



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

— DEPARTMENT OF —
**FOREIGN
LANGUAGES**

WSU Five-Year Program Review
Self-Study

Submitted Fall 2014

By

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A. Brief Introductory Statement

The Department of Foreign Languages is housed in the Telitha E. Linquist College of Arts and Humanities and has as a primary objective the preparation of students to function effectively in a foreign language. In order to achieve this objective, the Department offers B.A. and A.A. degrees in French, German, and Spanish, and a minor and A.A. degree in Japanese. The coursework that makes up 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.

The courses are taught by a diverse and well-qualified faculty—12 full-time and 15-20 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.

The Department regularly assesses its graduating seniors using five Student Learning Outcomes, and it has also begun a regular assessment of its general education course, FL HU2020; moreover, this Self Study has revealed the need for more assessment at various levels.

B. Mission Statement

The Department of Foreign Languages supports the College Mission Statement:

The Telitha E. Linquist College of Arts & Humanities teaches students to excel as they seek, understand, question and express complexities critical to the experience of being human as represented in languages, literature, communication, and visual arts.

Department 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.*

*Proficiency is determined according to the guidelines published by ACTFL, the American Council on the Teaching of Foreign Languages. See the [ACTFL website](#) for their [guidelines](#).

C. Student Learning Outcomes

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:

Outcomes Graduating majors will:	Evidence 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.

For a more detailed explanation of the Department's Mission Statement and Student Learning Outcomes go [here](#).

D. Curriculum

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 language proficiency, writing skills, analysis skills, and cultural awareness.

Curriculum Map

			Outcomes				
			1: Oral	2: Writing	3: Styles	4: Analysis	5: Culture
Course							
Lower-Division Core	1010	First Semester Lang	E	U			E
	1020	Second Semester Lang	E	U			E
	2010	Fourth Semester Lang	E	U			E
	HU2020	Fourth Semester Lang	E	U			E
Bridge Courses	2030	Second Year Lang Review	E	U			E
	3000	Proficiency Development	E	U			E

			Outcomes				
Course			1: Oral	2: Writing	3: Styles	4: Analysis	5: Culture
Major & Minor Core	3060*	Grammar & Comp	U	E	E		U
	3160	Into to Literature	U	U	E	E	U
Lang.	3220	Phonetics & Phonology	E				U
	3360	Advanced Grammar	U	E			
	4220	Topics in Linguistics	U	U			U
Culture	3550	Cultural Heritage I	U	E	E		E
	3560	Cultural Heritage II	U	E	E		E
	3570	Topics in Culture	U	E	E		E
Literature	3610	Lit. Survey I	U	E	E	E	U
	3620	Lit. Survey II	U	E	E	E	U
	3630	Lit. Genres	U	E	E	E	U
	3650	Lit. Periods	U	E	E	E	U
	3670	Lit. Authors	U	E	E	E	U
	3690	Topics in Lit.	U	E	E	E	U
	4620	Survey of Lit. I	U	E	E	E	U
	4630	Survey of Lit. II	U	E	E	E	U
	4690	Topics in Lit.	U	E	E	E	U
Specific Purposes	3320	Applied Language	E	U			U
	3710	Business Lang. I	U	E	E	U	E
	3720	Specific Purposes I	U	E	E	U	E
	3730	Specific Purposes II	U	E	E	U	E
	3740	Trans/Interp I	E	U			U
	4710	Business Lang. II	U	E	E	U	E
	4740	Trans/Interp II	U	E			U
Study Abroad	3850	Study Abroad	E	U	U	E	E
	4850	Study Abroad	E	U	U	E	E

I = Introduced, E = Emphasized, U = Utilized

*All courses are listed in the catalog as FL courses, but in a particular semester's class schedule, they are listed according to language, such as FRCH, GRMN, SPAN, etc.

A.A. degrees

As of July 1, 2014, the department offers A.A. degrees with pre-majors in French, German, Japanese and Spanish, and proposals for A.A. degrees with pre-majors in ASL and Chinese have been approved by the University Curriculum Committee and the Faculty Senate and will soon be sent to the Trustees and the Regents for final approval.

These degrees require FL 1010, 1020, 2010, 2020, and 2030 or 3000, along with the other requirements for an A.A. degree. They were created to offer students the opportunity to certify a basic level of proficiency and to provide a benchmark on the way to earning a B.A. degree in FL.

When the A.A. degrees with pre-majors in ASL and Chinese are approved, the Department will consider revising its [Mission Statement](#) to reflect the inclusion of these degrees.

Here are the numbers of students who have declared A.A. degrees in a foreign language as of November 13, 2014:

French	13
German	8
Japanese	14
Spanish	47
TOTAL:	82

General Education

The Department offers one General Education course: FL HU2020. This course is offered in all the languages we teach except for Italian and Portuguese. Students may purchase the credit for this course after successfully completing a 3000 or 4000 level course, but they may not receive credit for HU2020 through examination.

Institutional Certificate in Spanish

This certificate has been approved by the University Curriculum Committee and the Faculty Senate and will soon be sent to the Trustees and the Regents for final approval. It requires FL 3060, "Grammar and Composition," and FL 3160, "Introduction to Literature," FL 4990, "Senior Assessment," and 12 credit hours of upper-division elective credit, for a total of 18.5 credit hours. Its purpose is to provide working professionals, and others who do not wish to pursue a degree, the opportunity to certify proficiency and experience in the language.

B.A. Degrees

The Department offers B.A. degrees in three languages: French, German, and Spanish, as well as a minor in Japanese. The major requires at least 30.5 upper-division credit hours and the minor requires at least 15. Majors and minors must complete at least two years of college-level language study, or the equivalent, before they begin to fill course requirements for the degree. All students must then complete FL 3060, "Grammar and Composition," and FL 3160, "Introduction to Literature," in their respective language. In addition, each of these programs (for both majors and minors) has three possible emphases: traditional (in which an additional literature course is required of majors), teaching (in which majors and minors must take FL 3320, "Phonetics & Phonology," FL 4340, "Second Language Acquisition," and FL 4400, "Methods for Teaching a Foreign Language") and a commercial emphasis (in which majors and minors must complete FL 3710, "Business Language I", and FL 4710, Business Language II," as well as a course on Cultural Heritage in the language.) All majors must also complete FL 4990, "Senior Assessment." See [Appendix E](#) for a table illustrating these requirements.

Department faculty also serve as coordinators for two interdepartmental minor programs: European Studies and Latin American Studies. In each of these programs, students often complete a majority of their coursework within the department.

Teacher Training

All teaching major students, whether in French, German or Spanish, take two courses specific to teaching: FL 4340 “Second Language Acquisition,” and FL 4400, “Methods of Teaching a Foreign Language.” Students from all three languages take these courses, and they are taught in English, although the students create lesson plans and do peer-teaching in the language of their major or minor.

Before students can register for FL 4400, they must complete an Oral Proficiency Interview (OPI); the national standard (required by the National Council for Accreditation of Teacher Education (NCATE) and the American Council on the Teaching of Foreign Languages (ACTFL) is a score of Advanced-Low on the OPI. The Utah State Office of Education requires that all Utah teachers achieve this score for licensure. Students who receive a rating of Intermediate-High may continue into FL 4400 but they must achieve Advanced-Low before they student teach or they will be advised to change their major or minor. Students with a lesser score will be advised that they may not continue with the teaching major or minor.

The Department also teaches two methods-courses online: FL 4500 and FL 6500. These courses successfully serve a national population of current and prospective teachers who need a methods course for licensure or endorsement but do not live near a college or university where such a course is available to them.

Availability of Lower-Division Courses

Our lower-division sequence (FL 1010, 1020, 2010 and HU2020) allows students seeking an A.A. or B.A. degree to complete their foreign language requirement. In addition, FL HU2020 offers General Education credit in the Humanities.

In Chinese, ASL, French, German, and Japanese, FL 1010 and 2010 are offered each fall semester, while FL 2010 and HU2020 are offered in the spring. In Spanish, all four courses are offered each semester.

In Spanish the lower-division courses are offered in the evening at both the Ogden and Davis campuses. In addition, a hybrid model—of two face-to-face days and one virtual day—is currently being piloted for Spanish 1010.

In addition to offering lower-division courses in the languages for which we have or will have degree programs, we also offer First and Second Semester Italian. A significant number of students who enroll in these courses do so to complete a requirement for the Bachelor of Music and generally are not interested in continuing. In the fall of 2013 we offered ITLN 2010, but with very low enrollment, so it is doubtful that we will offer second year Italian courses in the near future.

Availability of Upper-Division Courses

Though each of our major and minor programs requires students to complete FL 3060, “Grammar and Composition,” and 3160, “Introduction to Literature,” the rotation of these courses varies according to language. In Spanish, several sections of 3060 and 3160 are offered each semester, including in the evening and online. In French, German and Portuguese, 3060 has been offered each fall and 3160 each spring. In Japanese, these courses are offered in the fall every other year.

The commercial emphasis major and minor programs each require all students to complete FL 3710, “Business Language I,” and 4710, “Business Language II.” In Spanish, 3710 has been offered each fall semester and 4710 each spring semester. In French and German the series is offered every other year. In Japanese they have been offered from time to time, but in no particular pattern.

For teaching majors and minors, FL 4340, “Second Language Acquisition,” is offered each fall, and FL 4400, “Methods of Teaching a Foreign Language,” is offered each spring.

Each semester the Department offers two upper-division courses in Japanese, two to four in French and German, and 12 to 15 in Spanish.

Each semester the Spanish Section offers either 3060 or 3160 and one other upper-division course in the evening, and they do the same online, which allows students to finish a minor in the evening or online in two to three semesters.

We also offer one or two upper-division courses in Portuguese each semester. Students may apply these courses to a Latin American Studies minor. We do not offer lower-division courses in Portuguese.

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.” For a list of variable title courses offered during the last several years, see [Appendix F](#). For enrollment data, see [Appendix A](#).

High Impact Programs and Courses

The following programs address the WSU’s core theme of community, by engaging students with local and global communities:

- 3-5 week study abroad programs in various locations, including the following:
 - Guatemala
 - This program is part of a humanitarian and micro credit program designed to help women in a Guatemalan town.
 - Costa Rica

- Spain
- France
- Germany
- Japan
- CEL Courses
Various sections of the following courses offer a significant CEL (Community Engaged Learning) component.
 - SPAN 3060: Grammar and Composition
 - SPAN 3720: Medical Spanish
 - SPAN 3730: Community Practicum
 - SPAN 3740 & 4740: Translation/Interpreting I & II

In addition, each year foreign language students participate in the following programs, all of which involve enhanced interactions between faculty and students. For more information on each of these programs, you may click on the links.

- [Departmental Honors](#)
- [Bachelor of Integrated Studies \(BIS\)](#)
- [Undergraduate research](#)
- [Community Engagement Symposium](#)

E. Assessment

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 programs and courses.

General Education Assessment

The Dept. of Foreign Languages has twice gathered data for the assessment of our General Education course—FL HU2020, "Fourth Semester Foreign Language." Although the University Catalog also lists FL HU1851 "Study Abroad" (in English) and FL HU2600 "Introduction to Foreign Language Literature in Translation," neither of these courses has been regularly taught in the Department over the past ten years.

In our first attempt, in 2010, we gathered student written and oral samples in sections of FL 2020 in German, French, Japanese, and Spanish, but the rubric or scale against which we measured these samples proved inappropriate for General Education. During the Spring-2014 semester, we again gathered data from sections of FL 2020 in German, French, Japanese and Spanish. We asked a random selection of students from each class to participate and offered a WSU Bookstore gift-card to those that participated; however, very few obliged and we were left with an inadequate sample.

Therefore, during the Spring 2015 semester, students will be required, as a part of the course, to submit, via Canvas, two written assignments which will then be collected by the Department Assessment Committee and evaluated against the outcomes. A random sample of this data will be assessed against the three Humanities Outcomes.

The threshold will be reached if 65% of students assessed "Meet Expectations." Results should be available by early to mid-Summer 2015.

Assessment of Majors

The Department of Foreign Languages began assessment of our Student Learning Outcomes in 1999 and established FL 4990 "Senior Assessment" in Fall semester 2000. This past year we made a number of changes to the Student Learning Outcomes and to the assessment process; namely:

- FL 4990 is now conducted completely online. Through modules in Canvas, students compile their portfolio and take an oral test.
- We are no longer collecting separate evidence for Outcome 2 (Grammar) but are evaluating the documents submitted for outcomes 3, 4 and 5.
- We now require students to submit three rather than two documents as evidence of Outcome 3 (Styles).
- We have redefined the criteria for evaluation of Outcome 5 (Culture).
- We have established a departmental threshold of 75% for each outcome; we hope that 75% of our graduates will reach the standard for each outcome.

Senior Assessment Data

Data from the past four years, representing our students' performance on our five Student Learning Outcomes, are represented in the table below. For each outcome, data are also broken down to represent the languages in which our students can major. Outcomes for which fewer than 75% our graduating majors met the standard are shaded in grey.

		1: Oral			2: Written			3: Styles			4: Analysis			5: Culture		
		N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%
2010	French	1	0	0%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
	German	8	7	88%	7	4	57%	7	7	100%	7	3	43%	7	7	100%
	Spanish	24	18	75%	24	18	75%	25	21	84%	25	18	72%	22	19	86%
	ALL	33	25	76%	32	23	72%	33	29	88%	33	22	67%	30	27	90%
2011	French	0			0			0			0			0		
	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	23	23	100%	21	21	100%	21	21	100%	20	16	80%	20	18	90%
	ALL	25	25	100%	23	23	100%	23	23	100%	22	18	82%	22	20	91%
2012	French	7	4	57%	6	5	83%	7	6	86%	7	5	71%	7	6	86%
	German	6	2	33%	6	3	50%	6	6	100%	6	4	67%	6	6	100%
	Spanish	27	24	89%	27	20	74%	27	25	93%	27	13	48%	27	25	93%
	ALL	40	30	75%	39	28	72%	40	37	93%	40	22	55%	40	37	93%
2013	French	6	5	83%	6	6	100%	6	6	100%	6	4	67%	6	5	83%
	German	5	2	40%	6	6	100%	6	5	83%	6	6	100%	6	6	100%
	Spanish	35	27	77%	36	34	94%	36	35	97%	33	24	73%	36	25	69%
	ALL	46	34	74%	48	46	96%	48	46	96%	45	34	76%	48	36	75%

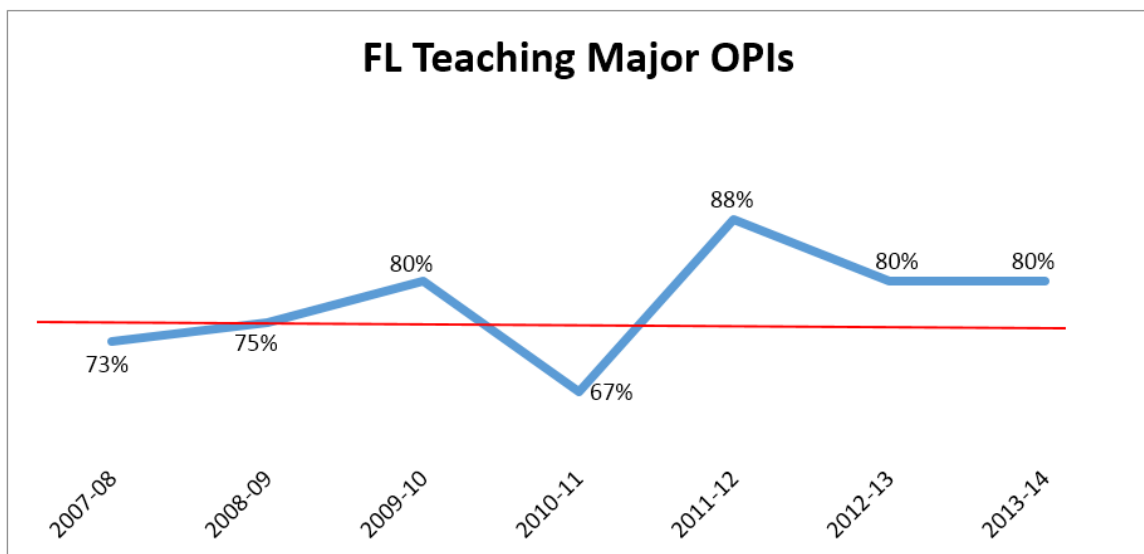
Evaluation of Data

No clear trend is visible. It is quite obvious that our best performance was in 2011-12; however, it is also clear that we had a smaller cohort of students graduating that year, with no majors in French and only two in German. With the exception of 2011-12, this past year was our best. We met or exceeded our threshold of 75% on all but the first Outcome, and that was very close at 74%.

Nevertheless, there is room for improvement. Outcome 1 shows a nearly flat progression in which our students are performing at or slightly over the threshold. It may be meaningful that our German majors have not met or exceeded the standard in two of the four years. This may be due to a relatively small number of majors (compared, for example, to Spanish) but may also reflect the relative difficulty involved in achieving the Advanced-Low level in German for native speakers of English. (The Foreign Service Institute points out that of Category 1 languages, German takes significantly longer to master than the others).

In addition to the Oral Test that majors complete for Outcome 1 in FL 4990, all foreign language teaching majors and minors must complete a national test, the Oral Proficiency Interview (OPI), administered by ACTFL. Utah State licensure requires that they achieve an Advanced-Low rating or higher. Students who receive a lower rating are not permitted to complete the teaching major and we generally counsel them to declare a 'regular' degree in French, German or Spanish.

The table below shows the percentage of foreign language teaching majors and minors who rated Advanced Low or higher on the OPI. For the past three years, all of our students have either met or exceeded this national standard. During the four years previous to that, we met our threshold of 75% only half the time. We are very pleased with this progress.



Outcomes 2 and 3 both show some improvement over the past four years. This is likely due to better collection of documents in FL 4990. Two years ago we began asking students to label their submitted documents as to genre or style.

With the exception of 2011-12, our students have not generally met or exceeded our standard for Outcome 4. The Department will need to better communicate expectations with instructors, and particularly define the kinds of writing expected from students in literature classes (FL 3610-3690) and culture classes (FL 3550-3570).

Outcome 5, dealing with students' perspectives on cultural products and practices, was redefined this past year. Predictably, the percentage of students who met or exceeded the newly defined standard went down—although we still met our threshold of 75%. This fall may be due to student performance but is also likely due, in part, to a weakness in rater reliability.

Assessment of High-Impact Programs and Courses

Here are two examples of assessing high-impact programs and courses:

Guatemala Study Abroad Program Community-Engaged Learning Assessment Data				
RESPONSES	Program helped make me aware of my power to affect positive change in the world	Program helped make me aware of my power to affect positive change in my own society	Program helped me improve my fluency in Spanish	Program helped me understand the economic situation of Guatemala's Mayan women
<i>completely agree</i>	30	20	28	40
<i>Agree</i>	13	21	10	4
<i>Disagree</i>	0	3	6	0
<i>totally disagree</i>	0	0	0	0
TOTAL	43	44	44	44

CEL Course Assessment Data—SPAN 3730: Medical Spanish (Spring 2014)	
CEL Outcome	Students will demonstrate an understanding of civic values.
Method of Measurement	Submission of abstract (that summarizes their service-learning work) for presentation to the Community Engagement Symposium
Threshold	80 % of students will be accepted for presentation at the Community Engagement Symposium.
Findings	93.3 % of students were accepted and presented their poster.
Interpretation of Findings	Students were able to summarize in an abstract their service-learning work, how it affected community members, and the impact it had on themselves.
Action Plan/Use of Results	No curricular or pedagogical changes needed at this time.

Future Assessment Plans

The Department requires an Outcome Assessment Plan for all new courses or variable-title courses so that they may be included in the [Curriculum Map](#).

We hope to show evidence of learning by comparing students at the beginning of our major sequence with others as they graduate. We have already gathered oral and written data in French and Spanish courses (FRCH 3060 and SPAN 3060) with which to establish a baseline for students beginning work on a foreign language major. The oral data is based on the same test given in FL 4990, and the written data will be evaluated using the rubric for the third learning objective.

As soon as the A.A. degrees in ASL and Chinese are approved, we will develop a plan to assess all of our A.A. degrees.

F. Academic Advising

Advising Strategy and Process

Academic advising is a shared responsibility in the Department. Both French and Japanese have only one full-time faculty member, so in French all students are advised by Dr. Cheryl Hansen, and in Japanese all students are advised by Dr. Yumi Adachi. In German, Dr. Eva Szalay is responsible for advising majors, and Dr. Kacy Peckenpaugh is responsible for advising minors. In Spanish, each faculty member is assigned a group of students, based on the program the students wish to follow (major, minor, commercial, teaching, etc.). Each year an updated list of academic advisors for all of our programs is printed and distributed throughout Elizabeth Hall and online. Students now must consult with a department advisor before they are allowed to declare a major or minor. They must also meet with an advisor when they are ready to clear for graduation.

The Department has created a series of brochures to inform students considering a major or minor in a foreign language of the different emphases and about career and study abroad opportunities.

In the fall of 2014 the Department began using online forms to declare and clear majors, minors, and A.A. degree students. Thus far the process has worked quite well.

Declarations: Students are required to meet with an advisor before declaring a major, minor, or associates degree. While meeting with the advisor, her/she submits the online Declaration Form. The Department Secretary, Ms. Eliza Fry, receives the form electronically and then inputs the declared major, minor, or A.A. program.

Clearance: During the semester in which students wish to graduate, they will meet with their department advisor, who will complete and submit the online Clearance Form. They will not be cleared until they have completed or are

currently enrolled in all of the necessary classes. The forms are received by the Department Secretary, Ms. Eliza Fry, and then she or Dr. Craig Bergeson does a forced complete exception for the Graduation Sign- Off box in Cattracks, the tool used by students and advisors to track students' progress toward graduation. Other Cattracks exceptions, substitutions or wavers are made by Dr. Tom Mathews, Dr. Craig Bergeson, or Ms. Eliza Fry (with Dr. Bergeson's approval), each of whom has had specific training for this purpose.

Students seeking the B.I.S. degree with a foreign language, European Studies or Latin American Studies as one of their emphases, meet with the Department Chair or minor program coordinator for advising. Students are free to choose any willing full-time faculty member to work with them on their capstone project.

G. Faculty

The Department of Foreign Languages Faculty is well-trained in methods of teaching foreign languages and in their respective fields, and their wide-ranging expertise allows the Department to cover the extensive variety of programs and courses offered.

Contract Faculty

The Department currently has 11 full-time tenured or tenure-track faculty. This is one fewer than at the time of our last review, due to not replacing Dr. Wa Nyatetu Waigwa, in French, after her retirement. 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.

There are now seven faculty members in Spanish, one in Japanese, one in French, one in German, and one who is currently teaching a $\frac{3}{4}$ load in German and a $\frac{1}{4}$ load in French. This academic year (2014-2015) there is also one full-time instructor, Ms. Melissa Pittman, who teaches $\frac{1}{2}$ of her load in Chinese, in our department, and the other $\frac{1}{2}$ in LEAP (Learning English for Academic Purposes). A list of full-time faculty can be found in [Appendix B](#).

All full-time faculty in the Department (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.

Adjunct Faculty

The Department contracts each semester with 15 to 20 adjunct faculty, depending on specific needs. Adjunct faculty supplement our courses in Spanish, French and Japanese, and they also teach languages in which there is student interest but no degree program. Specifically, in 2014-15, there are four adjunct faculty who teach

American Sign Language, one teaching Japanese, one teaching Italian, one teaching Portuguese, one teaching our online methods course, and nine teaching Spanish.

The Department has permitted qualified adjunct faculty to teach some upper-division courses. In Spanish, three highly qualified and experienced adjunct faculty have regularly taught SPAN 3060 and 3160. These are, for most of our students, introductory courses taught in multiple sections each semester. Of these three faculty, one has a Ph.D., one is A.B.D. at the University of Utah, and the other completed a *Profesora de Literatura* degree at the Pontificia Universidad Católica de Chile.

The Department has supported several adjunct faculty in their goal to experience ACTFL OPI Training; the Department has paid the cost of membership and the workshop registration fee. This is an investment in adjunct faculty; they will return with a clearer understanding of our proficiency goals and a skill-set for assessing student performance.

As can be seen in [Appendix B](#), several adjunct faculty have taught in the Department for many years.

Faculty Qualifications

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	11		4
Number of faculty with Master's degrees		1	11
Number of faculty with Bachelor's degrees			4
Other Faculty			
Total	11	1	19

Faculty CVs are on file in the WSU Office of Institutional Effectiveness (gniklason@weber.edu)

Faculty Diversity

The Department faculty, full-time and adjunct, represent considerable diversity. Faculty have, either by virtue of national origin or through study, scholarships and exchange programs, extensive residence experience in foreign countries. Students have advantages by taking courses from both native speakers and non-native speakers. Of 31 full-time and adjunct faculty teaching fall 2014, 65% are women, and 48% are native speakers of the language they teach. Among full time faculty, 55% are native speakers.

The substantial diversity of the Department faculty exposes students to a wide variety of accents, cultures, and perspectives, thus enhancing their ability to develop the global awareness and intercultural understanding that are part of our [Mission Statement](#).

Teaching Load

The Utah Board of Regents policy specifies that full-time faculty teach at least 24 credit-hours per academic year. These hours are achieved in face-to-face, online and team-taught courses. Generally, in the Department, directed reading and independent studies have not been counted toward load. In addition to formal course load, many faculty help students with directed reading courses, B.I.S. and Departmental Honors theses, supervision and observation of student teachers in the field and participation in concurrent enrollment.

Teaching responsibilities may be reassigned in light of specific needs (e.g., chairing a university committee, grant arrangements, sabbatical leave, etc.). Decisions regarding reassigned time are made by the Department and College in accordance with university policies.

Faculty Development

A number of activities are available for both new and existing faculty. For new faculty, the Teaching and Learning Forum provides a New Faculty Retreat for all first and second year faculty. Faculty are also encouraged to attend other events organized by the Teaching and Learning Forum, such as the monthly “Brown Bag Meetings” and other workshops. Several Department faculty members have also participated in other professional development opportunities provided by the University, such as the MOTC (Masters of Online Teaching Certificate). In addition, the annual Department Retreat held each fall includes presentations and discussions of methods of teaching foreign languages, and in the past few years we have also had at least one department meeting during the spring semester dedicated to teacher development.

New faculty are assigned a Department Mentor, who meets with them each semester during their first year (and longer and more often if necessary) to help them acclimate to the department, college, and university culture and to assist them in their preparations for their Third Year Review. New faculty have commented that these mentor meetings are very helpful. The Department Chair also provides mentoring whenever needed.

Most of the full-time, and some of the adjunct faculty, travel regularly to attend and present at professional conferences. The Department has a Travel Policy to distribute the Department travel funds. If a faculty member travels each year, he/she will usually receive \$600-\$800 for travel, and in the last few years the Dean of the College of Arts and Humanities has provided an additional \$1,000 of travel funds to each faculty member—contingent on his/her continued scholarly production, which includes refereed conference presentations and refereed articles.

Faculty Achievements

Over the past five years, Department of Foreign Language faculty have published articles, presented at conferences, received awards, and been named to leadership positions.

Some notable faculty achievements are:

- Dr. Yumi Adachi was chosen as an outside reviewer for a faculty member at the University of Alaska.
- Dr. Isabel Asensio published “Faith, Doubt, and Religious Ideology in Contemporary Spanish Cinema” in *Weber, the Contemporary West*.
- Dr. Diego Batista received a Lindquist Faculty Fellowship Award to continue his research on literature of the Canary Islands.
- Dr. Craig Bergeson presented “*El Tiempo en novelas de Miguel de Unamuno*” at the Thirteenth International Conference on New Directions in the Humanities in Madrid, Spain, in July of 2013, and an extended version of that presentation has been accepted to be published as an article in *Revista de Humanidades Internacionales*.
- Dr. Craig Bergeson was selected as an Honors Eccles Faculty Fellow for 2009-2010.
- Dr. Electra Fielding was selected as an Honors Eccles Faculty Fellow for 2015-2016.
- Dr. Electra Fielding received an RSPG grant to conduct research on religion in medieval Spain and has presented at various conferences on this topic.
- Dr. Alicia Giralt is currently serving as Director of Women and Gender Studies at WSU.
- Dr. Alicia Giralt received Third Prize in the International Poetry Competition Literarte 2013 in Argentina.
- Dr. Alicia Giralt published *Español Médico y Sociedad*, a textbook for medical Spanish courses.
- Dr. Cheryl Hansen currently serves on the Utah Dual Language Immersion Advisory Board and as the Utah Delegate to ACTFL (American Council on the Teaching of Foreign Languages), and she has served on the Utah Governor’s World Language Council.
- Dr. Mathews has served on the board and as president of SWCOLT (Southwest Council on the Language Teaching) and on the Utah Governor’s World Language Council.
- Dr. Tom Mathews, Dr. Cheryl Hansen, and Dr. Isabel Asensio have each served on the board and as President of UFLA (Utah Foreign Language Association).
- Dr. Eva Szalay received an RSPG grant to enroll in the Goethe Online Business Course in order to prepare to teach the German for Business courses.
- Dr. John Trimble published “Perceiving intonational cues in a foreign language: Perception of sentence type in two dialects of Spanish,” in *Selected Proceedings of the 15th Hispanic Linguistic Symposium*.
- In the spring of 2014 Dr. John Trimble and Dr. Diego Batista received an Innovative Teaching grant from the Provost office to develop and test the use of a hybrid model for First Semester Spanish.

Faculty Review

Formal reviews follow the tenure and promotion policies specified in [section 8-1 of the university's Policy and Procedure Manual](#) and the [College of Arts and Humanities Tenure and Post-Tenure Review Policy](#). The University and College post-tenure review policies were recently revised. Whereas in the past tenured faculty were given a triennial review by the department chair, now tenured faculty will undergo a more formal review every five years. Three faculty members are undergoing the post-tenure review this year under the new policy.

In addition, each year all faculty of the College of Arts and Humanities are required to submit an Annual Faculty Report, which the department chair and the dean evaluate and use to make merit increase decisions. The reports include the years' accomplishments in teaching, scholarship, and service.

Course evaluations are administered each semester online using ChiTester. Most instructors take their classes to the Language Lab (EH408) to complete the evaluations. We use an evaluation form developed several years ago by the College of Arts and Humanities. Non-tenured faculty are required to administer course evaluations in all of their courses; tenured faculty should do evaluations in at least two courses per year. The results of the evaluations are online, and they are also filed in the office of the Department of Foreign Languages office and in the College of Arts and Humanities office. Most Department course evaluation results and comments are very positive.

Faculty Needs

We need a second tenure-track faculty member in French—so the entire French program does not fall on the shoulders of one faculty member.

In the spring of 2012, Amelia Williams, one of our ASL instructors, conducted a feasibility study in order to explore the possibility of establishing a B.A. degree in A.S.L. Her study revealed a great deal of interest in a possible ASL Interpreting major at WSU, so the following fall we requested funding to do a search for a Visiting Professor of ASL, who would design and initiate the program; however, our request for funding was not granted.

In various parts of the State of Utah, including Weber County, there is a thriving Chinese Dual Immersion program in several elementary schools. In the not-to-distant future students from those programs will be entering college, and many of them may wish to pursue advanced studies in Chinese. However, at this time we have no B.A. program in Chinese, and we will need funding to search for and hire a tenure-track faculty member to establish and run the program.

H. Support

Staff

In June of 2012 our long-time administrative assistant and department secretary, Karlene Foster, retired, so we hired Aubree Harris. Ms. Harris created spreadsheets to track faculty travel expenses and enrollment trends, and she made an excellent contribution to the department until she left in July of 2014 to move to another state. We then hired Eliza Fry, who has already learned our Department program requirements and WSU computer systems and has been trained on procedures for scheduling, registration, purchasing, and several other systems. Also, she has improved our methods of tracking faculty travel expenses, enrollment, and graduation rates, and she is creating a database that will allow us to access various types of information of our students. Moreover, Ms. Fry is very pleasant and helpful with students, faculty, and staff.

In the fall of 2012 we began hiring student aides to work part time in the Department office and assist the Department Secretary. The present student aide, Kimberly Thongrit, has learned her job quickly and is a great addition to the Department.

In spring semester of 2010, we began hiring student workers to serve as language tutors and computer technicians in EH 408, our Language Learning Center and Computer Lab. The Lab is open to students mornings and early afternoons Monday through Friday. The tutor/lab assistants are required to take tutor training courses offered by the University.

Facilities and Equipment

Elizabeth Hall is a beautiful facility that meets our needs in foreign languages. Every classroom is equipped with a computer, DVD player and image projector.

The Language Learning Center and Computer Lab in EH 408 is similarly equipped, but in addition it has 26 iMacs with parallel processors (that run both Mac OS and MS Windows). Each computer has a headset and microphone for recording and listening. In addition, there is a networked printer that students may use in the Lab. Many students take advantage of the tutoring services in the Lab, and instructors often take their students to the Lab to do activities requiring technology.

Since 2008-09 the Department has received permission to institute a \$2 per credit-hour course fee to support technology. This fee generates sufficient funds to maintain and replace the equipment in the classrooms and the Lab.

Finally, the Department leases a photocopier (now one year old), to which faculty can print or copy directly from their offices. Faxes can be sent and received from the photocopy machine.

Library

Our library resources are quite good. Students have access to an ample collection of books in foreign languages, and online catalogs, and indices also allow students and faculty to find the information they need. The library has also been very responsive to requests for materials.

Other Support

The Department of Foreign Languages also receives excellent support from 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.

I. Relationships with External Communities

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

J. Results of the Program Review Completed in 2010

Recommendations of Review Team and Action Taken

1. Improve mission statement.
 - a. Add a list of expected outcomes to the Mission Statement.
 - b. In order to define the context in which learning outcomes will be assessed, provide a link to an explanation of ACTFL levels.
 - c. The Mission Statement should mention that the Department offers foci in business language, translation, and other specific areas as they develop.

Action

In order to address the review team's concern, the [Mission Statement](#) was revised in the fall of 2010 and again in the fall of 2014. A [webpage explaining various aspects of the Mission Statement](#) was also created.

2. Devise a strategic plan with a reasonable timeline that sets benchmarks *over several years* for strengthening low-enrollment majors and minors.

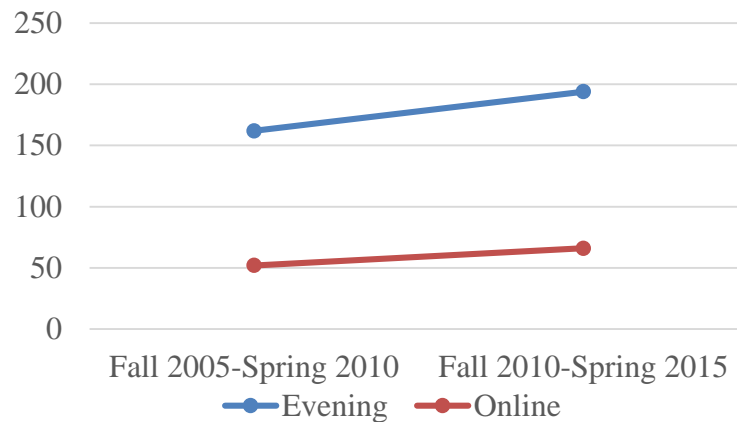
Action

In the summer of 2010 the department chair wrote a draft of a strategic plan (see [Appendix G](#)) and the Department discussed the plan at the fall retreat that year. While the written plan has not changed, the efforts to increase enrollment have evolved significantly during the last few years. For example, in the fall of 2013 the Department Enrollment and Publicity Committee was reconstituted, and it has led out on many of our enrollment efforts, which include the following:

- a. Increase online and evening offerings, as shown by the following charts:

Number of evening and online sections offered

	Fall 2005-Spring 2010	Fall 2010-Spring 2015	Increase
Evening	162	194	19.75%
Online	52	66	21.21%



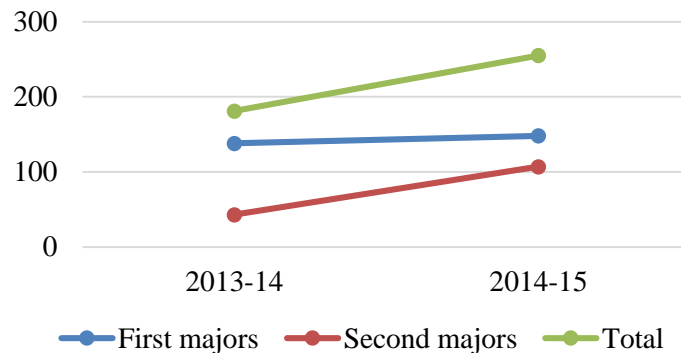
- b. The purchase, installation, and utilization of a digital sign to advertise our programs and events.
- c. The organization of teaching workshops to refresh our knowledge of methods of teaching foreign languages. In the fall of 2012 Dr. Eric Kartchner, of ACTFL, conducted a workshop on teaching for proficiency to more than 20 foreign language instructors, and, as part of our Hybrid First Semester Spanish Project, in the spring of 2014 Dr. Fernando Rubio, of the University of Utah, conducted a workshop on using the hybrid model to teach foreign languages.
- d. The organization of a Department Open House, began in the spring of 2014, to advertise and explain our programs to potential majors and minors and to explain the programs to existing majors and minors. The first Open House was praised and well-attended by students.
- e. Beginning in the fall of 2013, the Department Chair asked all faculty for the names of outstanding students. He then sent letters to them to congratulate them on their achievements in language study and invite them to meet with an advisor to discuss opportunities in the Department. Several new major and minor declarations were made as a result of those letters, and similar letters have been sent this fall.
- f. In the past year Christie Denniston, College Director of PR and Marketing, has assisted the Department in redoing our display cases on the second floor and in producing various marketing materials.

Results of Enrollment Efforts

The numbers of graduates and declared majors in our programs have increased, particularly in the last year. The increase in French is especially significant. Much of this increase is due to the increase in double majors—that is, students with a major declared in another department who add a second major in a foreign language. This increase is illustrated in the following charts:

Majors Declared

	2013-14	2014-15
First majors	138	148
Second majors	43	107
Total	181	255



For more details on enrollment, see [Appendix A](#).

3. The faculty needs to better coordinate their planning and decision-making so that each faculty member feels an active part of the process.

Action

A conscious effort has been made to involve all full-time faculty members in program planning and decisions. We have also invited adjunct instructors to Department retreats and meetings.

4. The Department might consider supplementing its common assessment with measures that are specific to the commercial track, for example students' use of business language (assuming that assessment is already built into the teaching track through licensure requirements).

Action

No action was taken because the Department feels that, while the assessments could be revised to include questions couched in the context of business or medicine, the goal of our assessment is to determine students' proficiency, not their knowledge of specific content.

5. The Department might consider assessment of its minors and students who will graduate with the new B.A. requirement.

Action

The Department has discussed the possible assessment of minors, but as of yet no action has been taken.

6. An assessment of students who complete two 3-credit courses would reinforce the Department's focus on proficiency rather than contact hours and credits.

Action

Our Department Assessment Committee has gathered data from students in FL 3060, which is often the first upper-division course taken by majors and minors. This data, similar to data collected in our Senior Assessment (FL 4990) will be evaluated to compare the two groups and provide evidence that our students are gaining proficiency through our program.

7. Maintain the current number of full-time faculty. Cuts in the size of the faculty would seriously compromise the program's strength.

Action

Since the last program review the Department has one less tenure-track faculty, as a French professor who retired was not replaced. Instead, we hired a tenure-track faculty member to teach both French and German; however, this is an imperfect solution. The best remedy would be another tenure-track position in French.

K. Action Plan for Ongoing Assessment Based on Current Self Study

1. The Self Study revealed the need for more assessment in the Department; therefore, plans will be developed to assess the following in the near future:
 - a. FL 1020, the final foreign language class for many students completing the B.A. language requirement.
 - b. Advising – through a questionnaire that we will add to the Senior Assessment course
 - c. A more complete assessment of high-impact courses, such as study abroad courses and community-engaged learning courses.
2. The Department will also continue to request funding for a full-time tenure-track position in French and for full-time tenure-track positions in ASL and Chinese—in order to develop B.A. degree programs in those languages.

L. Summary of Artifact Collection Procedure (for the Senior Assessment)

Artifact	Outcome Measured	When/How Collected?	Where Stored?
Six student recordings. These are responses to written prompts in the language of study.	Outcome 1: Oral proficiency	As an exam administered during FL 4990—Senior Assessment.	In Canvas
Three or more samples reflecting different writing styles.	Outcome 3: Writing in different styles	Saved by students as work done in several classes. Submitted during FL 4990.	In Canvas
A written analysis of a literary or cultural work.	Outcome 4: Literary or Cultural Analysis	Saved by students as work done in at least two course. Submitted during FL 4990.	In Canvas
A written description of a cultural product or practice	Outcome 5: Appreciation of Culture	Saved by students as work done in several courses. Submitted during FL 4990.	In Canvas

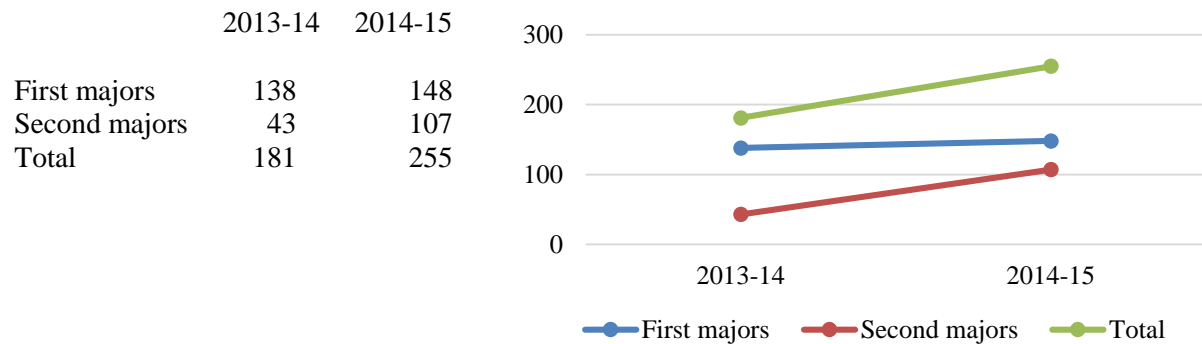
APPENDICES

Appendix A: Student and Faculty Statistical Summary

Foreign Languages	2009-10	2010-11	2011-12	2012-13	2013-14
Student Credit Hours Total ¹	10,354	10,569	10,724	9,763	9,247
Student FTE Total ²	345.13	352.30	357.47	325.43	308.23
Student Majors ³	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 ⁴	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 ⁵					

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:



Appendix B: Faculty Profile

Contract Faculty

Name	Gender	Ethnicity	Rank	Tenure Stats	Highest Degree	Years of Teaching			Areas of Expertise
						WSU	Other	Total	
Adachi, Yumi	F	Asian	Prof.	Tenured	Ph.D.	17	6	23	Japanese
Asensio, Isabel	F	Hispanic	Assoc. Prof.	Tenured	Ph.D.	8	5	16	Spanish
Batista, Diego	M	Hispanic	Asst. Prof	T. Track	Ph.D.	3	6	9	Spanish
Bergeson, Craig	M	White	Prof.	Tenured	Ph.D.	15	7	22	Spanish
Fielding, M. Electra	F	Hispanic	Asst. Prof	T. Track	Ph.D.	15	4	18	Spanish
Giralt, Alicia	F	Hispanic	Prof.	Tenured	Ph.D.	15	5	20	Spanish
Hansen, Cheryl	F	White	Prof.	Tenured	Ph.D.	25	5	30	French
Mathews, Tom	M	White	Prof.	Tenured	Ph.D.	18	6	24	Spanish
Peckenpough, Kacy	F	White	Asst. Prof	T. Track	Ph.D.	1	5	6	German/French
Szalay, Eva	F	White	Prof.	Tenured	Ph.D.	16	8	24	German
Trimble, John	M	White	Asst. Prof	T. Track	Ph.D.	1	5	6	Spanish

Adjunct Faculty

Beus, Eric	M	White	Adjunct	None	M.A.	0	2	2	Spanish
Campose, Isabella	F	Brazilian	Adjunct	None	M.A.	1	7	8	Portuguese
Compton, Greg	M	White	Adjunct	None	B.A.	29	27	35	Spanish
Daines, Erika	F	White	Adjunct	None	D.U.	25	0	25	German
Hansen, Helynne	F	White	Adjunct	None	Ph.D.	0	34	34	French
Harrop, Scott	M	White	Adjunct	None	B.A.	12	0	12	ASL
Holmes, Maria Rosie	F	White	Adjunct	None	M.S.	8	0	8	Italian
Jasmer, Dolores	F	Hispanic	Adjunct	None	M.A.	14	0	14	Spanish
Johnson, Jeffrey	M	White	Adjunct	None	M.A.	0	19	19	Portuguese

Adjunct Faculty Profile – continued

Name	Gender	Ethnicity	Rank	Tenure Stats	Highest Degree	Years of Teaching			Areas of Expertise
						WSU	Other	Total	
Maughan, Rona Lee	F	White	Adjunct	None	Ph.D.	24	2	26	Spanish
Maw, Trent	M	White	Adjunct	None	M.A.	4	0	4	Spanish
Mawdsley, Laura Lair	F	White	Adjunct	None	M.A.	3	0	3	French
Michalek, Vanesa	F	Hispanic	Adjunct	None	M.A.	8	12	20	Spanish
Moon, Tammy	F	White	Adjunct	None	B.A.	2	5	7	ASL
Myers, Christina	F	White	Adjunct	None	M.A.*	32	8	40	Spanish
Norseth, Marianna	F	Hispanic	Adjunct	None	P.Lit**	22	1	23	Spanish
Phillips, June	F	White	Professor	Tenured	Ph.D.	13	27	30	For Lang Methods
Pittman, Melissa	F	Asian	Adjunct	None	M.A.	6	20	26	Chinese
Romney, David	M	White	Adjunct	None	M.A.	1	5	5	Japanese
Smith, Mickelle	F	White	Adjunct	None	M.A.	1	0	1	ASL
Stokes, Jeff	M	White	Adjunct	None	Ph.D.	33	5	38	Spanish
Uhrey, Ryan	M	White	Adjunct	None	M.A.	4	0	4	Spanish
Williams, Amelia	F	White	Adjunct	None	B.A.*	8	0	8	ASL

* Currently A.B.D. in a Ph.D. program

** *Profesora de Literatura*, determined by the department to be equivalent to the M.A.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Eliza Fry	F	White	Department Secretary	6 months	Office administration
Kimberly Thongrit	F	White	Student Aide	1 month	Office administration

Appendix D: Financial Analysis Summary

Funding	09-10	10-11	11-12	12-13	13-14
Appropriated Fund	1,084,537	1,119,859	1,043,931	1,075,607	1,029,719
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	1,921	903	394	45,162	0
Total	1,086,458	1,120,762	1,044,325	1,120,769	1,029,719

Note: Data provided by Provost's Office

Appendix E: Course Requirements for Majors and Minors in the Department of Foreign Languages

	<u>Regular</u>	<u>Majors Teaching</u>	<u>Commercial</u>	<u>Regular</u>	<u>Minors Teaching</u>	<u>Commercial</u>
3060: Grammar & Comp	✓	✓	✓	✓	✓	✓
3160: Intro to Lit.	✓	✓	✓	✓	✓	✓*
36xx: Literature	✓	✓				
35xx: Culture			✓			✓
3710: Business Lang. I			✓			✓
4710: Business Lang. II			✓			✓
3220: Phonetics		✓			✓	
4340: 2nd Lang. Acq.		✓			✓	
4400: Teaching Methods		✓			✓	
4990: Senior Assessment	✓	✓	✓			
Electives. . .	✓	✓	✓	✓	✓	
Total hours required	30.5	36.5	30.5	15	21.5	15

*German minor with a commercial emphasis allows GRMN 3160 to be replaced with one of the culture courses.

Appendix F: Variable Title Courses

Course #	Language	Course Title
3320	ALL	Advanced Conversation
3320	FL	Language and Culture of Europe
3320	French	Language in Art and Architecture
3550	French	Cultural Heritage of France
3570	French	Modern French Culture
3570	French	What is a Francophone?
3570	French	French Culture through Food
3570	French	Business, Culture, and Politics
3610	French	Literature Authors
3630	French	French Short Stories
3630	French	French Biography
3630	French	Voyage and Mystery Literature
3670	French	Beyond Exupery's Little Prince
2550	German	German Folklore in English
2810	German	From Hansel and Gretl to Hogan's Heroes
3320	German	Popular German Culture
3550	German	German Language and Culture
3550	German	Germany between the Two World Wars
3550	German	Germany between the Wars
3570	German	Intercultural Explorations
3570	German	German Film
3570	German	The Germanization of the USA
3630	German	Goethe to Grass
3650	German	Postwar Literature, Film and Media
3570	Japanese	Japanese Culture's Dark Side
3570	Japanese	Social Issues in Japan
3630	Japanese	Mystery Novels
4220	Japanese	Kanji
3550	Portuguese	Culture of Brazil and Portugal
3570	Portuguese	Brazilian Literature and Culture
3320	Spanish	Community Practicum
3320	Spanish	Medical Interpretation
3550	Spanish	Cultural Heritage of Spain
3570	Spanish	Don Quixote through Film
3570	Spanish	Immigration in Film
3570	Spanish	Hispanic Culture in the US

Variable Title Courses - continued

Course #	Language	Course Title
3570	Spanish	Spain's Post-Civil-War Culture
3570	Spanish	Horror and Superstition
3570	Spanish	Religion in Early Spain
3570	Spanish	Music and Culture of Spain
3570	Spanish	Spanish Cinema
3570	Spanish	Musical Heritage of Latin America
3570	Spanish	Post-Revolutionary Mexico
3570	Spanish	Quest for Justice in Film
3570	Spanish	Latin American Myths and Legends
3570	Spanish	Hispanic Culture through film
3570	Spanish	Hispanic Identities
3570	Spanish	Culture of the Mexican Revolution
3610	Spanish	Early Spanish Literature
3610	Spanish	Early Latin American Literature
3630	Spanish	Spanish Theater
3630	Spanish	Documentaries in Spanish
3630	Spanish	<i>Comedia</i>
3630	Spanish	Hispanic Poetry
3630	Spanish	Novels by Women
3630	Spanish	Contemporary Drama of Spain
3630	Spanish	Short Plays in Spanish
3630	Spanish	Chicano Literature
3650	Spanish	20th Century Latin American Literature
3670	Spanish	US Latina Authors
3670	Spanish	Contemporary Women Writers
3670	Spanish	Voices of Early Spanish Women
3670	Spanish	Legendary Latinos in Hollywood
3720/3730	Spanish	Medical Spanish I and II
3730	Spanish	Spanish for Law Enforcement
4220	Spanish	Spanish Linguistics
4690	Spanish	Don Quixote
4690	Spanish	Short Stories of Jorge Luis Borges

Appendix G: Draft of Strategic Plan

Department of Foreign Languages
 Draft Strategic Plan (to increase enrollment and retention)
 Fall 2010

1. Goals

- a. We will increase SCHs by ____% by _____ (specific date).
- b. We will increase the number of graduates (i.e., majors and minors) by ____% by _____ (specific date).
- c. Create an awareness of the department on campus and in the community.

2. Plan of action

- a. Make a long term plan (4 years) for number and variety of courses to be offered
- b. Improve teaching
 - i. Training and evaluation of all faculty (full-time and adjunct faculty in all languages)
 1. Workshops?
 2. Request attendance at TLA workshops
 3. Book groups sponsored by TLA
 4. Share ideas
 5. Peer observation?
- c. Make connections with the campus and the community
 - i. Collaborate with other departments and programs (to attract students into language courses)
 1. Talk to other chairs about
 - a. Class offerings
 - b. Increase credit hour requirement and allow some of those credits to be satisfied by courses from other departments
 - i. Hopefully other departments would reciprocate.
 - ii. Change name of major
 - c. Language across the curriculum
 2. Create new interdisciplinary minors
 3. Teach cross-listed (interdisciplinary) courses
 - ii. Continue and expand concurrent enrollment **or** approve a test of articulation whereby university credit could be given for high school coursework

- iii. Work with the State Office of Education and nearby school districts to encourage the continuation and expansion of world language programs that feed into WSU
- d. Publicize the Department in a variety of ways
 - i. Brochures
 - ii. Posters
 - iii. Stickers
 - iv. Other ideas
 - 1. Participate fully in on and off campus recruitment and advising activities (e.g. block party, major fest, student orientation, etc.).
 - 2. Advertise the different language emphases offered in the Department (commercial, teaching, literature, etc.) and plan course offerings well in advance
 - 3. Internet: Facebook, Blog, Twitter
 - 4. News letter
 - 5. Visit high schools
 - 6. Invite high school students to campus
 - 7. Bookmarks
 - 8. Magnets
 - 9. Get student emails and inform them of campus events
 - 10. Make a packet with various materials to give to prospective students