

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2018-2019
Name of Preparer:	Wendy Caldwell, Ph.D.

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.

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/conversational proficiency, writing, reading, listening, 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. The student averages for five out of five of our SLOs for 2018-19 saw an increase from the previous year, with all areas rising to 100%, well above the 75% target. While these results represent a significant improvement from 2017-2018, it should be noted that the graduate is a native speaker of Spanish which has inflated the ratings for this year. The French program did not have any graduates this year but has seven majors in the pipeline.

In an effort to offer a more comprehensive assessment of the entire Modern Languages program, from beginning to advanced levels, new to this year's report is the inclusion of the General Education Survey for French 202 and Spanish 202. (See Appendix 1) As planned, the Spanish program has transitioned 101,102, 201, and 202 to the flipped model this year. The French program has a new faculty member for the 2018-19 year and, as planned, has integrated online activities to all beginning and intermediate

level courses. In addition, the French program has begun the transition to a new hybrid program, *Atelier*, with the goals of improving all SLOs during future semesters and adding online course offerings. Perhaps of equal importance, the program continues to work toward establishing a set of expectations for our online course offerings. As our program continues to integrate online courses to accommodate non-traditional students, we must exercise caution in the number of online offerings and ensure that these online courses offer students equal opportunities to use the five proficiency areas.

The General Education Survey given to 202 Modern Languages students in the spring 2019 semester indicated that 91% take language to fulfill the General Education requirement. At the end of the Gen Ed four-semester sequence, only 27% were considering a minor or major in the language.

Given the 2018-19 report findings and the fact that the graduate was a native speaker of Spanish, regarding the Action Item for SLO 1.0, based on oral presentations/interviews and student comments in the exit survey, speaking continues to be one of the principal communicative skill areas for improvement. In her survey, the native speaker expressed a desire to help students speak Spanish. The flipped classroom model offers a student-centered approach to promote more opportunities for student output in the target language, which will inevitably benefit the students' oral proficiency skills. Additionally, Conversation Tables were offered during the 2018-19 academic year to promote opportunities to speak in the target language outside of the classroom setting. The Spanish program received two REAL Grants to enable eight students to travel to Spain for a two-week immersion experience during the 2019 Late Spring term. With regard to the Action Item for SLO 2.0, based on writing samples in the target language, while the native speaker's writing is outstanding compared to non-native speakers, writing continues to be at the forefront of both upper level courses and General Education courses. With the transition to the flipped model, students have more writing opportunities, thereby placing greater emphasis on the process of writing and revision, exposing students to more models of successful writing in various genres, and better utilizing existing campus resources such as the Writing and Tutoring Centers to improve student writing outcomes. In addition, written online assignments as well as online grammar tutorials offer immediate feedback to students on their use of the target language. The common final exams for 101-202 contain a writing segment to assess the student's level-appropriate proficiency. Finally, through course revision, grammatical revision and precision now receives greater focus in Spanish Grammar and Composition (SPAN 301) as an innate part of writing as process. (See Appendix 3) Regarding the Action Item for SLO 3.0, reading comprehension, our program continues our highly successful approaches to teaching reading in the target language at all levels. Based on comprehension questions and grade averages in literature courses in the target language, student averages in reading comprehension remain among the highest of the five SLOs. The new course, French for the Arts and Sciences, was offered during this academic year, as well as the integration of reading sections on common final exams, will further help to ensure the development of reading proficiency. With regard to the Action Item for SLO 4.0, listening comprehension, based on listening activities of native speakers, and conversation course grades, this skill area continues to challenge non-native speakers. The flipped classroom model in the Gen Ed sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities

in the classroom, in addition to online listening activities, listening sections on chapter exams in the Gen Ed sequence, and a final oral conversation exam in the Gen Ed sequence. Finally, the Action Item for SLO 5.0, based on cultural competency exams, experiential learning courses, and written statements about the intersections of culture and language. Per the 2017-2018 Action Item, a Late Spring in Spain study travel will take place in May 2019. While there, faculty leaders will explore a potential exchange program with the University of Salamanca, Spain. During the Late Spring 2020 term, the French program plans to offer a French immersion experience. The newly established international film series made its debut this year with the showing of two films to target Spanish and French students. In addition, the French program began an active program of extracurricular cultural activities during the 2018-2019 year. Activities included a Mardi Gras celebration, French cooking lesson, and French medieval dance lesson, among others.

In sum, to address the Action Items, we will continue to target the specific issues in our classes by continuing the shift to a hybrid model in the French program, by continuing to integrate more writing-as-process activities, and by making a conscious effort to integrate culturally authentic materials in all of our 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 2 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.

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: 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.

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. One of the strongest averages of the five SLOs, students performed at an overall 100% level of proficiency, a 40% increase from 2017-18. Since our benchmark was 75%, this Target 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. A similar increase from the previous year, students performed at an overall 100% level of proficiency, compared to 60% the previous year, a 40% increase. Since our benchmark was 75%, this Target 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. Misunderstandings may have occurred when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations. There was an overall 100% level of proficiency in this area, a 22.5% increase from 77.5% the previous year. Since our benchmark was 75%, this Target 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. At a 100% level of proficiency, compared to 72.5% in the previous year, our benchmark of 75% was achieved, with a 27.5% increase.

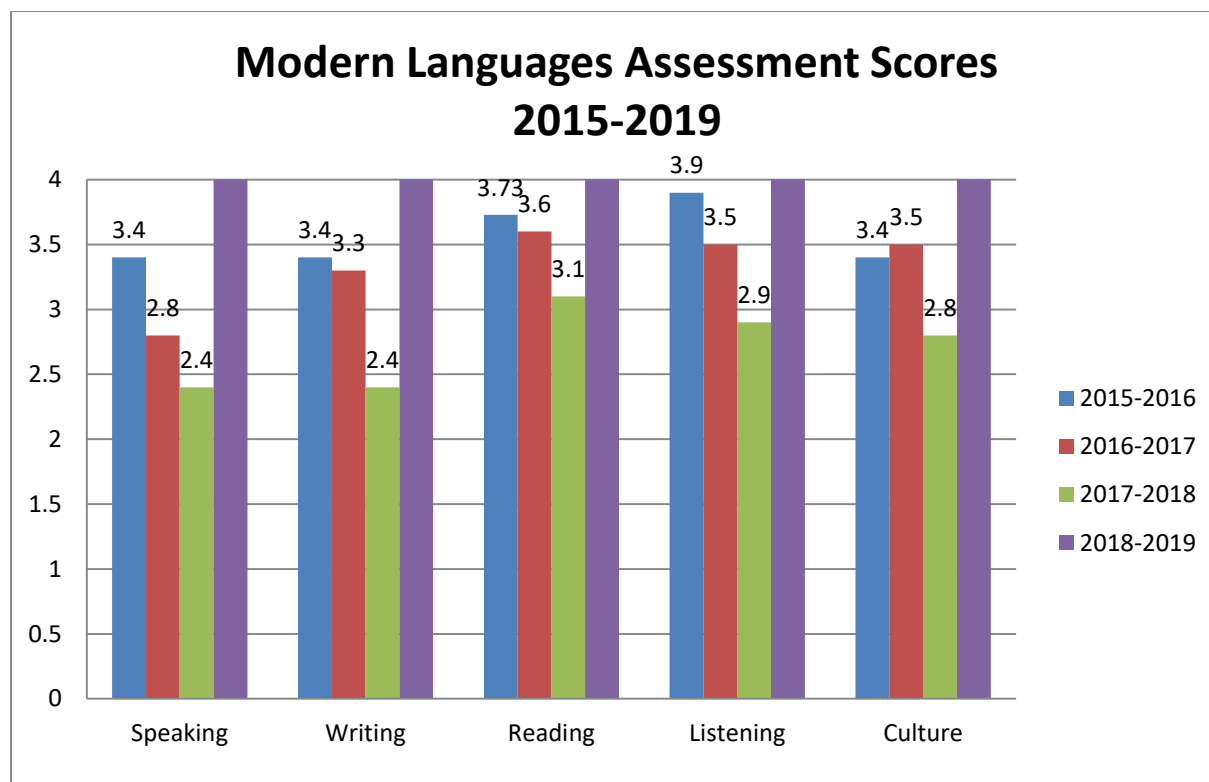
SLO 5.0: Students were assessed on their ability to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken. At a 100% level of proficiency, this area saw a 30% increase in 2017-18. Since our benchmark was 75%, this target was achieved.

Scoring of Student-Produced Work

Materials collected from our one 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. The chart below reflects this year’s composite averages for the Modern Languages program compared to the previous year.

As the assessment scores demonstrate (see charts below), all areas saw a significant increase from 2017-18 to 2018-19. The area of Speaking and Writing Proficiency showed the largest increase from 2.4 to 4.0. Reading increased from 3.1 to 4.0, Listening from 2.9 to 4.0, and Culture Competency from 2.8 to 4.0. Compared to last year, five out of five benchmarks met the 75% target.

2018-2019 Modern Languages Majors					
	Speaking	Writing	Reading	Listening	
Culture					
ML Major #1 (Spanish)	4	4	4	4	4
	4	4	4	4	4
	4	4	4	4	4



Results of Exit Interviews

The graduating Spanish major completed the exit survey to provide student feedback on the strengths and weaknesses of the program. Reflective of the faculty assessment, the student also considered all four skills areas to be equally strong. As in previous student surveys, more available course offerings per semester continues to be an ongoing area for improvement.

Results of General Education Surveys

A survey was administered to all Spanish 202 and French 202 students in the spring 2019. (See Appendix 3) From the 43 surveys distributed, 33 were completed. (See Appendix 4) 91% of student respondents stated that they completed the French or Spanish sequence to fulfill the Gen Ed requirement. 27% stated that they planned to pursue a language major or minor as a result of completing 4 semesters of language study. 97% confirmed that using the same program throughout the 4-semester sequence made it easier to enter the next course level and that they prefer face to face courses. Only 9% preferred online language courses with only 12% having taken online language courses. 74% of respondents considered reading to be their strongest skill area, while only 24% considered speaking to be their strongest skill. 76% stated that they would participate in study abroad but did not have the funding to pay for it. 21% plan to study abroad prior to graduation.

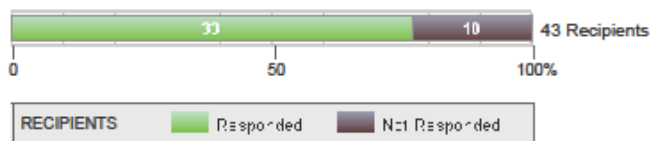
Survey Results for Modern Languages General Education Exit Survey

Included Response Periods: All Response Periods
Compare Results By: No Grouping

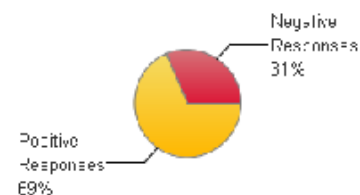
Overall Summary

Total Survey Recipients: 43

Response Rate for Spring 2019



Question Response Summary



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Action Items

SLO #1: In 2018-19, SLO #1 exceeded the targeted expectation of 75% with an overall proficiency level of 100%. As indicated in the 2017-18 Action Item, Spanish 101-202 have transitioned to a flipped model. With less in-class instruction, students now have more opportunities to speak in the target language. In addition, all General Education students receive a comprehensive oral assessment at the end of the semester to measure their speaking proficiency. As French makes a similar transition to a new instruction platform, they plan to expand the oral assessment to all General Education courses. In providing more innovative instruction methods in the General Education sequence, the desired goal is that when these students transition to more advanced courses in their respective languages, they will have a

stronger foundation upon which to build proficiency in the target language. Perhaps of equal importance, we hope to establish a set of expectations for our online course offerings. As our program integrates online courses to accommodate non-traditional students, we not only need to exercise caution in the number of online offerings, but we also need to ensure that these online courses offer students equal opportunities to use the spoken language. Finally, a faculty-led immersion experience in Spain during Late Spring 2019 will serve to enhance speaking in the target language. The program hopes to provide travel abroad opportunities every summer for our students.

SLO #2: In 2018-19, SLO #2 exceeded the targeted expectation of 75% with an overall proficiency level of 100%. The fully integrated flipped model in Spanish and the use of more online written activities in Spanish and French will allow for more opportunities to practice and receive immediate feedback on writing in the target language. Additionally, Spanish 301 (Grammar and Composition) has been revised to include a more intensive focus on grammar to enhance the writing as process model.

SLO #3: In 2018-19, SLO #3 exceeded the targeted expectation of 75% with an overall proficiency level of 100%. The hybrid model of the flipped classroom offers students more opportunities for reading, particularly outside of the classroom. In addition to the General Education sequence, upper-division courses, such as Spanish 303 (Introduction to the Study of Hispanic Literature) and French 203 (French for the Arts and Sciences) are designed to continue developing literacy in the target language.

SLO #4: In 2018-19, SLO #4 exceeded the targeted expectation of 75% with an overall proficiency level of 100%. The flipped classroom model in the General Education sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities in the classroom, in addition to more online listening activities in Spanish and French, listening sections on chapter exams in the General Education sequence, and a final oral conversation exam in the General Education sequence.

SLO #5: In 2018-19, SLO #5 exceeded the targeted expectation of 75% with an overall proficiency level of 100%. The flipped model and integration of more online activities allow for more time to dedicate to cultural competency both inside and outside the classroom. A faculty-led study abroad trip to Spain during the Late Spring 2019 will also enhance cultural competency. The ML program also plans to work together to continue to offer more extracurricular opportunities to enhance cultural competency.

APPENDIX 1

FM 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.

APPENDIX 2

ACTFL	ILR	CEFR
Novice (Low/Mid/High)	0/0+/1	A1
Intermediate (Low/Mid/High)	1+	A2
Advanced Low	2	B1
Advanced Mid	2+	B2
Advanced High	3/3+	C1
Superior	4+	C2
	**	