



PROGRAM REVIEW

A PROCESS FOR
SELF-EVALUATION
AND
CONTINUOUS IMPROVEMENT

Updated 2017

World Languages & Cultures Program Review
Bergen Community College

PROGRAM: World Languages & Cultures

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DATE OF THIS REPORT: 4/1/17

PERIOD OF YEARS BEING REVIEWED: 2012-2017

OVERVIEW

MISSION/GOAL/OBJECTIVES

The World Languages & Cultures (WLC) department at Bergen Community College offers 13 languages at 4 levels, making this one of the largest language programs in New Jersey. More than 10% of students enrolled at the college take a language class as a General Education Humanities elective. Every course uses new and up-to-date textbooks and library resources. Many classes are also taught online. Most courses use a project-based learning approach, to help students learn independently and improve their communicative competencies, as well as build literacy and sharpen their cognitive skills. Culture is an integral part of every language, and the curriculum emphasizes promoting the culture of the countries where the language is spoken. The department promotes the College's Study Abroad program and uses funds available to send as many students as possible to study abroad. Currently, the Bergen Community College Foundation is offering a few full scholarships to students who wish to enroll in this program. Many students do service learning as part of their course.

The department is part of the National Languages Honors Society, Alpha Mu Gamma. Furthermore, many languages have their own club, host many cultural events, and participate in different events both inside and outside the College. Many clubs cooperate with other departments, such as theatre and music and art, to immerse students in a well-rounded learning cycle.

The department is also starting to write new learning community projects, hoping to pair language classes with classes in other disciplines. We would like to expand course offerings, increase enrollment, hire more faculty, and create a new language lab.

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

The last program review was conducted in 2004 – 2005, which is outside the time period covered in this report. However, since 2012, major changes in the academic organization of the college have occurred, impacting the administration of the World Languages and Cultures Department. In particular, the Department Chair position was downgraded to academic Coordinator, with significant reductions in compensation and

release time. There has been turn over in the Academic Dean office as well. The current WL Coordinator is a non-tenured faculty member whose area is American Sign Language. During this period, ASL has grown, Spanish and Italian continue to be popular, and other languages, such as Arabic, Chinese and Korean are also drawing more students.

FOCUS ON STUDENTS

The College Office of Institutional Research provides a data report on demographics of students enrolled in World Languages and Cultures as a degree option in the Associate of Arts Liberal Arts degree. (The report is attached.) The report shows that few students enroll in AA.LA. WLAN and that most graduate from a different major. However, it is worth noting that the retention rate in the college after one year of students enrolled in the major is higher than the BCC retention rate. Their transfer rate is also higher than the BCC transfer rate.

Furthermore, the number of students enrolled in WLC classes tells a different enrollment story (See Focus on Curriculum section below).

Student Satisfaction

Late in the Fall 2016 Semester students were given a survey dealing with several important topics related to the World Languages & Cultures Program at Bergen Community College. The following are the results from the surveys returned:

Of the students who responded, 78% are full time students and 94% are degree-seeking students, who planned to transfer to a 4-year college or university. The majority, 93% studied a world language in high school. From the surveys returned, 33% of the students stated that they would like to continue the study of a world language at a four year institution. Several students stated that that if they successfully completed two semesters of a world language at Bergen, their language requirement for their degree would be complete.

As far as studying a language at BCC, 87% felt that their needs and expectations were met, especially at the first level. Some commented that the first level language experience created a positive foundation for the next level of language study. Regarding support services, 71% stated that they have attended the Tutoring Center and some stated that they received excellent assistance.

Students in WL courses are primarily native speakers of English (82%); 64% of the respondents stated that they have friends and/or relatives who speak the languages that they are presently studying at Bergen Community College.

Students were given the opportunity to contribute additional comments. Many students reported that they were impressed with the faculty, who not only were well prepared academically, but they also were willing to assist the students in their pursuit of success.

Learning Outcomes Assessments

<u>Program Learning Outcomes</u> (include all program outcomes listed in the Academic Catalog)	<u>Describe how the outcome has been directly assessed in the last five year period.</u>	<u>What are the results of that assessment? What changes have been made as a result?</u>
Demonstrate listening, speaking/signing, reading, and writing skills.	Students created a final presentation which included all the vocabulary, expressions, grammar, and syntax learned during the semester. This final presentation included a written and an oral component.	Average scores ranged from 71-89%, with 63% of students earning an 80% or higher on their presentations. Scoring needs to be standardized across languages; some classes use rubrics, while others do not.
Demonstrate an understanding of traditions, customs and beliefs related to the target language.	Students will write a paper in the target language focused on traditional holidays from where the target language is spoken. Students will be answer specific questions.	This assessment project is in progress.
Link information about the target language and cultures to other disciplines.	This learning outcome has not been assessed in the last five years.	This outcome will be assessed in the next cycle.
Compare and contrast language and cultural concepts with one's own language and culture.	Students researched a particular holiday and wrote a paper about their findings. Then, they did a comparison of the holiday assigned and a holiday in the United States.	78 % of the students got an 80 or higher in the assessment project. However, changes needed to be made to the grading criteria. We identified an issue with grading consistency as a result of the large number of adjunct instructors in our department and the variety in grading styles. To mitigate this problem, we recommended a grading practice session with the adjuncts to take place next semester.
Interact with native speakers, locally & globally, & gain a world perspective.	This learning outcome has not been assessed in the last five years.	This outcome will be assessed in a future cycle

FOCUS ON FACULTY AND STAFF

The World Languages and Cultures Department consists of four (4) full-time faculty members and approximately 36 adjunct instructors for the 2016-17 Academic Year. This is a 9:1 ratio of part-time to full-time instructors. As a whole, the adjunct faculty is fairly stable, with a third having 10 or more years of service. All but one have Master's Degrees; several have Ph.Ds. While turnover is fairly low, new Adjuncts are always sought after.

Faculty Demographics:

Ethnicity of Full time Faculty and Adjunct Faculty

White	14
African American	2
Hispanic	10
Asian	7
Other	7

Gender of Full time Faculty and Adjunct Faculty

	Male	Female
Full time Faculty	0	4
Adjunct Faculty	8	28
Staff	0	1

Full-time faculty members:

Alexs Birdsall-Griffiths

Professor K.A. (Alexs) Birdsall Griffiths, MS, CSW, CPRP, EIPA, RID/NIC, ASLTA attended Rutgers University, where she earned her BA in Psychology & Criminology. She then attended the University of Medicine & Dentistry (now Rutgers University) and earned her MS in Psychiatric Rehabilitation. She also attended Union County College, where she earned certifications in ASL Studies, K-12 Interpreting, and completed the national Interpreter Training Program. She is currently working on a second Master's degree in Linguistics at Montclair State University. In addition, she is a nationally certified ASL-Signed English-English Interpreter through the Registry of Interpreters for the Deaf (RID); she is also certified for K-12 interpreting (EIPA), is a Certified Social Worker (CSW) and Certified Psychiatric Rehabilitation Practitioner (CPRP). Finally, she also earned certification through the American Sign Language Teacher's Association (ASLTA) to teach ASL. Her specialty here at Bergen Community College is teaching ASL. In addition to her teaching duties and responsibilities as Coordinator of the World Languages Department, Prof. Birdsall Griffiths is also the Advisor for the ASL Club.

Laura Ruderman

Dr. Laura Ruderman holds a PhD in Spanish Languages and Literature from the University of Maryland, College Park and a MA in Latin American and Iberian Studies from the University of California, Santa Barbara. She taught survey courses in Early to Modern Latin American literature, Colonial Latin American literature, Latin American Jewish Literature at Michigan State University. Dr. Ruderman has been in charge of the annual Holocaust Remembrance events at Bergen and is involved in the Center for Peace, Justice and Reconciliation. She is an active member of the Curriculum Committee as a representative of the Department of World Languages, and she has served on the Library Committee as well.

Tiziana Quattrone is an Associate Professor of Italian who has been teaching at BCC since 2002. She holds the following degrees: M.A. from Università di Napoli-Oriental, an M.A. and an ESL certification from Fairleigh Dickinson University. She received a grant from the National Italian American Association to start the Italian Club at BCC, and she has been an advisor for 10 years. She was a member of Women's History Month Committee for many years and she also presented for the Book and Brunch Series for three years. She has been an active member of BCC, working with the Theatre and Music Department in various projects. She was also the Chair of European Week for three years. Lately Tiziana has been focusing in the semiannual conference of the Addiction Series, of which she is Co-chair and Co-Founder.

Cesarina Viñas is an Assistant Professor of Spanish who came to BCC from Indiana University with an MA in Hispanic Linguistics and a B.A. from Montclair State University in Spanish Literature. She has been a member of the Educational Opportunity Fund Advisory Committee since 2011. Her main focus now is the teaching of the Spanish for Heritage Speakers. She created and implemented the new curriculum for Spanish 1 & 2 for Heritage Speakers. She is an active member of the Hispanic community in BCC working with the Latin American Student Association (LASA) to promote the Hispanic culture and the Spanish Language in the College. She was recognized by the Latino Heritage Committee at BCC for her commitment and dedication to the advancement of the Hispanic culture. Prof. Viñas is the only professor teaching hybrid (partially online) classes in the World Languages department.

Adjunct faculty

Adjunct faculty members are hired by the department coordinator as needed per semester with help from the full-time faculty. The adjuncts are allowed to teach a maximum of 9 credits. They are generally observed by a full-time faculty member to assist with standardization. At the beginning of the semester, they are provided with a master syllabus and the required textbook for the class. Adjunct instructors are required to attend the college-wide adjunct conference every semester, as well as a half-day orientation when initially hired.

Adjunct Faculty:

Name	Degrees	Years at BCC	Language taught
Mary Malkowski	B.A.	10	ASL
Kimberly Margolis	M.A.	2	ASL
Alein Haddah-Perez	M.A.	1	Arabic
Mazooz T Sehwal	M.A.	11	Arabic
Rong Wang	M.A.	10	Chinese
Niene Waly	M.S.	6	French
Bonnie Platter	M.A.	2	French
Siran Gregorian	M.A.	10	French
Estelle Epstein	Ph.D.	12	Hebrew
Leonardo Castano	M.A.	3	Italian
Peter Iachetti	M.A.	26	Italian
Reiko Kawahara	M.A.	6	Japanese
Tanohara Takako	M.B.A.	10	Japanese
Won-Young Chang	M.A.	8	Korean
Jane Park	Ph.D.	11	Korean
Mariemma Nieto	M.A.	14	Spanish
Alphonse Dattolo	M.A.	27	Spanish
Alessandra Brown	M.A.	2	Spanish
Lourdes Lopez	M.Ed.	7	Spanish
Vanessa Cardenas	M.A.	4	Spanish
Gisela Schanil	M.A.	5	Spanish
Alycin Sabol	M.A.	7	Spanish
Ana Swaminathan	M.S.	1	Spanish
Claudia Perez	M.A.	3	Spanish
Yana Samuel	M.A.	8	Russian
Jacqueline Sellin	M.A.	4	Spanish
Pantea Bahrami	Ph.D.	5	German
Lisa Napoli	M.A.	1	ASL
Matt Runyon	M.A.	8	ASL
Yan He	M.A.	4	Chinese
Mario Maximous	Ph.D.	9	JapaneseArabic
Mara Zuckerman	M.A.	11	ASL
Iris Lewis	M.A.	1	ASL
Jacqueline Habra	M.A.	7	Arabic
Olga Kulko	M.A.	9	Russian
Aurora Genova	Ph.D.	10	Italian
Guillermo Rodriguez	M.A.	12	Spanish

Staff

The World Languages and Cultures Department has one full-time secretary who also works for three other departments: History, Communication and Philosophy.

FOCUS ON CURRICULUM

Summary of Program Curriculum

PROGRAM DESCRIPTION: World Languages and Cultures Option (AA.LA.WLAN)

The World Languages and Cultures Option degree program develops students' appreciation for other cultures and other ways of living and thinking, and prepares students to live and work in an increasingly interdependent world. In addition to language courses, students are encouraged to take regional/cultural studies courses and participate in a study abroad program. The program prepares students to transfer to a four year school to pursue a Bachelor of Arts degree in a variety of areas including Area Studies, Languages and Literature, Translation and Interpretation, International Relations, Public Policy, Political Science, Social Sciences, Social Work, Education, and Linguistics. The study of world languages offers opportunities in multiple career fields in occupations such as: Teaching, research, translation and interpretation, public service, counseling, social work, advocacy, publishing, campaign management, journalism and business leadership among others.

PROGRAM LEARNING OUTCOMES

- Demonstrate listening, speaking/signing, reading and writing skills.
- Demonstrate an understanding of traditions, customs and beliefs related to the target language.
- Link information about the target language and cultures to other disciplines.
- Compare and contrast language and cultural concepts with one's own language and culture.
- Interact with native speakers, both locally and globally, and gain a world perspective.

COURSES

The program offers courses in 13 languages: American Sign Language, Arabic, Chinese (Mandarin), French, German, Hebrew, Irish, Italian, Japanese, Korean, Latin, Russian and Spanish.

In addition, the department has added Spanish for Heritage Speakers as well as Spanish for Health Professionals.

Most of the languages are offered at Beginning levels I, II, and Intermediate I and II. Conversation courses are available in French German, Italian, and Spanish. (See following chart for all languages and levels)

For copies of syllabi, click here <http://bergen.edu/academics/syllabi-central/>

Dual Enrollment

The department participates in the College's dual enrollment initiatives with area high schools.

Dual Enrollment: BCC Articulations in World Languages, Spring 2017

Academies @ Englewood/Dwight Morrow	Intermediate Spanish I, II
Bergen County Technical School –Teterboro	Spanish I, II, Intermediate Spanish I; French I, II, & Intermediate French
Garfield	Italian I
Hasbrouck Heights	Intermediate Italian I
Northern Valley Regional	Spanish I
Ramapo-Indian Hills	Intermediate Spanish I, Intermediate French I, Intermediate Italian I
Ridgefield Park	Italian I, II
Bergen Tech @ BCC	(Chinese) Mandarin I & II

Total Enrollment for Spring 2016	98
Total Enrollment for Spring 2017	102

BCC WL Department Languages & Levels: Offerings

	I	II	Int I	Int II	Conversation
French	X	X	X	X	X
German	X	X	X	X	X
Italian	X	X	X	X	X
Spanish	X	X	X	X	X
Russian	X	X	X	X	
Arabic	X	X	X	X	
Chinese	X	X	X	X	
Latin	X	X			
Japanese	X	X	X	X	
Korean	X	X			
ASL	X	X	X	X	
Hebrew	X	X			
Irish	X	X			
Elem Spanish Heritage Speakers	X	X			
Spanish Health Professionals					

BCC WL Department Languages: Number of Sections Offered and Enrollment in Sections – Fall 2015-Spring 2016; Fall 2016 – Spring 2017

The chart below shows the number of students enrolled in World Languages over two academic years. It summarizes enrollment totals comparing Fall and Spring. Number of sections for each language is consistent. Overall enrollment is also steady, with a rise in enrollment in the current semester (Spring 2017), most visible in an increase in Spanish I (+19%) and ASL I (+17%)

Levels	Fall 2015	Fall 2016	Spring 2016	Spring 2017
Elementary I	855	850	629	738
Elementary II	239	228	322	346
Total	1094	1078	951	1084

Scheduling

World Languages & Cultures offers classes M-F and Saturdays (no BCC classes are offered on Sundays), 8am-9pm on the Paramus and Lyndhurst campuses. We offer face-to-face (in a classroom twice a week) and hybrid (half online, half in a classroom face-face) classes. Language classes are offered for 15 weeks, 12 weeks and 6 weeks.

Assessment

Please see Appendix C for our most recent Assessment Report. The department is in the second semester of its assessment cycle, Fall 2016-Spring 2018. The program learning goal being assessed is as follows:

To demonstrate an understanding of traditions, customs and beliefs related to the target language.

The means of assessment is as follows:

Students will research a particular holiday related to the target language and write a paper about their findings. Instructors will use a rubric to assess the assignment for all students taking a level 1 language class. This paper will focus on traditional holidays from a country where the target language is spoken and students will be given specific questions to answer. This will help students better understand traditions, customs and beliefs related to the target language. The students will be asked to write the paper in English as the focus of this project will be the cultural concepts instead their use of the language.

Innovations or Changes in Last Five Years

There have been several innovations in the last five years. These include movie-making, use of vocabulary videos and online texts, face-timing with people in other countries, and the World Language Partners program, which matches language learners with native speakers from BCC's ESL program. In addition, the ASL club has done two fundraisers for deaf causes in the last two years. The ASL club also hosts deaf events on campus, which fulfill a class requirement for all ASL classes.

FOCUS ON SUPPORT

Bergen Community College has been providing the state-of-art technology to the teaching and learning for faculty and students. The College is a diverse community for both faculty and students. The College has provided the academic, technological, cultural and economic support to contribute to the success of the student. We are a small department that could benefit immensely from the following areas of support:

Technology

Full time faculty and adjunct faculty in World Language and Cultural Department (WLC) have been enthusiastically using the technology in the classroom. All WLC courses are being taught using technology enhancements, including traditional face-to-face, online distance learning courses, hybrid and web-enhanced courses, online textbooks and exercises, and Moodle.

We need our classes to be in smart classrooms where computers, projectors and software is consistently in service. We have to call the HelpDesk or Media Services for technical or media support at least one to two times per week because the equipment is down and that translates into lost class time, frustration for the students and for our faculty and inefficiency.

As far as the individual computers go, they need to all be updated with the Adobe software so that we are able to access the video programs in our online textbooks, and the latest technology iterations need to be downloaded onto the computers as well (i.e., Chrome). Ideally, Media Technology would inspect every smart classroom and ensure that every computer, projector, monitor, etc. is fully updated and operable at the beginning of each semester on a cyclical basis.

Facilities and Equipment

Bergen Community College has provided 208 smart classrooms for teaching and learning (169 at Paramus campus, 28 at Lyndhurst, and 11 at CLC). There are six computer labs on three campuses to support academic needs for students. Sidney Silverman Library also provides the mobile equipment for faculty and student for their academic needs.

We would like to have a designated wing or section of smart classrooms for World Languages, as well as a computer lab just for World Language students. These designated smart classrooms for World Language classes would be more easily monitored by Media Technology, as they could all be updated and maintained together with Adobe software, Chrome, and the individual programs for the languages that we teach. Designated WLC classrooms would also allow us to avoid last minute requests for classroom changes due to missing or faulty equipment.

Learning Resources

The creation or designation of a computer lab just for World language students would benefit our students immensely. Our students often tell us that they are unable to complete certain activities at home, but they have no difficulty accessing them in labs on campus. Our own language lab, equipped with our individual software, plus access to the library's central database would enhance our students' learning, provide them an additional space to complete their assignments, research, listening comprehension skills, etc. and it would provide our World Language faculty with a central place to assist our students outside of class and ensure them that they have a lab where they can access their online textbooks and hybrid classrooms easily and stress free.

Sidney Silverman Library at Bergen Community College has worked with the WLC Department to provide native user language models, cultural resources, services and support for faculty and students. The library provides all the textbooks for all courses, multimedia materials, books, e-books, streaming materials, journals, and online databases. SSL provide very rich collections for faculty and students.

The library provides iPads for faculty to use in the classroom, and a variety of tablets for students to check out and use at home. The library also provides mobile equipment for faculty and students to use in the classroom and for off-campus conferences, such as PET carts, clickers, digital cameras, laptops, and multimedia projectors.

The library provides access to electronic databases for faculty and students off campus with a current college ID. The library provides customized Library Instruction classes to help and support faculty and students on their research papers and assignments. The library provide one-on-one research help for faculty and students on their research subject. The library website provides reach information for all the academic needs.

World Language Collection

Language	Video/Book/Program
Arabic	64
ASL	139
Chinese	157
French	648
German	947
Hebrew	14
Korean	12
Irish	5
Italian	293
Japanese	80
Latin	195
Russian	76
Spanish	638
Total	3268

1. In the library collection, there are 3,268 titles for the 13 languages offered at Bergen Community College. Some of the titles have multiple copies, some are e-books. These 3,268 titles are directly related to the subjects. There are other related subjects which are also related to the language studying and learning such as travel, history, economics, politics and government, business, philosophy, psychology and etc.
2. Extensive collection of e-books, articles in magazines, journals, and newspapers and streaming videos in the library can be accessed 24/7.
3. ABYZ news links: <http://www.abyznewslinks.com/ABYZ> news link is a directory of links to online news sources from around the world. It links to newspapers and other sites with news content such as broadcast stations, internet services, magazines, and press agencies which are from 5 regions (Africa, Americas, Asia, Europe, and Oceania) including 258 countries. All the materials are in native languages.

Marketing and Public Relations

We need to update and personalize our website, which was previously created by the College administration, so that it reflects our current course offerings, conversation hours, cultural events and activities, professor profiles, office hours and contact information.

We also need to advertise and increase our student recruiting. Cesarina Vinas currently represents Bergen Community College at high school open houses and we all participate in our campus open house events.

Support Services

The college provides the following services for faculty and students:

1. Office of Special Services (Room L-115)
2. Center for Innovation in Teaching and Learning (Room C-334)
3. The Tutoring Center (Room L-125)
4. The Sidney Silverman Library (Room L-226)
5. Student Life (Room SC-110)
6. International Student Center (Room C-102)

We have an increasing number of students coming to us with a variety of language skills. In order to best meet their needs, we need to have a placement exam, which would assist in determining the placement level for students who have studied a language previously. This is particularly true for Spanish. Currently, BCC does not offer any language placement testing; NYU offers the CLEP. There is also a need to increase the number of language tutors at the Tutoring Center.

Resources/Budget

The library allocates \$3,000.00 annually to purchase WLC materials. It also provides adaptive technology for students, including 3 computers with special software, and videos with closed captions. This assists WLC students with a variety of special needs and learning styles.

We are relying on our Coordinator, Alexis Birdsall Griffiths to do the work of a department chair. She completes all of the schedules of the instructors and the full time faculty members, teaches 16 credits of ASL classes because there weren't enough adjunct instructors to cover those classes. Alexis is unable to take the 6 hours/week of release time for the coordinator responsibilities because she has to teach the additional ASL classes in addition to her regular course load.

Although Alexis is called a Coordinator, she is doing the work of a full department chair without getting paid. She must be appropriately paid for the duties of a department chair.

There is great need for new full-time faculty in the World Languages & Cultures Department. There are, currently, only four full-time faculty members and over 40 adjunct instructors. ASL needs another full-time faculty member, as the demand for ASL speakers is steadily increasing and our students are very excited to learn to sign. We are also in need of another full-time Italian professor. The demand for Italian is also steady. We have two full-time tenured Spanish professors in our department and the demand for Spanish classes is constant.

Despite any decrease in college enrollment, the World Languages & Cultures Department course offerings continue to be in great demand, which justifies a request for more full-time faculty.

FOCUS ON COMMUNITY

Community Issues Related to Program

The following is a commentary dealing with how the knowledge of a world language is conducive to acquiring a better job:

1. MARKETABILITY

Potential employers realize bilingual employees are at a premium in the market place and having these skills is conducive to an attractive candidate, especially in the retail and manufacturing industries, where knowing another language is invaluable.

2. DISTINGUISHABILITY

If a candidate for a job is in a pool with ten other candidates and their creative skills are similar, knowing a foreign language can be the unique talent that ensures the coveted first interview.

3. RELATIONSHIP-BUILDING

Being able to speak another language enables people to relate to different cultural groups in a more personal manner. Speaking to someone in his or her own language helps break down barriers and allows everyone to feel more comfortable and confident.

This is crucial in any business setting. When interacting with clients, knowing their language, can elevate the professional relationship. This can lead to more sales, better service and stronger interactions with colleagues.

4. APPEAL TO GLOBAL COMPANIES

As companies broaden their reach across continents and service diverse populations, global corporations are demanding candidates who will immerse themselves in other cultures. Foreign language fluency will give candidates the opportunity to showcase themselves as global employees. This can open the door to many opportunities. Language skills could also lead to a promotion.

External Requirements or Considerations

Following is a partial list of professional credentials and activities our WLC Faculty are involved in:

CERTIFICATIONS:

ESL Certificate

Praxis II Spanish Exam

American Council of The Teaching of Foreign Languages

Oral proficiency exam Superior

Diploma Spanish Instructor

NJ State Teacher Certificate/License in Deaf and Hard of Hearing

NJ State Teacher Certification in ASL

Certified Teacher of Spanish

AP Reader to the College Board

OPI Superior Certificate

NJ Pathways Alternate Route Stage I and II

Interpreter Certification (National & K-12)

Certified Social Worker

Certified Psychiatric Rehabilitation Worker

COMMUNITY INVOLVEMENT:

Lupus Walk, Annual Captain/Team Fundraiser

Prof. Peter Iachetti is being considered for earning a Guinness Book of World Records recognition for walking nearly 60,000 miles on the same track so far; he has been recording his mileage and the number of laps since 1996.

Several Instructors give community presentations, or attend cultural events within their language community as well.

ORGANIZATIONS:

Center for Peace Justice and Reconciliation

National Italian American Organization (NIAF)

Suburban Studies BCC

Coccia Institute MU

RID

NJPRA

BoysTown

ACCREDITATIONS:

World Evaluation Center of NY, MA in Teaching

CAMPUS INVOLVEMENT:

BCC Faculty Association

Library

Senate

Curriculum

Promotions

Admissions

Modern Language Organization (MLA)

Latin American Student Association (LASA)

Educational Opportunity Fund (EOF)

Alpha Mu Gamma (2-year WL Honors Society)

MEMBERSHIPS:

Magna Publication

Calper Institute

American Council of the Teachers Of Foreign Languages

Foreign Language Educators of NJ

American Anthropological Association

Great NY Area Chinese Teacher Association

Bergen County Asian Advisory Board Event

NJ Psychiatric Rehabilitation Association (NJPRA)

Educational Interpreter Proficiency Assessment (EIPA)

US Psychiatric Rehabilitation Association (USPRA)

National Association of Professional Women

Alpha Mu Gamma (2-year World Languages Honors Society)

Registry of interpreters for the Deaf (RID)

NJ Registry of Interpreters for the Deaf (NJRID)

PRESENTATIONS:

17th International College Teaching & Learning Conference in FL. Topic: Culturally Responsive Teaching.

1st Annual Western Region Research Conference on Education of Adults in Bellingham, WA. Conducted a roundtable session on "What contributes to the under-representation of women in Computer Science?"

3rd Globalization, Diversity, and Education Conference in WA: How CRT can help one become an educator who values, understands and embraces diversity in his/her practice.

Created several training workshops for Western Washington University faculty and staff.

Conducted research & needs assessments to create web-based training programs.

Co-wrote a grant proposal with Dr. Sandra Daffron for treating breast cancer in Malaysian women.

Presented to the Hearing Loss Association of America on "How are College and HS Accommodations Different & How to Succeed."

SUMMARY

Program Achievements, Progress Made Since Last Review

STRENGTHS

The World Languages and Cultures Program at BCC offers 13 languages. More than 10% of students enrolled at the college take a language class. Every program uses new and up to date textbooks and library resources. Many classes are also taught online. Most curricula is based on project-based learning to help students learn independently and improve their communicative competences, as well as build literacy, and sharpen their cognitive skills. Culture is an integral part of every language and there is an emphasis on promoting the culture of the countries where the language is spoken. The department promotes the study abroad program and uses the funds available to send as many students as possible to study abroad. Currently, the Bergen Foundation is offering a few full scholarships to students who wish to enroll in this program. Many students do Service Learning.

CHALLENGES

We need to expand/increase all of the languages. There is high demand for several languages and we do not currently have the staff to fill all class sections or ensure consistency of curriculum with so many adjuncts involved. In order to do so, we need more full-time faculty and faculty lines.

Having a Language Lab is very important for student success in learning a foreign language. It gives them practice beyond the classroom to develop their linguistic skills.

CELEBRATION and RECOGNITION

Awards, Honors, Special Recognitions

The World Language program at BCC is one of the biggest language programs in the state. It offers 13 languages and some run for 4 levels. Many are growing fast, especially ASL, Japanese, Spanish, and Italian.

The department is part of the National Languages Society, Alpha Mu Gamma. More than 10% of the college population is taking a foreign language. Many languages have their own Club, host many cultural events (Deaf Chat, Deaf Movie Night, Spanish, Arabic, Italian, Russian guest speakers, Cinco de Mayo celebrations, Japanese celebrations & speakers, French, ASL, Korean, Mandarin class trips, etc.) and participate in different events on campus and outside the college. Several faculty cooperate with other departments such as theatre, music and art, to immerse students in a well-rounded learning cycle. The department is also starting to write new learning community projects, including pairing language classes with classes in other disciplines.

RECOMMENDATIONS FOR CHANGE

The World Languages and Cultures Program aims to increase the number of students enrolling in language classes, increase the number of those graduating with language skills, and expand the number of classes for certain languages, such as Arabic and Chinese. To achieve these goals, a few important changes need to be made.

Most of all, the program needs to employ a greater number of full-time faculty. This is imperative to ensure the growth of the program. An increase in the number of full-time faculty would make it possible for BCC to improve the quality of the program and provide more equitable access for students to become well-rounded, productive citizens. It would increase cultural opportunities through collaboration with community members and facilitate cross-curricular, authentic and culturally responsive learning experiences. It would also allow an increase in the number of hybrid courses available, and allow mentoring of adjuncts. In addition, more WLC full-time faculty would enable the expansion of a curriculum focused on proficiency-based activities to engage students, thereby establishing a strong, successful language department.

To accomplish this, we would need more smart rooms, and WL-designated classrooms.

ACTION PLAN

- 1) Goal: Increase Number of World Language Full-time Faculty Lines
 - a) Objective: Add 2 new f/t WL faculty lines for Spanish & ASL
 - i) Timeframe: FY2017-18
 - ii) Responsible Party(ies): Dr. William Mullaney, Dr. Kaye Walter, BCC BOT
 - iii) Resource Implications: Full-time faculty are salaried & receive medical insurance benefits. The WL Department has lost 4 f/t & 4 lecturer lines in the last 10 years. Our current staffing ratio is 1 f/t: 9 p/t instructors, so 90% of the WL faculty is adjuncts. In addition, due to specialization, we cannot ask an Arabic Instructor to teach ASL or Mandarin if a class is cancelled. Yet, 10% of the BCC student body enrolls in WL classes. Full-time faculty are also more invested in their classes, help create continuity, and are more easily accessible to the students.
 - b) Objective: Increase budget to allow for 2 new WL faculty lines
 - i) Timeframe: FY2017-18
 - ii) Responsible Party(ies): Dr. Kaye Walter, BOT
 - iii) Resource Implications: New full-time employees will cost the college revenue in salary and medical benefits, but increased faculty numbers will help increase class offerings, student enrollment, recruitment possibilities, and success rates.

2) Goal: Increase Course Offerings

- a) Objective: Team up with other departments, such as the RN program, Business, etc. to recruit new students and provide interdepartmental collaboration opportunities.
 - i) Timeframe: 2017-2020
 - ii) Responsible Party(ies): WL f/t Faculty, Business, RN, Medical Professions faculty, corresponding Department Chairs & Coordinators
 - iii) Resource Implications: recruiting increases college revenue by increasing enrollment numbers and success rates. Encouraging students in certain majors to take classes that increase their career opportunities creates interdepartmental collaboration, higher graduations rates, higher success rates, and better job placement opportunities for our graduates. It also allows us to increase the number of course offerings, especially interdepartmental collaborations like "Spanish for Health Professions." Increased course offerings leads to increased enrollment.
- b) Objective: Increase number of language courses and number of language sections offered at BCC each semester.
 - i) Timeframe: 2017-2020
 - ii) Responsible Party(ies): WL Faculty & Coordinator
 - iii) Resource Implications: recruiting increases college revenue by increasing enrollment numbers and success rates. An increase in the number of course offerings, especially interdepartmental collaborations like "Spanish for Health Professions" provides specialization and employment advantages. Increased course offerings leads to increased enrollment. Since our department is 90% adjuncts, there is little revenue to be dispersed in salary and none in associated benefits, unless more full-time faculty are hired.

Appendices

- Appendix A: Student data & graphs
- Appendix B: Student Survey
- Appendix C: 2016 Assessment Report
- Appendix D: External Reviewer Report

2011 - Fall 2016

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Am. Indian/Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	3	6.7%	4	9.1%	4	10.3%	4	12.1%	3	9.1%	1	3.8%
Black/African American	1	2.2%	0	0.0%	0	0.0%	1	3.0%	1	3.0%	1	3.8%
Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic, all races	17	37.8%	21	47.7%	15	38.5%	7	21.2%	7	21.2%	6	23.1%
Two or more races	1	2.2%	0	0.0%	2	5.1%	2	6.1%	4	12.1%	3	11.5%
White	11	24.4%	10	22.7%	4	10.3%	8	24.2%	7	21.2%	7	26.9%
Total Known Race	33	73.3%	35	79.5%	25	64.1%	22	66.7%	22	66.7%	18	69.2%
Non-Resident Alien	4	8.9%	2	4.5%	7	17.9%	6	18.2%	4	12.1%	2	7.7%
Unknown	8	17.8%	7	15.9%	7	17.9%	5	15.2%	7	21.2%	6	23.1%
Total Enrollment	45	100.0%	44	100.0%	39	100.0%	33	100.0%	33	100.0%	26	100.0%

Age Range	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Under 18 years old	1	2.2%	0	0.0%	1	2.6%	1	3.0%	0	0.0%	1	3.8%
18 to 21 years old	24	53.3%	27	61.4%	21	53.8%	21	63.6%	18	54.5%	14	53.8%
22 to 24 years old	9	20.0%	7	15.9%	7	17.9%	6	18.2%	5	15.2%	4	15.4%
25 to 34 years old	6	13.3%	7	15.9%	8	20.5%	5	15.2%	7	21.2%	6	23.1%
35 years and older	5	11.1%	3	6.8%	2	5.1%	0	0.0%	3	9.1%	1	3.8%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Enrollment	45	100.0%	44	100.0%	39	100.0%	33	100.0%	33	100.0%	26	100.0%

Gender	Fall 2011		2013				Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	9	20.0%	11	25.0%	10	25.6%	7	21.2%	8	24.2%	7	26.9%
Female	36	80.0%	33	75.0%	29	74.4%	24	61.5%	25	75.8%	19	73.1%

BERGEN COMMUNITY COLLEGE

STUDENT SELF EVALUATION

WORLD LANGUAGE DEPARTMENT

1. Are you a full time student at Bergen Community College?

YES

NO

2. Are you seeking a degree at Bergen Community College?

YES

NO

3. Did you take a world language while you attended high school?

YES

NO

4. Do you plan to transfer to a four year college or university upon your graduating from Bergen Community College?

YES

NO

5. Do you plan to continue studying a world language at a four year institution?

YES

NO

6. Do you feel that your world language class is meeting your needs and expectations?

YES

NO

7. Have you attended the Bergen Community College Tutoring Center for assistance with your foreign language courses?

YES

NO

8. Is your native language English?

YES

NO

9. Are you a transfer student?

YES

NO

10. Do you have any friends or relatives who speak the language you are studying at Bergen Community College?

YES

NO

Any additional comments you would like to state which deal with your world language experience at Bergen Community College:

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: Fall 2014-Spring 2016

Department/Program: World Languages and Cultures

Department Chair: Alexs Birdsall-Griffiths

Department Assessment Liaison: Cesarina Viñas

Date Submitted: 5/30/2016

❖ **Program Description or mission/goal statement of the Department/Program:**

The World Languages and Cultures Department fosters the study of thirteen languages offered at Bergen Community College. It also furthers the experience for those students who wish to continue learning a language previously studied. The World Languages and Cultures Department courses develop in students an appreciation for other cultures and other ways of living and thinking.

The department offers the following courses: American Sign Language, Arabic, Chinese, French, German, Hebrew, Irish, Italian, Japanese, Korean, Latin, Russian and Spanish.

Liberal Arts students may choose World Languages as an option or "major" by taking two general education Humanities in World Languages (6 credits) and two free electives in World Languages.

❖ **Program Learning Goals/Outcomes:**

Students will:

- ❖ Demonstrate listening, speaking/signing, reading and writing skills.
- ❖ Demonstrate an understanding of traditions, customs and beliefs related to the target language.
- ❖ Link information about the target language and cultures to other disciplines.
- ❖ Compare and contrast language and cultural concepts with one's own language and culture.
- ❖ Interact with native speakers, both locally and globally, and gain a world perspective.

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):

Students will compare and contrast language and cultural concepts with one's own language and culture.

2. Means of Assessment:

Students will learn about the differences and similarities of holidays in the United States and holidays in other cultures.

They will research a particular holiday and write a paper about their findings. Then, they will do a comparison of the holiday assigned and a holiday in the United States.

Instructors will need to address topics such as holiday, date, origin and customs in their class lessons. These lessons will focus on traditional holidays in a country where the target language is spoken and students will be given specific questions to answer.

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

The assignment will be given to all level one students in all 12 languages classes the second week of the semester. Students will have 7 weeks to complete the assignment including the research. The data will be analyzed using the rubric included.

These are the instructions the students will receive:

RESEARCH PAPER: CULTURAL ACTIVITY

TOPIC: TRADITIONS, CUSTOMS & BELIEFS OF A CULTURAL ACTIVITY RELATED TO YOUR TARGET LANGUAGE

Topic: traditions, customs, and beliefs in countries where the target language is spoken.

DUE DATE: 10/19-23

- ❖ The research paper consists of comparing and contrasting cultural concepts pertaining to the target language with one's own language and culture. You will accomplish this goal by researching the traditions, customs, beliefs, holidays and festivities of a selected place where the language is spoken. The paper will be written in English.
- ❖ Address the following points:
 1. Name, date, country of cultural activity if applicable.
 2. **Explain** the tradition, custom, or belief that the cultural activity celebrates.
 3. **Explain** the reason behind the celebration and why it is important to the people who celebrate it.
 4. Write about the activities such as food, games, parades, music, dances, etc.
 5. **Explain** how the cultural concepts from your researched activity **compare and contrast** with the ones from your own culture/language. **Give examples.**

6. **Summarize** your paper by **explaining** how this assignment has influenced your understanding of the traditions, customs and beliefs related to the target language.

❖ **Format:**

1. Minimum 500 words (2-3 pages), double-spaced, Times New Roman, 12- pitch font.
2. Cite your work using MLA
(<http://academictips.org/mla-format/mla-format-sample-paper-with-cover-page-and-outline/>)
or APA
(<http://content.easybib.com/citation-guides/apa-format/>) formatting.
3. Minimum of references required is 3.
4. References must be included on a different page and attached to paper.

The following assessment paper rubric was distributed to all instructors participating in the assessment in order to keep consistency throughout the grading process:

Cultural activity Rubric	Citations (Sources)	Goal (Demonstrates Understanding)	Content	Format
Excellent 5	Cites source material accurately & correctly, includes multiple citations; cites both quotes & paraphrases	Reflection section of paper completed & includes: who, what why & where	Content requirements fulfilled correctly: topic addressed, supporting elements included. Summary &/or perspective(s) included	Paper is 2-3 pages in length, covers the topic fully, and complies with directions & formatting. Includes original work
Good 4	Cites source material mostly accurately & correctly, includes multiple citations; cites both quotes & paraphrases. No citations missing	Reflection section of paper completed & includes ¾ : who, what why & where	Content requirements mostly fulfilled correctly: ¾ of components of topic, supporting elements, summary &/or perspective(s) included	Paper is less than 2-3 pages, covers the topic partly, &/or does not comply with directions or formatting. Some original work Included
Adequate 3.5	Cites most source material accurately &/or correctly, but with errors; some citations missing; cites some quotes	Reflection section of paper completed & includes 2/4: who, what why & where	Content requirements mostly fulfilled correctly: 2/4 of components of topic, supporting elements, summary &/or	Paper is less than 2 pages, omits info, &/or does not comply with directions &/or formatting. Little

	&/or paraphrases, but not all		perspective(s) included	original work Included
In Progress 2.5	Citations are missing or structured incorrectly	Reflection section of paper completed & includes ¼: who, what why & where	Content requirements mostly fulfilled correctly: only ¼ of components of topic, supporting elements , summary &/or perspective(s) included	Paper is less than 2 pages, omits info, & does not comply with directions & formatting. Original work not included

3B. Desired results faculty would like to see.

The faculty would like to see that the students are able to compare and contrast cultural concepts related to the target language with their own culture.

The desired outcome is that at least 80% of the students get an 80 or higher on the rubric.

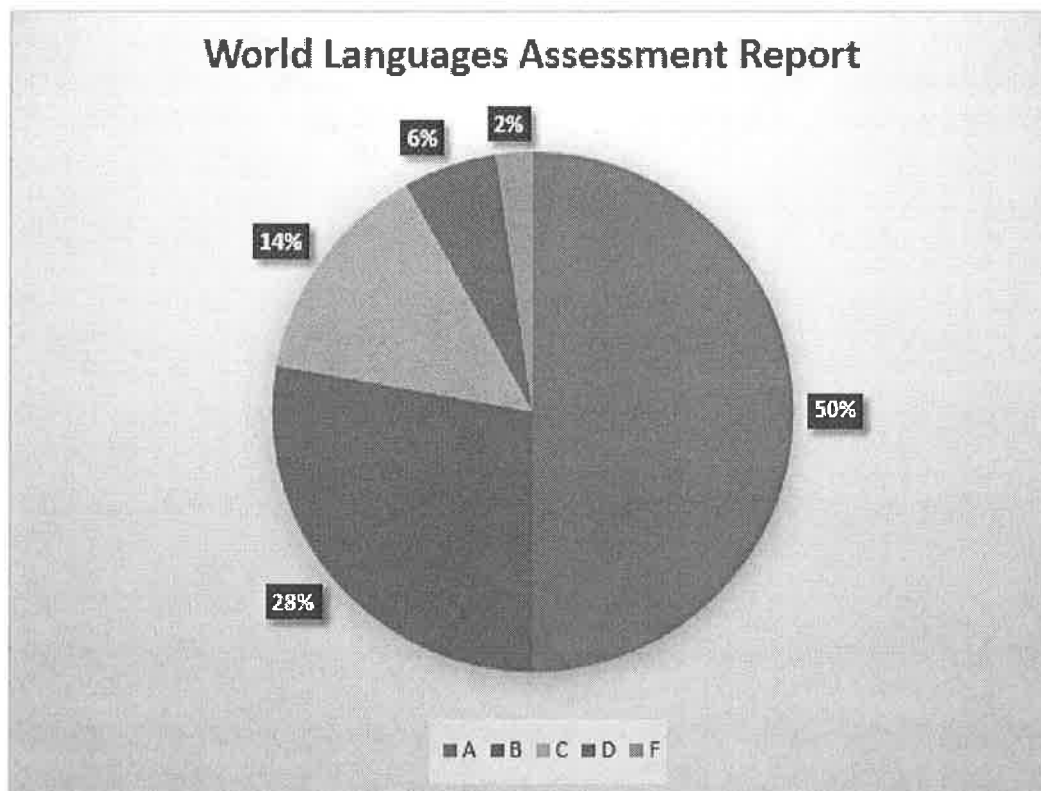
▪ Feedback from CIE:

This assessment project looks good. Please add info asked about in which classes the assignment will be given.

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

47 level one classes participated in this assessment cycle. A total of 668 projects were graded from 12 different languages. 78% of the projects submitted received a grade of 80 or higher; 14% received a grade of 70-79 and only 2% had a grade below 60 (see graph below). We were very pleased with the results since we were very close to achieve our overall goal.



5. Recommendations for Improvement:

In order to be consistent with grading, all instructors who participated in this assessment were given the same rubric to grade their respective projects. However, since each of the 35 instructors involved in the assessment have different perspectives, we are not sure that the consistency in grading was kept throughout the process. For this reason, we recommend that in future assessment projects, to schedule working session with all participants to discuss grading methods and ensure that consistency is kept throughout the grading process. Our recommendation is to have the working session at the beginning of each semester. This approach will help all instructors better understand the expectations of this initiative and ensure uniformity in the grading criteria.

▪ Feedback from Dean:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

We are satisfied with the results of the projects. Even though we did not achieve the desired outcome, we were very close, 78 % of the students got an 80 or higher. However, changes need to be made to the grading criteria as stated in the Recommendation for Improvement section. We have identified an issue with grading consistency as a result of the high volume of instructors in our department and the variety in grading styles. To mitigate this problem, we recommend a grading practice section with the adjuncts to take place next semester.

Feedback from CIE:

This is a well-thought out and conducted assessment project. When World Languages conducts its next assessment project, you already know that you will need to have a norming session so that everyone grades the same.

PROGRAM REVIEW REPORT

Department of World Languages and Cultures
Bergen Community College

Submitted to:

Professor Alexs Birdsall Griffiths, Coordinator of World Languages

CC: Dr. Beatrice Bridglall, Dean of Humanities

CC: Dr. William Mullaney, Vice President of Academic Affairs

Submitted by:

Dr. Linda Gould Levine, External Review Evaluator

Date of Visit: April 25, 2017

Date of Report: May 10, 2017

The following report summarizes my findings as the Program Review Evaluator for the Department of World Languages and Cultures at Bergen Community College.

I. Introduction:

My visit to the campus on April 25 consisted of several meetings and class observations that were productive and useful for giving me a more complete view of the Department and for answering questions that arose from my reading of the Program Review report.

I was escorted throughout the day by Professor Cesarina Viñas and had a brief tour of the campus, followed by visits to an Italian I course taught by Professor Quattrone, and a Spanish I course taught by Professor Ruderman; a meeting with several students currently enrolled in World Languages courses; separate sessions over lunch and afterward with members of the committee—Professors Griffiths, Viñas, Quattrone, Ruderman, Wang, and Kawahara; and a meeting with Dean Bridglall. Vice-President Mullaney was called off campus that day and had to cancel our appointment. I also met the secretary of the Department, Ms. Mahajan, who was very knowledgeable about the World Languages and Cultures program. All the sessions were cordial, informative, and spoke well of the dedication faculty and students demonstrate toward Bergen Community College.

II. General Observations:

A. Academic Program and Course Offerings: It is quite extraordinary that Bergen Community College offers students a choice of 13 world languages. This number is more commensurate with four-year institutions and speaks very highly of the commitment to World Languages at Bergen and the talented staff the Department has been able to assemble and retain. Enrollment figures provided through a link in the Program Review report revealed that in the fall of 2015, sections were offered in 12 of these languages (Irish was not offered), and that in the spring of 2016 sections were offered in 10 of these languages (Hebrew and Latin did not fill, and Irish was not offered). The fact that over 10% of the Bergen student population takes a World Language

course despite the absence of a specific language requirement speaks well of the reputation of the Department and its ability to attract students to their courses.

Goals and assessment measures were clearly provided in the Assessment Report Form for the period Fall 2014-2016. The selection of a specific exercise—the contrast between language and cultural concepts in the target language and the student’s native language—to demonstrate skills in listening, speaking/signing, reading, writing, and critically examine cultural and linguistic constructs provided excellent results.

Sample syllabi were well designed with clear learning goals and assignments delineated.

B. Faculty: As indicated above, I met with the four full-time members of the Department as well as with two of the adjuncts who teach Chinese and Japanese. It is quite extraordinary for adjunct instructors to devote so much time to the Department and participate in the writing of a Program Review. Our conversations focused on staffing needs, advising options, and an action plan, all of which will be discussed in more detail under Recommendations.

C. Class Observations: I was glad to see that both Professor Quattrone and Professor Ruderman used the target language almost exclusively in their respective Italian I and Spanish I courses. Students in Italian I followed well Professor Quattrone’s informative opening remarks and entertaining video presentation on UNESCO Heritage Sites in Italy and were eager to engage in research on these sites. Culture and language instruction were thus fused together in an effective way. Professor Ruderman’s students followed well her clear explanation of key grammatical points and were able to generate their own sentences in return. Attendance in both classes was good.

D. Students: I was delighted to have a separate session with 8 students enrolled in such language classes as Spanish, Italian, Japanese, and American Sign Language. It was a diverse and highly motivated group of students. They shared reactions to the courses they are taking, the work some of them are doing in the Tutoring Center, the regard they have for their professors and studies, and their plans upon graduation from Bergen CC including acceptance into four-year programs. Suggestions from these students ranged from the desire for more advanced courses and particularly conversation classes to greater use of text book in some courses, a more rigorous system of placement so true beginners and students who already had the language are not in a level I course, and the possibility of participating more in extracurricular activities related to the target language.

III. Specific Recommendations:

A. Faculty Staffing Needs: As highlighted in my conversations with faculty, lines in World Languages decreased in recent years from 12 full-time lines (including 4 lecturer lines) to 4 full-time lines at the current time. Simply put, this reduction of 2/3 of full-time faculty in a Department that attracts 1/10 of all students enrolled at the College is untenable. The absolute first priority for World Languages and Cultures at Bergen CC should be the granting of more lines. There are currently two tenured professors in Spanish, one tenured professor in Italian, and one professor in American Sign Language who is not only non-tenured but also responsible for

coordinating the entire World Languages program. This unbalanced situation not only impedes the further growth of an already robust program, but also places an undue burden on the four faculty members who have full-time status.

I strongly recommend that the Administration work with the Department to identify areas of need for more faculty staffing. Enrollment figures reveal that the five languages that had the most sections taught in AY 2016-2017 are: Spanish (42 sections), American Sign Language (19 sections), Italian (15 sections), Japanese (12 sections), and French (11 sections). The reliance on 32 adjuncts to staff sections of 12 languages regularly offered – or to say it differently, to have only 1/9 of all staffing be filled by full-time faculty—creates a ratio that does not reflect the premium on quality teaching that Bergen CC values nor it is commensurate with healthy academic and pedagogical practices at any institution of higher learning.

As another component of faculty staffing needs, I would note my concern that the position of Department Chair was downgraded to Academic Coordinator. A program that houses 13 different languages taught at several different levels and that has 32 adjuncts as well as 4 full-time faculty members should not be directed by a coordinator, but by a department chair. The position of Department Chair loans stature and prestige to a department and indicates the regard in which it is held by the Administration.

I recommend that additional full-time lines be granted to the Department and that the position of Academic Coordinator be replaced by the position of Department Chair as corresponds to past practices at Bergen CC.

B. Flexible Academic Advising Options: One of the consequences of a reduction in full-time faculty is the reduction of upper level courses. Students were concerned about the lack of conversation courses and intermediate level courses. Faculty expressed the concern that some students were obliged to drop the major when the 4th course needed to complete a four-semester sequence was not offered. Faculty, with the assistance of Academic Advising, must have flexibility so they can give students the option of taking 3 courses in one language and one course in a second language for the purpose of graduating with a major in World Languages and Cultures. I understand that the current policy is that AA.LA.WLAN majors take 4 courses in one language or 2 courses each in 2 different languages. I suggest flexibility in this policy to make sure students are not penalized when the Department is not able to offer two semesters of intermediate level courses.

All credit adjustment forms should allow AA.LA.WLAN students the option of completing the major, if necessary, with 3 courses in one language and one course in a second language. If this is not already in place as part of academic advising, I recommend its adoption which has been very successful at Montclair State.

C. Interdisciplinary Endeavors: Interdisciplinary endeavors are a challenge to work through in many institutions. But they are always worth the effort if it means giving students well-reasoned options and advising that enhance their studies. One such interdisciplinary endeavor that needs to be explored is the link between the academic program in Nursing and World Language courses. Students who major in Nursing should be made aware of the importance of studying a

world language and the multilingual environments in which they will find themselves. Given the paucity of full-time faculty in World Languages and Cultures and the service they are all providing as advisors to language clubs as well as leaders and colleagues in college endeavors and committees outside the Department, it is crucial that interdisciplinary ties and meetings with interested faculty be facilitated through the assistance of academic advising or perhaps the office of the Dean.

While there are no doubt many points of intersection between World Languages and a myriad of programs at Bergen CC, I recommend that the particular link between Nursing and World Languages be explored and coordinated for the purpose of familiarizing students with the importance of World Language courses for their major. The course, Spanish for Health Professionals, that is listed in the Program Report, is an excellent option for students in Nursing and should be amply publicized.

D. Facilities and Teaching-Enhanced Technology: Smart classrooms and a language laboratory are an indispensable component of second language instruction. A community college that has the vision to offer 13 world languages needs to have a language lab where students can complete assignments and benefit from the first-class technological tools that enhance language learning. Smart classrooms for all faculty who teach World Languages create the possibilities for greater creativity and productivity in teaching.

I strongly recommend the creation or designation of current space for a computer/language lab for World Language students and the prioritization of World Language courses for smart classrooms.

E. Website: The website of the Department needs to be updated to highlight the richness of the World Languages and Cultures program. Conversations with faculty and students revealed exciting and creative projects, field trips, cultural events and the like which do not appear on the website. Websites are, as we know, crucial for advertising programs and attracting future students. The World Languages Department has a great deal to boast about, but lacks personnel to publicize their accomplishments.

My understanding is that the College administration created the Department website. Given the current reality of four full-time faculty members and the time it takes to update and maintain a web page, I recommend that the Administration provide further assistance for this endeavor through a work-study student who is authorized to do web work or a staff member who works with several departments in Humanities to maintain their websites.

F. Placement Exam: Placement exams are crucial to guarantee that students are enrolled in the appropriate level. True beginners and students who have taken the language in high school are not the ideal student population for a beginning language course, despite students' complaints that they never learned anything in high school. Similarly, students who have had exposure to the language through family background (heritage learners) might well be bored in a beginning level course even when their written work needs elementary instruction. A well-designed placement test can identify these issues; a well-designed curriculum with beginning and

intermediate courses given at the same time can allow for moving students from one level to the next. The new courses in Spanish for Heritage speakers allow for greater flexibility in placement and I urge that those courses be given on a regular basis.

I recommend that adequate support be given for the creation of a placement exam in the key languages the Department selects.

G. Support for Adjuncts: My understanding is that adjuncts no longer have a book budget and that many use their own money to pay for text books when the text book company does not supply instructor copies.

I recommend that additional funds be allotted to the Department to support adjuncts' purchase of text books. A department that relies on adjuncts for 89% of its course instruction needs to provide support for basic needs such as text books.

G. Action Plan: The Action Plan outlined in the Program Review report does not contain specific goals and objectives. I understand that Professor Birdsall Griffiths and her committee were hard-pressed to complete the document in time for my visit.

I recommend a thorough and careful revision of the report to fill in gaps and most importantly, to create an action plan that the Administration can evaluate.

IV. Conclusion: The World Languages and Cultures Department at Bergen CC has great potential to continue its excellent work of offering 13 languages to students, providing quality instruction, and creating rich extracurricular activities that enhance students' appreciation and fluency in the target language. I do not see how this work can be sustained and enhanced under the current conditions. Of all the recommendations I have made above based on my reading of the Program Review report and the day I spent on campus, the need for additional full-time faculty is imperative.