learning. Many Native languages, including those we intend to offer, have few living fluent speakers. Therefore, teaching methodology approaching immersion has to be augmented with the kind of practice provided by language lab activities. The Can8 software recently acquired here at Lane provide facility for excellent language lab activities.

**4) Describe the resources needed:** Resources needed are described under Parts 1, 2 and 3 of this initiative, below.

**5) List the possible funding sources:** Possible funding sources are described under Parts 1, 2 and 3 of this initiative, below. An initiative spreadsheet is also attached.

**6) Provide ORG & PROG codes.**

AIL ORG: 651241 Unit PROG: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

The college's vision is "Transforming lives through learning." The teaching of American Indian Languages will enhance comfort, learning and identity of students, making their learning experience in general here at Lane more effective and long lasting, and helping transform their lives.

We expect to develop a 200-level sequence and satisfy the OUS language requirement, and thus students' transfer programs.

**We expect** the teaching of American Indian Languages to provide information, collaboration and cultural training throughout the college.

**We expect** the learning of American Indian Languages by our students to spill over into their other academic pursuits as increased motivation and sense of identity and lead to clarity in life skills goals.

**We expect** that students who complete the language sequences will feel striking enrichment in their personal lives.

**The teaching** of American Indian Languages will provide strong and enduring connections with Native communities which Lane will serve, and provide a source of additional community service.

**The teaching** of American Indian Languages will serve ALL of Lane's Core Values.

**Learning:** Teaching American Indian Languages can create and maintain an inviting and comfortable learning environment for students of any background.

**Diversity:** The teaching of American Indian languages will establish a direct and intense connection to American Indian cultures.

**Innovation:** Lane will become the first community college in Oregon, and one of very few in the nation, to teach American Indian Languages and have the goal of satisfying OUS language requirement, and we are developing innovative and effective teaching methodology.

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**Collaboration and Partnership:** We are developing our curricula in conjunction with Indian tribes, in collaboration with the Languages discipline of EFLS here at Lane, and under the auspices of SLI and CCIL. Our planning committee is open and has included individuals from across Lane.

**Integrity:** The teaching of American Indian Languages will foster greater respect and fairness for Indian and other students by respecting cultural identities of such students.

**Accessibility:** Teaching American Indian Languages will increase accessibility to this college for American Indian and Alaska Native students and others who align with Native culture.

Providing for an American Indian Languages Program will allow Lane to present an enduring and stable foundation for Lane's Native community, for Native American Studies, and for diversity.

**Initiative-2B, Parts 1, 2, and 3 follow below.**

#### **Part 1 of Initiative 2B Proposed for English, Foreign Language and Speech Division to Fund an American Indian Languages Instructor.**

1) **Initiative Title:** Support an Instructor of American Indian Languages at 0.5 FTE.

2) **How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

This initiative addresses the goals expressed in AILP's mission and goals as presented in our charter in May of 2003 and as revised in September of 2004. Its objective is to enable the college to offer the three language courses, AIL 101-3, that were approved by the college in February of 2003. See #2 above for more details.

3) **Describe the initiative.**

This initiative will fund a half-time position to teach AIL 101, 102 and 103 and possibly AIL 100, to develop curriculum for these same courses, and to coordinate travel, lodging, mentoring activities and other arrangements for fluent-speaking mentors to work with AIL students. The language courses, AIL 101, 102 and 103, are 4 credit courses and will be offered as a three-term sequence. Foundations of American Indian Languages, AIL 100, is a 3 credit prerequisite to the language series and is offered every term. All four of these courses were approved by the Curriculum Approval Committee in or prior to February of 2003. Curriculum for AIL 101-3 is not yet fully developed. The AIL 100 has been offered here at Lane for several years. We intend to develop a second year sequence of language, AIL 201-3, and satisfy the Oregon University System language requirement. Thus this position would involve teaching one or two 4-credit courses and possibly one 3-credit course, developing curriculum and coordinating some mentor activities for three terms during the year.

4) **Describe the resources needed.**

Resources needed for this initiative would include funds and support for a half-time instructor, and would range from

Level 3, Step 1    \$18,467 + OPE @ .498 = \$27,663            to

Level 3, Step 6    \$25,025 + OPE @ .498 = \$37,512.

An AIL office exists in CCIL. Language Lab facilities (CAN8) are available both for teaching and for curriculum development.

5) **List the possible funding sources.**

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The position of American Indian Languages Instructor does not presently exist. Current intent is to begin the AIL 101-3 sequence in Fall of 2005. The AILP has a verbal commitment from the college to fund an instructor for AIL 199, an experimental version of AIL 101, in Spring of 2005. The AIL 100 has been taught by a part-time instructor as a tuition-based course. SLI has funded the AILP Coordinator position at quarter-time for the 2004-05 academic year. SLI funds are limited, and no commitment has been made for support of AIL Coordinator for 2005-06. In short, the only funding source apparent to support this position in 2005-06 is the general fund.

### **6) Provide ORG & PROG codes.**

AIL ORG: 651241 Unit PROG: 111000

### **7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Providing a position for American Indian Languages Instructor will provide an enduring and stable basis for the teaching of these languages with an informed, effective, and culturally appropriate pedagogy. Please see #7, under Initiative-2B, main page, above.

## **Part 2 of Initiative 2B Proposed for English, Foreign Language and Speech Division to SUPPORT FLUENT-SPEAKING MENTORS FOR AIL COURSES.**

### **1) Initiative Title**

Provide Support for Fluent-Speaking American Indian Language Mentors for Spring and Fall, 2005, and Winter and Spring, 2006.

### **2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

The challenge which this initiative addresses is providing support for fluent-speaking mentors who will converse with students in AIL 101, 102, 103. The model of teaching American Indian Languages upon which the AILP has agreed includes a single "instructor" who will facilitate the classroom and other learning activities for the teaching of two or more languages. This model also includes fluent-speaking mentors who will model with the students the correct articulation of their language and the connections between culture and language, thereby enhancing student learning and deepening student understanding of original American languages and cultures. The mentors are crucial to the success of this model. Inviting them to Lane will create and maintain connection to tribal communities and will help strengthen the American Indian Languages Program at Lane Community College. We expect to support these mentors by providing honoraria, travel, meals and lodging for their visits.

### **3) Describe the initiative**

Mentors will travel from tribal homes to Eugene bringing with them their knowledge of targeted American languages and cultures. During their campus visits, they will speak with and listen to students in the selected Native language, and exchange ideas with these students. Mentors will also provide instruction and support for students. Mentors will provide a connection to language and culture for students studying American Indian Languages at Lane. Mentors will validate the student's course of

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study; provide support; deepen appreciation; and supply direct knowledge of original American cultures and languages.

Hiring a single language instructor and inviting mentors for two or more languages is far more cost efficient than hiring two or more instructors. The funds would be funneled through the American Indian Languages Program. The AILP is an SLI chartered program, and it is housed within the Language Discipline of English, Foreign Language and Speech. We anticipate upwards of 140 students will enroll in AIL 100, 101, 102 & 103 each year.

**4) Describe the resources needed.**

Assuming we teach two languages, beginning with AIL 199 in Spring, 2005, and continuing with AIL 101, 102, 103 in 2005-06, then we will have 3 mentor visits per term x 4 terms x two languages equals 24 mentor visits per year. If we offer \$400 honoraria per visit, then honoraria are \$9600 through next year. Travel costs will of course depend on the distances traveled. If we assume an average cost of \$40 per visit, then travel costs are \$960 through next year. Meals may cost \$25 per visit, or \$600 through next year. Lodging may cost \$65 per visit, or \$1560 through next year. These costs, then, add up for these four terms as follows:

Honoraria	\$9600
Travel	960
Meals	600
<u>Lodging</u>	<u>1560</u>
Total	\$12,720

**5) List the possible funding sources**

For Spring 2005 community members in this area have offered to feed mentors, possibly reducing our need by up to \$150, and provide lodging, possibly reducing our need by up to \$390. However, this support is not certain.

We have requested student fees of \$35 per student, since we do not anticipate textbook costs to students. If 20 students enroll (We feel this is a minimal estimate.), these fees will provide a total of \$35 x 20 students x 4 terms = \$5600 for Spring, 2005, and Fall through Spring, 2005-06. Total requested, then, through unit planning is between  
 $\$12,720 * 540 * 5600 = \$6,580$  and  $\$12,721 * 5600 = \$7,121$ .

**6) Provide ORG & PROG codes.**

AIL ORG: 651241 Unit PROG: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Supporting fluent-speaking mentors to the American Indian languages courses will cement a connection between Oregon's Indian people and Lane Community College, including not just Lane's AIL students, but the entire college community. We will transform lives by bringing to this campus the very heart of Native cultures, the original languages. The AIL students can develop a sense of identity and

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confidence that is referenced in the language of the Federal American Indian Languages Act and which is being realized by those tribes teaching their original languages today. Such confidence and solid sense of identity will serve these students in all their college studies and in their lives in general. Inviting fluent-speaking mentors to this campus and to these AIL classes will bring authenticity in language and culture and diversity in viewpoint.

Please see #7, under Initiative-2B, main page, above, for more complete explanation.

**Part 3 of Initiative 2B Proposed for English, Foreign Language and Speech Division to Fund Curriculum Development for AIL 199, 101, 102, & 103**

**1) Initiative Title**

Funds to Develop Curricula for AIL 199, 101, 102, & 103.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

The challenge that this initiative addresses is full development of classroom and language lab activities and lessons for American Indian Languages courses, AIL 199, 101, 102 and 103. The weekly topics for the three courses, AIL 101-3, were developed in Winter of 2003. The courses themselves were approved by the college in March of 2003. In Spring 2005 we intend to offer AIL 199 as an experimental course. A polished version will be offered Fall of 2005 as AIL 101.

We have chosen six languages from which to select two in Spring 2005 and three or four in Fall 2005. We intend to select the first two languages that we will offer in Spring 2005 when we have hired an instructor, and that instructor will then collaborate in this decision. Crucially, we also intend that this instructor collaborate in developing these curricula. We have begun the process of announcing an opening.

Development of these curricula will allow Lane to offer AIL 199 in Spring of 2005 and to offer a polished AIL 101-3 during 2005-06. Without developing these curricula, this incredibly innovative program, begun in Winter of 2001, and which won the Eldon G. Schafer Innovation Award for 2002, will not meet this time-line.

**3) Describe the initiative**

This initiative will provide curricula for American Indian Languages courses, AIL 199 and AIL 101-3. The model upon which the AILP has agreed for teaching these courses includes a single “instructor” who will facilitate classroom activities and language lab activities, an “instructor” who will facilitate learning by students studying two or more languages. It also includes fluent-speaking mentors who will visit Lane three times each term, sit with those students studying a specific language, and model with those students the correct speaking of the languages and cultural connections. Tribes across the nation report best success with a learning model that approaches immersion learning. Many Native languages, including those we intend to offer, have few living fluent speakers. Therefore, teaching methodology approaching immersion has to be augmented with the kind of practice provided by language lab activities. Offering these courses now after four years of developing this SLI sponsored program depends on developing classroom activities approaching immersion learning and language lab activities to support both the classroom activities and the fluent-speaking mentors’ visits.

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**4) Describe the resources needed**

The resources need for this initiative are \$35,750 for 1,430 hours of curriculum development pay from Winter, 2005 through Spring, 2006, according to the following analysis:

* for 5 weeks in Winter 2005 to develop AIL 199 and AIL 101	= 100 hours.
* Spring 2005 to begin development of AIL 102-3	= 200 hours.
* Summer 2005 to complete development of AIL 101-3	= 100 hours.
* During 2005-06 to develop AIL 201-203	= <u>300 hours</u>
Total for the period, Winter, 2005, through Spring, 2006	= 700 hours
Financial impact: \$25/hr c.d. pay x 700 hours	= \$17,500

**5) List the possible funding sources**

Strategic Learning Initiative has committed only to Coordinator of AILP and has insufficient funds for curriculum development. Grant monies have not been requested.

Amount needed through Unit Planning = \$17,500

**6) Provide ORG & PROG codes.**

AIL ORG: 651241 Unit PROG: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

Full and effective development of these innovative curricula for American Indian Languages courses is necessary for Lane to offer these languages and help create a center for Indian study. Please see #7 under Initiative-2B, main page, above.

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**INITIATIVE 3**

**Dept. Priority: 5**

1) **Title:** The fourfold benefits of this initiative require a four part title: 1) to provide contracted faculty members the opportunity to teach a variety of courses in addition to the regular core courses of the first and second year language sequences; 2) to enhance the college's mission, vision, learning centered principles and core abilities; 3) to provide faculty the opportunity to develop and share their unique talents and interests with students and in learning communities; 4) to lessen burnout of contracted faculty.

2) **How is the initiative linked to your Program Outcomes Analysis for 2003 2004?**

Contracted faculty members in our department have had no incentive to design courses at fewer than 5 credits because they are obliged to teach only 5 credit classes. Faculty members have several ideas for important contributions to the curriculum yet they know that they would not be permitted to teach those classes given the current credit load obligation. Our course offerings for students are minimal and this results in an under-utilization of faculty talents and interests. This challenge also contributes to faculty burnout since we all teach the same courses repeatedly year after year (first and second year language sequences). We currently offer a two-term sequence of conversational Spanish in our curriculum yet only part time faculty members are permitted to teach those courses. Also, we have designed courses for native speakers of Spanish yet these courses too carry fewer than 5 credits each. Although a contracted faculty member was granted special permission to teach those classes last year in the Puentes al Futuro learning community, we have no assurances that we would be able to teach them in the future. This challenge impairs our ability to fully carry out our mission (e.g. the tenets of our mission are developed at a minimally acceptable level through our current offerings) and it nullifies our ability to work in community with other campus departments and divisions in learning communities. Support for a variable credit load would reduce faculty burn-out, boost morale and motivate our instructors to invest their talents and interests in the design of new courses. The addition of these new courses would revitalize the curriculum and enhance our ability to carry out our mission and would allow us to work in partnerships with faculty in other fields.

3) **Describe the initiative** This initiative creates a variable teaching credit load that can be rotated among instructors thus allowing contracted faculty members to teach courses that carry fewer than the currently required 5 credits. This will mean that the instructors will at times teach as few as 42 credits rather than the required 45 credits per year. The initiative will offer the contracted faculty the opportunity to teach the already established course offerings that carry 3 or 4 credits and it will provide incentive to faculty members to design and implement new courses at fewer than 5 credits each. The current credit load agreement prevents faculty members from sharing and developing their knowledge of language, culture and literature.

4) **Describe the resources needed**

The current and future contracted faculty members of the languages unit.

5) **List the possible funding sources**

Division funding.



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**6) Provide ORG and PROG codes**

French ORG: 651211

Spanish ORG: 651221

Unit PROG for fall: 111000

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?**

This initiative will allow both faculty and students to explore diverse subject matter taught in French and Spanish. New courses will promote students' understanding of the importance of these languages in terms of their role in a global community. New courses will provide additional opportunities for students to communicate effectively and to develop cultural and linguistic competence as they broaden their knowledge of the contributions of the French and Spanish speaking worlds.

The initiative allows the language program to encourage its instructors to develop their interests and to share them with students and this will lead to many opportunities for professional development and to a much higher level of job satisfaction.

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**INITIATIVE 4**

**Dept. Priority: 6**

**Title:** Improved operations of labs and smart classrooms and increased faculty & student use of technologies in the Division of Languages, Literature and Communication.

**2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?**

We have had to place a heavy burden on the campus tech specialists to assist us in readying our new lab for operational status. The workload of our department's liaison and that of the tech people have been unreasonable and efficiency could be greatly improved. Our department's personnel have also found that our heavy workloads prohibit us from pursuing the development of dedicated "smart" classrooms for our language programs.

This inability to move forward at a good pace with our new technology, together with our inability to investigate the needs inherent in designing a smart classroom, have resulted in a fundamental weakness in our program. Without the assistance of a dedicated tech staff member, our progress toward making technology a major strength will continue to move forward at an unacceptably slow pace. College technicians have helped us tremendously but the scope of our upcoming needs will extend far beyond the time commitment that they could offer to us. This pressing need, if left unaddressed, will place a burden on the department and the college. Another problem has been the lack of time for staff to develop the curricular material, to pursue additional training and to study relevant software applications and their potential for use with our approaches and methods. A tech specialist could assist us in addressing these needs. Another major weakness that could be at least partially addressed with adequate tech staffing is the lack of adequate security for our new lab. We feel unprepared to initiate regularly scheduled student use of the lab until this issue has been addressed and resolved. Once the lab is functioning fully, it will serve as a support system that will further enhance our ability to deliver on all aspects of our department's mission. It will also help students to attain higher levels of proficiency, to provide faculty with additional assessment tools and it will lend support to students as they achieve the core-abilities outcomes that we have established in our programs.

It is our hope that a technician dedicated to our division will provide technical support for students taking online classes, students and staff using computer labs and classrooms and students and staff using other technology-rich learning environments. This would entail a cooperative effort involving all three departments in our division.

**3) Describe the initiative**

The initiative will provide our departments a dedicated 1.0 FTE tech specialist. The proposal is put forward by the Languages, Literature and Communication units as a cooperative effort and will provide technical support for students taking online classes, students and staff using computer labs and "smart" classrooms and students and staff using other technology-rich learning environments. This new position is in alignment with the learning-centered principles of engaging learners as full partners, creating options for learning and will 1) support instruction with technical training for computer classrooms and new "smart" classrooms and 2) support students enrolled in online classes who have computer and other access questions. As a part of bond funding, all language classes will make use of a new languages computer lab beginning January 2005. Bond funding provided hardware and software but no ongoing technical support for students and staff. This position will provide that support. Languages, Literature

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and Communication classes all meet Lane's core abilities and support professional technical and lower division college transfer programs as well as foundational academic, language requirements.

**4) Describe the resources needed**

A full-time 1.0 FTE position for a tech specialist. Salary of approximately \$33,883 + \$18,908 OPE (level A, Step 10)

**5) List the possible funding sources**

General fund.

**6) Provide ORG and PROG codes**

French ORG: 651211

Spanish ORG: 651221

Unit PROG for fall: 111000

Since this is a division-wide initiative, we are not sure which ORG and PROG codes to use.

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Boards approved goals?**

This position would offer substantial technical support to instructors who will use new language software and create & present new material to students. The new software and faculty authored materials will provide students more opportunities to develop their skills as they learn about cultural and linguistic diversity through the use of uninterrupted, reliable technology. The authoring of tests and exercises for lab work will be facilitated in a manner that will allow instructors to concentrate on content, not technology. Students will have access to the entire world through Internet research and appropriate software.

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**INITIATIVE 5**

**Dept. Priority: 7**

1) **Title:** Development of an attractive, useful, user-friendly website for the languages programs.

2) **How is the initiative linked to you Program Outcomes Analysis for 2003-2004?**

We have a continuing challenge in regard to our need to update our website. We feel a strong obligation to promote understanding of our department to the community and students and to provide pertinent information to students concerning classes and expected outcomes, course designs, the relevance of language study, etc. However, due to our heavy workloads, the program websites in our department have become seriously out of date and in one program no website currently exists (i.e., the French website was erased). Although some work has been accomplished to remedy this, our busy schedules have prevented us from fulfilling our obligation to create and / or update and keep the website current. Our two department liaisons will require support to complete website designs and to input new and updated content. The faculty members of our Spanish program have produced a list of 35 potential ideas relating to new website design and content and the Spanish liaison will need support in developing those ideas for online access. The French liaison will need time (see initiative 1A) to develop and maintain a French website. If the AILP and Japanese programs are added to our department, two new program templates must be added, authorship assignments must be made and a viable system for maintenance and updates will be even more critical given the broader scope of our department's mission. All of these efforts will require support.

3) **Describe the initiative**

This initiative will update our languages websites. It will help faculty to address workload issues and to acquire the knowledge required to establish and maintain a website for the Languages unit and it will address the need for a dedicated tech staff member. Spanish and French faculty will work together on a standard articulation statement of the OUS foreign language requirement to be integrated into the site. The project will establish a method to review and update all course outlines and it will assure inclusion of new catalog and course schedules with the new heading: Languages and Language Studies. Students will access the friendly site for homework, activities and bulletins. Job applicants can use it to acquire an understanding of our department. This will require funding and time allotment for the webmaster. The site contents will promote understanding of our department to the community and students and provide pertinent information to students concerning classes and expected outcomes.

4) **Describe the resources needed**

This initiative will require time allotment, funding for faculty, webmaster and for coordination by the program coordinators and / or programs liaisons.

5) **List the possible funding sources**

Flexibility in assignment of duties related to the regular 6 hour per week college service commitment.

6) **Provide ORG and PROG codes**

French ORG: 651211

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Spanish ORG: 651221

AIL ORG: 651241

Unit PROG for fall: 111000

No ORG has been established for Japanese.

**7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Boards approved goals?**

Current and future students, staff and faculty as well as community members will be better informed about programs via remote access. In articulation with the college's mission, vision and goals, it will provide high quality learning opportunities that are innovative, affordable and easily accessible.

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**Chapter 5: Expected Unit/Program Outcomes for 2004-2005**

*What program outcomes do you expect to achieve in 2004-2005?*

**1) What program level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your program grow, change or adapt? How will you address the need to meet program accreditation standards or national standards if applicable?*

Please note: Questions one (1) and two (2) of this chapter (chapter 5) have been combined into one answer in order to avoid redundancy. Also note that given the fact we are writing this chapter currently (the final week of fall 2004), and because it is not realistic to set goals for an already completed time frame, we are setting goals in reference to an academic year that begins winter 2005 and concludes during the final week of fall 2005. This time frame seems to more correctly coincide with and represent the unit planning schedule as it has been practiced these first two years of its inception here at LCC. Defining the time frame in respect to these three academic terms more accurately reflects the how and when initiatives and funding are approved through the unit planning process and when they may potentially begin receiving the support requested to initiate them. Several of the initiatives we propose in Chapter 4 would ideally begin to take shape at some time in either winter or spring 2005 and would then be (more) fully realized in fall 2005. Those proposed initiatives that could potentially begin in winter 2005 and/or spring 2005 will necessarily inform the expectations we have for our unit. Questions 7 (enrollment data) and 10 (budget) will, however, be answered with respect to the 2004-2005 academic year.

**2) How will your program enhance your students' abilities to meet Core Abilities outcomes?**

*What changes, if any, do you expect to implement in 2004-2005?*

**1) & 2) (Please remember they are combined into one answer.)**

We believe that we meet program accreditation standards and, with respect to the language courses we currently offer, national standards.

--Curriculum development for and initiation of Japanese (initiative 2A) and AIL (initiative 2B) course offerings:

One of our unit's primary goals is to better serve the purpose of General Education at Lane: Foster wisdom through educational depth and breadth. We intend to achieve this goal by offering more depth and breadth to our program's course offerings. Currently we are limited to two language offerings (French and Spanish) that are both European based and predominantly (though not exclusively) representative of western culture. We plan to expand out and away from this tradition to include other languages, and, by implication, cultural choices of study for our students. In this way we can assure ourselves that we are truly addressing the goals of general education at Lane and the core abilities outcomes we desire for our students.

Our goal is to promote understandings of self, society, and the environment crucial to citizens of a diverse global community through providing offerings that more accurately reflect the global society and economy in which students work and live, and that will allow students adequate opportunities to develop and increase their level of cultural competence. We expect to begin work on curriculum for

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both Japanese and American Indian language instruction. For both these language groups much (if not virtually all) of the work leading up to the ability to begin curriculum development has been accomplished. Completing curriculum development will then allow us to initiate these courses in fall 2005. We are only awaiting approval of the initiatives requesting support of these goals. The inclusion of Japanese and AIL offerings allows us to adapt to the present realities and concerns of our society and to prepare for future needs and interests of our students. Through this adaptation to our course offerings we will better enhance students' abilities to meet Core Abilities outcomes. Inherent to the study of languages and interaction with those who speak them is increased ability to communicate effectively, to think critically, and to problem solve. The study of Japanese and American Indian languages will allow students to more fully develop these abilities and understand their relationship to the local and global communities to which they belong, which is not just of Western culture and tradition. Language learning by its nature includes engagement with the culture/cultures in which it is spoken and with the people who speak it, and also with those cultural groups' contributions to other academic disciplines apart from language study (mathematics, sciences, information sciences, social sciences, and liberal arts), exploration of which is a goal of General Education here at Lane. This change and growth to our program is one way we expect to enhance our students' abilities to meet core abilities. It is important to bear in mind that this goal progresses work already completed, we are not starting from scratch, and that neither is to be a full program, but limited to one course section each (possibly two in fall to take into account attrition). They are potential money-makers for our unit.

Postings for one fulltime Spanish instructor (no initiative needed) and one fulltime French/Spanish instructor (initiative 1B):

We are a program with too few fulltime contracted faculty members. We are negatively affected by this situation in a number of ways that directly affect our ability to deliver quality education to our students. We do not have the personnel power to adequately represent us on campus wide committees and, within our immediate division, each of us is obligated to participate on multiple committees as well as being a continual participant in all the program obligations. This leaves little to no time to continue fine-tuning and adapting our courses and personal teaching style to the ever changing needs, abilities and interests of our students. We expect to write up and post job announcements for:

1) the vacant fulltime Spanish instructor position. We will then interview and recommend a hire so that the position is filled and the new hire begins effective fall 2005. The participation of this missing member of our faculty will help to reduce the over load of work of all fulltime program faculty, thereby allowing us all more time to work toward enhancing our unit's goals and mission and those of the college.

2) the requested change from the currently vacant contracted .56 position in Spanish to a fulltime position that will be divided between Spanish and French instruction. We plan to interview and recommend a hire for this proposed position at the same time we are involved in the hiring process for the fulltime Spanish position. To postpone this places a heavier workload on all and redundancy of process. The enhanced position of this missing member of the Spanish faculty will expedite the work required of us all and, because it will lead to better articulation between language groups, enhance our ability to deliver quality education that is very much aligned with the goals and mission of the college and of our program. It will afford us more flexibility in staffing classes in that we can better respond to the actual need of staffing, not just the reality of the staff at hand. This flexibility will result in a more efficient and productive use of personnel. It will eliminate the need for repetitive part time searches. It will also allow us to more readily share already common facilities and equipment that to date have not

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been fully or effectively utilized. It represents a wiser application of resources (i.e., monies, personnel, equipment, facilities) than we have practiced in the past, but which, given the current economic concerns of the college, is essential to us in the present and future. Therefore our goal is to more effectively, fairly and judiciously use all our resources without overburdening anyone of them and hopefully leading to the realization of another pressing goal of the department—increasing faculty morale. We plan to put into place initiatives 1A and 3 to further this goal.

--One term release for French program coordinator (initiative 1A)

As stated above, we intend to provide a more fair and flexible workload for the faculty. Better communication and articulation within the unit is vital to this. We will begin to work on this by freeing up time for the coordinator. Part of that time will go toward serving as liaison and disseminator of information. Everyone's being properly and timely informed will result in improved morale. The course release will afford the coordinator time to actualize some use of technology in our program and thereby benefit us all. It will also allow this faculty member to adequately address all the demands placed on her, and once again benefit us all, because all of our success depends on the other's ability to meet her/his program obligations. We expect to better adapt to the ever increasing demands on us due to changing student and college needs and desires, the responsibility to assure equal access to all students, and the necessity to comply with the national standards for our field (second language instruction), by releasing her from one course so that the time requirements placed upon her are more reasonable and comply more with our contracted responsibilities. Language instruction requires a lot of time planning, preparing and correcting outside of class to present a class that reflects national standards as well as the mission and purpose of a learning centered college. We cannot do that without the help of a coordinator. Just with the responsibilities of our own class sections, we all more than put in the hours our contract stipulates. To meet standards, we are obligated to articulate the course sequences into a comprehensible program that represents "one full year/two full years of college level language". Students may have as many as 6 different instructors if fulfilling two years, of second language study but in order to meet our field's standards the sequencing of courses must be presented as if only two courses (representing different levels: 100 vs. 200) were taken. Present national standards require the instructor to address competencies in five skill areas at all levels of proficiency in the target language: the receptive skills of listening and reading; the active skills of speaking and writing; and cultural competency. To meet these standards requires much production of, organization of and careful articulation of materials, themes and functions, and requires inclusion of various modalities of presentation and practice. The orchestration of the interaction and interdependence of these 5 skill areas requires time and attention. Fall term sets the standard and the tone for the two that follow. It is also when the college puts more demands on the faculty (unit planning is one example). It is the term when the need for coordinators is greatest. Our goal is to be able to successfully meet all the demands placed upon us as a unit and as individual instructors without overburdening any one person. The French coordinator release time will be a start toward fulfilling that end.

--Variable teaching credit load (initiative 3):

Spring 2005 we will begin planning and scheduling for the 2005-2006 school year. It will be the first time our unit can schedule in variety in courses taught by the fulltime faculty. The knowledge that one is returning to something fresh and new will do a lot to boost morale and job satisfaction. Teaching other courses will allow us to look afresh at the core courses we already teach and afford us the opportunity to recognize changes and adaptations we could bring to them. One of our goals is to bring a fresh slant on all that we do. Lessening our workload will provide us more time to seek out some new



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ideas; cooperating with the new colleagues who will develop and teach the two non-European languages will bring us new ways of perceiving and conceiving what we do.

We intend to progress in our incorporation of technologies into our curricula and classrooms, especially with regard to those that are linked to the bond funds we were given.

At present we have the physical space and hardware necessary to offer our students learning activities involving the use of a state of the art language lab. However, at present we have not had the time to put its use into place. That requires a lot of time and research. Time is necessary for finding a solution to the issue of properly securing the lab, a problem we have yet to resolve. We intend to continue addressing the question of security. We have slowly progressed over the past three years to a decision about various softwares, two of which we will purchase through the bond monies. Their price includes training. We will receive this training over the next two terms. It will be pertinent to Japanese and AIL as well as to French and Spanish. It is limited to one time, however, so our plan is to have the approval for the initiatives for Japanese and AIL so that no further expenditures of either money or current faculty time is necessary. Our objective to have this technology and facility incorporated into the curricula and the classes in some way (even if very minimally) starting fall 2005. At the moment the primary obstacle we face to achieving this goal is faculty time. Completing hires for vacant positions will lessen to some extent this barrier, but it will not eliminate it. A one-course release for the French coordinator is a second avenue to break down this barrier even further. Filling the vacant faculty positions we have is a third. Utilization of the EFLS dedicated lab tech (initiative 4) is the fourth.

A final goal we have for ourselves is to progress on development of our unit's website. This will take time, which we plan to have more of by fall 2005 after our initiatives are realized.

**3) What course level outcomes do you expect to achieve?**

*What goals do you wish to set for 2004-2005? How will your courses grow, change or adapt? How will your instructional methods change or adapt? What goals do you have for your instructional environment (classrooms and/or technologies and equipment)?*

We foresee growth in that we plan to add two new courses to our curriculum: one first year course sequence in Japanese and another in AIL.

With regard to instructional equipment and technologies we plan to begin utilization of the language lab by fall 2005 and experimentation of sharing across classrooms the ELMO and LCD projector that have not yet been fully utilized with respect to class instruction.

**4) What plans do you have for enhancing your use of current technologies?**

This question has been answered above in questions 1, 2 and 3.

**5) What plans do you have for working more effectively with your Advisory Committee?**

This question is not applicable to our program.

**6) How will you set faculty and staff goals?**

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### *How will you ensure the participation of faculty and staff in all phases of Unit Planning?*

Being a small program necessitates the active and intense participation of all fulltime faculty. Part time faculty are invited and encouraged to participate and contribute to the process. For example, they may participate through email and informal discussions. They will be compensated for attending formalized meetings, but they are not obligated to do so. Fulltime faculty are, however, obligated to participate and have no choice but to. The experience of the past two years of unit planning has led to a reluctance to participate and some very low morale. We plan to advocate for a better process with which to comply with accreditation standards. For us to ensure full participation, we need to let the administration know we will participate if: we have a streamlined, well thought out process with clear and readily understood instructions and purpose to each component; we receive timely feedback regarding why or why not an initiative was approved; we feel as if our unit actually had a voice that was heard rather than subsumed under the umbrella of a larger unit; the timeframe of the unit plan is more sympathetic to our teaching duties and responsibilities, rather than continue to conflict with them.

### 7) **Enrollment Data**

*Please provide your projected goals for 2004-2005:*

Program Level: Student FTE

Course Level: Student FTE

Student FTE/Faculty FTE ratios

Capacity Analysis

For the 2004-2005 academic year we predict there will be some change due to the fact we were required (despite our objection and recommendation not to) to add an extra section of Spanish 101 in fall 2004. We did not continue it in the normal course sequence progression (it would normally become a Span. 102 in the following winter term) due to low enrollment. For Spanish, we then for winter and spring terms 2005 put forth the same number of sections that we had for the 100 course sequence in 2003-2004. Another factor that will affect change will be due to the fact that no courses related to the Learning Community Puentes al Futuro are offered during 2004-2005. As a unit our projected goals for 2004-2005 are to reflect the 2002-2003 enrollment data.

### 8) **Student Success Data**

*Please provide your projected goals for 2004-2005:*

Student Completion ratios

Degrees, Certificates Awarded

Not applicable to our unit.

### 9) **Facilities and Equipment**

*What facilities or equipment goals do you wish to set for 2004-2005?*

To finally make use of what we already have. (Please see above.)

### 10) **Budget**

*Please provide projected goals for 2004-2005:*

General Fund:

General Fund Allocation           \$3,428,249.00

Actual Costs of Unit Operation   \$3,368,217.00

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Revenues (Course Fees, etc.)	\$3,763.00	(actual amount to department on tuition based)
Cost per Student FTE	\$3,563.00	(with Co-op)
	\$3,138.00	(with Co-op)

We foresee no significant change.

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Advisory Committee Chair

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Date

Susan Carkin's signature is on file, EFLS Office

15 Dec 04

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Division Chair

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Date