

UNIT REPORT

Foreign Languages - Final Annual Report

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Definition of Unit: Department of Foreign Languages**Start:** 07/01/2017**End:** 06/30/2018**Reporting Year:** 2017-2018**Providing Department:** Foreign Languages**Department/Unit Contact:** Martin Sheehan**Mission/Vision/Goal Statement:**

The Department of Foreign Languages (DFL) is proud to offer foreign language courses and extracurricular opportunities that prepare our students to compete in today's global marketplace. The major in foreign languages (with concentrations in French, German, or Spanish) cultivates foreign language proficiency and cultural understanding in our students to equip them for success in a wide variety of careers and for postgraduate studies. Students may also double major, earn a minor, or become an International Business and Cultures (IBAC) major, a joint degree between the College of Business and the College of Arts and Sciences. Furthermore, the Department of Foreign Languages offers Culture and Civilization courses in English that support the international education of TTU students. These courses fulfill the TBR general education: humanities elective. The Department of Foreign Languages also offers English as a Second Language (ESL) courses to help international students who are non-native speakers of English to attain sufficient linguistic competency to be successful in ENGL 1010 and subsequent coursework at Tennessee Tech. The Department supports study abroad experiences for majors and non-majors alike. Furthermore, we organize symposia, film series, lectures, and cultural events in order to foster international awareness and cultural understanding.

The ongoing mission of the Department of Foreign Languages is to play a major role in the cultural education of Tennessee Tech students through our foreign language courses, our culture and civilization courses, and the cultural activities we offer throughout the year. By so doing, we support TTU's flight plan by

1. improving the undergraduate student experience by expanding their cultural horizons
2. utilizing technology as tools to enhance foreign language and cultural learning
3. creating distinctive programs that aim to improve our students' marketability in today's multicultural environment.

Program Goal 1: Student Success After Graduation**Progress:** Ongoing**Define Goal:**

The Department will prepare students for postgraduate studies, for secondary education licensure in French, German, and Spanish, and for careers requiring foreign language proficiency and cultural competency.

Intended Outcomes / Objectives:

The DFL will track job placement and graduate school admittance.

Program Goal 2: Graduation Rate**Progress:** Ongoing**Define Goal:**

The Department will recruit and retain sufficient majors to maintain an average of 10 graduates / year.

Intended Outcomes / Objectives:

The Department will graduate an average of 10 students per year over a period of 5 years.

Program Goal 3: Study Abroad Participation**Progress:** Ongoing**Define Goal:**

The Department will increase the overall number of the foreign language majors studying abroad and ensure that all licensure students comply with the Tennessee Teacher Licensure requirement that they have “interactions with peoples from cultures where the target language is spoken.”

Intended Outcomes / Objectives:

100% of teaching licensure majors in a foreign language will participate in a study abroad / cultural immersion experience and 85% of foreign language majors (non-licensure) will participate in a study abroad / cultural immersion experience.

Program Goal 4: Culture and Civilization Courses (Gen Ed)

Progress: Ongoing

Define Goal:

The Department will meet the demand for culture and civilization courses offered in English to provide TTU students the opportunity to learn about other cultures and to also give them more general education humanities courses in which to enroll. These courses have the potential to draw more students into our foreign language courses.

Intended Outcomes / Objectives:

The DFL will offer at least 3 culture and civilization courses per year.

Student Learning Outcome 1: Foreign Language Proficiency

Progress: Ongoing

Define Goal:

By their senior year, foreign language majors will be able to demonstrate their proficiency of the five goal areas of the National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities.

Intended Outcomes / Objectives:

The Senior Capstone course is designed to test the foreign language majors' proficiency in the target language.

Student Learning Outcome 2: Student Research and Critical Thinking Skills

Progress: Ongoing

Define Goal:

Senior foreign language majors will demonstrate their ability to research and analyze topics related to the target language and international culture under scrutiny using print, internet, audio, and other multimedia sources; organize materials into a coherent and well written research paper in the target language with correct citations; present the results of their research in the target language in a manner that is comprehensible and discipline appropriate. Students will also competently answer questions posed by their audience.

Intended Outcomes / Objectives:

Students will score 75% or better on the research paper and the oral presentation of the capstone course to meet this learning outcome.

Student Learning Outcome 3: Teaching Licensure

Progress: Ongoing

Define Goal:

Teaching licensure students will be able to demonstrate mastery of the content area in order to become effective foreign language teachers.

Intended Outcomes / Objectives:

Students will be prepped to pass the Praxis, foreign language exams (in Spanish, French, or German).

Assessment Tool 1: Praxis II in World Languages

Goal/ Outcome/ Objective: Program Goal 1, Student Learning Outcome 3

Type of Tool: Certification Exam

Frequency of Assessment: Each semester

Rationale:

All licensure students are required to take the Praxis II exam in World Languages prior to student teaching. Results from the major field exam indicate whether students have achieved the necessary foreign language skills and cultural knowledge for teacher licensure. The Department tracks TTU student results (Passed or Not Passed) and the means scores

of this exam nationally, at the State level, and at TTU. These results are included in the five-year Academic Audit report. The immediate goal of the Department is to improve the pass rate and mean scores of our TTU students. Ultimately, we aim to see a 90% pass rate average in a 3-year cycle and comparable annual mean scores of our TTU students with the national average.

Assessment Tool 2: Track Number of Majors and Graduates

Goal/ Outcome/ Objective: Program Goal 2

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Each semester

Rationale:

Programs that graduate less than an average of 10 majors over a period of 5 years can be classified as low producing and risk elimination.

Assessment Tool 3: Track Students in Study Abroad / Cultural Immersion Programs

Goal/ Outcome/ Objective: Program goal 3

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Each semester

Rationale:

Tracking of students who study abroad or participate in some form of cultural immersion takes place each semester during advising. The Department documents students' study abroad status (completed, in progress, or planned) once or twice per year depending on whether their status has changed. All licensure students in foreign languages are required to study abroad and the foreign language majors are also highly encouraged to do so. The Department's goal is to maintain an average of 85% of all foreign language majors and 100% of licensure students in foreign languages participating in a study abroad experience in each three-year cycle. Results are reported in the five-year Academic Audit report. Additionally, students comment on the effectiveness of their language learning experience, including study abroad, in a self-reflective essay in their electronic portfolios (capstone requirement) and in their exit interview with the departmental chair.

Assessment Tool 4: Track Number of Culture and Civilization Courses

Goal/ Outcome/ Objective: Program Goal 4

Type of Tool: Tracking Spreadsheet

Frequency of Assessment: Yearly

Rationale:

In 2014, the Provost's office expressed the need for more general education: fine arts / humanities courses to be offered to TTU students. As such, the department has made an effort to increase its the number of culture and civilization courses it offers to meet this need. Significant efforts have also been made to create online and hybrid versions of these courses to meet student need.

Assessment Tool 5: National Survey of Student Engagement

Goal/ Outcome/ Objective: Student Learning Outcomes 1, 2

Type of Tool: Survey

Frequency of Assessment: Tracked during spring semester cycles: 2006, 2009, 2011, 2013, 2016

Rationale:

The National Survey of Student Engagement (NSSE) assesses students' perceptions of their ability to write and speak effectively, to include diverse perspectives in class discussions and written work, and their ability to think critically and analytically, as assessed in the question and answer portion of their capstone presentation. Results of the NSSE are tracked in three-year cycles, compared with national and university scores in departmental meetings, and reported in the five-year Academic Audit report along with any necessary modifications or plans for improvement. Results are expected to be the same or above the university and Carnegie Peer Mean for each cycle.

Assessment Tool 6: Senior Capstone Research Paper and/or Presentation

Goal/ Outcome/ Objective: Program Goal 1; Student Learning Outcomes 1, 2, 3

Type of Tool: Capstone Project

Frequency of Assessment: Each semester

Rationale:

The Capstone Research Paper and/or Presentation for foreign language majors and the Teaching Licensure Senior Capstone presentation for Secondary Education majors pursuing licensure in a foreign language represent the culmination of the students' program of study. The paper and presentation assess the students' ability to write and speak in the target language at an appropriate level for graduate studies and for careers requiring language and cultural skills. Additionally, the Senior Capstone and the Teaching Licensure Senior Capstone courses assess their ability to analyze and think critically.

Assessment Tool 7: IDEA Teaching Evaluations

Goal/ Outcome/ Objective: Student Learning Objectives 1, 2, 3

Type of Tool: Survey

Frequency of Assessment: Each semester

Rationale:

Two objectives—"cultural" and "communication"—on the IDEA Evaluation are tracked in a longitudinal study to ensure that scores remain in the upper 50 percentile. The departmental Chair meets with faculty members to discuss their Faculty Annual Report, which includes the IDEA evaluations, and overall trends are discussed in departmental meetings. Results are tracked yearly and reported on the five-year Academic Audit Report.

Assessment Tool 8: California Critical Thinking Skills Test

Goal/ Outcome/ Objective: Student Learning Outcomes 1, 2

Type of Tool: Exit Exam

Frequency of Assessment: Each semester

Rationale:

The California Critical Thinking Skills Test is used in conjunction with the capstone courses to assess students' abilities to analyze and think critically.

Results 1: Track Praxis II in World Languages

Goal/Objective/Outcome Number: Program Goal 1, Student Learning Outcome 3

Results:

Praxis II in World Languages Exam

	Total Number of TTU Students	Passed	Not Passed	Percentage Passed
2008-2009	8	6	2	75%
2009-2010	6	6	0	100%
2010-2011	6	1	5	16.67%
2011-2012	12	9	3	75%
2012-2013	13	8	5	61%
2013-2014	6	2	4	33%
2014-2015	8	5	3	62.5%
2015-2016	6	2	4	33%
2016-2017	4	3	1	75%
2017-2018	0	0	0	N/A

In addition to the Passed/Not Passed table, we have included tables with the mean scores of the Praxis II exam in World Languages in French, German, and Spanish respectively of all of those taking the exam nationally, those taking it in the State of Tennessee, and those of our Tennessee Tech students. One immediately notices that there are far fewer French and German students taking this exam at TTU. If no year is listed below, no one identified themselves as a TTU student or Alumni took the Praxis II exam in the specified language.

Also, the Tennessee State Department of Education requires a minimum of five (5) test takers in a foreign language to calculate the means. Hence, the mean scores of our French, German, and Spanish TTU students were not calculated in the mean score tables. They are, however, included in the Passed/Not Passed table above.

Mean Scores: Praxis II, French

Academic year	All test takers	Tennessee State Dept	TTU
	# Mean	# Mean	# Mean
2011-2012	607 167.39	17 160.94	1 *
2012-2013	626 167.95	17 158.35	1 *
2015-2016	306 169.22	14 170.5	2 *
2016-2017	277 169.36	14 162	1 *

Number of students who took the exam

*Mean scores can only be computed if 5 or more students take the exam.

The lone French test taker was not a current TTU student nor did they pass the exam with 134.

Mean Scores: Praxis II, German

Academic year	All test takers	Tennessee State Dept	TTU
	# Mean	# Mean	# Mean
2008-2009	236 175.13	12 172.42	1 *
2011-2012	180 170.53	5 173.60	2 *
2012-2013	175 172.42	9 172.33	1 *

Number of students who took the exam

*Mean scores can only be computed if 5 or more students take the exam.

Mean Scores: Praxis II, Spanish

Academic year	All test takers	Tennessee State Dept	TTU
	# Mean	# Mean	# Mean
2008-2009	4369 172.37	213 163.96	7 173.86
2009-2010	3936 172.04	116 162.09	6 166.83
2010-2011	2632 167.66	152 161.17	6 143.83
2011-2012	2629 168.09	127 156.99	9 172.00
2012-2013	3046 167.45	135 153.71	11 164.18
2013-2014	2226 167.54	117 158.31	6 152.17
2014-2015	1922 167.63	83 157.72	8 159.13
2015-2016	1847 167.25	102 153.74	3 *
2016-2017	1625 169.08	97 160.61	3 *

Number of students who took the exam

*Mean scores can only be computed if 5 or more students take the exam.

All three Spanish majors from our DFL passed. Another person took the exam, but never attended TTU.

Results 2: Track Number of Majors and Graduates

Goal/Objective/Outcome Number: Program Goal 2

Results:

Enrollments for Foreign Languages, Fall

	Institutional Research	Departmental Data
2012	27	51
2013	28	53
2014	36	48
2015	23	42
2016	19	47
2017	16	44
Change 2012-2017	-11	-7

The Department's figures for enrollments are higher than those provided by Institutional Research because many of our students pursue French, German, or Spanish as their second major and others study Secondary Education with concentrations in Foreign Languages.

Academic Years

Foreign Language graduates, Primary major

2009-2010	11
2010-2011	10
2011-2012	6
2012-2013	12
2013-2014	12
2014-2015	9
2015-2016	8
2016-2017	6
2017-2018	14

The five year average is currently 9.6.

Results 3: Track Study Abroad Participants

Goal/Objective/Outcome Number: Program Goal 3

Results:

The following table lists the number of licensure students and the total number of all foreign language majors who have completed a study abroad experience, who have participated in a faculty-led trip, or in a TNCIS (Tennessee Consortium for International Study) program.

Licensure Students

Academic Year	Number of Licensure Graduates	Number of Licensure Students Who Studied Abroad / Immersion Experience	Percentage of Licensure, Foreign Language Students Who Studied Abroad / Immersion
2007-2008	5	4	80%
2008-2009	1	1	100%
2009-2010	1	0	0%
2010-2011	1	1	100%
2011-2012	3	3	100%
2012-2013	4	4	100%
2013-2014	2	2	100%
2014-2015	0	-	-
2015-2016	0	-	-
2016-2017	1	1	100%
2017-2018	0	-	-

All Foreign Language Majors

Academic Year	All Foreign Language Graduates*	Number of FL Graduates Who Studied Abroad / Immersion	% of FL Graduates Who Studied Abroad / Immersion
2006-2007	8	4	50%
2007-2008	11	9	81.8%
2008-2009	8	8	100%
2009-2010	11	5	45%
2010-2011	10	8	80%
2011-2012	7	7	100%
2012-2013	12	12	100%
2013-2014	12	11	91.6%
2014-2015	9	8	88.9%
2015-2016	9	6	66.6%
2016-2017	6	5	83.3%
2017-2018	14	10	71.4%

*Includes licensure and non-licensure students studying foreign languages

For the 2006-2009, 2009-2012, and 2012-2015 cycles, the average percentage of all DFL graduates who participated in a study abroad or immersion experience was 78%, 75%, and 94% respectively. The percentage dipped in the 2015-2018 cycle to 73.8%. These lower numbers can be attributed to higher numbers of native and heritage speakers. In 2016-2017, the lone student who did not participate in a study abroad program did participate in several mission trips to Spanish-speaking countries while enrolled in the foreign language program.

Results 4: Track Number of Culture and Civilization Courses

Goal/Objective/Outcome Number: Program Goal 4

Results:

Academic Year	Total Number of Culture and Civilization Courses
2013-2014	2
2014-2015	4
2015-2016	5
2016-2017	6
2017-2018	6

Results 5: National Survey of Student Engagement (NSSE)

Goal/Objective/Outcome Number: Student Learning Outcomes 1, 2

Results:

The NSSE assesses student perceptions of their ability to write and speak effectively, to include diverse perspectives in class discussions and written work (capstone courses), and to think critically and analytically.

NSSE Mean Scores for Seniors (4th year students)

Question	2009 DFL Mean	2009 TTU Mean	2009 Carnegie Peer Mean	2011 DFL Mean	2011 TTU Mean	2011 Carnegie Peer Mean	2014 DFL Mean	2014 TTU Mean	2014 Carnegie Peer Mean	2017 DFL Mean	2017 TTU Mean	2017 Carnegie Peer Mean
“writing clearly and effectively”	2.4	3.01	3.13	3.25	2.93	3.14	2.8	3.5	3.3	N/A	N/A	N/A
“speaking clearly and effectively”	2.6	3.0	3.04	3.0	2.97	3.05	2.6	3.3	3.1	N/A	N/A	N/A
“including diverse perspectives in class discussions or written assignments”	3.4	2.62	2.89	3.0	2.5	2.89	3.0	3.1	3.0	N/A	N/A	N/A

Question	2009 DFL Mean	2009 TTU Mean	2009 Carnegie Peer Mean	2011 DFL Mean	2011 TTU Mean	2011 Carnegie Peer Mean	2014 DFL Mean	2014 TTU Mean	2014 Carnegie Peer Mean	2017 DFL Mean	2017 TTU Mean	2017 Carnegie Peer Mean
“culminating senior experience”*	3.6	.38	.30	3.5	.31	.30	3.8	1.5	1.7	N/A	N/A	N/A

*4=done 3=plan to do 2=do not plan to do 1=have not done

The Departmental means for “writing clearly and effectively” and “speaking clearly and effectively” both decreased in 2014. In 2011, the mean for “speaking clearly and effectively” increased from the 2009 score and was comparable to the TTU and Carnegie Peer means. The mean for “included diverse perspectives” in 2014 remained the same as it was in 2011. Scores for “culminating senior experience” for the Department soared in 2014 and was much higher than both the TTU and Carnegie Peers means.

The number of respondents in 2017 was too low to provide statistical data.

Results 6: Capstone Research Paper and/or Presentation

Goal/Objective/Outcome Number: Program Goal 1, Student Learning Outcomes 1-3

Results:

Academic Year	Total Number of Students	Number Met	Number Not Met
2010-2011	7	7	0
2011-2012	13	13	0
2012-2013	14	14	0
2013-2014	10	10	0
2014-2015	10	10	0
2015-2016	8	8	0
2016-2017	7	7	0
2017-2018	14	14	0

Students will have met the requirements for the Capstone research paper and presentation by receiving at least 75% on them.

Attachments: Attached Files

[📄 Capstone course syllabus](#)

[📄 Capstone Presentation Evaluation Rubric](#)

[📄 Teaching Licensure Capstone Syllabus](#)

Results 7: IDEA Evaluation

Goal/Objective/Outcome Number: Student Learning Outcomes 1-3

Results:

Student progress on IDEA objectives

Year	“Cultural Objective”	“Communication” Objective
2012	49.5	51.0
2013	51.4	52.8
2014	45.3	45.5
2015	51.7	53.5
2016	52.9	53.8
2017*	4.31	4.175

*Beginning in Fall 2017, TTU switched to an online system to administer the IDEA evaluations. This shift changed the scale of the scoring by a factor of 10. Additionally, the "cultural" and "communication" objectives shifted as well, making them more challenging to track.

To clarify, the "cultural" objective is defined as follows: "Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures." The "communication" objective is defined as follows: "Developing skill in expressing myself orally or in writing."

The data in the tables indicate students' perceptions of their progress toward the specific objectives. The national mean is 50 in the pre-2017 data. After 2017, the national mean is 5.

Scores on student progress on the IDEA “cultural” and "communication" objectives have consistently increased between 2011 and 2016, except for 2014. The 5-year average for the "cultural" objective is 50.16 and the 5-yr average for the "communication" objective is 51.32. DFL students score significantly higher than the progress of TTU in general: Cultural (46.9) and Communication (47.4).

The downward trend between 2016 and 2017 can be attributed to push to a purely online evaluation system. Prior to 2017, evaluations were administered during class time in a physical format. With the new requirement of the digital format, the response rates have dropped significantly, thereby undermining the usefulness of the evaluations.

Results 8: California Critical Thinking Skills Test (CCTST)

Goal/Objective/Outcome Number: Student Learning Outcome 2

Results:

Total Cohort of Graduates

Academic Year	DFL	TTU	CCTST
2010-2011	16.3	17.4	16.8
2011-2012	17.0	17.9	16.8
2012-2013	19.4	17.6	16.8
2013-2014	15.0	17.7	17.1
2014-2015	18.8	17.3	17.1
2015-2016	17.2	16.9	17.1
2016-2017	16.0	17.0	16.2
2017-2018	16.44	17.55	16.2

Modifications and Continuing Improvement 1: Student Success After Graduation

Goal/Objective/Outcome Number: Program Goal 1

Program Changes and Actions due to Results:

The DFL continues to monitor student success after graduation by sending out surveys every year soliciting our graduates' professional information. This information is published on our departmental website (<https://www.tntech.edu/cas/fl/lifeafterttu/>). Furthermore, in order to improve our tracking of the success of our graduates, we continue to publish our departmental newsletter, The TTU Polyglot, which includes a section on our alumni. It is our aim to increase interest in the study of foreign languages by including the accomplishments of our alumni.

Link to Assessment:

The DFL tracks Praxis II in World Languages scores once per year and capstone results each semester. While not an assessment tool, the alumni section of the departmental webpage is updated yearly and serves to track the successes of our students in the job market, in graduate school, and the national and international awards our students continue to receive. The departmental newsletter is published annually and serves to not only record the accomplishments of our students, but also to use these publicized accomplishments to recruit new foreign language majors.

Link to Flight Plan: Undergraduate Co-Curricular Program

Modifications and Continuing Improvement 2: Graduation Rate

Goal/Objective/Outcome Number: Program Goal 2

Program Changes and Actions due to Results:

While the DFL continues to offer extra-curricular activities (through our foreign language clubs) and co-curricular programs (such as travel abroad), retention and graduation rates continue to decline. At this time we are on the TBR low-producing programs list. As such, a report was presented at TBR in August 2016. In it, the DFL has proposed the following actions to improve student retention and graduation rates of our foreign language majors:

1. Continue to request that the foreign language pedagogy specialist (Spanish) position be filled

2. Have one major foreign language event per semester
3. Review the foreign language curricula
4. Hire a new Chairperson

During 2017-2018, the DFL's request to hire a foreign language pedagogy specialist was granted. In August 2018, Dr. Michael Olsen will assume his position as Assistant Professor of Spanish and Coordinator of the Foreign Language Licensure Program. It is our hope that Dr. Olsen will allow us to increase our Spanish offerings, which consequently will allow us to serve more students, who in turn might consider majoring or minoring in Spanish. Moreover, we hope that Dr. Olsen will be able to promote the licensure option in his role of the program's permanent coordinator.

Although our request to hire an external Chairperson has yet to be granted, Dr. Martin Sheehan, Associate Professor of German, has been selected to serve as the department's Interim Chairperson.

Link to Assessment:

The DFL tracks the number of majors each semester, where our current majors are in their academic pipeline, and the number of graduates each semester. This information is recorded in the annual departmental report.

Link to Flight Plan: Academic Advising

Enrollment, Tuition, and Scholarships

Improve Undergraduate Student Experience

Modifications and Continuing Improvement 3: Study Abroad Participation

Goal/Objective/Outcome Number: Program Goal 3

Program Changes and Actions due to Results:

Presently, foreign language majors are highly encouraged to participate in a Study Abroad experience and those students pursuing teaching licensure are required to study abroad. In order to facilitate student participation, faculty in the DFL continue to take students to foreign countries in conjunction with a course; such as France, Germany, and Morocco. Student participation in these life-changing trips abroad not only increase our students' linguistic and cultural knowledge, but also help retention rates.

Link to Assessment:

The DFL annually tracks the study abroad experiences of our students, whether they are a foreign language major or pursuing teaching licensure, and records this information on a spread sheet that also indicates the progress of our majors while in the DFL.

Link to Flight Plan: Undergraduate Co-Curricular Program

Modifications and Continuing Improvement 4: Culture and Civilization Courses (gen ed)

Goal/Objective/Outcome Number: Program Goal 4

Program Changes and Actions due to Results:

The DFL continues to meet the need for additional gen ed humanities courses through their course offerings (Culture and Civilization courses), though there will be a reduction of these courses next fall and spring due to a reduction in faculty. Nevertheless, they will continue to be offered in the summer sessions and during the regular academic year when possible.

Link to Assessment:

The DFL records the number of Culture and Civilization courses offered each semester.

Link to Flight Plan: High-Demand Course Capacity

Modifications and Continuing Improvement 5: Foreign Language Proficiency

Goal/Objective/Outcome Number: Student Learning Outcome 1

Program Changes and Actions due to Results:

To improve students' mastery of the five goal areas of the National Standards for Foreign Language Learning (Communication, Cultures, Connections, Comparisons, and Communities), the DFL continues to organize co-curricular and extra-curricular

activities to augment the foreign language content taught in our classrooms.

Link to Assessment:

The DFL majors continue to meet the national standards as embedded in the Senior Capstone course. Their pass rate is recorded each semester.

Link to Flight Plan: Undergraduate Co-Curricular Program

Improve Undergraduate Student Experience

Modifications and Continuing Improvement 6: Student Research and Critical Thinking Skills

Goal/Objective/Outcome Number: Student Learning Outcome 2

Program Changes and Actions due to Results:

All foreign language majors must take the Senior Capstone course. Meetings within the three foreign language units (French, German, Spanish) immediately take place after the capstone presentations to discuss ways for improvement. One such improvement has been to add evaluation of the thesis and its successful argument within the capstone research paper and presentation. Additionally, the SLO's of the Senior Capstone course have been realigned with the national standards of ACTFL (the American Council on the Teaching of Foreign Languages). This Senior Capstone course is also discussed at departmental meetings.

Link to Assessment:

The department tracks the results of the following to monitor our students' foreign language proficiency and critical thinking skills:

- Senior Capstone course
- NSSE (ability to write and speak effectively; incorporating diverse perspectives; ability to think critically and analytically)
- IDEA
- CCTST

Link to Flight Plan: Improve Undergraduate Student Experience

Modifications and Continuing Improvement 7: Teaching Licensure

Goal/Objective/Outcome Number: Student learning Outcome 3

Program Changes and Actions due to Results:

The pass rate of the Praxis II exam in World Languages continues to be a priority item for the DFL. In 2016-2017, one student took the exam in French and failed. In this same year, 3 students took the exam in Spanish and all of them passed. This information will be shared with the faculty at our first departmental meeting. Furthermore, the five exam categories will be reviewed as well as the students' scores in each to determine where we might adjust course content to improve the pass rate.

Link to Assessment:

The DFL tracks student performance on the Praxis II exam in World Languages annually.

Link to Flight Plan: Undergraduate Co-Curricular Program

Improve Undergraduate Student Experience