

Program Analysis & Review: Languages Program

1. **What did your unit accomplish last year in relationship to the annual planning initiatives? Other accomplishments not related to the annual planning initiatives?**
 - Award of one year Endowed Chair to AIL
 - Investigation of private funding for Japanese Curriculum Development
 - Interviewed prospective instructors of Japanese
 - Investigated use of photos in Spanish classes
 - Preliminary investigation of social implications of translation
 - Investigation of pedagogical uses of “micro” stories in the classroom
 - Ongoing revision of curriculum
 - Experimentation with video production, student journals and portfolios
 - French Academy offered to high school students/community members
 - College Now established at Thurston and Sheldon high schools
 - 4 French students accepted as “assistants” by French public school system
 - Offered “Café Français” and “Cosmic Pizza Cercle Français” every week for conversational practice
 - Preliminary steps to develop a languages website

2. **What are the areas that still need attention?**
 - See all current initiatives.

3. **Considering your responses to questions 1 &2 and emerging needs and demands, what are your plans for next year? This conclusion should be the foundation on which initiatives are built.**
 - Everything that we have accomplished this past year isn't related to the unit planning process.
 - However all of our accomplishments are directly related to serving students, our unit's mission as well as the college's mission and strategic directions. If our initiatives are again not supported, we will resubmit them.

Lane Community College
Unit Planning: Instruction & Student Services
Language, Literature & Communication: Languages

Section I: Planning

1. Initiative Title

Division Priority: ____1____

Fall term one course release time for French coordination.

The benefits of this initiative are fourfold:

- 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.

2. How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

Our French program coordinator has all of the responsibilities inherent in complete coordination of a language program but has not received official recognition for the huge responsibilities that go with the job. This instructor is the sole full-time faculty member in the French program and therefore has no options for receiving assistance with the 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 an ongoing commitment to a full-time teaching load, to college service, to liaison duties attached to our new lab, to responsibilities as liaison with the department’s tutorial services and Spanish faculty and to a commitment to take the lead in updating and maintaining the French program website. The result has been an unrealistically burdensome workload that in time has undermined the morale of everyone in the department who do not wish to see this workload inequity continue. Not only does this 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 duties be added to this position’s 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 initiative number 2, below.)

3. Describe the initiative

- How does this initiative align with the strategic directions of the college?
- What will the product, innovation, or change of this initiative be? Please be as specific as possible.
- What is the need or intended use? How was that need assessed? What is your evidence of the need?
- Given college resources, is it feasible? Is it an efficient use of college resources?
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit?*
- *How will students benefit?*

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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 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 and Summer Academy. 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.

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

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

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 + 1387 PT. OPE = **\$4,858.**

5. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

General fund and/or Division funding and/or Curriculum Development funds.

If the funding source is Carl Perkins:

1. How does the request meet one or two of the Carl Perkins act goals?
- 2.

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6. Provide ORG & PROG codes
French ORG: 651211
Spanish ORG: 651221
Unit PROG for all: 111000
7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

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Section I: Planning

1. **Initiative Title:** French-Spanish instructor position. Division Priority: 2
(Increasing an already funded Spanish position from 0.56 FTE to 1.0 FTE and converting the position to a combined French-Spanish instructor position.)
The benefits of this initiative are fourfold:
 - 1) to serve students and staff better;
 - 2) to improve efficiency and continuity 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 last year? What program level outcomes do you expect to achieve?**
The inclusion of this initiative lends further support to initiative 1 (release time for 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 will help us to more effectively manage the demands placed upon us and thus increase our ability to develop our programs and serve our students in a more comprehensive way.

3. **Describe the initiative**
 - **How does this initiative align with the strategic directions of the college?**
 - **What will the product, innovation, or change of this initiative be? Please be as specific as possible.**
 - **What is the need or intended use? How was that need assessed? What is your evidence of the need?**
 - **Given college resources, is it feasible? Is it an efficient use of college resources?**
 - *What would be the campus location of this request/project?*
 - *How many students (per year) will benefit?*
 - *How will students benefit?*

This initiative will increase an already funded Spanish position from 0.56 FTE to 1.0 FTE and convert the position to a combined 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

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of departmental functioning and in response to student enrollment demands 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 improve the articulation between the French and Spanish programs (including the Languages Computer Lab).

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 better serve our nearly 700 learners. 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 multiculturalism 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.

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.

Section II: Linking Planning to Budgeting - If you need Resources:

4. Describe the resources needed

Please be specific about the actual equipment/resources that you need. In addition, complete the Initiative Spreadsheet for each resource requested.

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 an additional .44 FTE

The cost for .44 FTE is (average) 24,200 + 13,019 OPE = **\$37,219**.

5. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

General fund and/or Division funding and/or Curriculum Development funds

If the funding source is Carl Perkins:

3. How does the request meet one or two of the Carl Perkins act goals?

4.

6. Provide ORG & PROG codes

French ORG: 651211

Spanish ORG: 651221

Unit PROG for all: 111000

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7. For programs that have advisory committees: What plans do you have for working more effectively with your Advisory Committee?

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Initiative Title: American Indian Languages Curriculum Development Division Priority 3

How is the initiative linked to your Program Outcomes Analysis for last year? What program level outcomes do you expect to achieve?

The American Indian Languages project is innovative in two ways. Lane is one of very few community colleges in the nation to offer any American Indian language for credit. Also, it is offering Chinuk Wawa in collaboration with tribal peoples, specifically, in collaboration with members of the Grand Ronde Tribe of Oregon. Therefore, creating a course of study in this language at the college level requires careful and extensive development of curriculum.

Describe the initiative

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.

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.

What will the product, innovation, or change of this initiative be? Please be as specific as possible.

The product of this initiative, 240 hours of paid curriculum development, will be effective college-level curriculum for teaching AIL 101-3, and of curriculum for AIL 201-3.

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What is the need or intended use? How was that need assessed? What is your evidence of the need?

The apparent intent of this college is to be able to offer American Indian Languages as an addition to languages offered for credit. The challenge that this initiative addresses is full development of classroom and language lab activities and lessons for American Indian Languages courses, AIL 101, 102 and 103 as well as AIL 201-3. 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. We have decided that the first language we will offer for credit is Chinuk Wawa, and since college curriculum for it does not currently exist, and since we will first offer this language as AIL 101 during Winter, 2006, it is essential that curriculum be developed for it.

Given college resources, is it feasible? Is it an efficient use of college resources?

Lane's commitment to this course of study is clear. The benefits are extensive. The cost of 240 hours of curriculum development is miniscule in comparison.

What would be the campus location of this request/project?

This project would be included under the Division of Languages, Literature and Communication. The number of students who would benefit directly is about 30, but the indirect effect is much higher.

Describe the resources needed

We are requesting 300 hours of Curriculum Development support. 300 hrs @ \$26.44/hr + OPE = \$11,121

List the possible funding sources: CD

- *Can this project be partially funded? Perhaps*
- *If so, what portion could be funded at what minimum cost?*

ORG: 651241

PROG: 111000

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Initiative Title: First year language sequence of Japanese.

Division Priority 4

(This will enhance the college's mission, vision, core values, strategic directions and core abilities.)

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

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 carry out 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 2005 we offer only two. (Although we are in the process of adding an American Indian language to the curriculum.) We urge the college to support 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.

Describe the initiative

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 06-07-class schedule. The sequence would begin in the fall of 06 as a tuition-based offering.

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.

Describe the resources needed.

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.

For 2006-07 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 will be tuition-based. Language Lab facilities (CAN8) are available both for teaching and for curriculum development. A part-time (shared) office will be needed.

150 hrs CD @ \$26.44/hr + OPE = \$5,560

List the possible funding sources.

General fund, tuition-based classes. 2) Curriculum development funds.

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Provide ORG & PROG codes.

AIL ORG: 651241 Unit PROG: 111000

Japanese ORG has not been established.

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Initiative Title: American Indian Language Coordinator Release Time **Division Priority 5**

Lane Community College is the only non-tribal college in the United States to plan to teach an American Indian language for credit. LCC will offer students language instruction in Chinook Wawa starting Winter 2006 in the form of AIL 101. AIL 102 and 103 will follow in subsequent terms. AIL 100, a preparatory course, has been instructed for over two years. Planning is underway for the second year sequence in Chinook Wawa: AIL 201, 202, and 203.

The past of work has largely depended upon the support given AIL via the Strategic Learning Initiative. A crucial component of SLI funding has been release time for an AIL Coordinator. This support has ended effective Fall 2005 when SLI determined that AIL is now effectively “mainstreamed.”

AIL, although now mainstreamed by SLI, has not experienced a reduction in work. Neither does it look likely that there will be a reduction in work in the future. The further development of AIL courses will depend on ongoing support. While faculty, administrators, and students will continue to volunteer for AIL committee work, it is highly doubtful that anyone will be able to voluntarily take on the work of the Coordinator.

The AIL Coordinator position combines the traditional work of a lead faculty with the work of a program developer, community resource, and tribal liaison. The coordinator is an essential component of AIL success. For these reasons, AIL request support in the form of a faculty course release each term for W 2006, S 2006, F 2006, W 2007 and S 2007.

PROG: 111000

ORG: 651241

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Initiative Title: Variable credit teaching load for Languages faculty. Division Priority 6

The benefits of this initiative are fourfold:

- 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 by more fully engaging them with their discipline.

How is the initiative linked to your Program Outcomes Analysis for 2004 2005?

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 2 years ago 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 and nullifies our ability to work in community with other campus departments and divisions in learning communities. Teaching other courses in our disciplines provides us with effective feedback that leads to better presentation of our core five-credit classes. 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.

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.

This initiative will allow both faculty and students to explore diverse subject matter taught in our disciplines. New courses will promote students' understanding of the importance of these languages in terms of their role in a global community. New courses will: 1) provide additional opportunities for students to communicate effectively; 2) help students develop cultural and linguistic competence as they broaden their knowledge of the contributions of the languages currently offered; 3) provide feedback and a way to "close the loop" between our core course offerings and their relationship to a broader course of study; 4) encourage instructors to develop their interests and to share them with

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students and this will lead to many opportunities for professional development and to a much higher level of job satisfaction.

Describe the resources needed

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

List the possible funding sources

General fund and/or curriculum development funds.

Provide ORG and PROG codes

French ORG: 651211

Spanish ORG: 651221

Unit PROG for all: 111000

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Initiative Title: Tech Specialist for Languages Department.

Division Priority 7

This initiative will allow us to operate labs and smart classrooms and increase faculty & student use of technologies in the Division of Languages, Literature and Communication.

How is the initiative linked to your Program Outcomes Analysis for 2004-2005?

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. 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 continues to move forward at an unacceptably slow pace. College technicians have helped us but the scope of our needs extends far beyond the time commitment that they can offer to us. This pressing need, still unaddressed, places a burden on the department and the college. Another problem continues to be 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 would assist us in addressing these needs. Another major weakness that would be at least partially addressed with adequate tech staffing is the lack of adequate security for our new lab. There have been multiple thefts and no funds for replacement of equipment. Because of this, 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 department 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.

Describe the initiative

The initiative will provide our department a dedicated 1.0 FTE tech specialist. 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. Bond funding provided hardware and software but no ongoing technical or security support for students and staff. This position will provide that support. Languages classes all meet Lane's core abilities and support professional technical and lower division college transfer programs as well as foundational academic, language requirements.

This position would offer substantial technical support to instructors who will use new language software to 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

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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 or security. Students will have access to the entire world through Internet research and appropriate software.

Describe the resources needed

A full-time 1.0 FTE position for a tech specialist. Salary of approximately \$51,549 + \$27,733 OPE = \$79,282 (level A, Step 10)

List the possible funding sources

General fund.

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.

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Initiative Title: Development of an attractive, useful, user-friendly website for the languages programs. **Division Priority 8**

How is the initiative linked to you Program Outcomes Analysis for 2004-2005?

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 and is now under reconstruction). Our 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 1) to develop and maintain a French website. If AIL and Japanese 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.

Describe the initiative

This initiative will update our languages websites. It will help faculty address workload issues and 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.

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.

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.

List the possible funding sources

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

Provide ORG and PROG codes

French ORG: 651211, Spanish ORG: 651221, AIL ORG: 651241, Unit PROG for all: 111000
No ORG has been established for Japanese.

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Spanish Program
Unit Planning: Instruction and Student Services

Data Elements: Instruction

1. Enrollment Data:

	Student headcount 2003-04	FTE 2003-04	Student headcount 2004-05	FTE 2004-05
Subject level: Spanish	1,410	148.72	1,321	140.60
Course/Section level	First year: 1005 (including summer) Second year: 405 The 2 nd year data includes 4 Conversation classes and 3 Spanish Lit/Comp classes, experimental, with low enrollment). Without those classes, the number would be 328	First year: 108.41 Second year: 40.31 The 2 nd year data includes 4 Conversation classes and 3 Spanish Lit/Comp classes, experimental, with low enrollment). Without those classes, the number would be 35.37	First year: 993 Second year: 328 (including summer) The 2 nd year data includes 4 Conversation classes. Without those classes, the number would be 294	First year: 107.14 Second year: 33.46 The 2 nd year data includes 4 Conversation classes. Without those classes, the number would be 30.64
Student FTE /Faculty FTE ratios	There is no standardized way of measuring this (not clear whether to measure the data every term or yearly; whether to include vs. exclude summer sessions, whether to use PT faculty, etc)			
Capacity Analysis	2003-04 First year: 0.74 (including summer) Or 0.87 (excluding summer) Second year: 0.70 (including Conversation and the 3 Spanish Lit/Comp experimental classes) Or 0.90 (excluding those)		2004-05 First year: 0.75 (including summer) Or 0.84 (excluding summer) Second year: 0.63 (including Conversation, low in summer) Or 0.78 (excluding those)	

Lane Community College
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2.Student Success Data

	2003-04	2004-05	
Student Success Ratios	Data not available	First year: 79.13	Second year: 91.07 (including Conversation)
Student Completion Ratios	Data not available	First year: 90.05%	Second year: 87.77% (including Conversation)
Degrees/Certificates Awarded for Spanish: Completion of 203, 2-year sequence	Data not available (but could be?)	74	
Job Placement Information	N/A	N/A	

3. Budget

FTE Spanish Faculty: \$214,421 (salary) + 113.643 (OPE) = **\$328,064**

PT Spanish Faculty: \$45,899 (salary) + 15,284 (OPE) = **\$64,075**

Travel (division-supported): \$400

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French Program
Unit Planning: Instruction and Student Services

Data Elements: Instruction

1. Enrollment Data:

	Student headcount 2003-04	FTE 2003-04	Student headcount 2004-05	FTE 2004-05
Subject level: French	349	36.68	392	42.08
Course/Section level	First year: 253 Second year: 96	First year: 27.55 Second year: 9.13	First year: 294 Second year: 98	First year: 32.61 Second year: 9.47
Student FTE /Faculty FTE ratios	There is no standardized way of measuring this (not clear whether to measure the data every term, or yearly, whether to include vs. exclude summer sessions, PT faculty, etc)			
Capacity Analysis (ave/year)	.72			

2. Student Success Data

	2003-04	2004-05	
Student Success Ratios	Data not available	First year: 289.6%	Second year: 94 Total Error in FR 212 success= 17 (not 3) plus 9 in FR 211.
Student Completion Ratios	Data not available	First year: 89.08%	Second year: 97.58%
Completion of FR 203	Data not available	16	
Job Placement Information	N/A	N/A	

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3. **Budget**

FTE Faculty:	$\$53,507 \text{ (salary)} + 28,359 \text{ (OPE)} = \$81,867$
PT Faculty:	$\$22,392 \text{ (salary)} + 8,867 \text{ (OPE)} = \$31,259$
Travel:	\$0

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VP/AVP/ED Responsible	Division/Unit	Division Priority	Date of Initiative	Expected completion date	Initiative Title	Resource Description	\$\$	Recurring / Nonrecurring	Resource Type (mark with an "X")				Funding Sources (mark with an "X")							
									Payroll	Equipment	Space	Other	Existing	New Gen Fund	Carl Perkins	Stud Tech Fee	Curr Dev	Recruitment	Other	
PL	LLC/Languages	1	January, 2006	Ongoing	French Coordination	1 term release time	4,857.93	R	X					X	X					
PL	LLC/Languages	2	January, 2006	Ongoing	French/Spanish Instructor	Additional .44 FTE to make 1.0 position	\$37,026.00	R	X						X					
PL	LLC/Languages	3	January, 2006	3/1/2007	American Indian Languages Curriculum Development	300 hours + OPE	\$11,121.00	N	X									X	X	
PL	LLC/Languages	4	January, 2006	9/1/2006	First year Japanese program development	150 hours + OPE	\$5,560.00	N	X									X		X
PL	LLC/Languages	5	January, 2006	6/1/2007	American Indian Languages Coordination	one course release time per term for five terms	\$13,812.20	R	X						X					
PL	LLC/Languages	6	January, 2006	Ongoing	Variable Credit Teaching load for Languages Faculty	Current faculty involvement	\$0.00	R												
PL	LLC/Languages	7	January, 2006	Ongoing	Tech Specialist for Languages Department	1.0 FTE Postion (+ OPE)	\$79,282.36	R	X						X					
PL	LLC/Languages	8	January, 2006	Ongoing	Develop website for the Languages program	Current faculty involvement	\$0.00	R											X	