

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2021-2022
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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 and Spanish. The department provides the resources for students to acquire proficiency in the four language skills (listening, speaking, reading, and writing) in French and Spanish and to gain knowledge of the culture, the literature, and the civilization of countries where these languages are spoken. Career opportunities for foreign language majors include teaching, international business, translation/ interpretation, and professions requiring a university degree with a background in the liberal arts. Modern Languages majors also frequently seek graduate degrees in foreign languages or related fields.

Program Learning Outcomes (PLOs)

Successful graduates of Modern Languages B.A. programs at Francis Marion University will demonstrate advanced oral proficiency, writing proficiency, reading comprehension, and listening comprehension in the target language and recognize the cultural context in which oral and written discourses are produced.

PLO 1.0 Stress oral communication in the target language through proficiency-based language education.

PLO 2.0 Present opportunities for students to develop writing competency in the target language through proficiency-based language education.

PLO 3.0 Emphasize reading comprehension in the target language through proficiency-based language education.

PLO 4.0 Provide opportunities for students to develop listening comprehension in the target language through proficiency-based language education.

PLO 5.0 Supply opportunities for students to develop cultural competency through proficiency-based language education.

Executive Summary of Report

Based on best practices in foreign language pedagogy, the Modern Languages Program assesses five essential Student Learning Outcomes (SLOs) in the areas of Speaking Proficiency, Writing Proficiency, Reading Comprehension, Listening Comprehension, and Cultural Competency. As a measurement tool, the Program employs departmental rubrics and testing forms to evaluate the SLOs of our fall and spring graduates (see Appendix 1).

In 2021-2022, two students completed Majors in French and Spanish. All student scores met or exceeded the 75% benchmark in all five essential areas. The student averages for all of our SLOs for 2021-2022 are slightly higher than the previous year. When compared to scores from 2020-2021, Writing Proficiency increased the most, while nothing decreased. The increase in Writing Proficiency is most likely due to the extensive use of compositions, essay exams, papers, as well as discussion boards written in the target language in both our online for upper-level French and Spanish classes.

Given the 2020-2021 report findings, with regard to the Action Item SLO 1.0, Speaking Proficiency increased slightly, from 3.3 to 3.5 based on oral interviews. We attribute this slight increase to the fact that F2F classes resumed after the first year of the COVID pandemic, students had more opportunities to communicate with other students face-to-face in the target language. Additionally, in many Spanish classes, students were able to communicate with native speakers using the educational program *Conversifi*. According to the General Education Survey, professor availability and assistant was also a key factor in helping students feel at ease in speaking in the target language. One French 202 student wrote, “Always being able to email the professor and ask for help was amazing. I also felt comfortable being in class, so I was able to participate more.”

Regarding the Action Item for SLO 2.0, Writing Proficiency increased from 3.1 in 2020-2021 to 3.5 in 2021-2025, based on written literary essays. Our program continues our highly successful approaches to teaching writing in the target language at all levels. The increase in Writing Proficiency is most likely due to the extensive use of compositions, essay exams, papers, as well as discussion boards written in the target language in both our online for upper-level French and Spanish classes. One Spanish professor worked with the Snow Island Review and had her students

work on creative writing assignments for a final project, such as poetry and short stories to be published with the journal.

Regarding the Action Item for SLO 3.0, Reading Comprehension increased as well, from 3.8 in 2020-2021 to 4.0 in 2021-2022, based on responses to Comprehension questions on literary excerpts in the target language. This may be attributed to our increased emphasis on reading in General Education courses that use a flipped methodology as well as reading completed in our upper division courses that were offered in the past two years such as Masterpieces of Spanish Literature, specifically devoted to *Don Quixote de the Mancha* and related works and French Medieval Literature.

With regard to the Action Item for SLO 4.0, based on oral interviews, the skill area of Listening Comprehension increased slightly from 3.4 in 2020-2021 to 3.5 in 2021-2022. We attribute this slight increase to the implementation of a flipped methodology in all General Education courses which included the Cengage/*MindTap* digital platform which allows for many listening comprehension activities and all General Education classes and online.

With regard to the Action Item for SLO 5.0, based on reflective essays, Cultural Competency also improved significantly, from 3.7 in 2020-2021 to 4.0 in 2021-2022. The increase in Cultural Competency can be attributed to a focused effort by Modern Languages faculty to include culture in online and F2F classes using virtual activities, such as exploring museums online or having structured conversations with native speakers through the educational program *Conversifi*. This was one of our action items from 2020-2021 that we were able to fulfill. The Modern Languages Program was also to resume participation in person in cultural activities on campus, such as Pan!demia with Professors students interested in Modern Languages intermingled with professors and shared their love of French and Spanish culture, a Day of the Dead event and Mardi Gras. These activities helped close the gap left by a temporary hold on our exchange program.

To address this year's Action Items, for all General Education classes, we will continue to use a Flipped Methodology that emphasizes Speaking Proficiency and Listening Comprehension practice in the classroom; we will continue to teach writing as a process in upper level Composition Classes; we plan to add Study Abroad in Burgos, Spain to our Spanish Program while reviving our French Study Abroad Program in Caen, France; and we plan to offer face-to-face Conversation Tables and Cultural Activities (pandemic permitting). Since not all Modern Languages students opt to spend a semester abroad, we will target specific issues in our classes by incorporating the educational platform *Confersifi* to more classes to allow students to interact with native speakers. Since Reading and Writing Proficiency are our strongest areas, we will continue best practices such as the extensive use of reading different styles of texts and media as well compositions, essay exams, and discussion boards in both French and Spanish courses, and we will continue to teach writing as a process in upper-level Composition Classes.

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, developed from the Federal Government's ILR scale. (See Appendix 1 and https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf).

SLO 1.0: Students will 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 will occur without misrepresentation or confusion at a 75% (3.0) level of proficiency based on program benchmarks listed below. The benchmark did not change from last year. This SLO correlates with "Speaking" in ACTFL's Proficiency Guidelines.

SLO 2.0: Students will 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 or that interfere with comprehension at a 75% (3.0) level of proficiency based on program benchmarks listed below. The benchmark did not change from last year. This SLO correlates with "Writing" in ACTFL's Proficiency Guidelines.

SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can 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 will be a 75% (3.0) level of proficiency based on program benchmarks listed below. The benchmark did not change from last year. This SLO correlates with "Reading" in ACTFL's Proficiency Guidelines.

SLO 4.0: Students will 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 benchmarks listed below. The benchmark did not change from last year. This SLO correlates with "Listening" in ACTFL's Proficiency Guidelines.

SLO 5.0: Students will 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% (3.0) level of proficiency based on program benchmarks listed below. The benchmark did not change from last year. The SLO correlates with "Culture" which is interwoven in ACTFL's four proficiency skills.

Assessment Methods

SLO 1.0: Students will 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 will occur without misrepresentation or confusion at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include direct and indirect methods of evaluation by Modern Languages faculty through oral interviews or exit interviews using a rubric based on ACTFL guidelines.

SLO 2.0: Students will 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 or that interfere with comprehension at a 75% level of proficiency based on program benchmarks listed below. Direct assessment methods by Modern Languages Faculty include essays written in one or more of the student's Modern Languages courses using a rubric based on ACTFL guidelines.

SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can 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 will be a 75% level of proficiency based on program benchmarks listed below. Direct and indirect assessment methods include the evaluation by Modern Languages faculty of written exams, essays from the student's Modern Languages courses or grade averages in literature courses using a rubric based on ACTFL guidelines.

SLO 4.0: Students will 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 based on program benchmarks listed below. Direct and indirect assessment methods include an evaluation by Modern Languages faculty of listening comprehension tests or final grade in Modern Languages conversation courses using a rubric based on ACTFL guidelines.

SLO 5.0: Students will 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 based on program benchmarks listed below. Direct and indirect assessment includes student-produced cultural presentations, cultural competency exams, field experience in service-learning courses or written cultural statements composed by students who have participated in study abroad programs using a rubric based on ACTFL guidelines (see Appendix 1).

SLO 6.0: Students will actively participate in extracurricular study opportunities in the target language such as study abroad or campus-based program activities that allow them to use the target language and acquire cultural knowledge outside of class. Assessment methods include an

evaluation by Modern Language faculty of an essay on the intersection between language and culture, using a rubric based on ACTFL guidelines (see Appendix 1).

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. Two graduating Modern Languages majors achieved an overall Speaking Proficiency level of 87.5%. The 2021-22 scores increased by 5% from 2020-2021, we partially attribute this to the implementation of the educational platform *Conversifi*, which allows students to interact with native speakers online, as well as moving back to face-to-face instruction. Since our benchmark was 75%, this benchmark was achieved.

SLO 2.0: Students were assessed on their ability to fulfill practical writing needs in the target language, with very few or no errors that interfere with comprehension. Two graduating Modern Languages majors achieved an overall Writing Proficiency level of 87.5%. The 2021-2022 scores increased by 10% from 2020-2021. This improvement may be due an increased emphasis on writing as a process through discussion boards, literary essays, and essay exams, and using more in class written activities, and more online writing prompts through *MindTap*. Since our benchmark was 75%, this benchmark 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 the meaning of unknown vocabulary through context clues. Two graduating Modern Languages majors achieved an overall Reading Proficiency level of 100%. This was an increase of 5% from 2020-2021. The success in Reading Proficiency may be due to the implementation of a Flipped Methodology which requires reading from the start. In addition to the General Education sequence, upper division courses, such as Masterpieces of French Literature, Masterpieces of Hispanic Literature, and a specialized Honors Literature Course on the Spanish Inquisition helped improve Reading Proficiency in target language. Since our benchmark was 75%, this benchmark was achieved.

SLO 4.0: Students' understanding of 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. were measured. Two Modern Languages majors achieved an overall Listening Comprehension level of 87.5%. The 2021-2022 scores increased by 2.5% from 2020-2021. This could be due to the implementation of *Conversifi*, which allows students to interact with native speakers online. Since our benchmark was 75%, this benchmark was achieved.

SLO 5.0: Students were assessed on their ability 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. Two graduating Modern Languages majors achieved an overall Cultural Competency level of 100, an increase of 7.5% from 2020-2021. The increase in Cultural Competency may be due to the return to face-to-face instruction, and a revival of face-to-face extracurricular activities such as Day of the Dead and Mardi Gras, as well as the addition of activities in online such as virtually exploring the Louvre and el Prado and Netflix viewing parties in the target language. Since our benchmark was 75%, this benchmark was achieved.

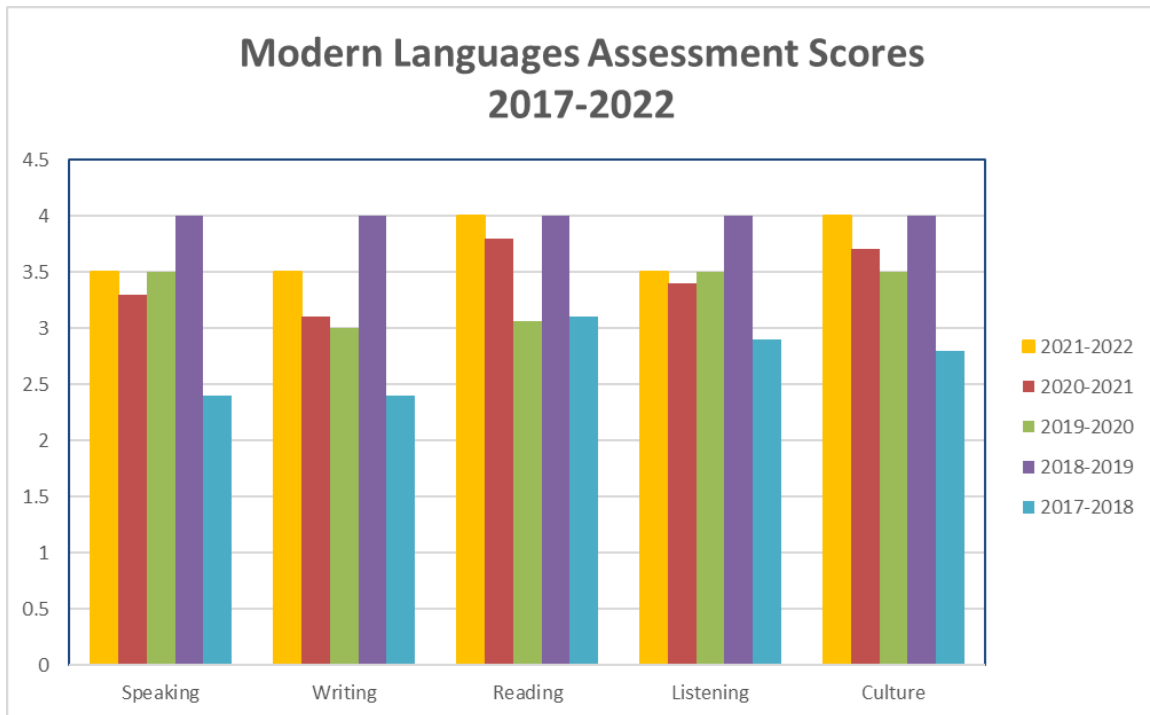
Scoring of Student-Produced Work

Materials collected from two undergraduate Modern Languages Majors were assessed by French and Spanish faculty. The results of the scoring of student-produced work show that the department’s benchmarks were met in all areas. The chart below reflects this year’s composite averages for the Modern Languages program compared to the previous years.

As the 2022 assessment scores demonstrate (see chart below), all areas saw an increase from the 2020-2021 scores and 2017-2018 baseline. Writing Proficiency showed the largest increase, from a 3.1 in 2020-2021 to 4.0 in 2021-2022. Listening Proficiency increased the least, perhaps due to the temporary hold on international exchange programs. As with last year, students met 5 out of 5 Student Learning Outcomes, which is a noted improvement over the 2017-2018 baseline when students only met 1 benchmark (Reading Comprehension).

2020-2021 Modern Languages Major

	<u>Speaking</u>	<u>Writing</u>	<u>Reading</u>	<u>Listening</u>	<u>Culture</u>
ML Major 1	3.5	3.0	4.0	3.25	4.0
ML Major 2	3.5	4.0	4.0	3.75	4.0
2021-2022 Average	3.5	3.5	4.0	3.5	4.0
2020-2021 Average	3.3	3.1	3.8	3.4	3.7
2019-2020 Average	3.5	3	3.06	3.5	3.5
2018-2019 Average	4.0	4.0	4.0	4.0	4.0
2017-2018 Average	2.4	2.4	3.1	2.9	2.0



Results of Exit Interviews

Graduating Modern Languages Majors completed Exit Surveys to provide student feedback on the strengths and weaknesses of the program (see Appendix 2).

Both Modern Languages majors noted the importance of Cultural Competency to learning the target language. Indeed, one student noted “I think that [Modern Languages] have given me a broader frame of reference for viewing life and culture thanks to what I have learned in my classes on French Literature and Culture. Not only does it allow me to critique American Culture by having a comparison, but it also has me questioning certain aspects about the function of rhetoric within different languages which is something I’d love to pursue studying.” The other Modern Languages major stated that “I think [Modern Languages] has opened my eyes to different cultures and has also allowed me to connect to different people through communication.” Both students indicated their opinion that they were most dissatisfied with the upper division offerings. One student specifically noted that she would like to see less of a literary based program and a more practical approach to language instruction including courses in linguistics and perhaps even a translation certification. There was also a desire expressed for more community involvement through service-learning projects and a return to face-to-face classes and in person conversation tables. One student, who has been accepted to PA school at MUSC, plans to continue using her Spanish in her future medical career. The other Modern

Languages major plans to take a year off to become financially stable, then pursue graduate studies, “possibly in translations of literature or the studies of how translations change rhetoric.”

Results of General Education Surveys

As in previous years, our French 202 and Spanish 202 students were given a General Education survey to fill out.

The 2021-2022 General Education Survey results indicate that 80% of respondents initially took 101-202 to fulfill a general education requirement and 50% plan to complete a major, minor, or collateral in French or Spanish. In comparison with 2020-2021, there is no change in the percentage of respondents taking 101-202 to fulfill a general education requirement, but there is a 17% increase in those who plan to complete a major, minor, or collateral in French or Spanish.

100% of respondents agreed the final exam for each course reflected class content, a 10% increase from the 2020-2021 benchmark. 90% of respondents agreed that classes were conducted mostly in French or Spanish and felt their language instructors were well organized, engaging, and accessible, which is no change from 2020-2021. 85% indicated that each course prepared them for the next level, a 5% decrease from 2020-2021.

87% of respondents agreed they liked the textbook program and thought using the same program each semester made it easier to move to the next level each semester. 80% of respondents preferred online homework to written homework.

80% of students had taken at least one online class, as in 2020-2021. Students were almost equally divided in their preference of online versus face-to-face classes. However, the data is inconsistent, as 1 student indicated they preferred both online and face-to-face classes. These results mirror those of 2020-2021.

80% considered reading in the target language their strongest skill, which was the same in 2020-2021. Speaking and listening comprehension in the target language were considered the weakest skill by the respondents, as in 2020-2021. 90% of respondents agreed that they had gained cultural knowledge about Spanish-speaking or French-speaking countries while completing the 101-202 general education sequence, which is a 3% decrease from 2020-2021.

Students were also asked to comment on their experiences through their four semesters in the program. Many had positive comments about our program. One student wrote, “Overall I enjoyed learning Spanish from this textbook. Everything was structured well, and I was able to stay on top of my work while also learning a lot of new information.” Another student stated, “Each class that I took in the Modern Language Program prepared me for the next level of each and allowed me to gain more well-rounded foundations to build the next steps upon in the

learning process.” A third student indicated they enjoyed the MindTap experience, and a fourth student praised the accessibility and help provided by faculty.

Students also had suggestions for our program. One student commented, “I do have one criticism and it's that in some classes they use words that are only used in Spain, and they don't teach you the Latino equivalent of the word which is actually the one that's mostly used.” Another student commented, “Although I have learned good pronunciation I still struggle to speak in conversations.” A third student found the program “better than expected” but a “stressful” addition to his or her course load in other subjects due to a lack of time: “I wish that I had put more time into studying, but Modern Languages wasn't my main concern. I wanted to try and focus on my other classes more which led to me not having much time to prepare as much in my language courses.” Finally, one student summed up his or her experience, “The program is great! There are some things I would change but overall, class work, professors, opportunities, and activities were great for my learning experience

Action Items

SLO #1: In 202-2022, SLO #1 exceeded the expectation of 75% for the benchmark with an overall Speaking Proficiency level of 87.5%. This was a slight increase from last year's baseline, despite the hold on the International Exchange programs. In 2022-2023, we plan to resume our exchange to the University of Lower Normandy in Caen, France, and there are plans to establish a new Study Abroad program with the University of Burgos with Burgos, Spain. Additionally, throughout the 2022-2023 academic year, we plan to add *Conversifi* to a greater number of General Education courses in French and Spanish. We also hope to resume in person Conversation Tables and other face to face activities to improve speaking proficiency (pandemic permitting).

SLO #2: In 2021-2022, SLO #2 exceeded the expectation in Writing Proficiency of 75% for the benchmark at 87.5%. This is a large increase from last year's baseline of 78%. With all Spanish 101-202 and French 101-201 being fully flipped at this point and using more online written activities, students have more opportunities for written practice and immediate feedback in the target language. Spanish and French 301 (Grammar and Composition) have focused on the writing process, but both Spanish 301 and French 301 can include more writing practice in them by including Discussion Boards on Blackboard or a similar digital learning system. During the 2022-2023 Academic Year, French 202 will also be fully flipped, and we will continue best practices for teaching writing as a process in composition and literature courses.

SLO #3: In 2020-2021, SLO #3 exceeded the expectation of 75% for the benchmark with an overall Reading Proficiency of 100%. This is an increase from last year's baseline, and we believe there are a couple of determining factors for this. We attribute this success to the conversion to Flipped Methodology which has required reading from the start, as well as intensive reading of various genres in the target language. In 2022-2023, we will continue to

offer literature courses and our conversation courses will include readings of digital media, poetry, prose, and other genres.

SLO #4: In 202-202, SLO #4 exceeded the expectation of 75% of the benchmark for Listening Comprehension with an overall proficiency level of 87.5%. This is a slight increase of 2.5%. We attribute this increase to the addition of *Conversifi* and many of our students spending time listening to native speakers' accents. In 2022-2023, we will add *Conversifi* to more French and Spanish courses. Additionally, we hope to resume our International Exchange Program with the University of Lower Normandy in Caen, France, while establishing a new Spanish exchange program with the University of Burgos in Burgo, Spain. We also hope to restart face to face Conversation Tables and the International Film Series (pandemic permitting).

SLO #5: In 2021-2022, SLO #5 exceeded the expectation of 75% of the benchmark for Cultural Competency with an overall proficiency level of 100%. This is a 7% increase from last year's baseline. The Flipped Model used in language courses has allowed for the integration of more Online activities in our General Education French and Spanish courses, which in turn allowed for more time dedicated to Cultural Competency both inside. With some courses being offered Online, there was the opportunity to have students do things such as virtually explore a museum in Spain (el Prado) or France (the Louvre), which aids in Cultural Competency. In 2022-2023, we plan to add a 100-level Cultural Competency class as a gateway to the General Education sequence. We also plan to resume the Study Abroad Program in Caen, France, and establish a new program in Burgos, Spain. We also hope to restart cultural activities face to face, such as Conversation Tables and the International Film Series.

APPENDIX 1

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: Speaking Proficiency / Speaking 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. Answer 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: Cultural Competency

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

FMU Modern Languages Program: Major Exit Survey

1. What is your opinion of the elementary and intermediate courses you took in your foreign language major? If you took these courses elsewhere or exempted them through a placement exam, please write N/A.
2. What is your opinion of the upper division courses you took in your major?
3. How would you rate the quality of instruction you have received in your major language?
4. How would you rate the library holdings (including interlibrary loan and online databases) for your major language?
5. How would you rate the use of technology in your courses? (including any online homework platforms for the textbook program *Atelier* or *Vis-à-Vis*).
6. **When** did you decide to major in a foreign language?
7. **Why** did you decide to major in a foreign language?
8. What **suggestions** for improvement can you make for elementary/intermediate courses and for upper division courses?
9. What **changes, other than in courses**, would you like to see in the foreign language major?
10. What **plans** do you have for after graduation?

11. Do you **plan** to continue foreign language study after graduation? If so, how?

12. Has your study of a foreign language or languages at FMU **benefited you** in academic and/or personal areas other than your major? Please explain.

13. Please use the rest of this survey to express other comments you may wish to make about your Modern Languages major. For example, you may comment on: course content, instruction (including techniques and modalities), availability and accessibility of instructors (outside of COVID-19 disruptions), textbooks or texts, classroom technology, physical (building) facilities, advising, extracurricular French activities, course(s) you liked best and why, course(s) you liked least and why, etc. If you participated in a **Study Abroad** program related to your major, please include comments on your experience (even if short-lived) and how it may benefit you in the future.

APPENDIX 3

FMU Modern Languages Program: General Education Exit Survey

- 1) I took 101-202 to fulfill a General Education requirement for my major.
- 2) As a result of taking the 4-semester sequence, I am considering a major, minor, or collateral in French or Spanish.
- 3) Overall, I liked the textbook program.
- 4) Using the same program each semester made it easier to enter the next course level.
- 5) The daily homework was manageable.
- 6) I prefer online homework.
- 7) I utilized the program's online tools such as Grammar Tutorials, flashcards, self-tests, etc.
- 8) Classes were conducted mostly in French and Spanish.
- 9) I took one or more language courses (101-202) online.
- 10) I prefer online language courses.
- 11) I prefer face-to-face language courses.
- 12) Compared to other Gen Ed courses, I found the language courses to be among the best.
- 13) My language instructors across the 4-course sequence were well organized, engaging, and accessible.
- 14) After each language class, I felt that I was prepared to move on to the next level of Spanish or French.
- 15) I felt ready to enter the next course level.
- 16) The final exams for each course reflected the tests and class content.
- 17) I made an honest effort to learn in the language courses.
- 18) I received a C or higher in all 4 language courses.
- 19) Learning another language is important for my future career goals.

- 20) Having completed the 4-semester sequence, I consider speaking in the target language to be my strongest skill.
- 21) Having completed the 4-semester sequence, I consider writing in the target language to be my strongest skill.
- 22) Having completed the 4-semester sequence, I consider reading in the target language to be my strongest skill.
- 23) Having completed the 4-semester sequence, I consider listening comprehension (hearing and understanding) in the target language to be my strongest skill.
- 24) Having completed the 4-semester sequence, I have gained cultural knowledge about various Spanish and/or French-speaking countries.
- 25) My language proficiency is better now than it was when I began the 4-semester course sequence.
- 26) I prefer summer study abroad programs over semester study abroad.
- 27) I would study abroad, but I do not have the funding to pay for it.
- 28) Study abroad is an important part of undergraduate study.
- 29) I plan to study abroad before I graduate.
- 30) Studying another language has helped me in my other classes.