

World Languages
DEPARTMENT & PROGRAM REVIEW 2025-26

Section 1: Report on Previous Goals & Requests

Previous APR Goal (paraphrased in the interest of brevity).	What Happened (support with data/evidence)
“Continue to offer the variety of languages to which our students and community have grown accustomed.”	Our World Language offerings have shrunk – both native languages have lapsed. Ichishkin was last offered in Fall 2021 and Kiksht in Winter 2020. German offerings were eliminated by decision of the former VPI, only returning in a limited capacity during the Winter and Spring '26 terms despite repeated attempts at revival.
“We would like to take the necessary steps to reduce our class limits to fifteen students, or at the very least to lower them from the current number of twenty-five.”	Language class caps were successfully lowered to 20 during the 2024-25 academic year. We felt this number was a reasonable compromise; courses are naturally given to attrition during an academic term, with fully-enrolled classes shrinking to more pedagogically sound numbers as the term continues.
“...Many of the course-level outcomes that we regularly include in our syllabi do not match those listed in the COCC course catalogue... it would be beneficial for our students and the college as a whole if this information were consistent across all platforms.”	Course-level learning outcomes have been revised by various faculty members during the past five-year period. Most notably, the outcomes for the first-year SPAN sequence have been revised by the HECC SPAN CCN subcommittee, and these new outcomes will become effective as of Fall 2026. Work on course-level learning outcomes for the SPAN second-year sequence has already begun.
“... We are hopeful that our next cycle of assessment will yield more meaningful data and conclusions.”	Since the completion of our original APR, there has been considerable turnover in the Assessment & Curriculum office. This state of flux has caused uncertainty within the entire WLC Department, and we have had little success with follow-up assessments. However: the adoption of rubrics within Canvas has simplified the process considerably, making it less onerous and more effective in reporting to the state. As of this writing, assessment projects are both underway and scheduled for the current academic year. See the 2025-26 Assessment Schedule on the COCC Intranet for more detail.
“...we would like to investigate the feasibility of continued online and remote courses.”	As a set of interrelated disciplines, the World Languages faculty do not endorse asynchronous online language instruction. That being said, we

	have continued to offer <i>synchronous remote</i> instruction in two languages: 1. Professor Lin Hong regularly offers first-year CHN courses in a streaming format, in which she rotates campuses. 2. SPAN has, with the exception of the 2024-25 school year, offered remote hybrid classes every year since 2020-21. This has been done strategically, since enrollment data shows these courses enroll well and can be used to reach students that live in the periphery of our service area. One exception to our “no asynchronous” rule is the CHN 140 (<i>Contemporary Chinese Cultures</i>) and 141 (<i>Chinese Culture Through Film</i>) courses, which are currently offered in a remotely taught hybrid format and are transitioning to an asynchronous online model. Note that these courses are taught in English and have more to do with culture than explicit language learning.
“Our section is sorely in need of some of the <i>esprit de corps</i> that is so evident in other departments... We are seldom in the same physical space, or just a general dislike for one another; but we rarely sit down as a group and discuss our shared vocation.”	This is an <i>incredibly</i> hard goal to assess. However: I am not sure we have been particularly successful in generating camaraderie in the department. There have certainly been moments (shared field trips, attendance at one another’s events, fleeting moments in the hallway or at a meeting), but we still operate as a series of interrelated yet separate islands. One theory: our shared office space has slowly disintegrated, due to retirement, administrative responsibilities, and medical reasons. One other hypothesis: we schedule in such a way so as to cover as many days and time zones as possible. This results in fewer instances in which we are all in the same physical space at the same time.

Section 2: Fulfilling Your Mission

Our mission statement, which was written expressly for the prior APR/DPR is:

“Our mission in the World Languages section of the World Languages and Cultures Department is to create and sustain an intellectually robust and diverse academic environment through excellent teaching, commitment to student success, and community enrichment.

We strive to provide ample opportunities for students to acquire a variety of languages and cultural competencies as necessary skills and knowledge, both within the context of their academic needs and the essential role of second language knowledge for all university-educated individuals, empowering students to acquire attitudes, values, and skills that enhance cross-cultural communication.”

Overall, we have continued to offer our classes in a variety of modalities, albeit a shrinking number of languages. Kiksht and Ichishkin courses, while still part of our catalog of offerings, are for all intents and purposes defunct. That being said, current faculty in the Education program are investigating the feasibility of a heritage language track in Ichishkin to complement their program at the Madras campus. As mentioned in section 1, German classes have also been severely reduced. Keeping this in mind, we have failed to sustain the diverse offering of language courses that existed prior to 2021, though the current breadth of languages does outpace many of our direct competitors.

Remaining languages, particularly Spanish and Chinese, have been able to program classes in a way to address the needs of students outside of Bend. This has been accomplished through the continuation of remotely taught courses post-pandemic as well as streaming courses. Our student success rates (mentioned in the *Strengths* section below) also demonstrate the aforementioned commitment to student success, as do extracurricular opportunities to engage in course content: see the annual Asian Cultures Club field trip, 2025’s French and Italian field trip, and faculty’s repeated involvement in the study abroad program in Barcelona.

Drafting of this section produced considerable confusion on our part – what *does* it mean to “sustain an intellectually robust and diverse academic environment?” How would one measure such an endeavor? The second part of the mission statement caused similar consternations; we are unsure how our courses “empower students to acquire skills [...] that enhance cross-cultural communication,” and have no idea how this can be quantified. Given this lack of clarity, we believe a new mission statement is in order, one with less buzzwords and more measurable outcomes. We would like to take the 2026-27 academic year to re-draft this statement.

Section 3: College Goals and Initiatives

Our classes directly fulfill the first three of the stated values of the [College’s 2023-2027 Strategic Plan](#):

Strategic Plan Value	Relevant activities from World Language Courses and Faculty
Empowering Students: We create an environment that honors students’ strengths,	As outlined in sections 4 and 5 below, students in World Languages courses are more successful

addresses their individual needs and helps them achieve their goals.	than in other transfer courses. This includes BILAPOC students. We are also able to assist Heritage Language Learners (HLLs) and other students with prior language experience by referring them to the CLEP test (and accompanying Modern States website) so they can acquire language credits quickly and efficiently. This, in essence, honors students' strengths.
Engaging Our Communities: We dedicate ourselves to the vitality of our communities through meaningful, impactful and accessible programs, partnerships and services.	The Chinese program has successfully run two STARTALK Chinese summer camps, taking advantage of federal grants and offering these camps for interested students free of charge. These camps support the college mission by expanding access to global education in a rural region where opportunities to study non-Western languages are typically limited. Former students frequently mention that the availability of multiple world languages at COCC creates a distinctive academic environment compared to similarly sized institutions and contributes to a broader campus culture of international awareness. French and Spanish faculty are currently in the articulation phase of the College Now program, allowing local students the opportunity to attain college credit from the cozy confines of their high school classrooms. This also benefits our institution, establishing meaningful relationships with language instructors at the K-12 level.
Championing Diversity, Equity, Inclusion and Belonging: We celebrate different cultures, values and viewpoints and commit ourselves to creating a College that proactively addresses systemic injustice and strives for equity, opportunity, and access.	Our classes celebrate the cultures who speak the languages we teach. A few examples from Spanish courses include cultural celebrations like gobbling down some <i>uvas</i> to celebrate <i>la Nochevieja</i>, writing letters to the <i>Reyes Magos</i> on January 6th, and researching <i>refranes</i> (idiomatic expressions) and sharing those with classmates. The Asian Cultures Club also offers an annual Chinese New Year celebration, yet another example. This is further evidenced by the fact that all second-year language courses fulfill the <i>Cultural Literacy</i> discipline studies requirement for the AAOT degree.

Section 4: Diversity and Inclusion Insights

In section 5, we will discuss overall course success rates relative to other transfer courses. However, with regards to BILAPOC students, World Language courses see those students succeeding at rates higher than most transfer courses¹. This is likely due to language professors' willingness to engage with those from cultures dissimilar to our own, prior experiences doing just this, as well as a tendency to approach matters of difference with an attitude of curiosity, enthusiasm, and respect.

Academic Year	Course Success by BILAPOC students	Course Success by BILAPOC students
	World Language Courses	All transfer courses
2024-25	86%	80%
2023-24	83%	80%
2022-23	84%	78%

Another interesting insight is the fact that our courses tend to attract much younger students, as evidenced by the table below:

Academic Year	Student by Age, 19 and under	Student by Age, 19 and under
	World Language Courses	All COCC Courses
2024-25	43.89%	33.15%
2023-24	50%	33.17%
2022-23	46.01%	34.72%

Though it is hard to ascertain *why* this phenomenon occurs, one theory is that students studying language in high schools are more apt to enroll in language courses following their graduation, so as not to lose critical language skills before completing degree requirements.

By the same token, we lag behind in two other age group areas: 25–29-year-old students, and 30-39:

Academic Year	World Language Courses	World Language Courses	All COCC Courses	All COCC Courses
	Students 25-29	30-39	25-29	30-39
2024-25	9.24%	6.93%	12.34%	15.94%
2023-24	6.3%	9.26%	12.25%	16.16%
2022-23	7.6%	8.37%	12.4%	15.77%

This is an opportunity for growth, as discussed in Section 7.

Section 5: Strengths and Accomplishments

Analysis of data via Tableau yields two interesting strengths:

1. Students in current World Language offerings² achieve course success at an overall higher rate than their counterparts in other transfer courses³. During the past three academic years, World Language students have had success rates of 88% (2024-25), 86% (2023-24), and 91% (2022-23), whereas all transfer students succeeded at rates of 83%, 82%, and 81% during the same time periods.

¹ [Course Success: Successful Course Completion - Tableau Cloud](#)

² For purposes of this report, we have excluded German, Kiksht, and Ichishkin.

³ [Course Success: Successful Course Completion - Tableau Cloud](#)

2. World Language courses also attract a great number of non-degree-seeking students⁴. This is especially striking when compared with other transfer programs, such as Anthropology (with whom we share an academic department) and Art⁵:

Academic Year	Non-degree-seeking student enrollment, by percentage	Non-degree-seeking student enrollment, by percentage	Non-degree-seeking student enrollment, by percentage
	World Languages	Anthropology	Art
2024-25	19.14%	1.64%	6.45%
2023-24	14.81%	3.39%	6.66%
2022-23	14.45%	4.21%	9.82%

We include this as a strength, since our courses are attracting higher percentages of students that would otherwise not be on our campuses nor classrooms. Other programs with notable amounts of students enrolled in our courses include Psychology, Nursing, and Business; no surprise given that they are all large programs at COCC.

One of our most notable accomplishments was procurement of two federal grants by Professor Lin Hong, who ran two STARTALK summer programs. These programs allowed students to not only learn Chinese, but also to earn college credit. Professor Hong has successfully administered the Asian Cultures Club during her tenure at COCC, a club whose events include the Chinese New Year Celebration and annual field trips to Portland. This was highlighted in our previous APR.

Professor Fleur Prade has also caught field trip fever, and in Spring '25 organized a combined French and Italian field trip to the Portland Art Museum. She was accompanied by a rambunctious group of students, one Spanish professor, and a History professor whose parallel parking skills were of great use.

SPAN faculty have been heavily involved in the first- and second-year common course numbering (CCN) subcommittees organized by HECC. Work on the first-year CCN was completed in Fall 2025, and the second-year group is scheduled to conclude their labors in Fall 2026. Part-time SPAN instructor David Engel has continued the good work started by the now-retired Chuck Hutchings, offering COSSI (Central Oregon Spanish Summer Institute) in conjunction with Community Education every June.

Section 6: Challenges

Enrollment in World Languages has declined, and then stabilized, during the past five years; most notably, we experienced a massive drop (from 358 to 266 students) between the 2021-22 and 2022-23 academic years; since that time, we have slowly rebounded but have yet to attain pre-pandemic levels. To add further complexity to the equation, our current numbers are once again slightly down from the same periods last year (Fall '25 -7.4%; Winter '26, -4.2%). This general downward trend is consistent with language enrollment at a national level; according to the Modern Language

⁴ [Discipline Enrollment: Students Enrolled in Discipline Courses - Tableau Cloud](#)

⁵ By Art, we mean classes with the ART and ARH prefixes; similar to World Language courses, these tend to fulfill elective credits and arts & letters requirements within the framework of the AAOT, thus the comparison.

Association (MLA), overall enrollment in language classes decreased 16.6% from 2016-21⁶. As enrollment has waned, so has support for the variety of languages we offer (see Section 1). Our number of full-time instructors has shrunk to three, with a variety of part-timers filling in on an ad hoc basis.

One of the most significant barriers to progression through our sequences⁷ is that students are only required to take two terms of college-level language classes in order to meet the State of Oregon's foreign language entrance requirement⁸; because of this, we generally observe healthy 101 and 102 enrollments decrease in 103 sections.

We offer several language courses (FR 141, CHN 140 and 141) that are taught in English, but we suspect that students are not aware of this fact; these are good entry points for potential language students, and increased support from advising could help with enrollment.

On the subject of advising – we have observed that heritage language learners (particularly in Spanish) are pushed into classes that do not address their needs, resulting in frustration for both them and their classmates. These students tend to be very proficient in speaking and listening skills, whereas their classmates are better writers and readers. A more appropriate path for these learners would be a CLEP exam accompanied by coursework completed on the Modern States website, or a course designed towards HLLs at a four-year institution.

Section 7: New Goals and Resource Needs

Goal	Timeline for achieving goal	Resources needed
1. Increased enrollment in World Language classes (SPAN, CHN, FR, and IT).	Ongoing – enrollment is evaluated continuously, and the program will also be examined during next DPR cycle.	Support from CAP services, and increased awareness on their part of resources available to HLLs, courses with language prefixes taught in English, and other minutiae of our programs. Increased promotion from the MPR department. As mentioned in Section 4, we tend to attract younger students; perhaps targeting marketing and enrollment to older students (particularly the 25-29 and 30-39 year old demographics) would produce higher enrollment numbers.

⁶ Lusin, Natalia, Terri Peterson, Christine Sulewski, and Rizwana Zafer. *Enrollments in Languages Other Than English in US Institutions of Higher Education, Fall 2021*. Modern Language Association of America, 2023. <https://www.mla.org/content/download/191324/file/Enrollments-in-Languages-Other-Than-English-in-US-Institutions-of-Higher-Education-Fall-2021.pdf>

⁷ That is: from 101 through 103, and then onto 201-203.

⁸ As outlined on several institutions' websites: [The University of Oregon](#), [Oregon State University](#), and [Portland State University](#).

2. Pursue further course development – a SPAN 140 and IT 140 would be welcome additions to our catalog, and SSP (Spanish for Specific Purpose) classes are increasingly popular across the country.	Rather than a rigid timeline, we propose the addition of two courses to our language curriculum by the next DPR.	Professional improvement fundings is a good resource for faculty engaging in course development, as are sabbaticals.
3. Maintain affordable textbook and materials options for our students.	Continuous	Support from eLearning, the Bookstore, and other services as we continually investigate OER resources and cheaper textbook options.
4. Explore the feasibility of adding first-year language courses (SPAN, CHN, FR and IT 101-103) to the Arts & Letters discipline studies list.		This is easily the most nebulous of our goals, and we are unsure what support we would need to make this happen.

For each goal above, please indicate any resources/support you are already pursuing (or have pursued):

Goal 2 is the continuation of work that we already complete on a regular basis – Lin Hong has developed CHN 140, 141, and is currently running a 199 course (Wok & Talk) with an eye towards formalizing it in the college curriculum. Fleur Prade has launched FR 140 (History of Paris). These courses are all great entry points for students into the language classroom.

Goal 3 is similar, as dedicated instructors we continually look for options that are both affordable and rigorous. SPAN faculty have expressed frustration with their current textbook, and are investigating OER options.