

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2016-2017
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Program Mission Statement

The Department of English, Modern Languages, and Philosophy offers a major, minor and collateral in Modern Languages with tracks in French, German, and Spanish. Our mission is to provide the resources for students to acquire advanced oral proficiency, writing proficiency, reading comprehension and listening comprehension in French, German, and Spanish, while gaining knowledge of the history, art, values, and customs of the cultures where these languages are spoken. Career opportunities for foreign language majors include teaching, international business, translation, interpretation, government professions, the military, and health care. Modern Languages majors often seek graduate degrees in foreign languages.

Program Learning Outcomes (PLOs)

Successful graduates of Modern Languages B.A. programs at Francis Marion University will:

- 1) demonstrate advanced oral proficiency in the target language;
- 2) demonstrate advanced writing proficiency in the target language;
- 3) demonstrate advanced reading comprehension in the target language;
- 4) demonstrate advanced listening comprehension in the target language;
- 5) recognize the cultural context in which oral and written discourses are produced.

Executive Summary of Report

Based on best practices in foreign language pedagogy, the Modern Languages Program assessed five Student Learning Outcomes (SLOs) in the areas of speaking/conversational proficiency, writing, reading, listening, and cultural awareness. As a measurement tool, the Program employed departmental rubrics and testing forms to evaluate the learning outcomes for our fall and spring graduates. The average performance level exceeded the target of 75% in every SLO, with the exception of speaking/conversational proficiency, where the average was 70%. With regard to SLO 2.0, students performed on average at an 82.5% level of proficiency, surpassing our target of 75%. Regarding SLO 3.0, reading comprehension, the average performance level was 87.5%, also exceeding our target. SLO 4.0 and SLO 5.0 also surpassed our target with average performance levels of 87.5% and 87.5%, respectively. In response to the results of the assessment data, we will take the following action:

- 1) raise the target of all SLOs from 3.0 to 3.2 = 80%;
- 2) further develop and structure our assessment criteria;
- 3) pilot a Flipped Classroom Model in our Spanish language program.

Based on the findings and anticipated positive impact on the Spanish curriculum, the French and German programs may opt to integrate a similar model.

Student Learning Outcomes (SLOs)

Upon successful completion of a Modern Languages major, students should demonstrate the following learning outcomes, developed by Modern Languages faculty at Francis Marion University, based largely on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012), developed from the Federal Government's ILR (Interagency Language Roundtable) scale.

SLO 1.0: Students would be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This would occur without misrepresentation or confusion at a 75% (3.0) level of proficiency based on program targets listed below.

SLO 2.0: Students would be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few errors that interfere with comprehension at a 75% (3.0) level of proficiency based on program targets listed below.

SLO 3.0: Students would be able to understand the main ideas and supporting details of a variety of written texts and could deduce meaning of unknown vocabulary through context clues. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations, but there would be a 75% (3.0) level of proficiency based on program targets listed below.

SLO 4.0: Students would understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% (3.0) level of proficiency based on program targets listed below.

SLO 5.0: Students would be able to demonstrate an awareness of the ways in which language and culture intersected, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages were spoken, at a 75% (3.0) level of proficiency based on program targets listed below.

Assessment Methods

Targets for Assessing Student Learning Outcomes: Student work was evaluated in accordance with the following Assessment Scale based on the ACTFL Proficiency Guidelines. The Modern Languages faculty has established a target of Intermediate High Proficiency, and 2.5 on the ILR Scale as a desirable overall average for learning outcomes at the undergraduate level. Exit surveys were also collected from graduating majors. Where applicable, the results have also been used to evaluate success in achieving program goals.

SLO 1.0: Students would be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This would occur without misrepresentation or confusion at a 75% level of proficiency (Baseline = 2.5) on an evaluation by Modern Languages faculty of recorded oral interviews from the French, German, and Spanish Conversation courses or exit interviews using a rubric based on ACTFL guidelines (see Appendix 1.0).

SLO 2.0: Students would be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few errors that interfere with comprehension at a 75% level of proficiency (Baseline = 2.5) based on an evaluation by Modern Languages Faculty of essays written by the student in advanced composition courses or upper division literature courses, using a rubric based on ACTFL guidelines.

SLO 3.0: Students would be able to understand the main ideas and supporting details of a variety of written texts and could deduce meaning of unknown vocabulary through context clues.

Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations at a 75% level of proficiency (Baseline = 2.5) based on an evaluation by Modern Languages faculty of written exams and essays in the student's Modern Languages courses using a rubric based on ACTFL guidelines.

SLO 4.0: Students would understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% level of proficiency (Baseline = 2.5) based on an evaluation by Modern Language faculty of written exams and essays in the student's Modern Languages courses using a rubric based on ACTFL guidelines.

SLO 5.0: Students would be able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at a 75% level of proficiency (Baseline = 2.5) based on an evaluation by Modern Languages faculty of written exams and essays in the student's Modern Languages courses using a rubric based on ACTFL guidelines.

Assessment Results

SLO 1.0: Students were assessed on their ability to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages without misrepresentation or confusion. Students performed on average at a 70% level of proficiency. Since our target was 75%, this goal was not achieved.

SLO 2.0: Students were assessed on their ability to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few or no errors that interfere with comprehension. Students performed on average at an 82.5% level of proficiency. Since our target was 75%, this goal was achieved.

SLO 3.0: Students demonstrated their ability to understand the main ideas and supporting details of a variety of written texts and deduced meaning of unknown vocabulary through context clues on average at an 87.5% level of proficiency. Since our target was 75%, this goal was achieved.

SLO 4.0: Students understood spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. on average at an 87.5% level of proficiency. Since our target was 75%, this goal was achieved.

SLO 5.0: Students were able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at an 87.5% level of proficiency, an increase from 85% in 2015-16. Since our target was 75%, this goal was achieved.

Action Items

- SLO #1: Based on the evaluation data from 2016-17, in 2017-18, the Modern Languages program will implement a Flipped Classroom Model into the Spanish program to create more opportunities for students to practice speaking in the target language both within and outside of the classroom. All Spanish 101 courses will pilot this model beginning in the fall 2017 semester. An additional course will be integrated each semester until the entire General Education sequence (Spanish 101-202) is under the same model. The target will be raised from 3.0 to 3.2.
- SLO #2: Based on the evaluation data from 2016-17, in 2017-18, the Modern Languages program will implement a Flipped Classroom Model into the Spanish program to create more opportunities for students to fulfill practical writing needs in the target language. Even though we met our target for SLO #2, all Spanish 101 courses will use this model beginning in the fall 2017 semester. An additional course will be integrated each semester until the entire General Education sequence (Spanish 101-202) is under the same model. The flipped classroom will create more opportunities for students to practice writing in the target language both within and outside of the classroom. As a whole, our Program will continue to focus on writing, placing greater emphasis on the process of writing with grammatical precision and revision, exposing students to more models of successful writing in various genres, and better utilizing existing campus resources such as the Writing Center to improve student writing outcomes. The target will be raised from 3.0 to 3.2.
- SLO #3: Based on the evaluation data from 2016-17, in 2017-18, the Modern Languages program will implement a Flipped Classroom Model into the Spanish program to create more opportunities for students to understand the main ideas and supporting details of a variety of written texts and deduce meaning of unknown vocabulary through contextual clues. Even though we met our target for SLO #3, the Modern Languages Program will continue to develop its highly successful approaches to teaching reading in the target language at all levels, including our Introduction to Reading courses and upper-division literature courses. The target will be raised to from 3.0 to 3.2.
- SLO #4: Based on the evaluation data from 2016-17, in 2017-18, the Modern Languages program will implement a Flipped Classroom Model into the Spanish program to help students understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. The flipped classroom will create more opportunities for students to practice listening in the target language both within and outside of the classroom. Even though we met our target for SLO #4, as a whole, our Program plans to continue its highly successful approaches to teaching listening comprehension at all levels, which include new multimedia materials in elementary and intermediate classes as well as new multimedia materials in upper-level Conversation and professional-track courses (Business French, Spanish for Health Care, etc.). The target will be raised from 3.0 to 3.2.
- SLO #5: Based on the evaluation data from 2016-17, in 2017-18, the Modern Languages program will implement a Flipped Classroom Model into the Spanish program to help students demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken. Even though we met our target for SLO #5, the flipped classroom will create more opportunities for students to gain cultural competency both within and outside of the classroom. The target will be raised to 3.2.

Appendices

Appendix 1.0

Rubric for Assessment:

Student work was evaluated in accordance with the following Assessment Scale based on ACTFL Proficiency Guidelines: Four (4) through one (1), with four being the highest and one the lowest assessment given.

SLO1: Conversational Proficiency / Conversational Skills

Level Four: Speaks and comprehends in a variety of registers with sufficient skills to move the conversation forward. Has only a few moments of hesitation and demonstrates a proficient and varied vocabulary for effective communication. Grammar has only a few serious faults and pronunciation is comprehensible. Ability to contribute own ideas to conversation in addition to answering questions or responding to situations.

Level Three: Speaks and comprehends in various registers demonstrating the ability to grasp most of the topic with little or no repetition. Carries conversation with sufficient skills for communication. Grammar errors and mispronunciations do not impede intended statements or explanations. Answers questions with reasonable information.

Level Two: Speaks and comprehends with some hesitation. Communicates facts and ideas using basic vocabulary and structures. Errors occur frequently and in patterns but speech is generally comprehensible to those accustomed to conversing with non-natives.

Level One: Able only to utter polite phrases. Unable to comprehend or respond well even when questions or situations are repeated numerous times. Has very little concept of grammar nor possesses adequate vocabulary to converse on topics presented. Pronunciation hinders communication.

SLO2: Writing Proficiency / Writing Skills

Level Four: Able to produce formal and informal writing, including summaries, reports, and correspondence on a variety of topics. Conveys meaning and explains complex ideas in a clear, precise manner. Writes in paragraph form with a high degree of control of grammar and syntax. Very few or no errors occur and do not interfere with comprehension.

Level Three: Able to write factual descriptions and summaries and to narrate clearly in the past, present and future. Shows good control of frequently used structures and vocabulary and produces routine informal and some formal writing in paragraph form. Errors occur but writing can be generally understood by those not accustomed to writing by non-natives.

Level Two: Writes messages, letters, and notes on general topics related to practical needs. Communicates facts and ideas using basic vocabulary and structures. Texts are generally comprehensible to those accustomed to writing of non-natives despite more frequent errors.

Level One: Able to produce only lists and notes containing high-frequency vocabulary words and formulaic phrases. Relies heavily on practiced material and common elements of daily life. Unable to sustain sentence-level writing all the time. Errors are frequent and gaps in comprehension are likely to occur.

SLO3: Reading Proficiency / Reading Skills

Level Four: Comprehends a wide variety of written texts from different genres including those with complex structures and cultural references. Able to follow extended discourse on unfamiliar topics and to make inferences based on what is read. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Understands the main ideas and some supporting details of narrative and descriptive texts related to general interest topics. Able to process information organized in a clear and predictable way and to compensate for limitations by using real-world knowledge or context cues. Comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information in everyday texts that convey basic information and deal with common, personal, and social topics. Comprehension is most often accurate when texts include familiar vocabulary and basic grammatical structures. Comprehension is often uneven and misunderstandings may occur, especially with longer texts containing low-frequency vocabulary or unfamiliar structures.

Level One: Comprehends only a very limited amount of information in common, predictable texts that include key words and highly contextualized expressions. Relies heavily on his or her own background and extra linguistic cues to derive meaning. Misunderstandings may occur frequently.

SLO4: Listening Proficiency / Listening Skills

Level Four: Comprehends extended discourse in a variety of registers on a wide range of topics. Understands speech that may contain complex grammatical structures, uncommon vocabulary or culture-specific references. Able to make inferences based on what is said. Misunderstandings may occur when exposed to speech containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Able to grasp the main ideas and some supporting details of authentic discourse related to general interest topics. Able to distinguish basic time frames and to process information organized in a clear and predictable way. Comprehension may be limited to concrete, conventional discourse; comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information related to common, everyday topics when conveyed in simple, sentence-length speech. Comprehension is most often accurate when exposed to speech containing high frequency vocabulary, basic grammatical structures, and familiar or predictable social contexts. Comprehension is often uneven and misunderstandings may occur.

Level One: Understands only key words and expressions that are highly contextualized and predictable. Relies heavily on extra linguistic cues to derive meaning and may require frequent repetition and rephrasing. Misunderstandings may occur frequently.

SLO5: Attitudes Regarding the Intersection of Language and Culture

Level Four: Demonstrates a deep and robust understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although misunderstandings may occur, especially when exposed to highly specialized cultural references.

Level Three: Demonstrates a moderate understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although cultural misunderstandings may occur occasionally.

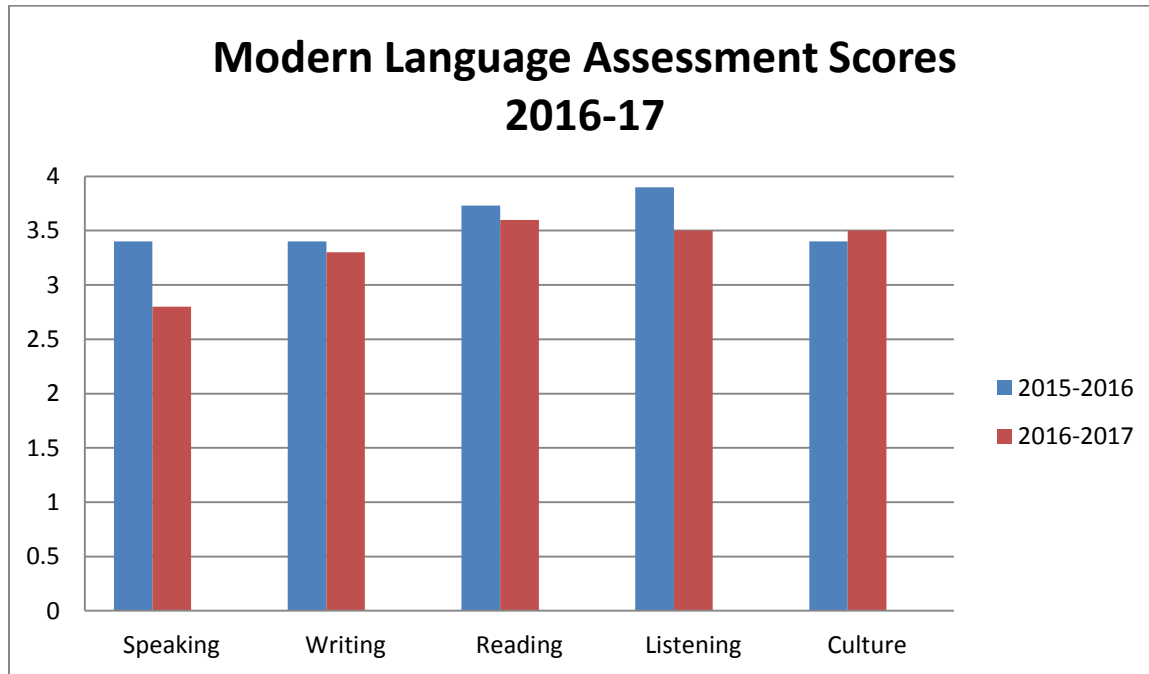
Level Two: Demonstrates a basic understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss very common themes and topics that are culturally-relevant. Cultural misunderstandings may occur frequently.

Level One: Demonstrates only a minimal understanding of the relationship between the practices, products, and the perspectives of the culture studied. Cultural misunderstandings are likely to occur often.

Appendix 2.0

Scoring of Student-Produced Work

Materials collected from five undergraduate Modern Languages Majors (Spanish) were assessed. The results of the scoring of student-produced work show that the department’s targets were met in all areas except for Speaking/Conversational Proficiency. The chart below reflects this year’s composite student averages for the Modern Languages program compared to the previous year.



As the assessment scores demonstrate that, all areas, except for Cultural Awareness, saw a decline from 2015-16 to 2016-17. The area of Speaking/Conversational Proficiency showed the largest decline from 3.4 to 2.8. Listening decreased from 3.9 to 3.5, Reading from 3.73 to 3.5, and Writing from 3.4 to 3.3. Compared to last year, the Cultural Awareness, which received the lowest score in 2015-16, showed a modest increase from 3.4 to 3.5 in 2016-17.

Appendix 3.0

Results of Exit Interviews

Graduating Modern Languages majors completed exit interviews. Each student was asked to respond to an exit survey on his/her academic experience with foreign language study at FMU. Its purpose was to provide feedback regarding the strengths and weaknesses of the program to better address the needs of our students in the future. Four out of five surveys were returned. Of the surveys received, three out of four students considered reading and/or writing to be their strongest skill areas, a self-assessment that reflects the data. In addition, one student noted the following: “I think students would benefit from the addition of one or two more classes that focus primarily/solely on speaking and understanding spoken Spanish. Using myself as an example, I feel very confident in my ability to read and write Spanish, but much less comfortable when speaking and especially when attempting to understand someone who is speaking to me.”

Flipped classroom

Flipped classroom is an instructional strategy and a type of [blended learning](#) that reverses the traditional [learning environment](#) by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback. In a classroom with a traditional style of instruction, individual lessons may be focused on an explanation of content utilizing a lecture-style. Student engagement in the traditional model may be limited to activities in which students work independently or in small groups on an application task designed by the teacher. Class discussions are typically centered on the teacher, who controls the flow of the conversation.^[1] Typically, this pattern of teaching also involves giving students the task of reading from a textbook or practicing a concept by working on a problem set, for example, outside school.^[2]

The flipped classroom intentionally shifts instruction to a learner-centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while [educational technologies](#) such as online videos are used to deliver content outside of the classroom. In a flipped classroom, content delivery may take a variety of forms. Often, video lessons prepared by the teacher or third parties are used to deliver content, although online collaborative discussions, digital research, and text readings may be used.^{[3][4][5]}

Flipped classrooms also redefine in-class activities. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using math manipulatives and emerging mathematical technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice^{[6][7]} Because these types of active learning allow for highly differentiated instruction,^[8] more time can be spent in class on higher-order thinking skills such as problem-finding, collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers.^[9] Flipped classrooms have been implemented in both schools and colleges and been found to have varying differences in the method of implementation.^[10]

A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.^{[9][11][12]}

Source: https://en.wikipedia.org/wiki/Flipped_classroom