

Institutional Effectiveness Report

2018-19

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 knowledge and pedagogical 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 spreadsheet 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

The DFL is committed to supporting the general education needs of all TTU students. As such, the department is working to increase its the number of culture and civilization courses it offers, which satisfy the university's general education: fine arts/humanities requirements—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
2014	36	48
2015	23	42
2016	19	47
2017	16	44
2018	13	40
Change 2014-2018	-23	-8

Foreign Language Degrees Conferred

2014-2015	9
2015-2016	8
2016-2017	6
2017-2018	14
2018-2019	7

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
2014-2015	0	-	-
2015-2016	0	-	-
2016-2017	1	1	100%
2017-2018	0	-	-
2018-2019	0	-	-

For 2018-2019, the department did not meet its minimum threshold performance goal of 90% of licensure-seeking majors participating in study abroad opportunities, though it should be noted that for 2018-2019, the department had no graduating majors who were seeking licensure. Due to the low number of licensure-seeking students during the 2013-2017 period, the administration granted our request to search for a tenure-track faculty member to coordinate our licensure program; the licensure option, we argued, would be more visible if a new, full-time faculty member were to coordinate it and become the face of the program. In August of 2018, Dr. Michael Olsen joined the department. Academic year 2018-2019 was Dr. Olsen’s first year with us, so we expect his stewardship to improve our licensure numbers moving forward.

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
2013-2014	12	11	91.6%
2014-2015	9	8	88.9%
2015-2016	9	6	66.6%
2016-2017	6	5	83.3%
2017-2018	14	10	71.4%
2018-2019	7	3	42.9%

*Includes licensure and non-licensure students studying foreign languages

The department did not meet its minimum performance threshold of 50% of all foreign language majors participating in 2018-2019. However, the threshold was met for the period of 2013-2019 with an average participation of 74.1%.

These lower numbers can be attributed to higher numbers of native and heritage speakers who decide to major in foreign languages. Because these students already have an extensive familiarity with another international culture, they are less likely to decide to study abroad. Moreover, some majors tend to travel abroad outside of scope of a university-sanctioned program. For example, 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 our foreign language program.

PG 3: Culture and Civilization Courses

Academic Year	Total Number of Culture and Civilization Courses
2014-2015	4
2015-2016	5
2016-2017	6
2017-2018	6
2018-2019	3

The 2018-2019 total of 3 courses exceeds the minimum performance threshold of 2 and falls below the target performance of 5 courses. An administrative appointment in fall of 2017 has prevented the German program from offering its culture and civilization course in the fall and spring semesters.

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

Academic Year	Total Number of Students	Number Met	Number Not Met
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

The department achieved its target performance of 100% in 2018-2019. Over time, majors have consistently met the requirements for the Capstone research paper and presentation by receiving at least 75% on them according to the department's rubric. This trend suggests that our majors are consistently meeting the department's stated program outcomes (informed by the national standards of ACTFL), as demonstrated by their performance.

SLO 3: Teaching Licensure Student Performance

edTPA results for World Languages

	2016-17	2017-18	2018-19		
	TTU	TTU	TTU	State	National
N=	1	3	1	34	991
Planning	3.5	3	3	2.9	3
Instruction	2.6	2.3	2.4	2.4	2.5
Assessment	3.3	2.9	3	2.8	2.7
Total Mean Score	40	35.3	36	34.5	35.2

A passing mean score for a World Languages edTPA portfolio is 35 out of a possible 65 points. In 2018-2019, the one student who completed the edTPA portfolio for World Languages passed, which means that the department met its target threshold of 100% of students passing.

Modifications for Improvement

PG 1: Number of Graduates

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 are offering more opportunities to improve retention. The DFL holds annual "meet and greet" events for all foreign language majors, minors, honor society members, and majors in the International Business and Culture program. We also intend to hold a small event each semester to celebrate and congratulate our graduating students. These events are designed to foster a sense of community and connection among our stake holders, which hopefully will facilitate recruitment.

PG 2: Study Abroad/Cultural Immersion Programs

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 will use its newly acquired digital signage to promote study abroad opportunities to our stakeholders.

PG 3: Culture and Civilization Courses

The DFL continues to meet the need for additional gen ed: humanities courses through their 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.

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

The Senior Capstone course is a requirement for all foreign language majors, and the department regularly reflects on the course, its outcomes, and the assessment methods our faculty employ. Furthermore, the three foreign language units (French, German, Spanish) meet immediately after the capstone presentations each semester to discuss strategies for improvement.

One such improvement during the 2018/2019 AY has been to add a section evaluating the thesis and argumentation within the capstone research paper and presentation. These adjustments to the Capstone rubric arose out of a department meeting in August 2018, during which faculty noted that the rubric could do more to evaluate critical thinking and argumentation skills. After evaluating student performance on this new section in the spring of 2019, the faculty determined that students would benefit from more support and guidance moving forward when developing their thesis statements during their research preparation phase.

Additionally, in 2018, the SLO's of the Senior Capstone course were realigned with the national standards of ACTFL (the American Council on the Teaching of Foreign Languages). This realignment resulted from faculty discussions after a curriculum review, which was part of the department's 2016/2017 program review. As a result of these changes, faculty have found it easier to articulate the types of skills students need to reach the goals of the Capstone course, including the research presentation. With these new SLO's, the faculty will most likely need to update the rubric further more effectively to evaluate specific course and program outcomes, such as critical thinking, intercultural competence, and discourse quality.

SLO 3: Teaching Licensure Student Performance

Since joining the department, Dr. Olsen has made some updates to the licensure program to improve its efficacy for our teaching licensure students. First, he updated course content for SEED 4125 Materials and Methods: Teaching Foreign Languages to incorporate information about the edTPA (a performance-based, subject-specific assessment instrument, which students are required to pass for certification) and the expectations of the edTPA. Major assignments have also been created to reflect the tasks that students will have to complete as part of the edTPA. For example, students create a series of 5 lesson plans, record videos of themselves in order to write a teaching analysis, and create a contextualized performance assessment that they administer to practicum students and provide feedback at least for the purpose of the assignment. These assignments were not part of previous syllabi. Second, Dr. Olsen has become a Residency Supervisor and an edTPA coach in order to directly support students who are in the process of completing the edTPA. Third, Dr. Olsen discusses the edTPA with his advisees, who are exclusively licensure candidates, to help them understand and prepare for the edTPA better before they

take his SEED 4125 Materials and Methods: Teaching Foreign Languages course. Dr. Olsen instituted these adjustments, based on his past experience at another institution as well as his published research into the challenges that teacher candidates, cooperating teachers, and program coordinators face when developing edTPA portfolios.

As a result of these changes, our licensure students have slightly improved their scores on the instruction and assessment portions of the edTPA while scores on the planning section have remained stable. At the moment, the sample size remains too small to determine impact trends with any reliable statistical accuracy.

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

