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World Languages Program
Central Oregon Community College

Dear World Languages Faculty:

Thank you for taking part in Department & Program Review (DPR) this year. The DPR process reveals critical connections that link your strengths, needs, values, priorities, and plans to those of the College. Further, it supports our commitment to innovation through continual improvement. We commend your dedication to empowering our students, engaging our communities, and supporting our values.

Successes

We would like to begin by celebrating your accomplishments. Your students achieve course success at higher rates than their counterparts in other transfer courses. Notably, in World Language courses, BILAPOC students are succeeding at rates higher than most transfer courses. In our discussion, Josh noted that the experience of WLC faculty with intercultural exchanges may be a contributing factor to this success. We also applaud WLC's attention to the special population of heritage language learners. On a related note, by adjusting the class size to 20 students in AY 2024-25, WLC has been able to ensure that students receive more personal attention.

Furthermore, while WLC faculty are committed to in-person teaching, they nonetheless have found some options for offering courses in a variety of modalities to serve students across a wider area and to reach students via StarTalk. For example, faculty Lin Hong has created innovative courses, including asynchronous courses, for Chinese. WLC has a unique ability to attract non-degree seeking students and has been successfully partnering with Community Education to co-enroll students. WLC also has been present in the local community through its partnership with CollegeNow for French and Italian.

Finally, we celebrate your involvement at the state level with Common Course Numbering – kudos on finishing the first-year CCN courses for Spanish and participating in the work on the second-year courses.

Challenges

In your report, you identified several key challenges. First, while a post-pandemic drop in enrollment has stabilized, the overall enrollment numbers are still below pre-pandemic levels—which does align as noted with national trends. We discussed several ideas to boost enrollment including investigating Spanish for Specific Purposes courses, possibly one focused on healthcare; as well as adjusting the program's marketing, particularly for the culturally focused courses that are chiefly taught in English. On a related note, we also discussed the age gap revealed by data – that students aged 25-39 are underrepresented in WLC. Furthermore, regarding enrollment and retention, we understand that Oregon's public university entrance requirements drive student commitment, e.g., 103-level courses see lower enrollments.

Second, heritage language speakers are a unique population that World Languages and Cultures serves; and this population presents specific needs for advising and retention. Ensuring that CAP Services is aware of the preferred course sequence for heritage language learners will aid in addressing the observed issues.

Next, the overall number of languages offered has decreased. Notably, Native languages are effectively no longer being offered due to various factors. In order to resuscitate these courses, we discussed various ideas such as delivery method changes, curricular adjustments, and committing to a regular cycle of outreach to potential instructors.

Finally, as noted in your report, the World Languages and Cultures mission statement needs revision to ensure that objectives are more easily measured and tracked, and that goals are clearer and aligned with the department's work. We support your initiative to revise the mission statement in the 2026-27 academic year.

Goals and needs

1. **Increased enrollment in World Language classes (SPAN, CHN, FR, and IT)**

Increasing enrollment in World Languages courses is a shared priority. Explore intentional enrollment strategies for language courses with your dean, who can bring them to the Dean Team as well as Marketing and Public Relations to put into action alongside other academic priorities. Take a look at what outreach efforts have been made previously and when. You have identified the 25–39 age demographic as a group to recruit, and having MPR help you with this will be important. We also encourage regular connection with CAP Services, so inviting them to meet with the department would allow for useful two-way exchange. You could gather their input and help them better understand how to support and direct heritage language learners and students interested in culture courses.

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**

Curriculum development work around SPAN 140, IT 140, and Spanish for Specific Purposes (SSP) is supported by the Assessment and Curriculum office as the department considers its options. The A&C Administrator will do some initial research through her affinity group on SSP and share that information with Josh and Jessica to help inform next steps.

3. **Maintain affordable textbook and materials options for our students**

On the question of materials and textbook affordability, we encourage your exploration of alternative materials, especially Open Educational Resources. Your work here is still in early stages, and there are real frustrations to navigate, including the cumbersome nature of integrating inclusive access models into Canvas and the challenge of getting timely responses from publishers.

4. **Explore the feasibility of adding first-year language courses (SPAN, CHN, FR and IT 101-103) to the Arts & Letters discipline studies list**

The idea of adding first-year language courses (SPAN, CHN, FR, and IT 101–103) to the Arts & Letters discipline studies list is worth exploring but may also be regulated in some way at the state level. We

recommend discussing this with the dean and A&C administrator, making the case for why these courses belong on the list and ensuring alignment with state outcomes and requirements.

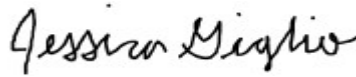
Thank you for your ongoing dedication to student readiness. Together, we can build on our achievements, address the challenges ahead, and meet the evolving needs of our students.

If you have any questions or need further clarification, please reach out. We look forward to working collaboratively to enhance the quality and impact of the World Languages program.

Sincerely yours,



Annemarie E. Hamlin
Vice President of Academic Affairs



Jessica Giglio
Instructional Dean



Gabrielle Orsi
Assessment and Curriculum
Administrator