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**Date of Report**

**June 30, 2016**

**Academic Program Review**

Department of Foreign Languages

Foreign Languages Program Review

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 **Department Chair**

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**Part I**

**Departmental Assessment**

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution’s mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

**1. Assess the department as it relates to students including enrollment and graduation data, and student services:**

This report is an Academic Program Review of the Foreign Languages program in the College of Arts and Sciences. Data listed below is the annual average of the data supplied by Institutional Research, Planning, and Assessment for the Academic Years 2010-2011 through 2014-2015.

|  |  |  |
| --- | --- | --- |
| **1. Number of Duplicated Majors** (SU, FA & SP Semesters Combined) |   |   |
| **Bachelor** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***2014-15*** | ***Average*** |
| Full-Time | 42 | 48 | 54 | 53 | 56 | 50.60 |
| Part-Time | 12 | 12 | 3 | 5 | 13 | 9.00 |
| **Total** | **54** | **60** | **57** | **58** | **69** | **59.60** |
| *FTE Students* | *46.00* | *52.00* | *55.00* | *54.67* | *60.33* | *53.60* |
|  |  |  |  |  |  |  |
|   |   |   |   |   |   |   |
| **2. Number of Degrees Conferred** |   |   |   |   |
| **Level** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***2014-15*** | ***Average*** |
| Bachelor's | 5 | 13 | 9 | 14 | 11 | 10.40 |
| **Total** | **5** | **13** | **9** | **14** | **11** | **10.40** |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
| **3. Student Credit Hours** (SU, FA & SP Semesters Combined) |   |   |
| **Level** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***2014-15*** | ***Average*** |
| Undergraduate | 4,211 | 3,500 | 3,057 | 3,099 | 2,955 | 3,364.40 |
| Graduate | 0 | 0 | 0 | 0 | 3 | 0.60 |
| **Total** | **4,211** | **3,500** | **3,057** | **3,099** | **2,958** | **3,365.00** |
|   |   |   |   |   |   |   |
| **4. Average Class Size** (Classes of 6 or more students) |   |   |   |
| **Level** | ***2010-11*** | ***2011-12*** | ***2012-13*** | ***2013-14*** | ***2014-15*** | ***Average*** |
| Undergrad | 19.5 | 16 | 15.1 | 13.3 | 14.5 | 15.68 |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |

During the five-year program review period, the average number of duplicated majors enrolled in the Foreign Languages department was 59.60. This number of majors accords well with data from peer institutions and with national trends.

The Modern Language Association research study “Enrollments in Languages Other Than English in the United States Institutions of Higher Education, Fall 2013”

(https://www.mla.org/content/download/31181/1452518/2013\_enrollment\_survey\_hig.pdf), states that “Aggregate enrollments in all languages decreased by 6.7% between 2009 and 2013. Spanish and French still led as the two most studied languages. American Sign Language continued to experi­ence remarkable growth, especially in undergraduate enrollments, and was the language with the third most enrollments, displacing German, now fourth.” Recognizing this trend, the department began offering American Sign Language in fall of 2015 to much success.

The study goes on to say, “Spanish enrollments fell at every institutional level for the first time in the history of the survey. In absolute numbers, nearly half of the drop was at the two-year level. Nevertheless, total enrollments in Spanish contin­ued to surpass enrollments in all other languages combined, 790,756 to 771,423”. There have been national declines in total enrollments and decreases in enrollments in eleven of the top fifteen lan­guages, but many individual programs reported stability in 2013. According to the report, “French and German enrollments fell nationally by, respectively, 8.1% and 9.3%, but 48.4% of all French programs and 46.4% of all German programs reported either stability or gains.”

The department of Foreign Languages has also experienced this downward national trend in enrollment, as can be noted in the student credit hours figures. One factor that has additionally affected our numbers in the short run is a departmental decision in 2015 to remove the language labs (as most departments have nationwide) from all 100-level introductory language classes. The reason for this change is that students now practice the target language by completing laboratory exercises online rather than by drilling in the classroom.

Although average class size has dropped in the department, and in spite of the national downward trend in languages, the department of Foreign Languages saw an upward trend in majors between 2010 (54 students) and 2015 (69 students) as well as in degrees conferred in 2010 (5 students) and 2015 (11 students).

* ***Degree Productivity***

During the 2010-2015 program review period, on average 10.40 Bachelor of Arts degrees in Foreign Languages were awarded per year. Once again, this is an increase from the last five-year review period (2004-2009) where an average of 8.80 Bachelor of Arts degrees in Foreign Languages were awarded per year. While few students enter the University as Foreign Languages majors, once they decide on this degree track, they tend to see it through to completion, which translates into solid retention rates of majors in the department. This retention success also reflects the continuous one-on-one advising accorded to each student.

**2. Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:**

The number of full-time faculty members in the department is 5. The 2010-2015 review period has been a transitional period and there were numerous faculty changes and adjunct faculty additions. In 2010 the members of the department included Drs. Robert Adler (Spanish), T. Craig Christy (German, Chair), Scott Infanger (Spanish), Keith Lindley (French), and Claudia Polo Vance (Spanish). In spring 2012 Dr. Adler retired. In fall 2012 Dr. Vance became the department chair and Dr. Christy took on administrative duties as Director of Global Engagement in the Office of International Affairs (which carries a three-course release) in addition to the duties he already had as Director of Critical Languages (which carries a one-course release). From this point on he is has only taught an overload course, FL 101, every spring for the department, but he is counted in the department’s FTE. In 2013 the department hired Dr. Alejandra Alvarado-Brizuela (Spanish) to replace Dr. Adler.

Regarding adjunct instructors, the department hired an adjunct German instructor, Ms. Rebecca Linam Massey, in 2012 to teach the German courses on a regular basis. Additionally, the department hired an adjunct Spanish instructor from 2012 until 2014 and employed another Spanish online adjunct from 2014 until present. The department also hired a regular Latin adjunct instructor in fall of 2013. With regard to the Critical Language courses, in compliance with the requirements of the National Association of Self-Instructional Language Programs (<http://www.nasilp.net/>), students or individuals in the community who are native speakers of a given language are hired as ‘language partners’ at the student work-study compensation rate of $7.25/hour (for each hour in the classroom, language partners are also compensated for an hour of preparation).

Regarding Credit Hours/FTE Faculty, the usual expected teaching load at the University of North Alabama is 12 credit hours for each semester during the academic year, excluding summer. In the Department of Foreign Languages, workload credit is provided for administering the Critical Languages Program(which includes management of the Foreign Language Lab) and for chairing the Department. Faculty members are expected to engage in the Department’s outreach efforts to the community, and to be active in professional organizations, seek out professional development and research grant opportunities, and to engage in research, publication, and other scholarly production.

All faculty members in the Department contribute through research and service as well as through their teaching, and all have considerable experience in each of these areas. Student advisement and study abroad are particularly critical components of faculty service, as is involvement in curricular innovation/reform. In addition, all faculty members are involved in the systematic and continuous evaluation of program outcomes in each of the courses they teach, and their evaluations of these outcomes finds reflection in subsequent action items within the Department’s Annual Action Plan. In this regard evidence from student learning outcomes assessment is coordinated with the Department’s overall goals as codified in its *Mission Statement* (See Part II, 9).

Advising

In the department of Foreign Languages, faculty members advise students on a one-on-one basis on all aspects of the Foreign Languages major/minor, and are encouraged to complete their General Education requirements during their first two years. Their optimal placement in language courses is achieved in several ways: through a computer-based Webcape placement exam (free of charge to the students) and through a Modified Oral Proficiency Interview conducted by a faculty member to determine oral proficiency level. Assistance is also offered through research and internship venues, which in many cases have become career tracks. Our department has a University Advisor, Dr. Alejandra Alvarado-Brizuela, who meets with undecided and declared Foreign Languages majors in their freshman year.

Research and Academic Excellence

Students are encouraged to participate with faculty in ongoing research projects, as appropriate, especially with regard to Honors Capstone projects which are presented at Research Day and at other public venues. Student achievement is recognized annually through induction into Phi Sigma Iota, the National Foreign Languages Honor Society and through scholarship opportunities within the department. For more on research and academic excellence, see number 4 of this section.

Service and Outreach

The department is engaged in study abroad efforts which take students all over the world for a month, a semester, or a year. Immersion is an important element in learning a language. Our faculty members are heavily involved in planning, recruiting, holding orientation sessions, and leading these trips. Other outreach and service efforts by the department include participation in the Foreign Languages Welcome Back Picnic, Homecoming, the Fall Preview Day, the Spring Preview Day, Career Day, UNA First Friday, Dragon Boat Races, and University Advisor. Faculty members maintain contact and provide assistance to students even after graduation, both through private email communication, surveys, and through the department’s Facebook, Instagram, and Twitter websites. The department created professional brochures and purchased swag to hand out at recruitment events. Both department faculty members and students represented the department at various high schools and around the region and helped with recruiting efforts. Additionally, faculty and students provided much needed assistance (as interns and volunteers) for the ESL programs at Florence City Schools and Russellville City Schools, as well as La Clínica Cristiana, Salvation Army, hospitals, the Lauderdale County Court House, and other organizations. See number 4 of this section for more information on service and outreach.

**3. Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:**

At the moment the facilities are adequate, thanks to a renovation of Wesleyan Hall in 2013. The computer lab on the third floor (managed jointly with the department of Psychology) works well for the department. However, mold still steadily appears on the walls of the third floor classrooms and offices in spite of occasional repairs on walls and ceilings. It is also important to note that with any future growth in faculty, the department will not have enough space for offices.

The classes taught in the German program are for the most part the responsibility of an adjunct and a viable, long-term solution is needed in order for the program to continue.

**4. Notable achievements by the department (students, faculty, staff):**

During the review period, the members of the department of Foreign Languages, **Dr. Alejandra Alvarado-Brizuela, Dr. Craig Christy, Dr. Scott Infanger, Dr. Keith Lindley,** and **Dr. Claudia Vance (Chair)** were involved in initiatives aimed at internationalizing the University through curricular innovation, study abroad, faculty and student exchanges, lectures to domestic and international students, and through the support of international programs housed in the Office of International Affairs.

As mentioned in 3 (above), the department has led successful study abroad trips to many places during the review period, including Quebec, Paris, Perú, and Costa Rica. During this time, it led more trips than any other academic department on campus during any given year. During the spring of 2015, plans began for a month-long study abroad trip to Spain scheduled for summer 2016. Every member of the faculty was involved with leading, planning, and/or facilitating study abroad initiatives. The department worked with the Office of International Affairs in 2012 and in fall of 2014 launched a 2+2 program with Tianjin Foreign Studies University and welcomed its second cohort of Chinese Spanish majors. In 2014 the department established an ongoing partnership with the University of Alabama and the Dean’s Office at UNA to send students to Cuba to study abroad for the semester. In spring 2015, the department sent its first semester-long study abroad student to Cuba, and another in spring 2016. For its recent efforts and international focus, the department was awarded a College of Arts and Sciences International Involvement Award in April 2015.

The department encourages and supports international student involvement through departmental scholarships for students majoring or minoring in Foreign Languages. During the five year period, the Hufstedler Foreign Languages scholarship provided $1600 annually in scholarships to Foreign Languages students. In 2013 the department began receiving support to endow an annual study abroad scholarship (Marcia Ross Endowed Scholarship). In 2015, the endowment allowed for the first student to receive a study abroad scholarship for $751. Additionally, the department secured a one-time $3000 study abroad scholarship to Cuba for a Foreign Languages student. The department is also currently involved in fundraising activities to benefit students studying abroad.

In the area of research, our faculty members have been involved in giving presentations to a variety of audiences regarding international issues, cross-cultural differences, and study abroad opportunities in the United States, Portugal, England, Perú, and other countries. Foreign Languages students were conducting excellent research also. In 2014 and in 2015, Foreign Languages majors won the college-wide and campus-wide Three-Minute Thesis competition for outstanding research. In spring 2015, a Foreign Languages student, Miracle Osborne, won the Arts and Sciences Outstanding Student in Humanities Award for scholarship. Between 2011 and 2015, numerous Foreign Languages majors presented Honors Capstone projects to audiences at Research Day and at Wesleyan Hall. Additionally, two of our recent departmental graduates passed their MA comprehensive exams (one in French, one in Spanish) last spring and one began a PhD program at the University of Alabama in fall 2015.

In the way of curricular innovations during this period, the department worked with the College of Education to establish a graduate program in Secondary Education for teachers of Spanish. All departmental faculty members were vetted to teach graduate courses. The first course in the program went online in the fall of 2015. Additionally, the department received ACHE approval to separate its Foreign Languages major into separate, streamlined French, German, and Spanish majors. The department also created FR/GR/SP 501 Reading for Content Knowledge courses as a service for MA students in the English and History graduate programs. The department fosters interest in foreign languages and cultures through active sponsorship of the French Table, the German Table, the Spanish Table, the Foreign Languages Club, the Hispanic Culture Organization, and through participation at such venues as Preview Day, Research Day, Career Day, and SOAR.

**5. How has the department addressed recommendations from the previous program review?**

Since the previous review period the department has made various changes in curriculum and focus. Some of these changes include:

* The establishment of a Master of Arts in Spanish Education Program.
* An overhaul of the FL 498 Senior Seminar course and exit exam so that they accurately prepare and reflect student competency in the target language using ACTFL Guidelines.
* The focus on increasing the number of Bachelor of Arts candidates at the University. This has been achieved through modifying BA requirements, and through speaking to different departments on campus.
* The focus on globalization through collaboration with the Office of Global Engagement and International Affairs to bring an annual cohort of Commercial Spanish majors to complete a 2 + 2 program. The first cohort graduated in spring of 2016.
* The focus on identifying donors to endow a Foreign Languages study abroad scholarship. The Marcia Ross Study Abroad Endowed Scholarship has been awarded twice. Also two donors have given one-time gifts of $3000 each to study abroad efforts for students studying in Cuba.

**6. Briefly describe the department’s vision and how it aligns with the University’s strategic plan:**

The Vision of the Department of Foreign Languages is to train and nurture professionals who advocate for global communication and promote oral and cultural understanding in a global society, emphasizing a commitment to the advancement of professional work practices. The Department’s Vision, Mission and Goals are in concert with the Strategic Plan of the University of North Alabama to offer high quality programs, maintain a student-centered University, celebrate Diversity, foster a strong University Community, and enhance regional development and outreach.

**Part II**

**Academic Program Assessment**

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

**7. Name of Program:**

Bachelor of Arts degree in Foreign Languages. Students choose a concentration in French, Commercial French, Professional French, German, Commercial German, Professional German, Spanish, Commercial Spanish, Professional Spanish.

**8. Coordinator of Program:**

Dr. Thomas Craig Christy, Chair 2010-2012 (of the review period)

Dr. Claudia Polo Vance, Chair 2012-2015 (of the review period)

**9. Mission Statement of Program:**

The last updated version of the mission statement of the department is the 2012 version:

“UNA Department of Foreign Languages is to provide an excellent opportunity for students to acquire skills in foreign language communication and culture, whether in French, German or Spanish, or in such less commonly taught languages as Arabic, Chinese, Japanese, Portuguese, Russian, Swahili or Turkish.  This will enable students to function well as informed citizens in a global environment, and will prepare those majoring in Foreign Languages to succeed professionally in a variety of fields.”

**10. Program Overview:**

 **10.1 Brief overview of program**

During the period of review, the department only offered the Bachelor of Arts degree in Foreign Languages. Within this program students chose a concentration in French, Commercial French, Professional French, German, Commercial German, Professional German, Spanish, Commercial Spanish, or Professional Spanish.

 **10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.**

During the review period, the department of Foreign Languages offered a single major in Foreign Languages with three options, each of which is available for French, German, and Spanish:

Option I: Foreign Languages

Option II: Foreign Language for Commerce

Option III: Foreign Languages, Professional

The following 4 Program Learning Outcomes pertain to all three Options for students:

1. Should be performing at ACTFL Advanced Level in speaking. [[1]](#footnote-1) This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student. This testing is part of the Senior Seminar capstone course, FL 498. A passing score on the OPIc of at least an Intermediate Mid is a requirement for graduation in the major. The OPIc and MOPI Exams are recognized nationally and internationally, were developed by ACTFL, and conform to its guidelines and achievement benchmarks.

2. Should read and write coherently in the target language. This outcome is measured by class performance and through reading/writing proficiency assessment tests in FL 498.

3. Should understand the spoken target language. This outcome is measured by the MOPI Exam and by the Listening Exit Exam, both administered at the end of FL 498.

4. Should have developed sensitivity to components of culture and cultural difference. This outcome is measured by performance in FL 302, Cross-Cultural Interaction, a required course for the major.

**Additional Program Learning Outcomes, per Option:**

**Option I:**

1. Should show evidence of readiness to take on graduate level work. This outcome is measured by student’s ability to research and write effectively in 400-level courses.

**Option II:**

1. Should be able to function effectively using business terminology in the target language. This outcome is measured by class grade in FR/GR/SP 403, and by performance on a MOPI Exam administered at the end of this course in advanced commercial language.

**Option III:**

1. Should, in addition to fulfilling the requirements of a second major, show ability to research and write effectively, as measured by performance in 400-level courses. This achievement may also be measured by performance on the Praxis Exam.

 **10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:**

See section 1, page 1 on Degree Productivity.

 **10.4 Evaluate the adequacy of library resources available to support your program:**

The University provides the Department an annual budget for purchasing appropriate materials to support its programs. This budget, $2643.00 for the 2014-15 academic year, proved to be adequate. UNA’s Assessment of Library Resources Report done in spring 2015 for the department of Foreign Languages concluded that the collection is at a level 3b, intermediate study or instructional support level. According to the report, “This level indicates that the libraries’ current collection in the relevant areas is adequate to support advanced undergraduate course work.”

 **10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy:**

See 10.4 above.

**11. Program Evaluation Including Appropriate Documentation**

 **11.1 Means of assessing each Student Learning Outcome:**

Student learning outcomes are assessed 1] using Exit Exams in the Department’s capstone course, FL 498 (these exams were overhauled and changed to OPIc exams beginning in fall 2014), 2] with Modified Oral Proficiency Interviews administered at the outset and end of all language courses (including FL 498), 3] through testing and other assignments to meet course-specific learning outcomes, 4] through the Webcape Exam (online), 5] through an Alumni Survey, 6] through grading in courses (including course exams, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, research papers, research projects), and, for those students double majoring in Secondary Education, 7] through the Praxis Exam in the case of Education students.

 **11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

Students in Foreign Languages do not take licensed tests to graduate from the Foreign Languages program unless they are taking the Praxis II through the College of Education.  However, in order to graduate, all FL students must pass the OPIc, a standardized test which serves as our exit exam. This test counts as 60% of the final grade for students enrolled in the FL 498 Senior Seminar course.

OPIc**:** Students are required to take the Oral Proficiency Interview (computer) near the end of the semester. The OPIc was developed by ACTFL (The American Council on the Teaching of Foreign Languages) considered the gold standard in the development and testing of foreign languages. The test is rated by live ACTFL Certified Raters (not by UNA professors) and uses the ACTFL Guidelines. These guidelines are recognized and used throughout the world. They are used in academia, Fortune 500 companies, local and state governments, as well as in many branches of the federal government.

**EXPECTED STUDENT LEARNING OUTCOMES:**
Foreign Languages students are expected to be able to demonstrate, on the OPIc exam an ACTFL Level Intermediate High rating or higher, but an Intermediate Mid is required to pass the course and to graduate. The department has required a passing grade on the OPIc exam since fall 2013, but the period of fall 2013- spring 2015 had a successful passing rate of 100% (see Table 1 – OPIc Exam Results for Graduating Seniors in FL 498) with students scoring an Intermediate Mid or higher on the exam.

**Table 1 – OPIc Exam Results for Graduating Seniors in FL 498**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Inter. Mid** | **Inter. High** | **Adv. Low** | **Adv. Mid** | **Adv. High** | **Superior** |
| **Fall 2013** |  |  |  |  |  |  |
| French | 1 |  |  |  |  |  |
| German |  |  |  |  |  |  |
| Spanish |  | 2 |  | 2 |  | 1 |
|  |  |  |  |  |  |  |
| **Spring 2014** |  |  |  |  |  |  |
| French | 2 | 1 |  |  |  |  |
| German |  |  |  |  |  |  |
| Spanish | 1 | 3 |  | 2 |  |  |
|  |  |  |  |  |  |  |
| **Summer 2014** |  |  |  |  |  |  |
| German |  | 1 |  |  |  |  |
|  |  |  |  |  |  |  |
| **Fall 2014** |  |  |  |  |  |  |
| French |  |  |  |  |  |  |
| German |  |  |  |  |  |  |
| Spanish | 1 | 1 | 1 |  |  |  |
|  |  |  |  |  |  |  |
| **Summer 2015** |  |  |  |  |  |  |
| Spanish | 1 |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Spring 2015** |  |  |  |  |  |  |
| French |  |  | 1 | 1 |  |  |
| German | 1 |  |  |  |  |  |
| Spanish | 2 |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before the fall of 2013, the department used its own written and listening exit exam for graduating students. However, both professors and students felt that the exam did not always give an accurate measurement of a student’s proficiency level in the target language studied. Strong students sometimes had a poor showing on the exam, and other times weak students fared well. Below (Table 2 – FL 498 Senior Seminar Course Results) are the final course grades received by graduates who took the FL 498 senior seminar course during the fall 2010 through spring 2013 period.**Table 2 – FL 498 Senior Seminar Course Results**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Subject** | **A** | **AU** | **B** | **C** | **D** | **F** | **WP** | **Total by ROWS** |
| 2013 | **FL498** | 6 | 0 | 3 | 2 | 1 | 0 | 0 | 12 |
| 2012 | **FL498** | 2 | 0 | 9 | 4 | 1 | 0 | 3 | 19 |
| 2011 | **FL498** | 2 | 0 | 1 | 2 | 0 | 1 | 0 | 6 |
| 2010 | **FL498** | 2 | 0 | 2 | 2 | 1 | 0 | 0 | 7 |

 |

Another measurement of outcomes is the alumni survey. Graduates of the department of Foreign Languages were given the option to take an Alumni Survey over a three-week period in spring of 2016. The survey, collected by the Office of Institutional Research, Planning, and Assessment, was distributed online and had 46 responses. These responses gave very favorable conclusions about the department’s effectiveness. The over a third of the responses (34%) came from graduates from the 2011-2015 time period, which is also the majority of the time period covered in this report. Most of the responses came from Spanish language graduates. See Table 3 – Alumni Survey Language Identification Responses and Table 4 – Alumni Survey Year of Graduation Responses below.

**Table 3 – Alumni Survey Language Identification Responses**

Which of the following best describes your affiliation with the Department of Foreign Languages at UNA? Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Major in French |

|  |  |
| --- | --- |
|  |  |

 | 3 | 6% |
| 2 | Major in German |

|  |  |
| --- | --- |
|  |  |

 | 5 | 10% |
| 3 | Major in Spanish |

|  |  |
| --- | --- |
|  |  |

 | 42 | 84% |
| 4 | Minor in French |

|  |  |
| --- | --- |
|  |  |

 | 4 | 8% |
| 5 | Minor in German |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 6 | Minor in Spanish |

|  |  |
| --- | --- |
|  |  |

 | 2 | 4% |
| 7 | Minor in Asian Studies |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 8 | Minor in International/Global Studies |

|  |  |
| --- | --- |
|  |  |

 | 9 | 18% |
| 9 | Minor in Latin American Studies |

|  |  |
| --- | --- |
|  |  |

 | 1 | 2% |
| 10 | Certificate in Global Studies |

|  |  |
| --- | --- |
|  |  |

 | 0 | 0% |
| 11 | Secondary Education |

|  |  |
| --- | --- |
|  |  |

 | 15 | 30% |
| 12 | Other |

|  |  |
| --- | --- |
|  |  |

 | 3 | 6% |

**Table 4 – Alumni Survey Year of Graduation Responses**

In what year did you receive your baccalaureate degree?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Before 2000 |

|  |  |
| --- | --- |
|  |  |

 | 7 | 14% |
| 2 | 2000 - 2005 |

|  |  |
| --- | --- |
|  |  |

 | 11 | 22% |
| 3 | 2006 - 2010 |

|  |  |
| --- | --- |
|  |  |

 | 15 | 30% |
| 4 | 2011 - 2015 |

|  |  |
| --- | --- |
|  |  |

 | 17 | 34% |
|  | Total |  | 50 | 100% |

The conclusion is that the Foreign Languages graduates not only obtained employment quickly, but also in a variety of fields. Of those who did not pursue graduate degrees and went into the job market, 91% say that their degree helped them obtain employment in their field. See Table 5 – Alumni Survey Employment Rates. According to the survey, 58% respondents (all languages) have gone on to pursue graduate degrees in the target language (MA, PhD) as well as Law and MA in Education EdD degrees. Of those who attended graduate school, 93% felt adequately prepared for graduate study after graduating from the department of Foreign Languages. See Table 6 – Alumni Survey Preparedness for Graduate Studies.

**Table 5 – Alumni Survey Employment Rates**

Did your Foreign Language degree help you obtain employment in your field?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes |

|  |  |
| --- | --- |
|  |  |

 | 41 | 91% |
| 2 | No |

|  |  |
| --- | --- |
|  |  |

 | 4 | 9% |
|  | Total |  | 45 | 100% |

**Table 6 – Preparedness for Graduate Studies**

Did your undergraduate degree adequately prepare you for graduate study?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Answer |

|  |  |
| --- | --- |
|  |  |

 | Response | % |
| 1 | Yes |

|  |  |
| --- | --- |
|  |  |

 | 25 | 93% |
| 2 | No |

|  |  |
| --- | --- |
|  |  |

 | 2 | 7% |
|  | Total |  | 27 | 100% |

A number of graduates who are employed in service fields include professors, attorneys, community college instructors, a technical writer, several airline employees, Social Security personnel, a transitional housing director, foreign military salespeople, marketing professionals, a certified court interpreter, researchers, grant writers, an insurance agent, travel agents, and teachers.

 These responses give positive feedback to the department, and show that overall, graduates of the department value the preparation, resources, they received at UNA. In fact, Table 7 – Alumni Survey Review of the Department of Foreign Languages shows that 87% of respondents strongly agree or agree that their degree contributed to the advancement of their career.

**Table 7 – Alumni Survey Review of the Department of Foreign Languages**

Please rate the following statements:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Agree | Agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Disagree | Strongly disagree | Total Responses | Mean |
| 1 | The core courses required for my degree prepared me for my career. | 23 | 14 | 6 | 2 | 1 | 0 | 0 | 46 | 6.22 |
| 2 | The elective courses offered were satisfactory. | 21 | 20 | 4 | 0 | 0 | 1 | 0 | 46 | 6.28 |
| 3 | Resources (e.g., library, textbooks, supplementary materials, computer labs, etc.) were appropriate. | 23 | 20 | 2 | 0 | 0 | 1 | 0 | 46 | 6.37 |
| 4 | The faculty and staff in the Department of Foreign Languages are knowledgeable. | 42 | 4 | 0 | 0 | 0 | 0 | 0 | 46 | 6.91 |
| 5 | Overall, the baccalaureate degree I received from the Department of Foreign Languages contributed to advancement in my career. | 30 | 10 | 3 | 2 | 1 | 0 | 0 | 46 | 6.43 |

 **11.3 Program improvements made as a result of these assessments:**

The written and oral exit exam given from 2010-2013 was not adequately measuring outcomes for our students. In fall 2013 the department decided to use a nationally normed exam, the Oral Proficiency Interview (computer), also known as OPIc exam, using ACTFL standards. It is a more accurate measure of a student’s ability/proficiency level.

 **11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

See sections 11.1-11.3

**12. Planning**

 **12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:**

There is no accreditation body for Foreign Languages. The department’s focus is on recruitment, retention, and growth of programs. Goals for the 2016-2017 year include:

* To offer at least one graduate-level course per semester for the Master of Arts in Spanish Education Program.
* To build a comprehensive alumni database with current contact information.
* To give a formal presentation to at least one other department on campus for the purpose of increasing the number of Bachelor of Arts candidates at the University.
* To implement the reconfiguration of the FL major into separate language majors.
* To collaborate with the Office of Global Engagement and International Affairs to bring a fourth cohort of Commercial Spanish majors to complete a 2 + 2 program.
* To raise donations of at least $500 for Foreign Languages study abroad programs.

We have actually already accomplished some of these goals early, but this will be discussed in the next review period.

 **12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:**

The department’s French professor, Dr. Keith Lindley, resigned in spring 2016, and the department hired a one-year non tenure-track instructor for the 2016-2017 academic year. A more thorough search for a tenure-track French position will launch in fall 2016.

The department received ACHE approval in fall 2015 to add separate French, German, and Spanish majors along with the existing FL major. The Department did not eliminate the existing Foreign Languages major. Rather, the separate language majors are similar in structure to the current concentrations in the Foreign Languages major. No new courses were added, no additional expenses were incurred, and the difference in the concentrations and the separate French, German, and Spanish majors is that with the separate majors, students can more strongly focus on the target language of study. The mission of the Department of Foreign Languages is to satisfy the global competency mission of the University of North Alabama by graduating students who are prepared to meet the challenges of a multicultural society in the age of globalization. This includes gaining adequate proficiency in the target language and cultivating sensitivity to cultural difference and an appreciation for the languages and cultures of the world. The addition of the separate majors addresses the following issues:

* The Foreign Languages major with a concentration is heavy because it requires students to take an extra 20 hours in common core FL designated courses such as FL Culture through Cinema, FL Cross-cultural Interaction, and FL Introduction to Languages.
* Changing to a stand-alone major will allow students to take more upper-level courses in the target language instead of having to take the 20 hours in the FL common core.
* Students will receive a degree in one language which is more attractive to employers than a more general degree in Foreign Languages.
* The more streamlined and efficient major will attract more students to the department.

**13. Program Recommendations**

 **13.1 Recommendations for changes which are within the control of the program:**

With so many recent changes in personnel and programs, no new changes are recommended. Instead, the department seeks to work with the new changes and to focus on recruitment, retention, and graduation of students in the new separate language majors. Perhaps then the more cumbersome Foreign Languages major can be phased out. The department also seeks to identify and hire long-term, tenure track French and German professors who can lead these separate new programs successfully.

 **13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution’s mission and strategic plan:**

As stated in Part 1, section 3, the classes taught currently in the new German program are for the most part the responsibility of an adjunct. A viable, long-term solution is needed in order for the program to continue, especially considering that an ACHE review of the program’s growth and success will cover the upcoming academic years between fall 2016 and spring 2021.

1. The American Council on the Teaching of Foreign Languages (ACTFL) has established achievement benchmarks that are recognized internationally. Achievement at the Advanced Level represents the following specific abilities:

Listening:

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Speaking:

The Advanced level is characterized by the speaker's ability to:

	* + converse in a clearly participatory fashion
		+ initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events
		+ satisfy the requirements of school and work situations, and
		+ narrate and describe with paragraph-length connected discourse.Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. [↑](#footnote-ref-1)