

Institutional Effectiveness Report

2019-20

Program: Foreign Languages BA

College and Department: College of Arts & Sciences – Department of Foreign Languages

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Mission

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.

Program Goals

PG 1: The Department will recruit and retain sufficient majors to maintain an average of 10 graduates / year.

PG 2: 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."

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.

PG 3: 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.

The Department of Foreign Languages will offer at least 3 culture and civilization courses per year.

Student Learning Outcomes

SLO 1: 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. (Foreign Language Proficiency) 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

SLO 2: 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. (Research and Critical Thinking Skills)

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

SLO 3: Foreign language majors seeking teaching licensure will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods

PG 1: Number of Graduates

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
- Minimum Performance: an average of 8 graduates over 5-year period

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.

PG 2: Study Abroad/Cultural Immersion Programs

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
- Minimum Performance: average of 50% of all foreign language majors, 60% of licensure students participating

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.

PG 3: Culture and Civilization Courses

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
- Minimum Performance: 2 cult/civ courses per year

SLOs 1 and 2: Foreign Language Proficiency and Research and Critical Thinking Skills

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

SLO 3: Teaching licensure

The edTPA is a performance-based, subject specific assessment that measures teaching-based skills related to planning, instruction, and assessment. Students in the foreign language program must complete the World Languages performance task. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

Threshold of acceptability

- Target Performance: 100% average of licensure-seeking students scoring above 35 on the edTPA
- Minimum Performance: 80% average of licensure-seeking students scoring above 35 on the edTPA

Results

PG 1: Number of Graduates

Enrollments for Foreign Languages, Fall

	First Major	First and Second Majors
2015	23	42
2016	19	47
2017	16	44
2018	13	40
2019	23	47
Change 2015-2019	0	+5

Foreign Language Degrees Conferred

2015-2016	8
2016-2017	6
2017-2018	14
2018-2019	7
2019-2020	9

The five-year average is currently 8.8, which is above our minimum performance threshold of 8.

PG 2: Study Abroad/Cultural Immersion Programs

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
2015-2016	0	-	-
2016-2017	1	1	100%
2017-2018	0	-	-
2018-2019	0	-	-
2019-2020	0	-	-

The department did not meet its minimum threshold performance goal of 90% of licensure-seeking majors participating in study abroad opportunities for 2019-2020. It must be noted, however, that for 2019-2020, the department graduated no licensure-seeking majors.

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
2015-2016	9	6	66.6%
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 2019-2020, the department met its minimum performance threshold of 50% of all foreign language majors. 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.

PG 3: Culture and Civilization Courses

Academic Year	Total Number of Culture and Civilization Courses
2015-2016	5
2016-2017	6
2017-2018	6
2018-2019	2
2019-2020	2

For 2019-2020, the department met its minimum performance threshold of 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.

SLOs 1 and 2: Foreign Language Proficiency and Research and Critical Thinking Skills

Academic Year	Total Number of Students	Number Met	Number Not Met
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

For 2019-2020, the department met its 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. If this dip develops into a trend, the department will need to enact more effective, remote stewardship measures moving forward to support our students during (and after) the pandemic. Such measures could include peer mentoring, online co-curricular events, and other initiatives that can help foster a sense of connection and community among our students.

The department will attempt to develop more effective, remote stewardship measures moving forward to support our students during the on-going pandemic.

SLO 3: Teaching licensure

edTPA results for World Languages

	2016-17	2017-18	2018-19	2019-20		
	TTU	TTU	TTU	TTU	State	National
N=	1	3	1	1	34	991
Planning	3.5	3	3	2.8	3	3
Instruction	2.6	2.3	2.4	2	2.5	2.5
Assessment	3.3	2.9	3	3	2.9	2.8
Total Mean Score	40	35.3	36	33	36.3	35.6

In 2019-2020, the one student who completed the edTPA portfolio for World Languages was awarded a mean score of 33, which falls below the passing mean score is 35 out of a possible 65 points. The department therefore did not meet its target threshold of 100% of students passing nor its minimum threshold of an 80% passing rate.

Modifications for Improvement

PG 1: Number of Graduates

Despite the persistent trend of lower enrollments across the entire university, the department continues to work to bolster programs and raise the department's profile on campus.

A number of recent Lecturer searches this year should help us to attract, serve, and retain more majors and minors. In August 2020, Dr. Elena Kazakova will join 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 help grow the number of French majors and minors. After a national search for a Spanish Lecturer, Ms. Cristina Humita will join our department and contribute to the long-term growth and stability of the Spanish unit.

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.

PG 2: Study Abroad/Cultural Immersion Programs

The department strongly encourages foreign language majors to participate in a Study Abroad experience. This past year, the DFL 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. A number of our majors and minors who were scheduled to study abroad in the summer of 2020 had their trips cancelled, which will impact our outcomes for this program goal moving forward. However, 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.

PG 3: Culture and Civilization Courses

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 general 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, these courses 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.

SLOs 1 and 2: Foreign Language Proficiency and Student Research and Critical Thinking Skills

All foreign language majors must take the Senior Capstone course, and this course is regularly discussed at first and last departmental meetings of the academic year. Moreover, meetings within the three foreign language units (French, German, Spanish) take place immediately after the capstone presentations each semester to discuss strategies for improvement.

One such improvement during the 2019/2020 AY has been to develop and adopt a completely new rubric for the Capstone presentation. During our annual discussion of the Capstone course in our August 2019 departmental meeting, faculty remarked that the Capstone rubric could more rigorously evaluate the newly developed SLO's regarding thesis and argument. Inspired by this discussion, Dr. Michael Olsen suggested that the department explore a rubric that he had developed at a previous institution. Dr. Olsen, a foreign language curriculum specialist and the department's teacher licensure liaison, demonstrated how this new rubric was more closely aligned with the national standards of ACTFL (the American Council on the Teaching of Foreign Languages) than the department's previous rubric had been. During the fall of 2019, the faculty adapted and then adopted the new rubric, which they determined could serve as a more effective instrument to evaluate specific course and program outcomes, such as critical thinking, intercultural competence, and discourse quality.

The new rubric was adopted in fall of 2019 and employed department wide beginning in spring of 2020. Capstone students are now introduced to the presentation rubric at the start of the course so that they can better understand how their work will be assessed. Faculty will evaluate the utility of the new rubric at the end of the 2020/2021 AY to determine whether the new rubric provides a more rigorous assessment of student learning outcomes.

Appendices

1. Foreign Language BA Curriculum Maps

Appendix 1: Foreign Language Curriculum Maps

German

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, German Option 1, Option 2 & German with Licensure, B.A.									
	2010 Intermediate German II	2020 Intermediate German II	3010 Written Comm in German	3020 Oral Comm in German	3112 German Civ/Cult	3150 Intro German Lit	4810 Special Topics	Upper Division	Upper Division	4920/4925 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken	I	I	R, A	R, A	R	R	M	M	M	M, A

forms (Intermediate-Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

Spanish

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, Spanish Option 1, Option 2 & Spanish with Licensure, B.A.									
	2010	2020	3010 Oral Comm in French	3020 Written Comm in Spanish	4010/4020 Intro Lit of Spain/ Latin America	4110/4120 Cult/Civ of Spain/ Latin America	Upper Division	Upper Division	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms	I	I	R, A	R, A	R	R	M	M	M	M, A

(Intermediate-Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

French

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, French Option 1, Option 2 & French with Licensure, B.A.									
	2010 Intermediate French I	2020 Intermediate French II	3010 Written Comm in French	3020 Oral Comm in French	3100 French Phonetics	3110 Survey French Lit I	3120 Survey French Lit II	3112 Cult/Civ of France	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	R	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	R	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms (Intermediate- Mid level minimum as described by ACTFL)	I	I	R, A	R, A	R	R	M	M	M	M, A

Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

