

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2020-2021
Name of Preparer:	Kristin Kiely, Ph.D. Elizabeth A. Zahnd, 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.

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 2020-2021, six 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 three out of five of our SLOs for 2020-2021 are slightly higher than the previous year. When compared to scores from 2019-2020, Reading Proficiency increased the most, while Speaking Proficiency decreased the most. The increase in Reading and Writing Proficiency and decrease in Speaking Proficiency and Listening Comprehension can be partially attributed to the COVID-19 outbreak. Courses originally scheduled for in-person instruction were temporarily moved online, and extracurricular program activities were cancelled, thus providing fewer opportunities for conversation in the target language. At the same time, Online instruction increased opportunities for individual Reading and Writing practice. The increase in Cultural Competency can be partially attributed to the fact that two of our six Modern Languages graduates are heritage speakers of French and Spanish, as well as the addition of a Summer Study Abroad program to Salamanca, Spain, for Spanish majors and minors.

Given the 2019-2020 report findings, with regard to the Action Item SLO 1.0, Speaking Proficiency decreased slightly, from 3.5 to 3.3 based on oral interviews. We attribute this slight decrease to the fact that three graduating French majors were recalled early from their semester in France due to the pandemic, whereas both 2019-2020 graduates were able to complete their Study Abroad programs. Further complicating matters, all university courses were moved Online without notice in Spring 2020. Student comments in the 2020-2021 Majors exit survey reflect some frustration concerning Speaking Proficiency due to these sudden changes. One Modern Languages graduate stated that she wished she had been able to finish her semester abroad, and that in the future she hoped to “spend more time abroad working on [her] day to day speaking and comprehension.” On the other hand, several factors prevented our majors from losing too much ground in Speaking Proficiency. First, in the years leading up to the pandemic, all Modern Languages classes transitioned to a Flipped Methodology that emphasizes speaking in the classroom. Second, in 2019, Modern Languages faculty led a Spanish immersion trip to Salamanca, Spain that served to enhance Speaking Proficiency. Finally, prior to COVID-19, Modern Languages graduates participated in extracurricular French and Spanish Conversation Tables, which offered opportunities to improve Speaking Proficiency outside the classroom setting.

Regarding the Action Item for SLO 2.0, Writing Proficiency increased from 3 in 2019-2020 to 3.1 in 2020-2021, 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. Based on this year’s scores, the move to online and hybrid classes

seems to have had a slightly positive effect on improving students' Writing Proficiency. This is most likely due to the extensive use of compositions and essay exams in both our Online and Face-To-Face courses for upper level French and Spanish courses, as well as Discussion Boards in Online upper level French and Spanish courses.

Regarding the Action Item for SLO 3.0, Reading Comprehension increased the most, from 3.0265 in 2019-2020 to 3.8 in 2020-2021, based on responses to Comprehension questions on literary excerpts in the target language. Online and Hybrid instruction during the COVID-19 outbreak may have had a positive effect on Reading Comprehension. During the pandemic, students in upper level asynchronous Online classes completed many individual literary readings along with individual readings in critical theory. While there were fewer opportunities for in-class oral discussion and analysis in Online courses, there were extra opportunities for developing individual Reading Comprehension skills and for reading and responding to written Discussion Board entries on Blackboard, our digital learning system.

With regard to the Action Item for SLO 4.0, based on oral interviews, the skill area of Listening Comprehension decreased slightly from 3.5 in 2019-2020 to 3.4 in 2020-2021. We again attribute this slight decrease to the recall of three graduating French majors from their Study Abroad program in Caen, France, in Spring 2020, along with the cancellation of all French and Spanish Conversation Tables and the International Film Series in 2020-2021, but note positive mitigating factors such as the faculty-led trip to Spain in Summer 2019, and the transition of our entire Modern Languages program to a Flipped Methodology for all General Education Courses in 2017 (Spanish) and 2018 (French). The Flipped Methodology combined with online Listening Comprehension activities through the Cengage MindTap digital platform allowed for more Speaking and Listening Comprehension activities in all General Education courses both in the classroom and outside the classroom.

With regard to the Action Item for SLO 5.0, based on reflective essays, Cultural Competency also improved significantly, from 3.5 in 2019-2020 to 3.7 in 2020-2021. We attribute this improvement to short-term participation in Study Abroad and Summer Immersion programs by both French and Spanish majors, along with participation in Cultural Activities offered by our program pre-pandemic (cooking lessons, dance workshops, Mardi Gras and Day of the Dead events, and the International Film Series). Also of note is the fact that two of six our graduates were Heritage Speakers, so they were already somewhat aware of the intersectionality between Language and Culture as they pertain to French and Spanish.

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 will encourage Study Abroad when possible; and we will continue to offer extracurricular Conversation Tables and Cultural Activities. Since not all Modern Languages students opt to spend a semester abroad, we will target specific issues in our classes by incorporating best practices for all in-person, hybrid, and online courses. In particular, we will focus on adding more Speaking and Listening Comprehension activities to online and hybrid courses through programs like *Conversify* and *MindTap*, as well as partnered Zoom sessions and other instructor-

organized activities. In the future, we will continue to use Discussion Boards in Online and Hybrid French and Spanish Courses and, as needed, add extracurricular Online Opportunities to develop Speaking Proficiency and Listening Comprehension in the target languages.

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 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. We have not yet established a benchmark or assessment method for this SLO, since extracurricular activities and study abroad were cancelled in 2020 and 2021 due to COVID-19, but establishing future targets will figure into our action items for the 2021-2022 academic year.

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. Six graduating Modern Languages majors achieved an overall Speaking Proficiency level of 82.5%. While the 2020-21 scores decreased by 5% from 2019-2020, this could be partially due to the fact that three French majors were recalled from our study abroad program in France in March 2020, due to COVID-19. 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. Six graduating Modern Languages majors achieved an overall Writing Proficiency level of 77.5%. The 2020-2021 scores increased by 2.5% from 2019-2020. This improvement may be due to moving several upper level classes online from March 2020-May 2021. Our online classes currently involve more writing in discussion boards than oral communication with other students. 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 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. Six graduating Modern Languages majors achieved an overall Reading Proficiency level of 95%. This was an increase of 18.4% from 2019-2020. Again, the success in Reading Proficiency may be due to moving several upper level classes to an asynchronous online format, which involved more reading and less speaking with classmates. 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. Six Modern Languages majors achieved an overall Listening Comprehension level of 85%. While the 2020-2021 scores decreased by 2.5% from 2019-2020, this could be due to the fact that three French majors were recalled from our study abroad program in France in March 2020, and several upper level French classes were moved online due to COVID-19. 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. Six graduating Modern Languages majors achieved an overall Cultural Competency level of 92.5, an increase of 5% from 2019-2020. The increase in Cultural Competency may be due to the fact that we had two graduates who were French and Spanish heritage speakers, who were already aware of cultural differences from their own familial backgrounds. Since our benchmark was 75%, this benchmark was achieved.

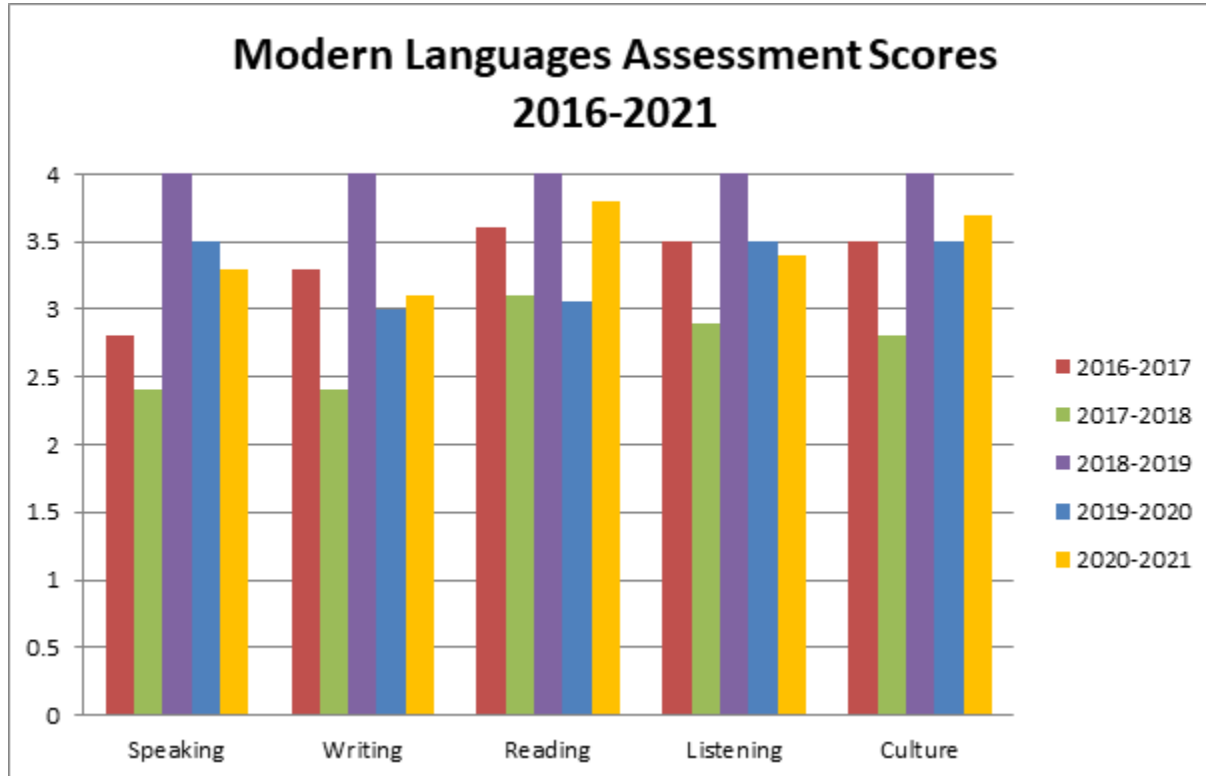
Scoring of Student-Produced Work

Materials collected from six 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 two years.

As the assessment scores demonstrate (see charts below), three areas saw an increase from the 2019-2020 baseline, and two areas saw a decrease. Reading Proficiency showed the largest increase, from a 3.06 baseline in 2019-2020 to 3.8 in 2020-2021. Speaking proficiency decreased the most, from a 3.5 baseline in 2019-2020, to a 3.3 in 2020-2021. Writing Proficiency remains the weakest area, but saw a slight increase from a 3.0 baseline in 2019-2020 to a 3.1 score in 2021. As with last year, students met five out of five benchmarks at the 75% mark, which is an improvement over the 2017-2018 baseline, when students only reached one benchmark (Reading Comprehension), but a decrease from the 2018-2019 baseline, when a native speaker achieved straight 4.0 scores across all areas tested.

2020-2021 Modern Languages Majors

	<u>Speaking</u>	<u>Writing</u>	<u>Reading</u>	<u>Listening Comp</u>	<u>Culture</u>
ML Major 1	4.0	3.0	3.75	4.0	3.75
ML Major 2	3.25	3.5	4.0	3.5	3.0
ML Major 3	2.5	2.4	4.0	2.5	3.5
ML Major 4	2.75	3.0	4.0	2.75	3.75
ML Major 5	4.0	4.0	3.5	4.0	4.0
ML Major 6	3.5	2.5	3.5	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	2.8
2016-2017 Average	2.8	3.3	3.6	3.5	3.5



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).

All of the students noted the importance of Extracurricular Activities and several opportunities for Study Abroad that developed their Speaking Proficiency, Listening Comprehension, and Cultural Competency. Indeed, one student noted “I did have the opportunity to go to Spain in 2019. I believe that is what led me to becoming a double major.” She continued by saying that she believes it “will benefit [her] in the long run.” Not only did this student find herself double majoring because of all of this, but she also plans on looking into graduate school. Another student who said she’ll “go back to school for a Masters in this field” not only supported the extracurricular activities that the program had, but also suggested ways the students could get involved in ways that would help the program grow and expand. This student suggested the possibility of a “French celebration every fall or spring where there are games, foods, snacks, music and dress up maybe for a mini immersion on campus hosted by a French student with the aid of other students with a curiosity for the language/culture/experience.” Her idea behind this was the thought that it would “show other students what is available on campus as well as in [Francophone] life and may even pull in some new students in our field rather for a major or minor to support their own major.”

The surveys this year have noted different suggestions from years past, which indicated a desire for a larger variety in course offerings. One 2020-2021 suggestion from a Heritage Speaker seemed to note that students were not speaking enough of the target language in class, proclaiming a need to “speak [the target language] at least 70 percent of class time with no exception [...] many of my past classmates who still can not hold a A2 conversation with me and the flow should be easier and more natural by now.” Another student suggested “offering an English-to-French grammar course” (this particular student was given credit for French 301, Grammar and Composition, through the Study Abroad Program in Caen). Modern Languages majors noted that the lower-level classes were well organized and that they liked the textbook that was used. However, one student noted that the Online homework program “used during elementary and intermediate courses were very confusing and difficult to use.”

Modern Languages Majors who responded to the Exit Survey all felt that their time studying a foreign language at Francis Marion benefited them. One student stated that she hoped to “spend more time abroad working on [her] day to day speaking and comprehension, and upon [her] return [is] considering Grad School.” Another student noted that “studying French at FMU has benefited me in many ways. It made me a trilingual person and it will help me in the future with my future career as a physician. I am also hoping that it’ll benefit me with the association, Doctors Without Borders.” And finally, one student who said that she has “better interpersonal skills and education of other cultures.” The Exit Surveys have shown that the students gained Listening Comprehension and Speaking Proficiency and interpersonal skills, but there are a few areas of growth that the Modern Language Program may need to work on that may differ from those of the past.

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. In the past, the data was only partially quantified for IE purposes, and due to the pandemic, no data was collected in 2019-2020, so this year’s benchmark scores will serve as the baseline for future comparisons (see Appendix 3).

The 2020-2021 General Education Survey results indicate that 80% of respondents initially took 101-202 to fulfill a general education requirement and 33% plan on completing a major, minor, or collateral in French or Spanish.

93% of respondents agreed that classes were conducted mostly in French or Spanish; felt their language instructors were well organized, engaging, and accessible; agreed the final exam for each course reflected class content; and indicated that each course prepared them for the next level.

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. Students were almost equally divided in their preference of online versus face-to-face classes. However, the data is inconsistent as 2 students indicated they preferred both online and face-to-face classes.

80% considered reading in the target language their strongest skill. Speaking and reading comprehension in the target language were considered the weakest skill by the respondents. 93% of respondents agreed that they had gained cultural knowledge about Spanish-speaking or French-speaking countries while completing the 101-202 general education sequence.

Students were also asked to comment on their experiences through their four semesters in the program. They had many suggestions for our program. One student stated, “For those students who plan to use the language, a required on-line listening course would be useful.” This would help provide listening examples of different accents and focus on comprehension. Another student who focused on the online workbook noted that there was too much homework, but explained why they felt that was an issue. They said “I spent each week simply trying to complete the assignments instead of really focusing on comprehension and understanding.” One non-traditional student stated that “Learning a new language this late in development is hard enough, making it online just created an absolute nightmare.” For him personally, it was clear that moving to an online environment was difficult. However, he also stated that he enjoyed the online workbook, so he was not completely against online instruments.

The comments, however, have not all been criticisms. Several students had positive comments to say about both the programs and the instructors. One noted that “The skills progression, which seems to be standardized at this level, has been reasonable, while the workload has been challenging, but not overwhelming.” Another student stated “Spanish was not required for my Gen Ed’s (*sic*) but I am very glad I decided to take the 4 courses. I enjoyed every class and had a different professor for 3 of them. They all fulfilled my expectations and even exceeded them. Every professor had presented the material in an understandable way and they all were organized... I hope to go forward with a Spanish minor or collateral.” Some students were more focused on the interactions that had, with one student saying “I have enjoyed the four first- and second-year courses and the interaction with teachers and students.” And finally, it appears that one student enjoyed the general education a lot. This student said “If I wasn’t so close to graduating, I would make it a second major.”

Action Items

SLO #1: In 2020-2021, SLO #1 exceeded the expectation of 75% for the benchmark with an overall Speaking Proficiency level of 82.5%. However, there was a drop from last year’s baseline, which can be attributed to a transition to online and hybrid learning and an inability to send students to the Study Abroad programs due to the COVID-19 pandemic. There was also no opportunity to hold many of the extracurricular activities such as Conversation Tables where the students would get extra practice for speaking in the target language due to the need for masking and social distancing. For the Fall of 2021, the majority of Modern Languages classes are either Online or Hybrid; therefore, it is important, due to this data, that we include more emphasis on Speaking Proficiency whether it is between the students, the students and professor, or both. As has been stated in previous IE Reports (2017-18 and later), Spanish 101-202 transitioned to a Flipped Methodology

(beginning Fall 2017) and French 101-201 did the same (beginning Fall 2018). Not only did the Modern Languages Program make these changes in the hopes of providing more innovative instructional methods, but there was also evidence from scholarly articles that this method of instruction would improve Speaking Proficiency in the target language. As we continue to incorporate online and hybrid courses, we must guarantee that all courses provide opportunities to use the target language. Some of the courses will integrate *Conversify*, which is a program which connects university students to practice speaking in the target language with native speakers about relevant themes. General Education courses will continue to use Cengage MindTap, which provides opportunities to develop Speaking Proficiency through online activities. Finally, when in-person Conversation Tables are not possible, we will develop online extracurricular activities to develop Speaking Proficiency.

SLO #2: In 2020-2021, SLO #2 exceeded the expectation in Writing Proficiency of 75% for the benchmark at 78%. This is also a bit of an increase from last year's baseline of 75%, which may be attributed to many of the classes being moved online or hybrid, thus requiring many of the students to write in the target language a bit more than they may have normally because of the COVID-19 pandemic. 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.

SLO #3: In 2020-2021, SLO #3 far exceeded the expectation of 75% for the benchmark with an overall Reading Proficiency of 95%. This is a marked increase from last year's baseline, and we believe there are a couple of determining factors for this. There was the change to Online and Hybrid classrooms due to the COVID-19 pandemic requiring students to read more than they would have in the classroom, as well as the conversion to a Flipped Methodology which has required more Reading from the start. 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 Reading Proficiency in the target language.

SLO #4: In 2020-2021, SLO #4 exceeded the expectation of 75% of the benchmark for Listening Comprehension with an overall proficiency level of 85%. It did drop slightly from last year's baseline, which we attribute to the recall of three French majors from Study Abroad in France, the cancellation of French and Spanish Conversation Tables and the International Film Series, and the moving of many classes Online and to a Hybrid format due to the COVID-19 pandemic. We have been assured by the university administration that Francis Marion students will be able to participate in Study Abroad programs, at the latest, by Spring 2022. Bringing back Study Abroad, the extracurricular activities that had to be cancelled, and using conversation programs like *Conversify* in the appropriate courses will help improve this target. The Flipped Methodology being used in the General Education sequence should serve to continue to develop students' Listening Comprehension; nonetheless, we should continue with the *MindTap* Online Homework Platform and attempt

to include more listening activities and more opportunities for communicative activities in upper level courses, even when Online.

SLO #5: In 2020-2021, SLO #5 exceeded the expectation of 75% of the benchmark for Cultural Competency with an overall proficiency level of 93%. This is a slight increase from last year's baseline. Study Abroad participants were recalled early and extracurricular activities were cancelled due to the COVID-19 pandemic, so the proficiency in Cultural Competency cannot be entirely attributed to those aspects. It is important to note that two of our six graduates were Heritage Speakers of French and Spanish. In addition, as noted in last year's IE Report, 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 and outside the classroom. 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. We should continue with these activities in our classes, continue to offer face-to-face extracurricular Cultural Activities when possible, but also add some opportunities for Online Cultural Activities so that students are still able to develop Cultural Competency when classes are offered remotely.

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.