

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2019-2020
Name of Preparers:	Elizabeth A. Zahnd, Ph.D. Rebecca Flannagan

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 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.

The **French program executive summary** notes that the student averages for five out five of our SLOs for 2019-2020 are slightly lower than the previous year, yet the student scores met or exceeded the 75% target in all areas. While these results represent a slight decline from 2018-2019, it should be noted that the previous year included a graduate who was native speaker of Spanish, which inflated the 2019-2020 rating. When compared to scores from six non-native graduating majors in 2017-2018, all student averages for 2019-2020 with the exception of Reading Proficiency actually increased (Reading Proficiency declined by .9%). Increased scores for Speaking, Listening, and Writing Proficiency as well as Cultural Competency can be partially attributed to the fact that the French program tested two non-native French Majors who spent a full semester in Dijon in Spring 2019 through our program's Study Abroad option, along with their participation in new extracurricular Cultural Activities and Conversation Tables. The very slight decrease in Reading Comprehension may be attributable to the fact that the students' final literature class at Francis Marion University was finished remotely rather than in-person due to the COVID-19 outbreak. Also, due to

the last-minute conversion to online course delivery in March 2020 as a result of the pandemic, the Modern Languages program did not coordinate a program-wide student learning assessment of undergraduates at the 202 (General Education) level for 2019-2020.

Given the 2019-2020 report findings, with regard to the Action Item for regarding SLO 1.0, Speaking Proficiency was the skill area that improved the most, from 2.4 to 3.5 based on oral interviews. We attribute this to the fact that both graduates spent a semester in France, and student comments in the 2019-2020 exit survey reflect this notion. In her Exit Survey, one graduating French Major expressed that through Study Abroad, her ability to “connect and communicate with others increased tenfold.” Additionally, both graduates participated in French Conversation Tables, which offered opportunities to hone speaking skills outside the classroom setting.

With regard to the Action Item for SLO 5.0, based on reflective essays, Cultural Competency also improved significantly, from 2.8 to 3.5. We attribute this improvement to participation in Study Abroad and new extracurricular cultural activities offered by our program (French cooking lessons, dance workshops, Mardi Gras events, and a new International Film Series that included two French films.). One graduating French Major wrote in her Exit Survey, “The university and department allow learning French and everything that comes along with it to be a tool for opportunity.”

With regard to the Action Item for SLO 4.0, based on oral interviews, the skill area of Listening Comprehension improved from 2.9 to 3.5. We again attribute this improvement to participation of both majors in Study Abroad, FMU Conversation Tables, and the new International Film Series. One major wrote in her Exit Survey that extracurricular activities and spending a semester in France had “helped [her] expand [her] knowledge of the subject and given [her] opportunities to expand her comprehension.”

Regarding the Action Item for SLO 2.0, Writing Proficiency increased from 2.4 to 3, based on written literary essays. Our program continues our highly successful approaches to teaching writing in the target language at all levels. Our Study Abroad partners in France also emphasize teaching grammar as part of writing as a process.

Finally, regarding the Action Item for SLO 3.0, Reading Comprehension decreased slightly from 3.1 to 3.0265, based on literary essays. We attribute this decrease to the students not taking literature during their semester in France, and to the fact that their final literature course was forced online without prior notice due to the COVID-19 outbreak. Incorporating best practices for online literature courses will necessarily become a program priority for the near future.

To address this year’s Action Items, we will continue to encourage Study Abroad when possible and to offer extracurricular Conversation Tables and Cultural Activities. However, since not all Modern Languages students opt to spend a semester abroad, we will continue to target the specific issues in our classes by continuing to use the flipped method in our General Education French and Spanish courses, by continuing to integrate more writing-as-process activities, and by incorporating best practices for all in-person, hybrid, and online courses.

Spanish program, executive summary

Due to the Covid-19 pandemic, as well as a change in the coordination of the Spanish program in December, 2019, the Spanish program did not complete their 2019-20 scheduled assessment. Normally, professors have exit interviews with graduating students, and these could not be easily completed due to asynchronous teaching. In addition, the common final could not be practically given to students who were not equipped to do so, either because of their computer literacy or computer hardware issues. Based on these experiences, the Spanish program plans to use the experiences of the 2019-2020 school year as they aim toward a more successful 2020-2021 assessment in the late spring, 2021. However, due to similar factors such as the ongoing necessity of online instruction during the pandemic, we may need to reconsider some of our assessment strategies.

However, for the purposes of this document and the assessment going forward, the Spanish faculty will maintain the status quo for most of our assessment factors. We will continue to keep the same Student Learning Outcomes, the same Assessment methods, as well as the same Rubric for Assessment. The data we collect at the end of this school year (late spring, 2021) will be positioned against the data from our most recent complete assessment from 2018-2019. The Action Items from 2018-2019 will continue to be the same action items for our next assessment, in addition to potential Action Items related to methods of assessment. However, if we anticipate our courses going back to “normal,” we may not wish to completely revamp our assessment based on the events of one year.

Student Learning Outcomes (SLOs), Spanish and French programs

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 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, Spanish and French programs

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, Spanish and French programs:

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. 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 for French program only

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 French majors achieved an overall Speaking Proficiency level of 87.5%. While the 2019-2020 scores decreased by 12.5% from 2018-2019, when one native speaker was assessed at 100%, they increased by 17.5% from 2017-2018 when six non-native French, German, and Spanish majors were assessed at 60%. 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. Two graduating French majors achieved an overall Writing Proficiency level of 75%. While the 2019-2020 scores decreased by 25% from 2018-2019, when one native speaker was assessed at 100%, they increased by 15% from 2017-2018 when six non-native French, German, and Spanish majors were assessed at 60%. 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. Two graduating French majors achieved an overall Reading Proficiency level of 76.6%. While the 2019-2020 scores decreased by 23.4% from 2018-2019, when one native speaker was assessed at 100%, they only decreased by .9% from 2017-2018 when six non-native French, German, and Spanish majors were assessed at 77.5%. 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. Two graduating French majors achieved an overall Listening Comprehension level of 87.5%. While the 2019-2020 scores decreased by 12.5% from 2018-2019, when one native speaker was assessed, they increased by 15% from 2017-2018 when six non-native French, German, and Spanish majors were assessed at 72.5%. Since our benchmark was 75%, this Target 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 French majors achieved an overall Cultural Competency level of 87.5%. While the 2019-2020 scores decreased by 12.5% from 2018-2019, when a native speaker was assessed, they increased by 17.5% from 2017-2018 when six non-native French, German, and Spanish majors were assessed at 70%. Since our benchmark was 75%, this Target was achieved.

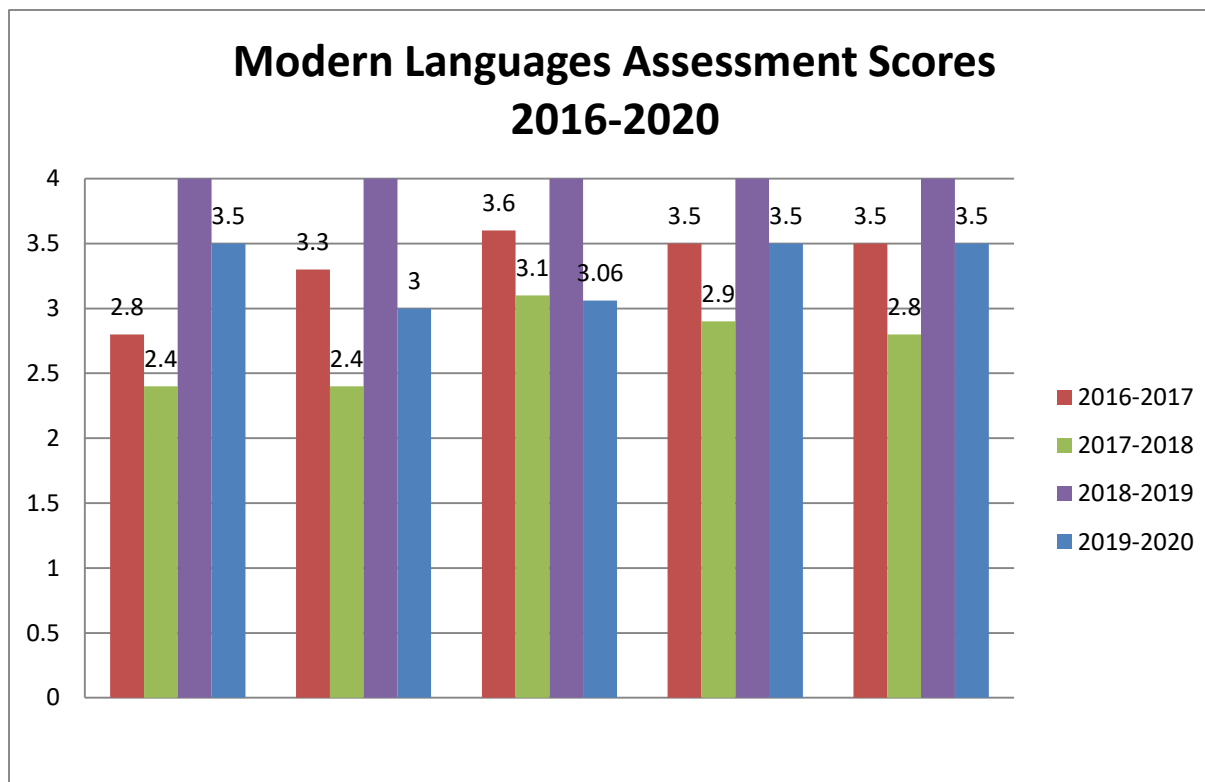
Scoring of Student-Produced Work—French program only

Materials collected from two undergraduate Modern Languages Majors (French) were assessed by French faculty. 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 two years.

As the assessment scores demonstrate (see charts below), all areas saw a slight decline from 2018-2019, when one native speaker was assessed, but a significant increase in all areas except Reading Proficiency from 2017-18, when six non-native majors (two French Majors, one German Major, and three Spanish Majors) were assessed. From 2017-2018 to 2019-2020, the area of Speaking Proficiency showed the largest increase from 2.4 to 3.5. Reading Proficiency decreased slightly, from 3.1 to 3.0625. Listening Comprehension increased from 2.9 to 3.5, Writing Proficiency increased from 2.5 to 3, and Cultural Competency increased from 2.8 to 3.5. As with last year, students met five out of five benchmarks at the 75% Target, which is an improvement over 2017-2018, when students only reached one benchmark (Reading Comprehension).

2019-2020 Modern Languages Majors--French

	Speaking	Writing	Reading	Listening	Culture
ML Major #1 (French)	3	3.125	2.875	3.25	3.5
ML Major #2 (French)	4	2.875	3.25	3.75	3.5
Overall 2019-2020 Average	3.5	3	3.0625	3.5	3.5
2018-2019 Average	4	4	4	4	4
2017-2018 Average	2.4	2.4	3.1	2.9	2.8
2016-2017 Average	2.8	3.3	3.6	3.5	3.5



Results of Exit Interviews—French Program only

Two graduating French Majors completed Exit Surveys to provide student feedback on the strengths and weaknesses of the program. Reflective of this Faculty Assessment, the students also considered speaking, listening, and cultural competency to be strong as a result of extracurricular activities and a well-supported Study Abroad program. One student wrote that the Modern Languages program at Francis Marion University consisted of a “small but well-supported network that allowed [her] to expand [her] knowledge of the subject and improve [her] comprehension” while the other said she would not have felt “remotely as comfortable” studying abroad through another university. The latter student also wrote that the most rewarding part of studying abroad was overcoming challenges: “It is the most memorable feeling in the world to overcome a cultural barrier in person through all the tears, nerves, and anxiety, to be able to correctly use that second language when it is needed or when larger things are riding on that capability other than satisfaction, whether that’s ordering food when you are hungry abroad, locating a lost passport, or catching a flight or train. So many people I’ve met, especially at FMU, want to travel to France, but in majoring in French at FMU, that opportunity becomes so much more attainable financially and comfortably.” In addition to Study Abroad and Cultural Competency, Speaking Proficiency and Writing Proficiency were also explicitly mentioned as strengths. One graduating student wrote, “In order to be accepted into my graduate studies program [in Museum Studies at Florida State], I had to possess written and spoken knowledge of a second language. As a consequence of my courses at FMU, the department, and my time abroad, I not only was accepted into the program, but received a research assistantship specializing in French art and culture.”

As in previous student surveys, more available course offerings per semester continues to be an ongoing area for improvement. One graduating French student suggested adding “more variety to the program.” The same student suggested that the program, being small, could “advertise itself more.” Literature was not specifically mentioned as a strength in the Exit Survey, although one student did go into detail on the world views of her favorite authors in her Cultural Statement.

Action Items, French program only

- SLO #1:** In 2019-2020, SLO #1 exceeded the targeted expectation of 75% with an overall Speaking Proficiency level of 87.5%. Since this success can be largely attributed to Study Abroad in France, we recognize the need to add a Spanish-language Study Abroad opportunity. During Late Spring 2019, a faculty-led immersion experience in Salamanca, Spain served to enhance speaking in the target language for Spanish. At the same time, we are actively seeking to form a new partnership with a university or language school in Spain (possibly in Burgos). However, given the current COVID-19 outbreak, we realize that Study Abroad may not be an option in the near future, so we must continue to develop Speaking Proficiency using best practices for in-person, hybrid, and online classes at our home institution. As indicated in the 2017-18 Action Item, Spanish 101-202 transitioned to a flipped model three years ago, and beginning in Fall 2018, French 101-201 did the same. With less in-class instruction, students now have more opportunities to speak in the target language. In providing more innovative instructional 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 Speaking 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 and hybrid course delivery, we need to ensure that these courses offer students equal opportunities to use the spoken language.
- SLO #2:** In 2019-2020, SLO #2 met the targeted expectation in Writing Proficiency of 75%. The fully integrated flipped model in French and Spanish and the use of more online written activities in French and Spanish will allow for more opportunities to practice and receive immediate feedback on writing in the target language. Additionally, future Spanish 301 and French 301 (Grammar and Composition) courses will include a more intensive focus on grammar to enhance the writing as a process model.
- SLO #3:** In 2019-2020, SLO #3 exceeded the targeted expectation of 75% with an overall Reading Proficiency level of 76.6%. The hybrid model of the flipped classroom will offer 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. We attribute a slight decrease in Reading Proficiency scores to transitioning literature classes online without any advanced notice during the COVID-19 outbreak, and recognize the urgent need to incorporate best practices for online delivery into any future literature courses offered online due to the pandemic.
- SLO #4:** In 2019-2020, SLO #4 exceeded the targeted expectation of 75% for Listening Comprehension with an overall proficiency level of 87.5%. While we can partly attribute this success to our graduates' participation in Study Abroad, the flipped classroom model in the General Education sequence will continue to 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 as well as in French 302 and Spanish 302, our upper-level Conversation courses.
- SLO #5:** In 2019-2020, SLO #5 exceeded the targeted expectation of 75% for Cultural

Competency with an overall proficiency level of 87.5%. While we can partly attribute this success to our graduates' participation in Study Abroad, the flipped model and integration of more online activities in General Education French and Spanish courses will allow for more time dedicated to cultural competency both inside and outside the classroom. A faculty-led study abroad trip to Spain during the Late Spring 2019, combined with continued offerings of extracurricular activities such as French and Spanish cooking workshops, medieval dance instruction, French- and Spanish-language films, and annual Day of the Dead and Mardi Gras events, should also enhance cultural competency of future graduates in French and Spanish.

Action Items, Spanish Program only

- **Because data was not gathered in the Spanish program for 2019-20, the action items identified during the last full assessment for 2018-2019 will be considered appropriate for consideration for the assessment in spring, 2021. Those action items are copied below as they relate to different SLO's from the previous year's assessment.**
- **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.

Action Items, Spanish and French Programs

- Work together to examine assessment methodologies during the pandemic situation.
- Work together to discuss the efficacy of maintaining a Modern Language Program assessment.
- Work together to develop Baseline, Benchmark, as well as Target results for our Modern Language Program.
- Work together to link specific questions in our indirect assessments to specific SLO's to better use that data toward continuous improvement.

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
	**	