

EXECUTIVE SUMMARY  
WSU Department of Foreign Languages  
Self-Study Document, Fall 2014

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The following is a summary of the Self-Study Document, highlighting important points. For complete information, please refer to the full Self-Study Document itself.

**Mission Statement**

The Department of Foreign Languages promotes global awareness and intercultural understanding by providing instruction in various languages. We prepare majors and minors to function effectively in a foreign language by offering courses in literature, culture, linguistics, pedagogy and language for professional purposes.

Graduates of the Department of Foreign Language should reach advanced proficiency in both speaking and writing; in addition, they will write in various styles, analyze literary or cultural works in the target language, and describe and explain aspects of cultures associated with the language.

**Curriculum**

The Department of Foreign Languages offers B.A. and A.A. degrees in French, German, and Spanish, and a minor and an A.A. degree in Japanese. The Department is also in the process of proposing A.A. degrees in ASL and Chinese and an Institutional Certificate in Spanish. The coursework of these degrees is varied and proficiency-based, meaning that all courses in the Department of Foreign Languages should have as one of their objectives the development of proficiency in the language.

As the Department of Foreign Language Student Learning Outcomes are based on skills, not on content mastery, students may choose from a variety of programs and courses, in each of which they can develop advanced language proficiency, writing skills, analysis skills, and cultural awareness. For example, for each of the three languages for which there are B.A. degrees, there are three emphases: 1) traditional, 2) commercial, and 3) teaching. Moreover, In order to allow students to accomplish the Student Learning Outcomes in a variety of contexts, the Department has offered a substantial selection of variable title courses, in which a course is listed in the catalog with a generic title, such as FL3630, "Literature Genres," and then in a particular semester the number will be listed in the class schedule with a more specific title, such as FRCH

3630, “Voyage and Mystery Literature”; GRMN 3630, “Goethe to Grass”; or SPAN 3630, “Short Plays in Spanish.”

The few required courses are offered frequently enough so as to allow students to finish a degree in a reasonable amount of time.

### Student Learning Outcomes and Assessment

In keeping with its Mission Statement, the Department of Foreign Languages has defined the following student learning outcomes, on which graduating seniors are assessed each year:

<b>Outcomes</b> Graduating majors will:	<b>Evidence</b> Students will:
1. Demonstrate speaking and listening proficiency in the language they are studying.	Take an oral test administered on a computer.
2. Demonstrate writing ability, including a command of grammar and appropriate usage to express their ideas.	(This skill will be evaluated based on documents submitted for outcomes 3, 4 and 5).
3. Demonstrate the ability to write in different styles.	Submit at least three documents written in at least three different styles. Students will label each document with their determination of its style.
4. Write an analysis of a literary or cultural work in the language.	Submit a written analysis of a literary or cultural work. (What qualifies as a “literary work” may be interpreted broadly).
5. Describe and explain aspects of the culture(s) of the language being studied.	Submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.

The Department of Foreign Languages currently assesses its core General Education course, its graduating majors (in their final semester) and some of its high-impact programs and courses. It also has plans to assess other courses and programs.

The General Education assessments have yielded incomplete data and will be revised to be more complete. The annual senior assessments reveal that our students are generally meeting our expectations on Outcomes 1-3 and 5, but that we need improvement in Outcome 4. In order for our students to meet or exceed the threshold on this outcome, the Department will need to better communicate expectations with instructors, and particularly define the kinds of writing expected from students in literature and culture classes.

The assessments that have been completed on high-impact courses, such as study abroad courses and community-engaged learning courses, reveal that generally students are achieving student outcomes for these courses; however, our assessment of these courses needs to be more complete and thorough.

## **Academic Advising**

All full-time faculty share advising duties in the Department. Students are required to meet with an advisor to declare and clear a major or minor, and the advisor submits declaration and clearance forms electronically to the Department Secretary, who then enters the necessary information into the WSU computer system.

Although we have not systematically assessed advising in the Department, we will develop a plan to do so.

## **Faculty**

The Department of Foreign Languages has a diverse and well-qualified faculty—12 full-time and 15 to 20 part-time. Eleven faculty members are tenured or tenure-track, one fewer than at the time of our last review, in 2010. The smaller faculty means that we have one faculty member who runs all the major, minor, and A.A. programs in French, and one of our newer faculty members must teach lower-division French in addition to her responsibilities in German.

All tenure-track faculty have a Ph.D., as do two of the adjunct instructors. In addition, all full-time faculty (with one temporary exception) have attended a four-day workshop sponsored by the American Council on the Teaching of Foreign Languages (ACTFL) training them to administer the Oral Proficiency Interview (OPI). This is a tradition that began in the early 1990s, and much of our program, including curriculum and assessment, is based on the principles taught in this training.

Most of the full-time faculty and several of the part-time faculty regularly participate in workshops, conferences, and training sessions to improve their teaching, and many of them travel regularly to attend and present at professional conferences.

Several of the tenured and tenure-track faculty have achieved the following: published articles in peer-reviewed journals, served on editorial boards of journals, and served in professional leadership positions at the local and national level.

## **Program Support**

The Department Secretary and Student Aide are truly exceptional, and the Department receives excellent support from the library, Brad Naisbitt's team of computer technicians, the office of the Dean of the College of Arts and Humanities, and other administrators and administrative staff.

## **Relations with External Community**

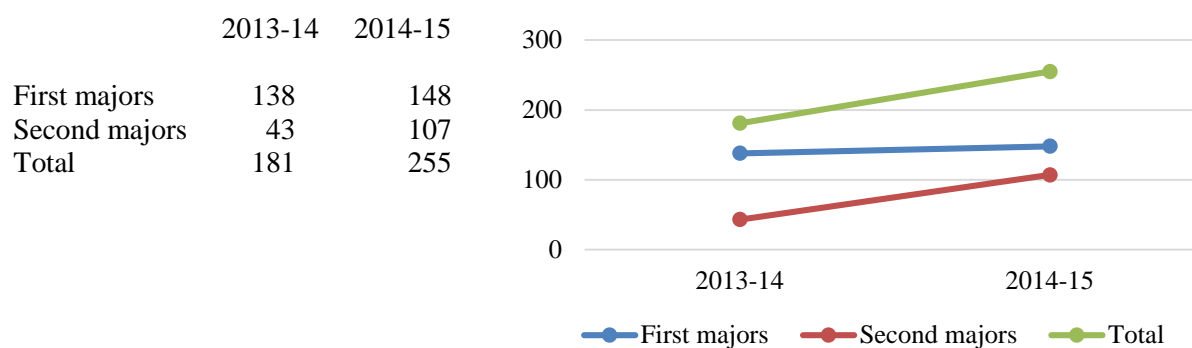
The Department of Foreign Languages does not have an external advisory committee; however, AHA, the Arts and Humanities Advisory Council, is mindful of our Department needs, including scholarships.

## Student and Faculty Statistical Summary

<b>Foreign Languages</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Student Credit Hours Total	10,354	10,569	10,724	9,763	9,247
Student FTE Total	345.13	352.30	357.47	325.43	308.23
Student Majors	124	126	120	136	123
French	6	8	12	18	18
German	18	25	20	19	21
Spanish	100	93	88	99	84
Program Graduates	31	46	36	32	35
French	0	4	1	0	4
German	3	7	4	6	3
Spanish	28	35	31	26	28
Student Demographic Profile					

*Note:* Data provided by Institutional Research

According to department records, there has been recent growth in the numbers of majors and graduates; however, much of that growth has been in second majors, which is not reflected in the above chart but is partially reflected in the following charts of declared majors:



## Results of Previous Program Reviews

The Department of Foreign Languages was last reviewed in the spring of 2010. The Review Team made recommendations about the Mission Statement, Department planning, strategic planning for enrollment growth, and assessment. Each of the recommendations has been addressed; however, further attention needs to be paid to the assessment of individual courses, and the number of full-time faculty has been reduced by one, contrary to the recommendation of the Program Review Team.

**Information Regarding Current Review Team Members**

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