



WEBER STATE UNIVERSITY
Lindquist College of Arts & Humanities

— DEPARTMENT OF —
**FOREIGN
LANGUAGES**



Five-Year Program Review Self-Study

Department/Program: Foreign Languages Department

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Brief Introductory Statement

The Department of Foreign Languages is housed in the Telitha E. Lindquist College of Arts and Humanities and its primary objectives are to prepare students to function effectively in a foreign language and to provide students with opportunities that satisfy their desire for academic excellence, while establishing career pathways related to their study of languages and cultures.

In order to achieve these objectives, the department offers Certificates of Proficiency in ASL, Chinese, French, German, Japanese, and Spanish; Associate of Arts degrees in ASL, Chinese, French, German, Japanese, Spanish, and Localization; and Bachelor of Arts degrees in French, German, Spanish, and Spanish Translation. Students can also minor in French, German, Japanese, Localization, Spanish, and interdisciplinary fields such European Studies and Latin American Studies. The coursework that makes up these degrees is varied and proficiency-based, meaning that all courses in the Department of Foreign Languages have as one of their objectives the development of proficiency in the target language. Exceptions apply to certain courses in the Localization, European Studies, and Latin American Studies programs.

The courses are taught by a diverse and well-qualified faculty—11 full-time and 15 to 20 part-time. Eight faculty members are tenured or tenure-track, two fewer than at the time of our last review, in 2014. We currently have one faculty member who runs all the major, minor, and AA programs in German. The department regularly assesses its graduating seniors using five Student Learning Outcomes, and, since our last review, it has also begun a regular assessment of its general education courses, FL 2020 HU and FL 2600 HU.

Since the inauguration of the Bridge Program for Advanced Language Learning in 2016–2017, the department has offered Spanish, Chinese, and French courses at several high schools across three school districts in Northern Utah. “The Bridge Program is a unique partnership between all Utah state institutions of higher education and school districts with DLI programs. Each Bridge course is developed by a statewide team of university and high school instructors and delivered during a full academic year by a pair of instructors, one from the university hosting the course and one from the high school site working in a co-teaching model. Through challenging and sophisticated approaches to cultural content, Bridge courses focus on developing critical thinking skills and advancing students’ language proficiency towards state grade level targets. The courses further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college.”¹ The department currently employs 5 full-time and part-time instructors to teach the Bridge course, three of whom also have teaching assignments on the Ogden campus.

¹ [Bridge Program White Paper](#)

Standard A – Mission Statement

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.

The department's learning outcomes align to the department's mission. Our graduates are expected to reach an advanced level of proficiency² in both speaking and writing. Additionally, in order to perform effectively in a foreign language and culture, our graduates are expected to write, at the advanced level, in various styles, describe and explain cultural practices associated with the language, and analyze literary or cultural products in the target language. To learn more about the process and metrics by which these accomplishments are determined and periodically assessed, refer to Standard C – Student Learning Outcomes and Assessment.

Since our last program review, the department has added Certificates of Proficiency in six languages, an AA degree in Localization, and a BA degree in Spanish Translation. As part of our strategic plan, and in order to reflect the inclusion of these degrees, the department will consider revising its mission statement and student learning outcomes.

The Department of Foreign Languages' mission and goals align and support the mission of both the College and the University (i.e. Access, Learning, and Community).

Alignment to the Lindquist College Mission Statement

The Lindquist College of Arts and Humanities mission statement affirms:

During your time at WSU, we promise to:

- *Deliver a broad-based liberal arts education that fosters flexible thinking and problem-solving skills combined with opportunities for developing career-ready technical skills.*
- *Provide small classes with personal attention from highly talented faculty dedicated to your career success not only today, but for a lifetime.*
- *Facilitate high-quality internships and professionalizing experiences, thus ensuring that you have the skills and competencies valued by most employers in the local or global economy.*

Since our last review, we have increased our focus on providing foreign language students with opportunities that satisfy their desire for academic excellence while establishing career pathways related to their study of languages and cultures, and we are strongly encouraging students to leverage their language skills outside of the classroom through internships and professionalizing experiences. Additionally, our classes continue to be capped at 25 students, which facilitates personalized attention and academic success.

² To determine language proficiency the department adheres to the guidelines published by the American Council on the Teaching of Foreign Languages. See the [ACTFL website](#) for their [guidelines](#).

Alignment to Weber State University Mission Core Themes: Access, Learning, and Community

The department offers associate and baccalaureate degrees in a student-centered and engaging learning environment, while delivering curricular innovation based on market demand, participation in high-impact educational experiences, and quality scholarly contributions to our disciplines. In addition, the department supports Utah's Dual Language Immersion Program and foreign language teaching via Concurrent Enrollment. The department prides itself on graduating foreign language majors who enrich our local and global communities.

Standard B – Curriculum

As the Department of Foreign Languages Student Learning Outcomes are based on skills, not on content mastery, students may choose from a variety of programs and courses, in which they will develop language proficiency, writing skills, analytical skills, and cultural awareness. To learn more about program student learning outcomes and assessment, refer to Standard C – Student Learning Outcomes and Assessment.

Curriculum Map

			Department Learning Outcomes				
Courses ³			1: Oral skills	2: Writing skills	3: Writing styles	4: Literary/ cultural analysis	5: Cultural awareness
Lower-division Core	1010	First Semester Language	E	U			E
	1020	Second Semester Language	E	U			E
	2010	Third Semester Language	E	U			E
	2020 HU	Fourth Semester Language	E	U			E
Bridge Courses	2030	Second Year Language Review	E	U			E
	3000	Proficiency Development	E	U	I	I	E

			Department Learning Outcomes				
Courses			1: Oral skills	2: Writing skills	3: Writing styles	4: Literary/ cultural analysis	5: Cultural awareness
Major/minor Core	3060	Grammar & Composition	U	E	E		U
	3160	Introduction to Literature	U	U	E	E	U
Bridge Program	3116	DLI Bridge Course I	U	E	E	U	U
	3117	DLI Bridge Course II	U	E	E	U	U
	3118	DLI Bridge Course III	U	E	E	U	U
Linguistics	3220	Phonetics & Phonology	E				U
	3270	Special Topics in Linguistics	U	U			U
	3360	Advanced Grammar	U	E	E		
	4400	Methods for Teaching Languages					U
Culture	3540	Latin American Environment & Cultures			U	E	E
	3550	Cultural Heritage I	U	U	U	E	E
	3560	Cultural Heritage II	U	U	U	E	E

³ The catalog lists all courses as FL, but in a semester's class schedule, courses are listed according to the language, i.e. FRCH, GRMN, SPAN, etc.

	3570	Topics in Culture	U	U	U	E	E
Literature	3610	Literature Survey I	U	E	E	E	E
	3620	Literature Survey II	U	E	E	E	E
	3630	Literature: Genres	U	E	E	E	E
	3650	Literature: Periods	U	E	E	E	E
	3670	Literature: Authors	U	E	E	E	E
	3680	Literature Film	U	E	E	E	E
	3690	Special Topics in Literature	U	E	E	E	E
	4620	Survey of Literature I	U	E	E	E	E
	4630	Survey of Literature II	U	E	E	E	E
	4690	Special Topics in Literature	U	E	E	E	E
Language for the profession	2410	Introduction to Localization					E
	3320	Applied Language Studies	E	U		U	U
	3420	Introduction to Translation		U	U	E	E
	3430	Translation Technology					
	3710	Business Language I	U	E	E	U	E
	3715	Business Language II	U	E	E	U	E
	3720	Specific Purposes I	U	E	E	U	E
	3730	Specific Purposes II	U	E	E	U	E
	3740	Translation I	U	U	U	E	E
	3750	Introduction to Interpreting	E				U
4740	Translation II	U	U	U	E	E	
Study Abroad	2852	Study Abroad	E	U	U	E	E
	3850	Study Abroad	E	U	U	E	E
Professionalized Experience	4860	Foreign Language Internship	U	U	U		U

I = Introduced E = Emphasized U = Utilized

The Department of Foreign Languages offers the following degrees:

Institutional Certificates

As of 2018, the department offers Certificates of Proficiency in ASL, Chinese, French, German, Japanese, and Spanish. The Certificate of Proficiency allows students and professionals to validate intermediate competency in the language of study, affording them an advantage in employment, broadening business opportunities and enriching their cultural and social understanding of their local and global community. The Certificate of Proficiency also provides concrete evidence of communication skills for employers and associates. It requires FL 1010, 1020, 2010, 2020, and six credit hours of elective courses in the language of study at the 3000 level or higher. Concurrent Enrollment and Bridge Program students may complete some or all the requirements for the certificate of proficiency while still in high school. Table 1 shows the number of declared students in Certificates of Proficiency as of November 12, 2019.

Table 1: Declared students in Certificates of Proficiency

ASL	2
French	1
German	1
Japanese	1
Spanish	4
TOTAL	9

Associate of Arts Degrees

Since our last program review, the department now offers Associate of Arts degrees with pre-majors in ASL, Chinese, French, German, Japanese, and Spanish. These degrees require FL 1010, 1020, 2010, 2020, and 2030 or 3000, or equivalent proficiency, along with the General Education requirements for an AA 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 BA degree in a Foreign Language. Table 2 displays the number of declared students in AA degrees as of November 12, 2019.

As of 2019, the department offers an Associate of Arts degree in Localization. It was created to prepare students for entry-level jobs in the language services industry. This degree requires FL 1010, 1020, 2010, 2020, or equivalent proficiency, in a given language, FL 2410 – Introduction to Localization, and nine credit hours of electives: three credit hours in Language and Culture, and six credit hours in Technology. In September 2019, Localization was approved as an official [CTE Program](#).

Table 2: Declared students in AA Degrees

ASL	25
Chinese	9
French	15
German	5
Japanese	17
Localization	1
Spanish	81
TOTAL	153

Since the establishment of the AA degrees in fall 2014, we have seen an average annual growth of 14.3%.

Bachelor of Arts Degrees

The department offers ten Bachelor of Arts degrees: French, French Teaching, French Commercial Emphasis, German, German Teaching, German Commercial Emphasis, Spanish, Spanish Teaching, Spanish Commercial Emphasis, and Spanish Translation (established in 2017). Table 3 shows the number of declared students in BA degrees as of November 12, 2019.

All majors require at least 30.5 upper-division credit hours and a minor, except for the Spanish Translation major that requires at least 52.5 upper-division credit hours with no minor. Majors 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. The traditional majors require an additional literature course plus a minimum of 21 elective credit hours. Teaching majors must take FL 4400 – Methods for Teaching Languages (a five credit-hour course), an additional

literature course plus a minimum of 21 elective credit hours. Commercial emphasis majors will complete FL 3710 – Business Language I, and FL 3715 – Business Language II, as well as a course on Cultural Heritage in the language plus a minimum of 15 elective credit hours.

Besides the minimum of two years of college–level language study, or the equivalent, Spanish Translation majors are required to complete 18 credit hours of language and structure courses, 9 credit hours of translation courses, 15 credit hours of support and language application courses (including courses on culture, linguistics, and language for the professions), and 9 elective credit hours.

In addition, all majors must complete FL 4990 – Senior Assessment (.5 credit hours). See Standard C – Student Learning Outcomes and Assessment for a table illustrating the assessment criteria.

Table 3: Declared students in BA degrees

French	8
French Teaching	3
French Commercial Emphasis	3
German	13
German Teaching	1
German Commercial Emphasis	3
Spanish	79
Spanish Teaching	16
Spanish Commercial Emphasis	16
Spanish Translation	7
TOTAL	149

The department’s average annual growth in all majors and concentrations is 3.2%.

Minors

The department offers minors in French, French Commercial Emphasis, German, German Commercial Emphasis, Japanese, Spanish, and Spanish Commercial Emphasis. Table 4 displays the number of declared minors as of November 12, 2019.

In addition to at least two years of college–level language study, or the equivalent, these minors require at least 15 upper–division credit hours. All minors must complete the core courses FL 3060 – Grammar and Composition, and FL 3160 – Introduction to Literature, in their respective language, plus a minimum of 9 elective credit hours.

Teaching minors (French Teaching, German Teaching, and Spanish Teaching) require at least two years of college–level language study, or the equivalent, and a minimum of 20 upper–division credit hours, including the core courses FL 3060 – Grammar and Composition, and FL 3160 – Introduction to Literature, in their respective language, FL 4400 – Methods for Teaching Languages (a five–credit hours course), plus a minimum of 6 elective credit hours.

Department faculty also serve as coordinators for two interdisciplinary minor programs: European Studies and Latin American Studies. In each of these programs, students often complete most of their coursework within the department. A minimum of 18 credit hours is required in addition to two years of college level, or the equivalent, of a European language, or Portuguese or Spanish respectively.

As of 2019, the department offers a minor in Localization. It was created to prepare students for careers in the language services industry. A minimum of 18 credit hours is required in addition to two years of college-level language study. Localization minor are required to complete 9 credit hours of localization core courses, 3 elective credit hours of technology courses, 3 credit hours of other electives, and a 3-credit hour capstone course.

Table 4: Declared minors

European Studies	0
French	9
French Teaching	1
French Commercial Emphasis	0
German	2
German Teaching	0
German Commercial Emphasis	1
Japanese	5
Latin American Studies	1
Spanish	50
Spanish Teaching	3
Spanish Commercial Emphasis	0
TOTAL	72

The department's average annual growth in minors is 4.2%.

General Education

The Department offers three General Education courses: FL 2020 HU – Fourth Semester, FL 2600 HU – Introduction to Cultural and Literary Studies in Translation, and FL 2851 HU – Study Abroad. FL 2020 HU 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 FL 2020 HU through examination.

Teacher Training

All teaching major and minor students, whether in French, German or Spanish, take a five-credit hour course specific to teaching: FL 4400 – Methods for Teaching Languages. Students from all three languages take this course. Although the course is taught in English, the students create lesson plans and do peer-teaching in the language of their major or minor.

Historically, the department required two 3-credit hour courses: FL 4340 – Second Language Acquisition, and FL 4400 – Methods of Teaching a Foreign Language. In 2018, most of the content of those courses was merged into a five-credit hour version of FL 4400 – Methods for Teaching Languages. This change was made to facilitate timely progress to degree completion for teaching majors allowing them to fulfill this requirement in a single semester.

During FL 4400, students 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 in the teaching major or minor, but they must achieve Advanced-Low before they student teach, or they will be advised to change their major or minor. Students with a score

lower than Intermediate–High will be advised that they may not continue with the teaching major or minor.

The department also offers two Methods for Teaching Languages 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.

Utah’s Bridge Program for Advanced Language Learning

In 2016, a committee comprised of faculty from most USHE institutions was tasked to develop FL 3116 – DLI Bridge Course I. This course was to be co–taught by a university professor and a high school teacher in DLI high schools. Since then, two more courses have been developed, FL 3117 – DLI Bridge Course II, and FL 3118 – DLI Bridge Course III. These courses are offered to 10th, 11th, and 12th graders who come from a K–9 DLI programs and who have passed the AP Exam with a score of 3 or higher. Although a DLI Bridge Course is three credit hours, it is taught over the course of a full academic year, and credit will count towards a major or minor in the language. The university faculty member is the instructor of record, and they typically teach at the high school site once a week. WSU and the Department of Foreign Languages is on its 4th year of partnership with Utah’s Bridge Program and has 290+ high school students enrolled in CHNS 3116, FRCH 3116, and SPAN 3116 for the current academic year 2019–2020 in 9 DLI high schools⁴ in Davis, Weber, and Ogden School Districts. Table 5 shows the number of students enrolled in FL 3116 – DLI Bridge Course I by language for the academic year 2019–2020. For enrollment data and 5-year projection of DLI Bridge Program, see Table 12 in Appendix I: Enrollment and Graduation Data.

Table 5: Students enrolled in FL 3116 – DLI Bridge Course I for the AY 2019–2020.

Chinese	51
French	42
Spanish	201
TOTAL	294

Curricular Accessibility

The Department of Foreign Languages addresses the WSU Core Theme of Access by offering courses that support major and minor programs on a regular basis to ensure that students can complete graduation requirements in a timely manner.

Availability of Lower–Division Courses

Our lower–division sequence (FL 1010, 1020, 2010, and 2020 HU) allows all WSU students seeking an AA or BA degree to complete their foreign language requirement. In addition, WSU students may take FL 2020 HU to receive General Education Breadth credit in the Humanities.

We offer FL 1010 and FL 2010 each fall semester in ASL, Chinese, French, German, and Japanese, while we offer FL 1020 and 2020 HU in the spring. In Spanish, all four courses are offered each semester. We offer Spanish lower–division courses in the evening at both the Ogden and Davis campuses. In addition,

⁴ Ben Lomond, Bonneville, Davis, Farmington, Layton, Ogden, Syracuse, Viewmont, and Weber High Schools,

we have offered a hybrid SPAN 1010—of two face-to-face days and one virtual day—almost every semester since 2014.

We only offer the sequence ITLN 1010 and ITLN 1020. A significant number of students who enroll in these courses do so to complete the foreign language requirement for the Bachelor of Music and Bachelor of Music Education with a Choral Emphasis and generally are not interested in continuing into the second-year Italian courses. As for Portuguese, we do not offer lower-division courses, but only upper-division for those students who have had extensive experience with the language. After completing an upper-division Portuguese class with a C or better grade, they can purchase lower-division credits.

The department provides access to higher education opportunities through Concurrent Enrollment courses in local high schools. We offer our lower-division sequence courses as Concurrent Enrollment every year.

Availability of Upper-Division Courses

The schedule rotation of our core courses, FL 3060 – Grammar and Composition and FL 3160 – Introduction to Literature, varies according to language. In French and German FL 3060 is typically offered each fall; and FL 3160, each spring. In Japanese, these courses are offered once a year. In Portuguese, these courses are typically offered every other year. In Spanish, several sections of FL 3060 and FL 3160 are offered each semester, including in the evening and online. In addition, we typically offer a section of SPAN 3060 and SPAN 3160 in the first and second summer block respectively.

Series courses, such as FL 3710 – Business Language I and FL 3715 – Business Language II, FL 3720 – Medical Spanish I and FL 3730 – Medical Spanish II, and FL – 3740 Translation I and FL – 4740 Translation II, are typically offered each fall and spring semester respectively. These courses may be offered in a traditional format (face-to-face) and as hybrid. In French and German, the series is offered every other year. In Japanese they are offered from time to time, but in no specific pattern. In Chinese, we are offering CHNS 3710 – Business Language I in spring 2020 for the first time.

For teaching majors and minors, FL 4400 – Methods for Teaching Languages is offered each spring. We offer FL 4500 and FL 6500 – Methods for Teaching Languages online every semester.

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 enough upper-division courses in the evening and online to allow students to finish a minor in the evening or online in two to three semesters.

The department also offers one or two upper-division courses in Portuguese each semester. Students may apply these credit hours to a Latin American Studies minor.

In order to allow students to meet the department's student learning outcomes in a variety of contexts, we offer a substantial selection of variable title courses. The catalog lists these courses with a generic title, such as FL 3690 – Literature: Special Topics in Literature, or FL 3680 – Literature: Film, and then in a particular semester the number will be listed in the class schedule with a more specific title, such as FRCH 3690 – Gothic Marriage; or SPAN 3680 – Spanish Cinema. For a list of variable title courses offered during the last several years, see Appendix E: Variable Title Courses.

For enrollment and graduation data, see Appendix I: Enrollment and Graduation Data.

High Impact Educational Experiences

The Department of Foreign Languages addresses the WSU Core Themes of Learning and Community by providing students with opportunities for High Impact Educational Experiences as defined by the [HIEE document](#).

Study Abroad

The department engages students with global communities and fosters cultural awareness and interpersonal communication by offering study abroad programs in a variety of formats and locations. Some are short-term and faculty-led programs, typically in summer; others are semester or year-long and students are not accompanied by faculty. Table 6 displays study abroad program locations and number of students enrolled since our last program review.

Table 6: Study Abroad Program locations and number of students enrolled.

Location	2015	2016	2017	2018	2019
Costa Rica (short-term)		18	5	15	11
Germany (semester to a year-long)	3	3	2	3	5
Japan (semester to a year-long)	9	9	8	7	6
Spain (short-term)			22		
Spain (semester to a year-long)				3	2
TOTAL	12	30	37	28	24

Community Engaged Learning

The department connects students with local communities and promotes civic engagement and responsibility by offering courses with a [CEL \(Community Engaged Learning\) designation](#), which indicates that the course involves a community-engaged learning experience of some kind. The following are courses with approved CEL designation:

- SPAN 3540 – Latin American Environment and Cultures
- SPAN 3720 – Medical Spanish I
- SPAN 3730 – Medical Spanish II
- SPAN 4740 – Translation II

Students in these courses are required to complete at least 15 hours of community service or research and present their project results at the annual Community Engaged Symposium hosted by the CCEL in spring semester. Through reflection exercises and the poster presentation at the symposium, students

demonstrate the relevance of the project to the local community and articulate the project outcomes for the community as well as the outcomes for them personally, academically and professionally.

Internship

Since fall 2018, the department offers FL 4860 – Foreign Language Internship as an elective. The implementation of this course aims to 1) provide foreign languages students with a professionalizing experience which they lacked before; 2) have students apply knowledge gained in their coursework; 3) guide students into their desired career path. As of spring 2019, five students working in two different languages have enrolled in 10 credits of FL Internship coursework, and the department has thus far awarded nine credits of FL internship. The 2018–2019 Internship Report is available upon request (gniklason@weber.edu).

Other

Each year foreign languages students participate in other programs that involve enhanced learning experiences and interactions between faculty and students, such as [Departmental Honors](#) and [Bachelor of Integrated Studies](#).

Standard C – Student Learning Outcomes and Assessment

A. Measurable Program 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:

Learning 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 and interactive explanation of the department’s Mission Statement and Student Learning Outcomes go to this [website](#), which was created in response to the review team’s recommendations in previous 5–year program reviews.

Gaining proficiency in a foreign or second language is largely a matter of guided exposure and practice; therefore, each of our upper–division courses includes assignments and activities that focus on several of our Student Learning Outcomes. Table 7 presents a summary of artifact collection procedure.

Table 7: Summary of artifact collection procedure

Artifact	Learning 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 courses. 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

Assessment of Graduating Students

The Department of Foreign Languages has assessed its graduating seniors through FL 4990 – Senior Assessment since fall semester 2000. For details on the expected documentation that each student must provide, see Appendix F: Evidence of Learning: Senior Assessment Documentation.

Data from the past five years, representing our graduating students’ performance on our five Student Learning Outcomes, are represented in Table 8. For each outcome, data are also broken down to represent the languages in which our students can major. The threshold is reached if 75% of students assessed “Meet Expectations.” Outcomes for which fewer than 75% of our graduating majors met the standard are shaded in grey. For an analysis of assessment data in Table 8, see C. Five-Year Assessment Summary.

Table 8: 5-Year Data for Senior Assessment

AY	1: Oral			2: Written			3: Styles			4: Analysis			5: Culture			
	N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%	
2014																
-15	French	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	German	2	0	0%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	41	37	90%	42	42	100%	42	34	81%	42	36	86%	42	25	60%
	ALL	45	39	87%	46	46	100%	46	38	83%	46	40	87%	46	29	63%
2015																
-16	French	6	5	83%	6	6	100%	6	6	100%	6	6	100%	6	5	83%
	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	34	34	100%	34	34	100%	34	30	88%	34	31	86%	34	29	85%
	ALL	42	41	97%	42	42	100%	42	38	90%	42	39	93%	42	36	86%
2016																
-17	French	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	51	50	98%	51	50	98%	51	45	88%	51	40	78%	51	34	67%
	ALL	53	52	98%	53	52	98%	53	47	89%	53	42	79%	53	36	70%
2017																
-18	French	4	3	75%	4	4	100%	4	4	100%	4	3	75%	4	3	75%
	German	6	5	83%	6	5	100%	6	5	83%	6	5	83%	6	5	83%
	Spanish	25	25	100%	25	25	100%	25	23	92%	25	19	76%	25	17	68%
	ALL	35	32	94%	35	35	100%	35	32	92%	35	27	77%	35	25	71%
2018																
-19	French	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	German	2	0	0%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	41	37	90%	42	42	100%	42	34	81%	42	36	86%	42	25	60%
	ALL	45	39	87%	46	46	100%	46	38	83%	46	40	87%	46	29	63%

We currently don't have an assessment process in place for Associate degrees, but the department's Assessment Committee has discussed this matter already and has plans to create one for associates and other programs and courses, such as DLI Bridge courses.

B. Other programs

a. General Education

The Department of Foreign Languages supports General Education in the following area

- AI Comp IL QL
- CA HU LS PS SS
- WSU DV

The department contributes to the General Education program at WSU by offering Humanities credit in three courses: FL 2020 HU – Fourth Semester, FL 2600 HU – Introduction to Cultural and Literary Studies in Translation, and FL 2851 HU – Study Abroad. In FL 2020 HU – Fourth Semester, students are required, as a part of the course, to submit, via Canvas, two written assignments which are then collected by the department's Assessment Committee and evaluated against the three Humanities learning outcomes:

1. Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.
2. Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
3. Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Data from the past five years, representing students' performance on Humanities learning outcomes, are represented in Table 9. The threshold is reached if 65% of students assessed "Meet Expectations." We typically assess a random sample of students. Outcomes for which fewer than 65% of our students met the standard are shaded in grey. For an analysis of assessment data in Table 9, see C. Five-Year Assessment Summary.

Table 9: 5-Year Data for FL 2020 HU Course

Language	Spring 2015		Spring 2017		Spring 2018		Spring 2019	
French - # of students	20		5		5		5	
	AVG	MET	AVG	MET	AVG	MET	AVG	MET
Outcome 1	4.10	85%	4.20	80%	3.80	80%	4.00	80%
Outcome 2	4.05	80%	4.20	80%	3.80	60%	4.20	80%
Outcome 3	3.75	65%	4.60	100%	4.00	100%	3.20	40%
German - # of students	11		5		5		5	
	AVG	MET	AVG	MET	AVG	MET	AVG	MET
Outcome 1	3.91	73%	4.00	60%	4.00	60%	3.4	40%
Outcome 2	3.73	64%	3.80	60%	4.00	60%	3.8	60%
Outcome 3	3.64	56%	3.40	40%	3.80	80%	4.2	80%
Japanese - # of students	0		5		5		5	
	AVG	MET	AVG	MET	AVG	MET	AVG	MET
Outcome 1			2.8	20%	3.40	40%	3.8	60%
Outcome 2			2.8	40%	3.20	20%	3.2	40%
Outcome 3			2.4	40%	3.40	60%	3.8	80%
Spanish - # of students	31		5		5		5	
	AVG	MET	AVG	MET	AVG	MET	AVG	MET
Outcome 1	3.81	68%	4.00	80%	4.00	80%	4.60	100%
Outcome 2	3.84	71%	3.80	60%	3.80	60%	4.60	100%
Outcome 3	3.84	71%	4.00	80%	3.80	60%	4.80	100%
All - # of students	62		20		20		20	
	AVG	MET	AVG	MET	AVG	MET	AVG	MET
Outcome 1	3.92	75%	3.75	60%	3.80	65%	3.95	70%
Outcome 2	3.89	72%	3.65	60%	3.70	50%	3.95	70%
Outcome 3	3.77	64%	3.60	65%	3.85	75%	4.00	75%

FL 2851 HU – Study Abroad has not been assessed in a long time because it is not regularly offered. When students on a study abroad program receive lower-division credit, they usually register for FL 2852 – Study Abroad. FL 2600 HU – Introduction to Cultural and Literary Studies in Translation is not regularly offered because it is taught in English and is not proficiency-based, as is the rest of the FL curriculum. However, it was taught and assessed in spring semesters of 2018 and 2019. For assessment and data analysis of FL 2600 HU see Appendix G: Evidence of Learning: General Education, Humanities Courses.

b. Concurrent Enrollment

Through participation in the Concurrent Enrollment Program, the Department of Foreign Languages aims to achieve the following:

- Help build and develop high school world language programs
- Maintain relationships with high school teachers
- Make connections with high school students

We offer three of our four lower-division sequence courses as Concurrent Enrollment every year, namely FL 1010, FL 1020, and FL 2010. For each language and course, the department has established writing and speaking benchmarks; topics, text types, and language functions to study; as well as the general proficiency progress indicators and assessment processes. Department faculty members are assigned to each CE adjunct faculty member (i.e., high school teacher) every year and a series of actions are taken to ensure that the proficiency expectations and grading policies of the classroom teacher are similar to the expectations in courses taught at the university. These actions include contacting the CE adjunct faculty, observing at least one class period (for which a CE visit report is completed), and reviewing student work. Assessment of concurrent courses has usually been very informal: a brief oral interview with just a few students selected by the CE adjunct faculty, and neither results nor data have ever been collected. Starting this academic year, there will be a mid-year oral and written assessment and a year-end oral and written assessment of student work. We should have some data by the end of AY 2019–2020. The assessment is conducted completely online through Canvas, where students complete and submit what we have called “signature oral and written assignments”.

The Bridge Program courses are also part of the department’s concurrent programming, but we currently do not have assessment processes in place. The department’s Assessment Committee will develop a plan to assess our Bridge Program courses.

c. Other interdisciplinary

N/A

C. Five-Year Assessment Summary

The data in Table 7 is encouraging as it shows that the department continually meets or exceeds our 75% threshold on almost all measures for our Senior Assessment.

Outcome 1 (oral) shows a nearly flat progression in which our students are performing over the threshold. We are very pleased that most of our students are rated at Advanced Low. Our graduating seniors performed at their best in Outcome 2 (writing ability). Virtually all of them demonstrated the

usage of an Advanced Low writer. Data for Outcome 3 (writing in styles) also shows a steady performance. Data for Outcomes 4 (analysis) and 5 (cultural awareness) shows that our students barely met the standard. There is room for improvement, but we do not believe that there are serious or systemic problems with the experiences our students are having in literature and culture classes nor in the way we are approaching the teaching or assessment of these outcomes. The lower percentage in Outcome 5 in AY 2018–2019 could be likely due to students not submitting the appropriate artifact to evidence their learning experience in this standard. In the coming years, the department faculty will continue helping students gain the proficiency needed to meet standards for Outcome 5. Since our last program review, faculty are guiding students with collecting excellent and relevant documents to the intended standard in order to avoid a null submission. To help our students with their senior assessment, most instructors now include the following statement on their syllabi:

FL Department Assessment Policy

The Department of Foreign Languages requires a final portfolio from all graduating majors during the last semester of their senior year. If you are a major or a minor, or are even considering becoming a foreign language major, please save (Google Drive, Box, thumb disk, if possible) at least one example of your best work from this class and all other language classes you take towards fulfillment of your major.

The department's Assessment Committee is discussing ways to utilize student portfolios more effectively throughout a student's academic career. Students could start building their portfolios soon after declaring their major so that they may upload artifacts to be assessed as they are completed, rather than a last-minute search during their last semester. Instructors would then help students recognize relevant artifacts and ask them to upload to their portfolio.

The department has gathered data for the assessment of our General Education course, FL 2020 HU, every spring semester since our last program review except for 2016. In 2016, a German faculty member, who is no longer employed by the university, did not assess her students. Then, as a department we decided to disregard data from that year as it wouldn't give us an accurate overall assessment of all FL 2020 HU courses. The overall ratings for all languages (French, German, Japanese, and Spanish) in Table 8 show that our students generally meet the General Education learning outcomes for Humanities courses. When analyzed individually, the data shows that some languages, German and Japanese in particular, missed the mark for the percentage of students who met expectations. We attribute these shortcomings to a few factors, including interrater reliability and small sample size. For example, in 2017, 2018, and 2019, only 5 students per language were assessed. In future semesters, we plan to more strictly demand that all students complete our tasks for General Education assessment. In addition, we believe that results could be complicated by the fact that all assessment tasks were administered in target languages (i.e., in German, Japanese, etc.). The [Foreign Service Institute](#) (FSI) ranks languages along a difficulty scale for English speakers based on an approximate number of hours of study they require. The FSI ranks French and Spanish as Category I languages, German as a Category II language, and Japanese as a Category V language, meaning that it takes approximately four times longer to acquire the same level of proficiency in Japanese than in Spanish or French. That said, we strongly believe that GRMN 2020 and JPNS 2020 are effective Humanities courses. In future General Education assessments, we will explore the possibility of assessing in English, to ensure that possible discrepancies in proficiency do not complicate results.

Standard D – Academic Advising

Advising Strategy and Process

Being a small department, academic advising is a shared responsibility. Both German and Japanese have only one full-time faculty member, so in German all students are advised by Dr. Kacy Peckenpaugh, and in Japanese all students are advised by Tomono Adachi. In French, Dr. Aubrey Jones and Dr. Cynthia Jones share the advising of majors and 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, translation, etc.). Each year an updated list of academic advisors for all our programs is printed and distributed throughout Elizabeth Hall and online. Students must consult with a department advisor before they can declare a major or minor and they must meet with an advisor when they are ready to clear for graduation. For a detailed list of advisors, see Appendix H: Advising Sheet.

We have created a series of brochures to inform students considering a major or minor in a foreign language of the programs, explained in Standard B – Curriculum and about career and study abroad opportunities. Since our last program review, the department has used online forms to declare and clear majors, minors, and AA degree students. Thus far the process has worked quite well.

Major/minor declaration process

Students are required to meet with an advisor before declaring a major, minor, or AA degree. During the meeting, the advisor submits the online declaration form. The department administrative assistant, Ms. Sandy Thomas, receives the form electronically and then inputs the declared major, minor, or AA program.

Degree clearance process

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 the necessary classes. The forms are received by the department administrative assistant and then she or the department chair, Dr. Isabel Asensio, 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. The department chair or the administrative assistant (with Dr. Asensio's approval) may make other Cattracks exceptions, substitutions, or waivers, for which they have received specific training for this purpose.

Students seeking the B.I.S. degree with a foreign language, Departmental Honors, 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.

Effectiveness of Advising

In fall 2019, the department conducted a *Departmental Academic Advising Satisfaction Survey* through WSU Qualtrics Survey Software. The survey was distributed as a link by department faculty via Canvas. The purpose of this survey was to assess the quality of academic advising that the department offers to foreign language majors and minors, as well as to provide department advisors with feedback on their performance. The survey was straightforward and could be completed in less than 5 minutes. It asked questions on student's satisfaction with their advising experience and advisor performance.

Qualtrics recorded 125 responses. Through the survey we found that foreign languages students usually know who their advisor is and have met with them at least once. This told us that the sheet with the list of academic advisors we distribute throughout Elizabeth Hall and online is effective. More than 50% of the students who completed the survey were moderately or very satisfied with the quality of academic advising they have received in the department. And more than 50% of the students who completed the survey agreed or strongly agreed that their advisor was competent and helpful. Most of the other 50% of students who completed the survey remained neutral. Of the 125, 70 students took the time to answer the only open question in the survey. This told us that students appreciate the opportunity to give feedback and express gratitude or dissatisfaction with the department advisors. Most of the written comments were very positive and the department believes our advising strategy and processes are working well. The full survey report is available upon request (gniklason@weber.edu).

Future Recommendations

Based on the written comments in the survey, the department hopes to work on a couple of points:

- **Summer advising**: students find that receiving advising during the summer is hard. The department will discuss and come up with a plan to streamline advising in the summer semester in a way that it does not become a problem for the student nor the faculty.
- **Meeting with advisors**: because some students responded that they don't know who their advisor is, the department plans to continue helping students connect with their advisor. During the semester, and several times, faculty will take a few minutes of their class to remind students about the importance of meeting with their academic advisor within the department.

Standard E – Faculty

Programmatic/Departmental Teaching Standards

The faculty of the Department of Foreign Languages is well-trained in methods of teaching foreign languages and in their respective fields. All faculty have received training on the [ACTFL Proficiency Guidelines](#) and the [World-Readiness Standards for Learning Languages](#). Our faculty's wide-ranging expertise allows the department to cover the extensive variety of programs and courses offered.

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, hybrid, 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, our faculty mentor students with directed reading courses, B.I.S. and Departmental Honors capstone projects, supervision and observation of student teachers in the field and CE adjunct faculty. Faculty participation in Utah's Bridge Program does count toward load.

Teaching responsibilities may be reassigned considering specific needs (e.g., chairing a university committee, grant arrangements, sabbatical leave, coordinator responsibilities, etc.). Decisions regarding reassigned time are made by the Department and College in accordance with university policies. As of fall 2019, three faculty members have reassigned teaching time:

Table 10: Faculty with reassigned teaching time

Faculty	Role	Number of credit hours reassigned
Dr. Aubrey Jones	Internship Coordinator	3 per year
Dr. Isabel Asensio	Department Chair	12 per year
Dr. John Trimble	Linguistics Minor Coordinator	3 per year
	Spanish Adjunct Coordinator	3 per year

Faculty Qualifications

In the Department of Foreign Languages, tenured or tenure-track faculty, as well as visiting faculty, are expected to hold a Ph.D. in their field of expertise. Full-time instructors are expected to hold an M.A. or M.Ed. degree. All faculty in the department are well-qualified and meet this expectation. Table 11 displays the department faculty credentials.

The department currently has 11 full-time faculty. Nine faculty members are tenured, tenure-track, or visiting, two fewer than at the time of our last review in 2014. Two faculty members are full-time, non-tenure track. There are two faculty members in French, one in German, one in Japanese, and seven in Spanish. We are currently undergoing three new-faculty searches: one for Spanish Translation, one for Localization, and one for German. A list of full-time faculty can be found in Appendix B: Faculty Profile. Faculty CVs are on file in the WSU Office of Institutional Effectiveness (gniklason@weber.edu).

All full-time faculty in the department 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.

The department employs 15 to 20 adjunct faculty each semester, depending on specific needs. Adjunct faculty supplement our lower-division course instruction, and they also teach languages in which there is student interest but no degree program. Specifically, in 2019–20, there are three adjunct faculty teaching American Sign Language; two teaching Chinese; one teaching Italian; one teaching German; one teaching Japanese; one teaching the online methods course; ten teaching Spanish; and two teaching Translation & Localization. The department has allowed qualified adjunct faculty to teach some upper-division courses. For example, in Spanish, two highly qualified and experienced adjunct faculty have regularly taught SPAN 3060 and SPAN 3160. These are, for most of our students, introductory courses taught in multiple sections each semester. Of these two faculty, one has a Ph.D. and the other completed a *Profesora de Literatura* degree at the Pontificia Universidad Católica de Chile. Also, our current German adjunct faculty holds a Ph.D. which qualifies her to teach upper-division courses and assist the only German tenured professor run the German program. As can be seen in Appendix B: Faculty Profile, several adjunct faculty members have taught in the department for many years.

Table 11: Department faculty credentials

Number of faculty	Tenured or tenure- track faculty	Visiting faculty	Full-time contract faculty	Adjunct faculty
with doctoral degrees	8	1	1	2
with master's degrees			1	16
with bachelor's degrees				3

Mentoring Activities

The department has supported several adjunct faculty members in their goal to experience ACTFL OPI Training. The department has paid the cost of membership and the workshop registration fee. We recognize this as an investment in adjunct faculty, who return with a clearer understanding of our proficiency goals and a skill-set for assessing student performance.

Since our last program review, we have created an Adjunct Coordinator position with the support of the Dean's Office. This is a three-year term position filled by a full-time contract faculty who receives reassigned time (one three-credit hour course per academic year). The duties of the adjunct coordinator are the following:

- To facilitate a professional development event for adjuncts at the start of the school year. The purpose is to review the language teaching methods on which our program is based, and to share new pedagogies.
- To observe each adjunct faculty member teach at least once a year. If any issues arise during the observation, the adjunct coordinator meets with the adjunct faculty for discussion and to give him/her suggestions for improvement and create an action plan. The adjunct coordinator then does a second teaching observation to make sure the issues have been addressed and reports his/her conclusions to the department chair.

New faculty are assigned a department mentor, who typically 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.

Diversity of Faculty

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. Among full-time faculty, 45% are native speakers. Of 33 full-time and adjunct faculty teaching fall 2019, 66% are women, and 33% are native speakers of the language they teach.

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 Department Mission Statement.

Ongoing Review and Professional Development

Formal reviews follow the tenure and promotion policies specified in [Section 8–11 Evaluation of Faculty Members of the university’s Policy and Procedure Manual](#) and the [College of Arts and Humanities Tenure and Post-Tenure Review Policy](#). As for tenured full professors, they undergo a more formal review every five years. No faculty members are undergoing formal review this year. Adjunct faculty review and evaluation is done as specified in Mentoring Activities. In addition, each year all faculty of the Lindquist 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 year’s accomplishments in teaching, scholarship, and service.

Course evaluations are administered each semester online using ChiTester. Most instructors take their classes to the Language Lab (EH 408) to complete the evaluations. We use an evaluation form developed years ago by the college. Non-tenured faculty are required to administer course evaluations in all 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 offices of the Department of Foreign Languages and the Lindquist College of Arts and Humanities. Most department course evaluation results and comments are very positive. For more details on course evaluations, see Evidence of Effective Instruction.

The Department of Foreign Languages holds an annual retreat each fall that 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.

Many resources 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 Ten Before Tenure, Communities of Practice, Student Success Series, the Faculty Symposium, and the Adjunct Retreat. WSU Online also offers several programs that help faculty improve their courses and train them on emerging technologies such as the “eLearning Certificate Program.”

Most of the full-time, and some of the adjunct faculty, travel regularly to attend and present at professional conferences. The department has budgeted department travel funds that are distributed among full-time faculty each year (~\$500). In the last few years the Dean of the Lindquist College of Arts and Humanities has provided an additional \$1,250 of travel funds to each faculty member (\$750 for full-time instructors and visiting professors)—contingent on his/her continued scholarly production, which includes refereed conference presentations and refereed publications.

Faculty Scholarship

Over the past five years, the department's talented faculty have published articles, presented at conferences, received awards, and been named to leadership positions. Some notable and most recent faculty achievements are:

(2019) Dr. Cynthia Jones, and students from her Business French class, took 2nd Place in the BYU Business Language Case Competition for two consecutive years.

(2019) Dr. Diego Batista presented "Recuperando lo irrecuperable: 'la memoria de lo que importa' en tres obras de Paco Roca" and "Shared Memory: Remembrance and Omission in *Mi abuelo de Akkar* by Antonio Abdo Pérez" at the 50th NEMLA, Washington DC.

(2019) Dr. John Trimble presented "Technology-enhanced teaching of Spanish vowels in introductory Spanish courses" in the Pronunciation in Second Language Learning and Teaching (PSLLT) Conference 2019, Flagstaff, AZ.

(2019) Dr. Chantal Esquivias presented "The Bridge Program in Utah. A state initiative for Dual Language Immersion" at the *IV Congreso Internacional en Lingüística Aplicada a la Enseñanza de Lenguas: En camino hacia el plurilingüismo* at the Nebrija University, Madrid.

(2019) Dr. Aubrey Jones and Dr. Cynthia Jones co-presented "Maximizing Target Language Exposure via Live Video Conferencing" at the Utah Foreign Language Association Conference, Ogden, Utah.

(2019) Dr. Tom Mathews presented "Prosodic phonology: Practice and play with Spanish rhythm and intonation" at the Southwest Conference on Language Teaching, Fort Worth, TX.

(2019) Dr. Electra Fielding and Dr. Tom Mathews are currently holding leadership positions in the Utah Foreign Language Association: President and Executive Treasurer respectively.

(2019) Dr. Craig Bergeson, Dr. Aubrey Jones, Dr. Diego Batista, and Tomono Adachi-Sensei have received training on the teaching of business language courses as part of the US Department of Education grant.

(2019) Dr. Isabel Asensio attended the China Bridge Delegation for American Principals sponsored by the College Board and Hanban/Confucius Institute Headquarters.

(2017–Present) All faculty have received instruction on the fields of Translation and Interpretation, and Localization through several summer courses, workshops, and trainings. Dr. Electra Fielding is currently pursuing an online MA in Medical and Health Translation at the Universitat Jaume I, Castellón, Spain.

- (2018) Dr. Craig Bergeson was awarded a 2-year US Department of Education grant in the amount of \$165,000.00 to strengthen the department's Commercial-Emphasis Foreign Language Programs.
- (2018) Dr. Diego Batista was awarded Teacher of the Year – Higher Education for the state of Utah by the Utah Foreign Language Association.
- (2018) Dr. Aubrey Jones published “Lieux mythiques gaspésiennes: une trajectoire matriarcale entre Laure Conan et Anne Hébert” in *Territoires imaginaires: les lieux mythiques dans la littérature québécoise*. Montréal: Lévesque éditeur.
- (2018) Dr. Kacy Peckenpaugh published “Unpacking the Study Abroad Experience: An Intercultural Process” in Sanz & A. Morales-Font (Eds.), *The Routledge Handbook of Study Abroad*. New York, New York: Routledge.
- (2018) Dr. John Trimble published “The intelligibility of Spanish dialects from the L2 learner's perspective: The importance of phonological variation and dialect familiarity” in the *International Journal of the Linguistics Association of the Southwest (IJLASSO)*.
- (2018) Dr. Electra Fielding presented “The Real and the Ideal: Divine Women in Sor Isabel de Villena's Vita Christi” at the Renaissance Society of America Conference in New Orleans, LA.
- (2018) Dr. Aubrey Jones presented “Teaching French Translation and Localization for University Students” at the American Association of Teachers of French (AATF) Conference, Martinique.
- (2018) Dr. Cynthia Jones presented “Seduced by Satan: Damnation, Salvation and the Plight of Women in Nineteenth Century Quebecois Tales and Legends” at the 1st Annual Conference on Evil Women: Women and Evil, Vienna, Austria.
- (2018) Dr. Isabel Asensio presented “The Use of Pedagogical Translation in the World Language Classroom” at the SWCOLT/ NMOLE Conference, Santa Fe, NM.
- (2017) Dr. Chantal Esquivias was awarded Teacher of the Year in Secondary Education for the state of Utah by the Utah Foreign Languages Association.
- (2017) Dr. Electra Fielding published “Memoria, paisaje y mito: Resistencia performativa en la poesía de Salvador Espriu” in *Confluencia*.
- (2017) Dr. Isabel Asensio published “The Human Fallout from Big Political Upheavals—A Conversation with Cristina García” in *Weber. The Contemporary West*.
- (2017) Dr. Kacy Peckenpaugh presented “Practical Pre-, During-, and Post-Study Abroad Intervention Strategies in German-Speaking Europe” at the ACTFL Convention, Nashville, TN.
- (2017) Dr. Kacy Peckenpaugh attended the “Professional Development: Business German and Methodology of Teaching German as a Foreign Language Training” in Düsseldorf, Germany.
- (2016) Dr. Tom Mathews received the AHA! Award by the Telitha E. Lindquist College of Arts and Humanities.

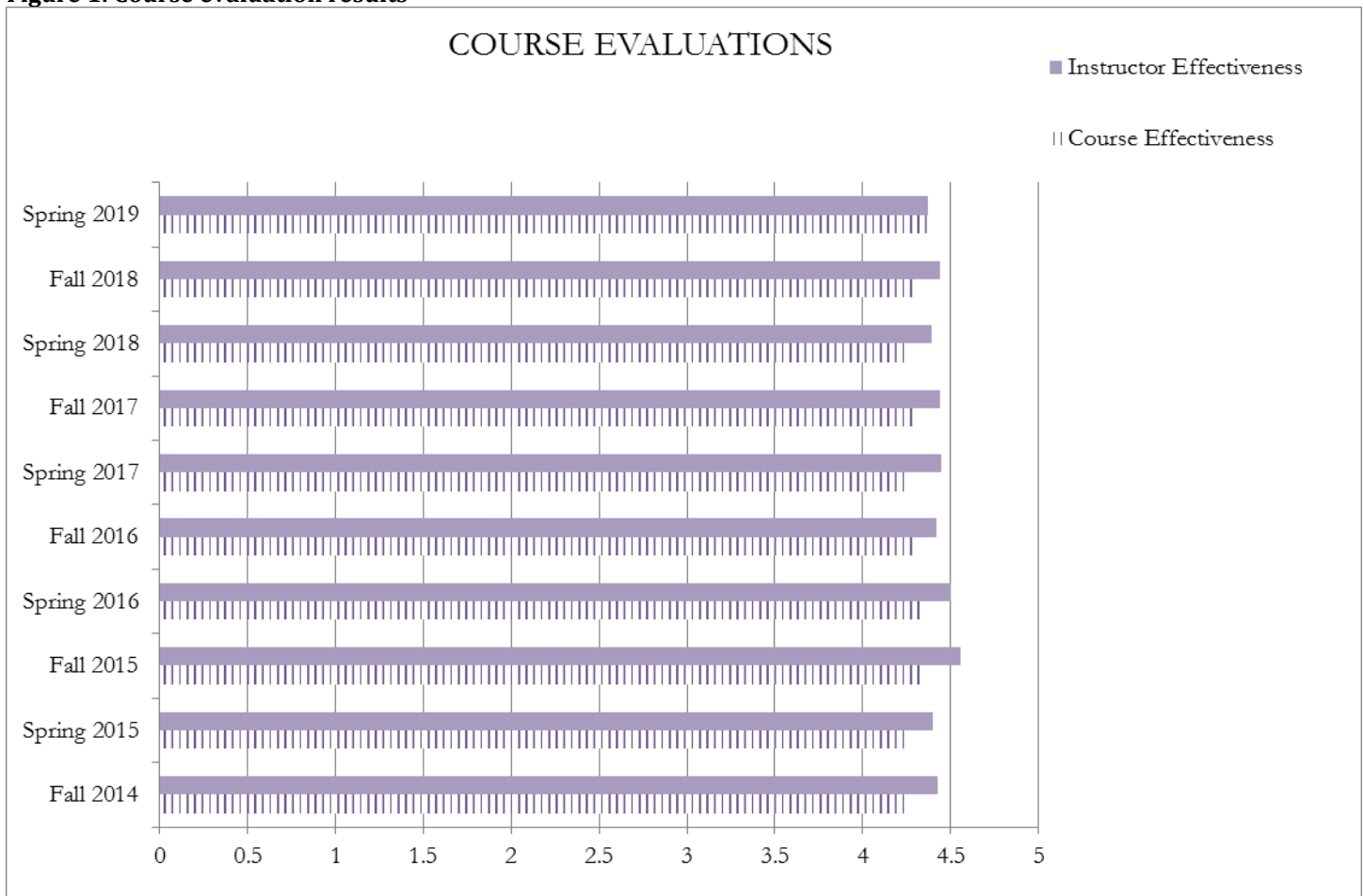
Evidence of Effective Instruction

Results of course evaluations for full-time contract and adjunct faculty

Figure 1 illustrates average department ratings in the two questions that the department considers the most important of the course evaluation. These questions are 1) “Overall, this course was...” and 2) “Overall, this instructor was...” Figure 1 illustrates data from fall 2014 to spring 2019. The answers in the course evaluation range from 1 (ineffective) to 5 (very effective).

The department average response to instructor effectiveness, including regular and adjunct faculty, is 4.44 and the department average response to course effectiveness is 4.30. There is a clear trend: our courses and instructors typically maintain a score close to “very effective” which is the maximum score a course and an instructor may achieve in the Lindquist College of Arts and Humanities. The department believes that our students are satisfied or very satisfied with our courses and instructors who dedicate many hours to syllabi creation and lesson planning. Scores in other questions (asking about instructor’s willingness to communicate with students outside the classroom, interaction with the students, assessment criteria for coursework, promptness of feedback, variety of classroom activities, and level of enthusiasm toward the subject) tend to be between 4 and 5 as well.

Figure 1: Course evaluation results



Standard F – Program Support

Adequacy of Staff and Administrative Support

Since our last program review, the department has had three different administrative assistants: Chrissy Stice, Jennifer Stevens, and currently Sandy Thomas. Ms. Stice and Ms. Stevens made an excellent contribution to the department until they left due to pursuing other career goals. In May of 2019 we hired Mrs. Thomas, who has already learned our programs' requirements and WSU computer systems, and has been trained on procedures for class scheduling, registration, purchasing, financial reports, and several other WSU systems. Mrs. Thomas is well organized, reliable in day-to-day work, and very pleasant and helpful with students, faculty, and staff.

Since the fall of 2012, we hire student aides to work part time in the department office and assist the department administrative assistant. We share the student aide with the Department of English. The current student aide, Emily Cruz, has learned her job quickly and is a great addition to the department. For staff profile, see Appendix C: Staff Profile.

The department has hired student workers since spring of 2010 to serve as language tutors. The department's tutoring space is in Elizabeth Hall room 244 and is open mornings and afternoons Monday through Friday. Tutors must have a GPA of 3.0 or higher and are required to take tutor training courses offered by the Moyes College of Education. The Department of Foreign Languages tutoring services are free to foreign languages students. In fall 2019, we are providing foreign languages students with tutors in Chinese, French, German, Japanese, and Spanish.

The department also receives excellent support from the Lindquist College of Arts and Humanities staff team:

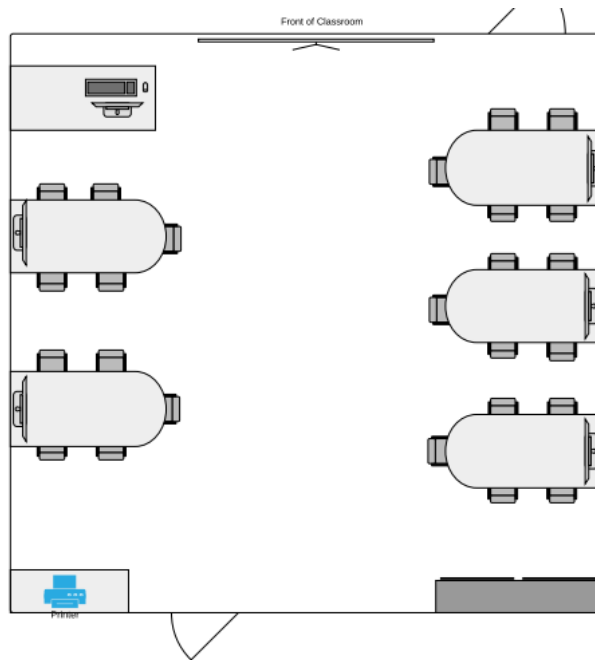
- College Advisors: Debbi Murphy and Nick Berg. Foreign languages students are advised to meet with them to discuss any questions regarding general education and other graduation requirements, student life resources, etc.
- College Director of Marketing and PR: Christie Denniston, who advises and supports the department with marketing and PR needs.
- College IT Support Professional: Mark Ashby, who advises and supports the department with academic technology needs.
- College Development Senior Director: Brent Parkin, who advises and supports the department with matters concerning alumni and donors.

Adequacy of Facilities and Equipment

The Department of Foreign Languages is located in Elizabeth Hall, a modern facility that meets our classroom and technology needs. We have 7 classrooms equipped with a computer, DVD player, and image projector in addition to a Language Learning and Computer Lab (Elizabeth Hall, room 408). This room is equipped with 26 computers, DVD player, image projector, and a networked printer. Each computer has a headset and microphone for recording and listening. All computers in the Language Lab have SDL Trados installed, one of the leading software in translation technology. Students may use this lab upon request. And instructors often hold their classes in the Language Lab when doing activities that

require technology. In spring 2020, the Language Lab will undergo a major reconfiguration to become a “Collaborative Learning Lab”.

Figure 2: Sketch of the new Collaborative Learning Lab



Since AY 2008–09 the department has received permission to institute a \$2 per credit-hour course fee to support technology. This fee generates enough funds to maintain and replace the equipment in the classrooms and the Language Lab. The renovation of the Language Lab in spring of 2020 will be funded with course fee monies.

The department also leases a photocopier, in which faculty can print, copy, or scan.

Adequacy of Library Resources

Our library resources are quite good. Students have access to an ample collection of books in foreign languages. Online catalogs and indexes also allow students and faculty to find the information they need. The Stewart Library has always been very responsive to requests for new materials (books, films, etc.) and has a subject librarian, Ernesto Hernandez, available to handle purchase requests; to assist faculty with the design and/or teaching of information literacy instruction sessions; and to provide subject-specific research assistance.

Standard G – Relationships with External Communities

Description of Role in External Communities

The Department of Foreign Languages has several relationships with external communities on campus and off campus. Our faculty regularly collaborates with several entities on campus such as [Study Abroad](#), [Honors Program](#), [Bachelor of Integrated Studies Program](#), and [Center for Community Engaged Learning](#). For example, we regularly offer CEL designated courses such as SPAN 3730 – Medical Spanish II and SPAN 4740 – Translation II. We have worked very closely with the [Career Services](#) and Amelia Williams, advisor for the Lindquist College of Arts and Humanities, since we developed FL 4860 – Foreign Language Internship. We have a respectable relationship with other colleges and programs on campus, as evidenced by our faculty’s service on several advisory boards on campus: Honors Program, Study Abroad, [2+2 Programs](#) (Goddard School of Business & Economics), [Hurst Artist-in-Residence Advisory Board](#), and [Diversity and Inclusive Programs](#) to name a few. As a matter of fact, the department was awarded funds to host Hurst Artists Ana Castillo and Espido Freire in spring 2015 and fall 2018 respectively.

We also have a long history of partnership with the [Division of Continuing Education](#). The department has participated in [Concurrent Enrollment](#) for 10+ years. In addition, WSU is one of the few institutions that has participated in the [Bridge Program for Advanced Language Learning](#) since its inauguration. The department prides itself on mutual collaboration with other departments on campus. For example, in spring 2020, the English Department is cross-listing a course on Latinx Literature with us; and faculty from the Department of Sociology and Anthropology is co-teaching a European Studies course with Dr. Mathews and Dr. A. Jones.

In addition, the department is well represented in state, regional, and national organizations. Our faculty are board members and hold leadership positions in organizations such as the [Utah Foreign Language Association](#), American Association of Teachers of Foreign Languages, the [National Hispanic Honor Society](#), and [Translation Commons](#) (a nonprofit online volunteer community).

In order to seek support for our new programs in Translation and Localization, the department has created an Industry Advisory Board. The goal is for the department to collaborate with the language services industry and invite professionals to offer insights on curricular design and programming, student internships and employment opportunities. We hope the Board will be a source for industry professionals to provide an external perspective on where the field might be headed, where graduates are strong or weak, and on local and regional needs. The first meeting will be held in early spring semester 2020.

Finally, Dean Scott Sprenger recently signed a MOU with the [Middlebury Institute of International Studies at Monterey](#). WSU Foreign Languages graduates who are accepted to any of their graduate programs may be eligible to receive a scholarship up to \$10,000.

Summary of External Advisory Committee Minutes

N/A

Community and Graduate Success

The Department of Foreign Languages hosts a Graduation and Scholarship Reception annually. Donors are invited to attend and meet and mingle with scholarship recipients and graduates. We hope to create a plan to (re)connect with the department alumni.

Standard H – Program Summary

Results of Previous Program Reviews

Issue 1: Expanding opportunities for students to take cross-listed courses.

Action taken: While we hesitate to add “too many” cross-listed courses taught in English, because they do not support our first Student Learning Outcome (speaking and listening proficiency), we have agreed that students may take up to two cross-listed courses during their course of study. This should not be a great hindrance to students’ proficiency development, will give students an ampler variety of courses from which to choose, and will allow them to expedite their progress towards graduation. This will also help create a sense of community among all languages, since students tend to interact only with their language peers; and it may bring students from other departments. In spring 2020, we are offering the following cross-listed courses:

FL 3320 –European Language and Society (also offered in spring 2016, 2017, 2018, and 2019)
FL 3540 – Latin American Environment and Cultures (also offered in fall 2015, and spring 2017 and 2019)
FL 3570 – Lived Abroad? Now what? (also offered in spring 2017)
PTGS 3670 – Latinx Literature (cross-listed with the Department of English and to be taught by one of their faculty)

Issue 2: Develop hybrid lower-division courses in languages other than Spanish.

Action taken: Offering hybrid lower-division courses in languages other than Spanish may help boost enrollments in those languages. A hybrid section of GRMN 1010 – First Semester German was offered in fall 2018 by a faculty member who is no longer employed by WSU.

Issue 3: Offer Institutional Certificates in French and German.

Action taken: As of 2018, the department offers Certificates of Proficiency in ASL, Chinese, French, German, Japanese, and Spanish. Concurrent Enrollment and Bridge Program students may complete some or all the requirements for the certificate of proficiency while still in high school. In fact, we encourage all students in their second year of Bridge Program to apply for the certificate of proficiency.

Issue 4: Increase faculty investment in learning outcomes.

Action taken: We designed postcards with the department’s mission statement and student learning outcomes and distributed to all faculty. All lower-division core course syllabi (FL 1010, FL 1020, FL 2010 and FL 2020) include now the department’s student learning outcomes. The department’s Assessment and Curriculum Committees have worked together for the past two years to create common course objectives and outcomes for the courses required across language majors. A common FL 3060 syllabus is now complete, and we are currently in the implementation phase. The syllabus for FL 3160 is drafted and will be presented to the faculty for discussion and vote soon. In addition, we continue to require that upper-division course syllabi indicate which outcomes will be addressed in the course. The Department Chair regularly reviews course syllabi to implement this requirement.

Issue 5: Re-conceptualize student portfolios as a learning tool.

Action taken: The student portfolios are now part of our Senior Assessment Canvas course, but we still need to figure out how to utilize student portfolios more effectively throughout a student's academic career.

Issue 6: Maintenance and growth of language programs.

Action taken: Our department has grown. Since our last program review, we have created AAs in ASL and Chinese, besides the already existing ones. To build enrollments and retain students, we have increased our focus on providing career pathways related to their study of languages and cultures. As a result, we launched new programs in Spanish Translation (BA) and Localization (AA), as well as Institutional Certificates of Proficiency. We have also initiated new recruiting and retention events such as the "Annual Translation Week" which aims to raise awareness of potential career paths available to students in foreign languages, the department's new programs in translation and localization and other resources available to students in foreign languages.

Issue 7: Study the effects of having changed lower-division courses from 4 to 3 credits.

No action was taken. Most of the department faculty still feels that changing lower-division courses from 4 to 3 credit hours has not had a negative effect on students' development of language proficiency. To balance the decrease in credit hours, we have dedicated more time to study abroad experiences, which are one of the best ways to improve language skills, consolidate learning, and work towards fluency. This high impact educational experience has a long-standing tradition in our department.

Issue 8: Improve the department website.

Action taken: During the last years, the department website has been slowly changing to be consistent with the WSU template. In spring 2020, we hope to launch an updated department website that will conform to the Lindquist College of Arts and Humanities branding specifications.

Action Plan for Ongoing Assessment Based on Current Self Study Finding

Action Plan for Evidence of Learning Related Findings

Issue 1. The department self-study reveals the need for improving assessment processes in the Department. Therefore, the following actions will be taken:

- A.** A plan to assess graduating AA majors and high impact educational experiences, such as study abroad, internships, and community-engaged learning.
- B.** A plan to assess our applied and career-focused programs such as Localization and Spanish Translation. As part of this plan, the department will also consider revising its mission statement and student learning outcomes to reflect the inclusion of these new degrees.
- C.** A plan to assess FL 3118 – DLI Bridge Course III, the final foreign language class of the Utah’s Bridge Program.
- D.** Advising: we will continue using the Advising Satisfaction Survey by adding it to the Senior Assessment Canvas course.

Issue 2. The department self-study reveals the need for dedicating time and effort to continuous improvement to a series of areas with the purpose of strengthening the quality of teaching, the effectiveness of learning and student satisfaction. Therefore, the following actions will be taken:

- A.** Enrollment growth: we have begun to see growth from DLI Bridge Program students who have graduated high school and have begun university studies at WSU. We will actively recruit those students. An increase of enrollment in the Chinese language area could help develop a minor in that language. For graduate projections for DLI Bridge Program see Appendix I: Enrollment and Graduation Data.
- B.** Collaboration with other departments: to continue addressing the WSU Core Theme of Access, the department plans to develop fully online lower-division courses (specifically FL 1010 and FL 1020) to better serve students completing the AA language requirement and help them graduate in a timely manner. In addition, we hope to collaborate with other departments on campus by developing interdisciplinary study abroad programs.
- C.** Course offerings and curricular improvement: to continue serving our students by offering enough online and hybrid courses per semester. With the collaboration and support of the Industry Advisory Board, we will make the necessary curricular adjustments to prepare our students to the needs of the local and regional job market. We also hope to grow the foreign language internship program.
- D.** Recruitment and retention initiatives: to build up a sense of community among our students, and between the Department of Foreign Languages and the WSU campus, we will continue hosting department-sponsored events such as the annual open house, translation week, graduation and scholarship reception, film series, etc.

Issue 3. The department self-study reveals the need for improving marketing and PR at the department level. Therefore, the following actions will be taken:

A. Work closely with the Lindquist College marketing and PR director, Christie Denniston, to develop a sound marketing strategy and implement it.

Action Plan for Staff, Administration, or Budgetary Findings

Issue 1. The department self-study reveals the need for seeking funding to further develop department programs such as Translation and Localization—including professional training for faculty, course-oriented software and other technologies, and event programming—to increase awareness of these new degrees and CTE pathways. Therefore, the following actions will be taken:

A. To look for internal and external sources of funding through entities such as the Lindquist College, the Research, Scholarship & Professional Growth Committee, the Academic Resources and Computing Committee, the Office of Sponsored Projects, the National Endowment for the Humanities, and the Fulbright Scholar Program to name a few.

B. To repurpose existing faculty lines to areas with high demand or the best promise for growth. We do not require new lines, only the repurposing of existing lines. Therefore, the following actions will be taken, or are already taking place:

B.1. Tenure-track Assistant Professor of Spanish Translation: We had an unsuccessful search for two consecutive years. A new-faculty search is underway, and we hope to fill the position this year.

B.2. Tenure-track Assistant Professor of Localization and Translation (language neutral): We had an unsuccessful search for this position last year. A new-faculty search is in progress, and we hope to fill the position this year.

B.3. German: We lost a tenure-track faculty member in German last year. A Visiting Assistant Professor position has been approved and we are currently conducting a search. We hope to find someone who can teach courses on German and a second area of specialization (i.e., film studies, translation and localization, etc.).

B.4. French: Dr. Cynthia Jones was hired last year as a Visiting Assistant Professor of French and was renewed for this year. Her performance has been outstanding, and our French program has shown some growth in the past two years, so we would like to convert her position to tenure-track.

B.5. Japanese: Since our tenure-track faculty member in Japanese left, several years ago, that line has not been filled. Instead, we have a full-time instructor. The Japanese program is growing, and the Chinese program should begin to see significant growth in the fall of 2020, when the first cohort of DLI Chinese students will begin their university careers. Therefore, in order to strengthen these programs, we would like to hire a tenure-track faculty member in either Japanese or Chinese.

Issue 2. The department self-study reveals the need for seeking new sources of student scholarships and the need to raise the existing ones. Many of our students depend on financial aid and scholarships to pay for college. If we want to offer our students more opportunities for study abroad experiences, we need to have the resources to better support the students. Therefore, the following actions will be taken:

- A.** To work closely with Brent Parkin, the Development Senior Director for the Lindquist College.
- B.** To develop a plan to re-connect with department alumni with the purpose of identifying new donors and sponsorships.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Data provided by the Office of Institutional Effectiveness on August 13, 2019)

Foreign Languages	2014-15	2015-16	2016-17	2017-18	2018-19*
Student Credit Hours Total ¹	9,150	10,742	11,803	12,282	13,689
Student FTE Total ²	305.0	358.1	393.4	409.4	456.3
Student Majors ³					
Primary Majors	135	117	122	109	93
2nd/3rd Majors & Concentrations	65	56	69	55	53
Associate Degree	10	24	49	45	45
Program Graduates ⁴					
Bachelor's degree	45	37	40	35	35
Associate Degree	24	40	83	79	60
Student Demographic Profile ⁵					
Female	54	50	70	78	67
Male	91	91	101	76	71
Faculty FTE Total ⁶	18.66	17.86	21.06	18.66	n/a
Adjunct FTE	7.45	7.26	7.95	7.1	n/a
Contract FTE	11.21	10.6	13.11	11.56	n/a
Student/Faculty Ratio ⁷	16.35	20.05	18.68	21.94	n/a

*Data for 2018-19 are preliminary findings and subject to change.

Appendix A—continued

¹**Student Credit Hours Total** represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

²**Student FTE Total** is the Student Credit Hours Total divided by 30.

³**Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

⁴**Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

⁵**Student Demographic Profile** is data retrieved from the Banner system.

⁶**Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

⁷**Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

Appendix B: Faculty Profile

Contract Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching			Area of Expertise
						WSU	Other	Total	
Adachi, Tomono	F	Asian	Instructor	N/A	M.A.	5	6	11	Japanese
Asensio, Isabel	F	Hispanic	Professor	Tenured	Ph.D.	13	7	20	Spanish
Batista, Diego	M	Hispanic	Assoc. Prof.	Tenured	Ph.D.	8	6	14	Spanish
Bergeson, Craig	M	White	Professor	Tenured	Ph.D.	20	7	27	Spanish
Esquivias, Chantal	F	Hispanic	Instructor	N/A	Ph.D.	2	15	17	Spanish
Fielding, Electra G.	F	Hispanic	Assoc. Prof.	Tenured	Ph.D.	20	4	24	Spanish
Jones, Aubrey	F	White	Asst. Prof.	Tenure-track	Ph.D.	3	8	11	French
Jones, Cynthia	F	White	Visiting Asst. Prof.	N/A	Ph.D.	1	10	11	French
Mathews, Tom	M	White	Professor	Tenured	Ph.D.	23	6	29	Spanish
Peckenpaugh, Kacy	F	White	Assoc. Prof.	Tenured	Ph.D.	6	5	11	German/French
Trimble, John	M	White	Assoc. Prof.	Tenured	Ph.D.	6	5	11	Spanish

Appendix B –continued

Adjunct Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching			Area of Expertise
						WSU ¹	Other	Total	
Alder, Aaron	M	White	Adjunct	N/A	M.A.	0	3	3	Translation
Aoyama, Jamie	F	White	Adjunct	N/A	M.A.	2	16	18	Japanese
Berg, Nicholas	M	White	Adjunct	N/A	M.Ed.	0	1	1	Spanish
Beus, Eric	M	White	Adjunct	N/A	M.A.	5	7	12	Spanish
Borup, Cory	M	White	Adjunct	N/A	M.A.	3	20	23	Spanish
Chen, Marty	F	Asian	Adjunct	N/A	M.A.	1	11	12	Chinese
Cummens, Aaron	M	White	Adjunct	N/A	M.Ed.	2	14	16	ASL
Gatica, Alexander	M	White	Adjunct	N/A	M.Ed.	0	8	8	Spanish
Griffiths, Jenna	F	White	Adjunct	N/A	B.A.	2	2	4	Spanish
Harkness, Jennifer	F	White	Adjunct	N/A	B.A.	1	3	4	ASL
Hart, Heidi	F	White	Adjunct	N/A	Ph.D.	0	20	20	German
Holmes, Maria Rosie	F	White	Adjunct	N/A	M.S.	13	0	13	Italian
Huang, Dori	F	Asian	Adjunct	N/A	M.A.	2	15	17	Chinese
Jasmer, Dolores	F	Hispanic	Adjunct	N/A	M.A.	19	0	14	Spanish
La Salle, Tawni	F	White	Adjunct	N/A	M.A.	2	13	15	Spanish
Marin, Katie	F	White	Adjunct	N/A	M.A.	1	8	9	Spanish
Maughan, Rona Lee	F	White	Adjunct	N/A	Ph.D.	29	2	31	Spanish
Michalek, Vanesa	F	Hispanic	Adjunct	N/A	M.A.	13	12	25	Spanish
Moon, Tammy	F	White	Adjunct	N/A	B.A.	6	30	36	ASL
Norseth, Marianna	F	Hispanic	Adjunct	N/A	P. Lit ²	27	6	33	Spanish
Phillips, June	F	White	Professor	Tenured	Ph.D.	18	27	45	Lang. Methods
Shelley, Tyson	M	White	Adjunct	N/A	M.A.	0	0	0	Localization

¹A 0 (zero) means first semester teaching at WSU.

²Profesora de Literatura, determined by the department to be equivalent to the M.A.

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Sandy Thomas	Administrative Specialist II	6 months	Office administration
Emily Cruz	Student Aide	6 months	Office administration

Appendix D: Financial Analysis Summary

(Data provided by the Office of Institutional Effectiveness on August 13, 2019)

Foreign Languages					
Funding	2014-15	2015-16	2016-17	2017-18	2018-19
Appropriated Fund	1,088,731	1,124,732	1,213,869	1,188,981	1,085,149
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	0	36,726	715	850	232
Total	\$1,088,731	\$1,161,458	\$1,214,584	\$1,189,831	\$1,085,381

Total FTE	305.0	358.1	393.4	409.4	456.3
Cost per FTE	\$3,570	\$3,244	\$3,087	\$2,906	\$2,379

Appendix E: Variable Title Courses

<i>Course #</i>	<i>Language</i>	<i>Course Title</i>	<i>Course #</i>	<i>Language</i>	<i>Course Title</i>
3320	ALL	Advanced Conversation	3320	Spanish	Community Practicum
3320	FL	European Language and Society	3350	Spanish	Cultural Heritage of Spain
3320	FL	European Culture and Community	3570	Spanish	Short Plays in Spanish
3570	FL	Live Abroad? Now what?	3570	Spanish	Horror and Superstition
3320	French	Language in Art and Architecture	3570	Spanish	Post-Revolutionary Mexico
3570	French	Monsters in French Lit. & Film	3570	Spanish	Immigration in Film
3570	French	French Culture through Film	3570	Spanish	Don Quixote in Film
3570	French	Paris through its Stories	3570	Spanish	Hispanic Identities
3570	French	French Culture through Music	3570	Spanish	Spanish Cinema
3630	French	Voyage and Mystery	3570	Spanish	Hispanic Music
3690	French	Superheroes	3570	Spanish	Hispanic Culture in the US
3690	French	Gothic Marriage	3570	Spanish	Spain's Post-Civil War Culture
3320	German	German through Media	3570	Spanish	Myths and Legends
3550	German	Germany 1919-1939	3570	Spanish	Spanish Graphic Novels
3550	German	Culture of Austria & Germany	3570	Spanish	Special Topics: Basque Culture
3570	German	Germanic Societies	3570	Spanish	Legendary Latinos in Hollywood
3570	German	Culture of German Cities	3570	Spanish	Rogues and Superheroes
3630	German	Fairy Tales and Youth Lit.	3570	Spanish	Religion in Early Spain
3680	German	German Film	3610	Spanish	Early Spanish Literature
3550	Japanese	Japanese Entertainment	3620	Spanish	Modern Spanish Literature
3550	Japanese	Japanese Film	3630	Spanish	Poetry Workshop
3570	Japanese	Japanese Mythology	3630	Spanish	Latin American Short Stories
3570	Portuguese	Portuguese Topics-Past & Modern	3630	Spanish	Modern Hispanic Poetry

Appendix E – continued

<i>Course #</i>	<i>Language</i>	<i>Course Title</i>
3630	Spanish	Comedia y humor
3630	Spanish	Spanish Poetry
3630	Spanish	Short Plays
3630	Spanish	Hispanic Poetry
3650	Spanish	Early Spanish Theater
3670	Spanish	García Márquez
3670	Spanish	Hispanic Women Writers
3670	Spanish	Isabel Allende
3670	Spanish	Chicano Literature
3670	Spanish	Nobel Prize Winners
3680	Spanish	Hispanic Cinema
3680	Spanish	Spain from Book to Film
3690	Spanish	Spanish American Short Story
3690	Spanish	Puerto Rican Writers
3720/3730	Spanish	Medical Spanish I and II
3850	Spanish	Blogging Real Life Situations
4690	Spanish	Don Quixote

Appendix F: Evidence of Learning: Senior Assessment Documentation

The Department has established five learning outcomes. For each outcome we have listed: the expected documentation that each student must provide, a description of the rubric or method used to evaluate student proficiency, and the level (standard) that we expect our graduating majors to meet. Our departmental goal (threshold) is that, on each learning outcome, at least 75% of our students will meet or exceed our standard.

First Outcome

Evidence	Assessment	Standard
1. Students will demonstrate speaking and listening proficiency in the language they are studying.		
Students will take an oral test administered on a computer while enrolled in FL 4990.	Tests will be rated using the ACTFL Oral Proficiency Guidelines. These ratings are: Novice-Low Novice-Mid Novice-High Intermediate-Low Intermediate-Mid Intermediate-High Advanced-Low Advanced-Mid Advanced-High Superior All full-time faculty in the department are trained by our national professional organization in the use of the Proficiency Guidelines.	Students will have met the department standard if they rate an Advanced-Low or higher.

Second Outcome

2. Students will demonstrate writing ability, including a command of grammar and appropriate usage, to express their ideas.		
<i>(This outcome involves the documents submitted for Outcomes 3, 4 and 5.)</i>	Documents will be rated using the ACTFL Proficiency Guidelines Papers; however, attention is focused on grammar as well as on text type or function.	Students will have met this standard if they demonstrate the usage of an Advanced Low speaker/writer.

Appendix F—continued

Third Outcome

3. Students will demonstrate the ability to write in different styles.

While enrolled in FL 4990, students will submit at least three documents written in at least three different styles; they will label each document with their determination of its style. Generally, these will be documents they have prepared while completing the courses required for the major.	Writing styles will be tallied if students demonstrate a basic understanding of the styles they have submitted.	The standard will be met if the student submits three different documents written in different styles and shows a basic understanding of the styles submitted.
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Fourth Outcome

4. Students will write an analysis of a literary or cultural work in the language.

While enrolled in FL 4990, students will submit a written analysis of a literary work or cultural product. (What qualifies as a “literary work” may be interpreted broadly).	Raters will check for the following: -Thesis or main idea -Support or defense of the main idea with evidence -Summary of a plot or idea presented in the work	The standard will be met with two of the criteria.
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Fifth Outcome

5. Students will describe and explain aspects of the culture(s) of the language being studied.

While enrolled in FL 4990, students will submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.	Raters will check for at least two of the following: -Description of a cultural product -Description of a cultural practice -Explanation of cultural perspective: how the product or practice connects to a larger social context.	The standard will be met with two of the criteria.
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Appendix G: Evidence of Learning: General Education, Humanities

Course: FL 2600 HU

GE Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																														
<p>Students will:</p> <p>Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.</p>	<p>Students will demonstrate their understanding (of the knowledge goal area) by explaining in writing during a final exam to the following prompts.</p> <p>Prompt 1: explain how Hispanics have been represented in Hollywood in the last few years using course content</p> <p>Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film</p>	<p>Direct and Indirect Measures*</p> <p>Measure 1: Spring 2018 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations</p> <p>Measure 2: Spring 2019 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations</p>	<p>Measure 1: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.</p> <p>Measure 2: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.</p>	<p>Measure 1: Spring 2018</p> <table border="1" data-bbox="1037 581 1369 808"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1/14</td> <td>7%</td> </tr> <tr> <td>2</td> <td>6/14</td> <td>42%</td> </tr> <tr> <td>3</td> <td>7/14</td> <td>50%</td> </tr> <tr> <td>2+3</td> <td>13/14</td> <td>92%</td> </tr> </tbody> </table> <p>Measure 2: Spring 2019</p> <table border="1" data-bbox="1037 928 1369 1156"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0/6</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1/6</td> <td>16%</td> </tr> <tr> <td>3</td> <td>5/6</td> <td>83%</td> </tr> <tr> <td>2+3</td> <td>6/6</td> <td>100%</td> </tr> </tbody> </table>	Rubric Score:	Number of students:	%	1	1/14	7%	2	6/14	42%	3	7/14	50%	2+3	13/14	92%	Rubric Score:	Number of students:	%	1	0/6	0%	2	1/6	16%	3	5/6	83%	2+3	6/6	100%	<p>Measure 1: 92% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.</p> <p>Measure 2: 100% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.</p>	<p>Measure 1: Our findings for the knowledge goal area from Spring 2018 indicate that our students are meeting General Education expectations for Humanities courses.</p> <p>Measure 2: Our findings for the knowledge goal area from Spring 2019 indicate that our students are meeting General Education expectations for Humanities courses.</p>
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Appendix G—continued

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan															
<p>Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p>	<p>Students will demonstrate their understanding (of the analysis goal area) by analyzing film in writing during a final exam to the following prompts.</p> <p>Prompt 1: explain how Hispanics have been represented in Hollywood in the last few years using course content.</p> <p>Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film.</p>	<p>Measure 1: Spring 2018 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations</p>	<p>Measure 1: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.</p>	<p>Measure 1: Spring 2018</p> <table border="1" data-bbox="1108 430 1444 657"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1/14</td> <td>7%</td> </tr> <tr> <td>2</td> <td>6/14</td> <td>42%</td> </tr> <tr> <td>3</td> <td>7/14</td> <td>50%</td> </tr> <tr> <td>2+3</td> <td>13/14</td> <td>92%</td> </tr> </tbody> </table>	Rubric Score:	Number of students:	%	1	1/14	7%	2	6/14	42%	3	7/14	50%	2+3	13/14	92%	<p>Measure 1: 92% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.</p>	<p>Measure 1: Our findings for the <i>analyze</i> goal area from Spring 2018 indicate that our students are meeting General Education expectations for Humanities courses.</p>
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<p>Measure 2: Spring 2019 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations</p>	<p>Measure 2: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.</p>	<p>Measure 2: Spring 2019</p> <table border="1" data-bbox="1108 803 1444 1031"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0/6</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1/6</td> <td>16%</td> </tr> <tr> <td>3</td> <td>5/6</td> <td>83%</td> </tr> <tr> <td>2+3</td> <td>6/6</td> <td>100%</td> </tr> </tbody> </table>	Rubric Score:	Number of students:	%	1	0/6	0%	2	1/6	16%	3	5/6	83%	2+3	6/6	100%	<p>Measure 2: 100% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.</p>	<p>Measure 2: Our findings for the <i>analyze</i> goal area from Spring 2019 indicate that our students are meeting General Education expectations for Humanities courses.</p>		
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Appendix G—continued

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan															
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Students will demonstrate their understanding (of the communication goal area) by communicating in writing during a final exam to the following prompts. Prompt 1: explain how Hispanics have been represented in Hollywood in the last few years using course content.	Measure 1: Spring 2018 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations	Measure 1: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.	Measure 1: Spring 2018 <table border="1"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1/14</td> <td>7%</td> </tr> <tr> <td>2</td> <td>6/14</td> <td>42%</td> </tr> <tr> <td>3</td> <td>7/14</td> <td>50%</td> </tr> <tr> <td>2+3</td> <td>13/14</td> <td>92%</td> </tr> </tbody> </table>	Rubric Score:	Number of students:	%	1	1/14	7%	2	6/14	42%	3	7/14	50%	2+3	13/14	92%	Measure 1: 92% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.	Measure 1: Our findings for the communication goal area from Spring 2018 indicate that our students are meeting General Education expectations for Humanities courses.
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	Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film.	Measure 2: Spring 2019 Ratings were made using the following rubric: 1 Does not meet expectations 2 Meets expectations 3 Exceeds expectations	Measure 2: 70% threshold measured by the percentage of students who receive at least a 2 on the rubric.	Measure 2: Spring 2019 <table border="1"> <thead> <tr> <th>Rubric Score:</th> <th>Number of students:</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0/6</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1/6</td> <td>16%</td> </tr> <tr> <td>3</td> <td>5/6</td> <td>83%</td> </tr> <tr> <td>2+3</td> <td>6/6</td> <td>100%</td> </tr> </tbody> </table>	Rubric Score:	Number of students:	%	1	0/6	0%	2	1/6	16%	3	5/6	83%	2+3	6/6	100%	Measure 2: 100% of students met or exceeded expectations. Then, according to the average ratings on the rubric, FL 2600 is meeting the goals for Humanities General Education.	Measure 2: Our findings for the communication goal area from Spring 2019 indicate that our students are meeting General Education expectations for Humanities courses.
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3	5/6	83%																			
2+3	6/6	100%																			

*At least one measure per objective must be a direct measure.

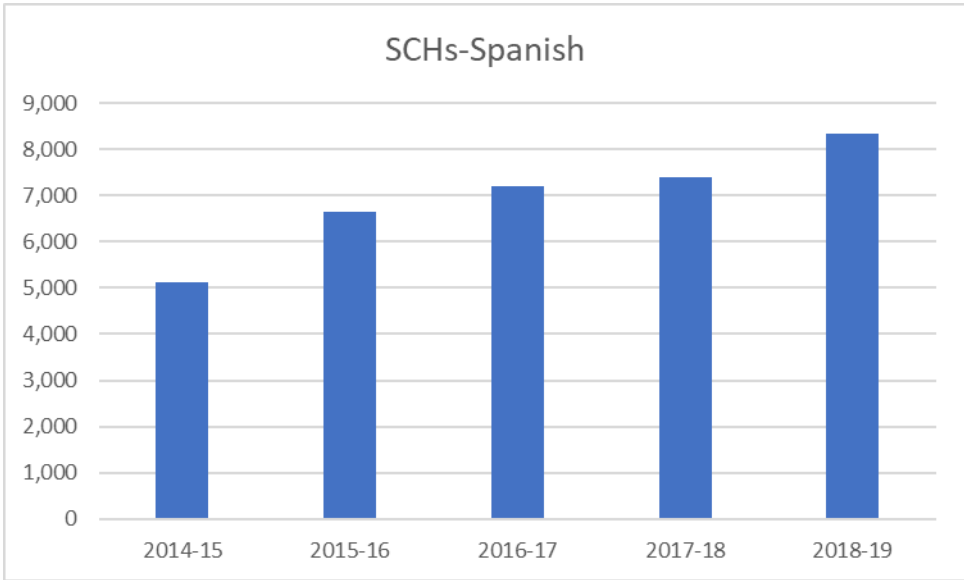
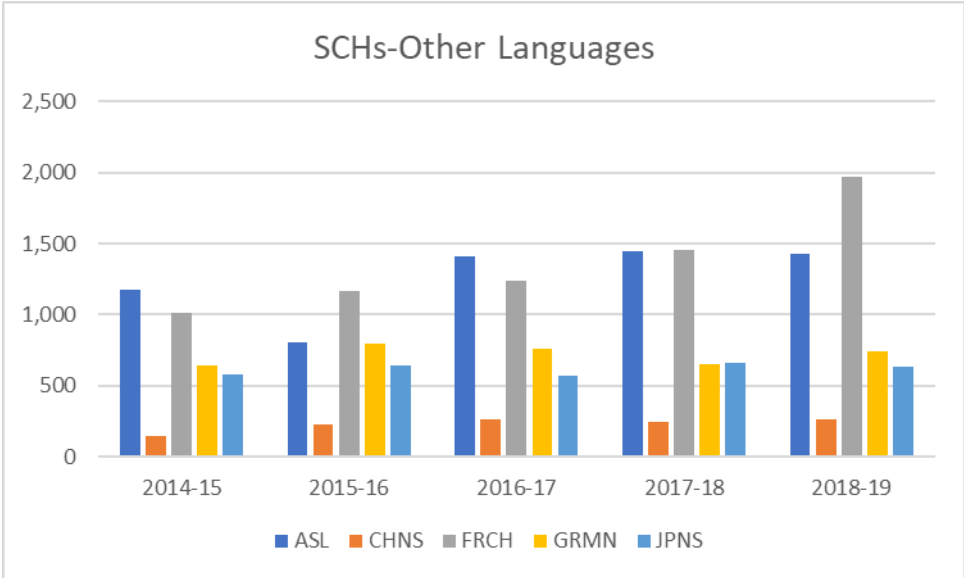
Appendix H: Advising Sheet

ADVISING

**You must see an advisor to declare a major or minor, or to clear for graduation.
To declare an Associate of Arts or a Certificate of Proficiency, see Sandy Thomas in room EH 434.**

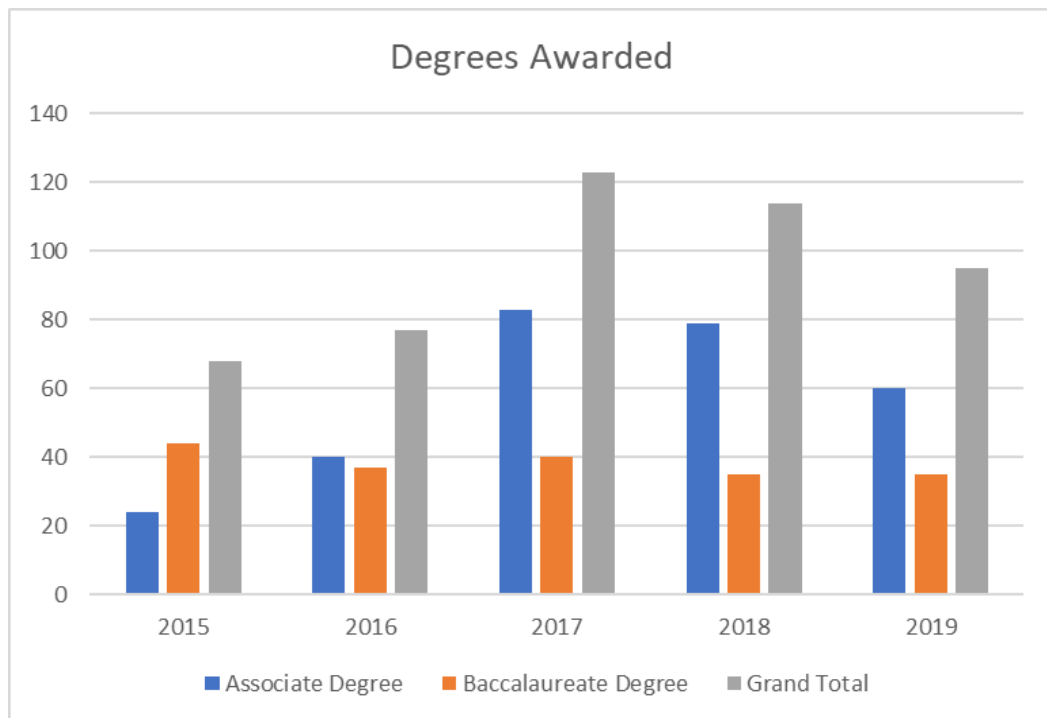
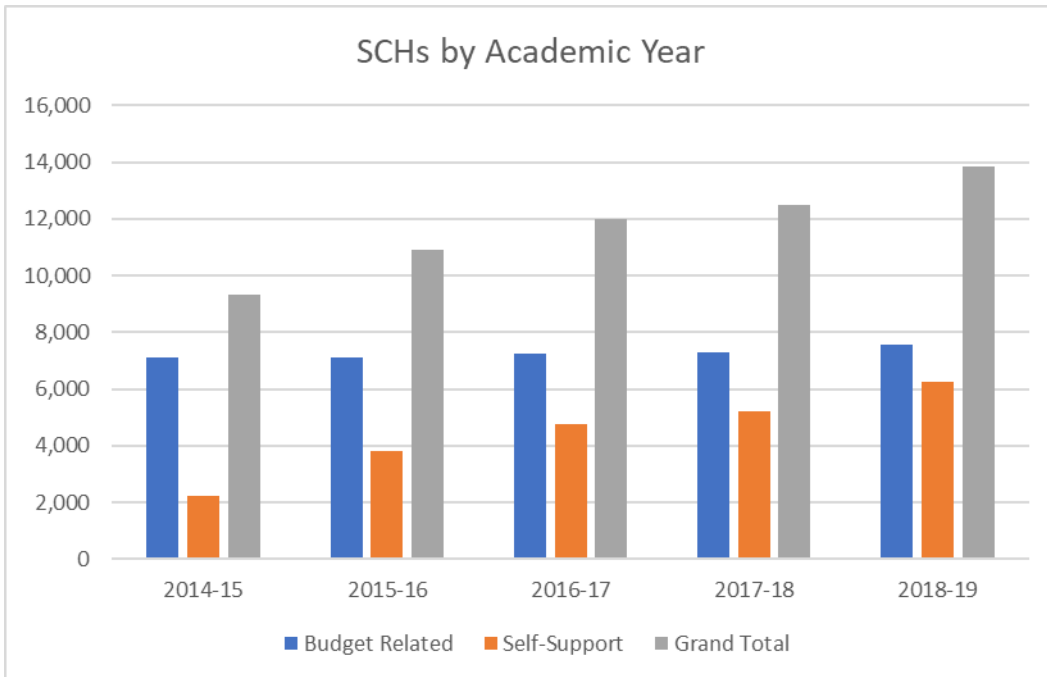
PROGRAM	ADVISOR	OFFICE	PHONE	EMAIL
Majors				
French Majors	Dr. Aubrey Jones	EH 232	(801) 626-7197	aubreyjones1@weber.edu
German Majors	Dr. Kacy Peckenpaugh	EH 431	(801) 626-6185	kacypeckenpaugh@weber.edu
Spanish Major	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Spanish Commercial Emphasis Majors	Dr. Craig Bergeson	EH 430	(801) 626-7111	cbergeson@weber.edu
Spanish Teaching Major	Dr. Tom Mathews	EH 420	(801) 626-6345	tmathews@weber.edu
Spanish Translation Major	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Minors				
French Minors	Dr. Cynthia Jones	EH 234	(801) 626-6726	cynthiajones1@weber.edu
German Minors	Dr. Kacy Peckenpaugh	EH 431	(801) 626-6185	kacypeckenpaugh@weber.edu
Japanese Minors	Prof. Tomono Adachi	EH 265	(801) 626-6543	tomoadachi@weber.edu
Latin America Studies Minor	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Localization Minor	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Spanish Minors (last names A - L)	Dr. John Trimble	EH 422	(801) 626-6780	jtrimble@weber.edu
Spanish Minors (last names M - Z)	Dr. Electra Fielding	EH 423	(801) 626-7588	electrafielding@weber.edu
Spanish Commercial Emphasis Minor	Dr. Diego Batista	EH 425	(801) 626-6986	diegobatistarey@weber.edu
Spanish Teaching Minor	Dr. Tom Mathews	EH 420	(801) 626-6345	tmathews@weber.edu
Interdepartmental Programs				
Bachelor of Integrated Studies (Language Emphasis)	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Departmental Honors	Dr. Isabel Asensio	EH 434A	(801) 626-6777	isabelasensio@weber.edu
Dual Language Immersion Endorsement	Dr. Tom Mathews	EH 420	(801) 626-6345	tmathews@weber.edu
European Studies Minor	Dr. Tom Mathews	EH 420	(801) 626-6345	tmathews@weber.edu

Appendix I: Enrollment and Graduation Data⁵



⁵ Data provided by WSU Report Gallery.

Appendix I—Continued



Appendix I—Continued

Enrollment Data and 5-Year Projection of DLI Bridge Program⁶

AY	Chinese		French		Spanish		Annual total enrollment
	Enrollment	Sites	Enrollment	Sites	Enrollment	Sites	
2018-19	10	2	21	1	148	2	179
2019-20	51	3	42	1	201	5	294
2020-21	130	3	100	2	380	6	610
2021-22	300	6	160	2	520	7	980
2022-23	460	6	210	2	650	7	1,320
2023-24	570	6	240	2	750	7	1,560
2024-25	620	6	240	2	770	7	1,630

⁶ Data provided by [L2TReC](#) and [Bridge Program for Advanced Language Learning](#).

Appendix J: Site Visit Team (both internal and external members)

Name	Position	Affiliation	Contact information
Dr. Sally Shigley	Professor of English	Department of English, Lindquist College, WSU	sshigley@weber.edu (801-626-7760)
Dr. Jeff Steagall	Professor of Economics	Department of Economics, Goddard School of Business and Economics, WSU	jeffsteagall@weber.edu (801-626-6687)
Dr. Ray Clifford	Associate Dean and Director for the Center for Language Studies	College of Humanities, BYU	rayc@byu.edu (801-422-3263)