

## **Foreign Languages BA: 2019-2020**

### **Definition of Unit**

#### **Providing Department:**

Foreign Languages

#### **Department/Unit Contact:**

Martin Sheehan

#### **Mission/Vision Statement:**

The Department of Foreign Languages (DFL) is proud to offer foreign language courses, study abroad experiences, and co-curricular opportunities that prepare Tech graduates 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 (in French, German, Spanish, or International Studies), or become an International Business and Cultures (IBAC) major, a joint degree between the College of Business and the College of Arts and Sciences. Through its teacher licensure program, the DFL also trains the next generation of foreign language teachers for K-12 classrooms across the state, region, and country.

Furthermore, the DFL offers numerous Culture and Civilization courses (taught in English) that support the intercultural education of TTU students. These courses allow students to fulfill Tech's general education: humanities elective while developing their analytic and presentational skills. Through our English as a Second Language (ESL) courses, the DFL supports Tech's diverse population of international students as they seek to attain sufficient linguistic competency in English in order to be successful in ENGL 1010 and subsequent coursework at Tennessee Tech. Furthermore, we organize symposia, film series, lectures, and cultural events in order to foster international awareness and cultural understanding within the Tech community.

The DFL is committed to developing, providing, and promoting study abroad experiences for majors and non-majors. Thanks to its recently redesigned FLST 1011 and 1013 courses, the DFL is now a major support for all Tech students seeking to learn languages abroad that are not regularly offered at Tech.

The ongoing mission of the Department of Foreign Languages is to foster the multilingual proficiency, intercultural understanding, and professionalization of Tennessee Tech students through our foreign language courses, our culture and civilization courses, and the cultural activities that we offer to our stakeholders throughout the year. In this way, we directly support TTU's Tech Tomorrow Strategic Plan by:

- developing, providing, and promoting experiences that emphasize diversity and build global awareness (Goal 1 - Education for Life)
- implementing and continually improving our technologically infused instruction at all levels in order to enhance foreign language and cultural learning (Goal 2 - Innovation in All We Do)
- creating distinctive programs that aim to improve our students' marketability in today's multicultural environment in a manner that is increasingly effective and efficient (Goal 3 - Exceptional Stewardship, Goal 4 - Engagement for Impact)

Working in concert with the national World-Readiness Standards for Learning Languages of the American Council on the Teaching of Foreign Languages (ACTFL), the DFL strives to provide quality education to our Majors in foreign languages and to our non-Majors. Our program learning outcomes align closely with these standards and stipulate that our students will be able to communicate effectively in oral and written modes in the target language, interpret culturally authentic texts, and exhibit intercultural competency. More specifically, students demonstrate the ability to:

- Create comprehensible oral output (i.e., their thoughts, ideas, and opinions) in the target language (Intermediate-Mid level minimum as described by ACTFL)
- Create comprehensible written output (i.e., their thoughts, ideas, and opinions) in the target language (Intermediate-Mid level minimum as described by ACTFL)
- Analyze and evaluate authentic material in the target language in its written and spoken forms (Intermediate-Mid level minimum as described by ACTFL)
- Analyze, apply, and evaluate assumptions, concepts, and theories to provide valid responses, conclusions, or recommendations
- Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student
- Apply and justify the use of the language beyond a school setting, including in a professional setting

## **Program Goal 1: Graduation Rate**

### **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.

DRILL DOWN-----

RELATED ITEM LEVEL 1

# Assessment Tool 1: Track Number of Majors and Graduates

## 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. Our aspirational target performance would be an average of 13 graduates over a 5 year period because that figure would indicate the growth and strength of our programs.

Threshold of acceptability:

- Target Performance: an average of 13 graduates over 5 year period
- Current Performance: an average of 8.8 graduates over 5 year period
- Minimum Performance: an average of 8 graduates over 5 year period

## RELATED ITEM LEVEL 2

# Results 1: Track Number of Majors and Graduates

## 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
2018	13	40
2019	23	47
<b>Change 2015- 2019</b>	0	+5

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 Degrees Conferred
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
2018-2019	7
2019-2020	9

The five year average is currently 8.8

**Attachments:**

RELATED ITEM LEVEL 3

**Modifications and Continuing Improvement 1: Graduation Rate  
Program Changes and Actions due to Results:**

Enrollment rates have declined across the university, which presents a challenge to our recruitment efforts even though the DFL continues to offer extra-curricular activities (through our foreign language clubs) and co-curricular programs (such as travel abroad). Nevertheless, the DFL continues to take significant steps towards promoting and strengthening its programs.

We are filling vacant faculty positions in order to serve our stakeholders more effectively. During 2017-2018, the DFL's request to hire a foreign language pedagogy specialist was granted. In August 2018, Dr. Michael Olsen assumed his position as Assistant Professor of Spanish and Coordinator of the Foreign Language Licensure Program. We have already seen growth in this program now that we have Dr. Olsen to promote the licensure option in his role of the program's

permanent coordinator. Additionally, in August 2020, Dr. Elena Kazakova is joining the department as a Lecturer in French. It is our hope that, along with increasing our student credit hours overall, her presence in the department will draw in more majors. In terms of long term growth and stability, Ms. Cristina Humita is joining our Spanish program as a Lecturer after national search.

Although the department had rolled out a number of new and expanded events in previous years, new opportunities for impact must be identified as the pandemic continues to affect university life. The DFL will explore ways to hold its annual "meet and greet" event in an online format, in an effort to connect all foreign language majors, minors, honor society members, and majors in the International Business and Culture program. Similarly, we will need to develop ways to hold small events each semester to celebrate and congratulate our graduating students. Prior to the pandemic, we had had some success in fostering a sense of community and connection among our stake holders, which facilitated recruitment and retention.

### **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, which is disseminated and discussed at the first department meeting each year. The faculty then use this report to brainstorm new recruitment and retention strategies for the academic year.

## **Program Goal 2: Study Abroad Participation**

### **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:**

90% of teaching licensure majors in a foreign language will participate in a study abroad / cultural immersion experience and 80% of foreign language majors (non-licensure) will participate in a study abroad / cultural immersion experience.

DRILL DOWN-----  
RELATED ITEM LEVEL 1

## **Assessment Tool 2: Track Students in Study Abroad / Cultural Immersion Programs**

### **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 strongly encouraged 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 80% of all foreign language majors and 90% 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.

Threshold of acceptability (over three year period)

- Target Performance: average of 80% of all foreign language majors, 90% of licensure students participating
- Current Performance: average of 37.15% of all foreign language majors, 0% of licensure students participating
- Minimum Performance: average of 50% of all foreign language majors, 60% of licensure students participating

### RELATED ITEM LEVEL 2

## **Results:PG2: Study Abroad Participation**

### **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	-	-
2018-2019	0	-	-
2019-2020	0	0	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	8	6	75%
2016-2017	6	5	83.3%
2017-2018	14	10	71.4%
2018-2019	7	3	42.9%
2019-2020	9	5	55.0%

\*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 who decide to major in foreign languages. In 2016-2017, a 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. In the Spring of 2020, all scheduled international exchanges were cancelled due to the COVID-19 pandemic. Once our students can travel safely again, the DFL will use more of its resources to promote the high impact practice of international education.

**Attachments:**

RELATED ITEM LEVEL 3

## **Modifications and Continuing Improvement 2: Study Abroad Participation**

### **Program Changes and Actions due to Results:**

Presently, foreign language majors are strongly 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. The DFL has successfully used its newly acquired digital signage to promote study abroad opportunities to our stakeholders.

The pandemic presents a major challenge to this program goal, given that Tech has shuttered its study abroad programs for the time being. Once students are again able to travel safely, new promotional strategies will need to be developed to engage with possible student and parent/guardian concerns. If study abroad is not allowed for the long term, then the DFL will identify another program goal.

### **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. These trends allow us to more efficiently identify and advise students who are ready to study abroad.

## **Program Goal 3: Culture and Civilization Courses (Gen Ed)**

### **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.

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RELATED ITEM LEVEL 1

### **Assessment Tool 3: Track Number of Culture and Civilization Courses**

#### **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--FLST 2520: The Cultures and Peoples of North Africa, FREN 2510: French Culture and Civilization, GERM 2520: German Culture and Civilization, SPAN 2510: Spanish Culture and Civilization, and SPAN 2550: Latin American Culture and Civilization.

Significant efforts have also been made to create online and hybrid versions of these courses to meet student need.

Threshold of acceptability

- Target Performance: 5 cult/civ courses per year
- Current Performance: 5 cult/civ courses per year
- Minimum Performance: 2 cult/civ courses per year

RELATED ITEM LEVEL 2

### **Results 3: Track Number of Culture and Civilization Courses**

#### **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

2018-2019	2
2019-2020	2

The total number has decreased since 2017-2018 for various reasons. In August 2017, a German faculty member was named interim department chair, which greatly reduced the frequency with which GERM 2510 could be offered during the regular academic year. In June of 2019, a French faculty member unexpectedly retired, which placed an extra burden on our other French professor, who traditionally offers both FLST 2510 and FREN 2510 during the academic year. Additionally, SPAN 3510 was incorrectly included in the 2017-2018 count. Even though this TN eCampus online course does connect students with our department and even though the course does satisfy a World Studies requirement for IBAC students, the course does not satisfy a general education requirement, which means it should not be counted as such.

**Attachments:**

RELATED ITEM LEVEL 3

**Modifications and Continuing Improvement 3: Culture and Civilization Courses (gen ed)**

**Program Changes and Actions due to Results:**

Due to recent changes to staffing, the DFL only met the minimum threshold for this program goal during the 2019-2020 academic year. It is hoped that the DFL will once again meet the need for additional gen ed: humanities courses through its course offerings (Culture and Civilization courses), though there has been a noticeable decline of these courses due to retirements and administrative appointments. Nevertheless, they will continue to be offered in the summer sessions and during the regular academic year when possible. The DFL will continue to develop fully online versions of Culture and Civilization courses for each language, which will should make the courses more attractive and accessible for our students.

**Link to Assessment:**

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

## **Student Learning Outcome 1: Foreign Language Proficiency**

### **Define Goal:**

By their senior year, foreign language majors will be able to demonstrate their proficiency in the five goal areas as defined by the American Council on the Teaching of Foreign Languages (ACTFL): 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.

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RELATED ITEM LEVEL 1

### **Assessment Tool 4: Senior Capstone Research Paper and/or Presentation**

#### **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.

Threshold of acceptability

- Target Performance: 100% average of Capstone students scoring above 75 on presentation rubric
- Current Performance: 100% average of Capstone students scoring above 75 on presentation rubric
- Minimum Performance: 80% average of Capstone students scoring above 75 on presentation rubric

RELATED ITEM LEVEL 2

## Results 4: Capstone Research Paper and/or Presentation

### 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
2018-2019	8	8	0
2019-2020	10	8	2

Students will have met the requirements for the Capstone research paper and presentation by receiving at least 75% on them. The slight dip in the 2019-2020 data reflects the personal and professional challenges that the COVID-19 pandemic presented to our students, faculty, and staff. The department will attempt to develop more effective, remote stewardship measures moving forward to support our students during the on-going pandemic.

### Attachments:

Capstone course syllabus; Capstone Presentation Evaluation Rubric; Teaching Licensure Capstone Syllabus

### RELATED ITEM LEVEL 3

## Modifications and Continuing Improvement 4: Student Research and Critical Thinking Skills

### 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) take place immediately 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.

The DFL has reviewed and revised the Capstone presentation rubric to insure that it efficiently and effectively assesses the course and program outcomes.

**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

**Student Learning Outcome 2: Student Research and Critical Thinking Skills**

**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; and 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.

DRILL DOWN-----

RELATED ITEM LEVEL 1

**Assessment Tool 4: Senior Capstone Research Paper and/or Presentation**

**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.

Threshold of acceptability

- Target Performance: 100% average of Capstone students scoring above 75 on presentation rubric
- Current Performance: 100% average of Capstone students scoring above 75 on presentation rubric
- Minimum Performance: 80% average of Capstone students scoring above 75 on presentation rubric

#### RELATED ITEM LEVEL 2

### Results 4: Capstone Research Paper and/or Presentation

**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
2018-2019	8	8	0
2019-2020	10	8	2

Students will have met the requirements for the Capstone research paper and presentation by receiving at least 75% on them. The slight dip in the 2019-2020 data reflects the personal and professional challenges that the COVID-19 pandemic presented to our students, faculty, and staff. The department will attempt to develop more effective, remote stewardship measures moving forward to support our students during the on-going pandemic.

**Attachments:**

Capstone course syllabus; Capstone Presentation Evaluation Rubric; Teaching Licensure Capstone Syllabus

#### RELATED ITEM LEVEL 3

## **Modifications and Continuing Improvement 4: Student Research and Critical Thinking Skills**

### **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) take place immediately 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.

The DFL has reviewed and revised the Capstone presentation rubric to insure that it efficiently and effectively assesses the course and program outcomes.

### **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