# Institutional Effectiveness 2022-2023

Program: Foreign Languages BA

College and Department: College of Arts & Sciences, Department of Foreign Language Contact: Martin Sheehan Mission:

The Department of Foreign Languages (DFL) is proud to offer foreign language courses, study abroad experiences, and co-curricular opportunities that prepare Tech graduates to compete in

German, or Spanish) cultivates foreign language proficiency and cultural understanding in our

creating

multicultural environment in a manner that is increasingly effective and efficient (Goal 3 - Exceptional Stewardship, Goal 4 - Engagement for Impact).

Working in concert with the national World-Readiness Standards for Learning Languages of the American Council on the Teaching of Foreign Languages (ACTFL), the DFL strives to provide quality education to our Majors in foreign languages and to our non-Majors. Our program learning outcomes align closely with these standards and stipulate that our students will be able to communicate effectively in oral and written modes in the target language, interpret culturally authentic texts, and exhibit intercultural competency.

Attach Curriculum Map (Educational Programs Only): \*See Appendix 1.

## PG 1: GRADUATION RATE

#### Define Outcome:

The DFL will recruit, retain, and graduate enough students to achieve an average of 13 graduates a year. Programs that graduate less than an average of 10 majors over a period of 5 years can be classified as low producing and risk elimination. Thus, our aspirational target performance would be an average of 13 graduates over a 5-year period because that figure would indicate the growth and strength of our programs.

Assessment M 6kods

Firs	st and Second Majors	40	47	38	37	40	+0	
------	-------------------------	----	----	----	----	----	----	--

Foreign Language Degrees Conferred							
2018-2019 2019-2020		2020-2021	2021- 2022	2022- 2023	5-year average		
7	9	5	14	12	9.4		

For 2022-2023, the department had 12 graduates with a 5-year average of 9.4. This is above our minimum performance threshold of 8 and below our target performance threshold of an of 13 graduates.

## Use of Results to Improve Outcomes:

During the planning year, several outreach events and activities were planned and executed to attract, retain, and graduate majors. To draw students to Tech, each language program was represented at the Fall Preview Day event on campus. During the event, faculty spoke with prospective students about language learning in general and what majoring or minoring in a foreign language at Tech might mean for their future. This community engagement directly resulted in at least one new German major joining our department, and the event most likely had a significant indirect impact on enrollments across the department. Faculty also visited Cookeville High School to speak with foreign language students there about what continuing in the discipline might look like for them. Additionally, at the Window on the World cultural festival in April, student organizations from each language engaged with the public and the interim chair organized an informational panel made up of foreign language majors and minors. Because some of these outreach activities were aimed at high school students and other members of the general public, these efforts might not bear dividends until years down the line when students are applying for college.

Based on these results, the department plans to take several steps to increase its 5-year average of graduates. Outreach events are planned this academic year that will focus on specific themes and target audiences: students that have recently returned from studying abroad will discuss their experiences in a public panel format and STEM majors on campus will be invited to hear how a foreign language might open up international opportunities for them. Additionally, at least one faculty-led study abroad course to France is planned for Spring 2024. This high impact practice should help with recruiting, retaining, and graduating French majors.

Lastly, it should be noted that the department is beginning the 23/24 AY in a new location on campus. In July of 2023, the department office and the majority of departmental faculty moved from Oakley Hall to Henderson Hall. The department plans to raise its profile in this new

location, which is a major office and classroom building for the two other BA programs at our university (History and English.)

PG 2: CULTURE AND CIVILIZATION COURSES (GEN ED)

#### Define Outcome:

The DFL will aim to offer 5 English-language culture courses each academic year in order to contribute diverse courses to the general education core at Tech.

In 2014, the Provost's office expressed the need for more general education: fine arts/humanities courses to be offered to TTU students. As such, the department has made an effort to increase its the number of culture and civilization courses it offers to meet this need--FLST 2520: The Oultures and Peoples of North Africa, FREN 2510: French Oulture and Ovilization, GERM 2520: German Oulture and Ovilization, SPAN 2510: Spanish Oulture and Ovilization, and SPAN 2550: Latin American Oulture and Ovilization. Significant efforts have also been made to create online and hybrid versions of these courses to meet student need.

## Assessment Methods:

The DFL will track the number of fine arts/humanities courses it offers each year, as well as the total number of students enrolled in each course each semester to identify enrollment trends.

Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptability

Target Performance: 5 cult/civ courses per year Minimum Performance: 2 cult/civ courses per year

Results and Analysis: Culture and Civilization Courses

	2018-	2019-	2020-	2021-	2022-
	2019	2020	2021	2022	2023
Total # of Culture and Civilization					

Courses

After reviewing these data, the department decided to continue increasing the frequency with which these general education and civilization courses are offered whenever possible for several reasons. These classes, it was argued, represent an excellent way to engage students whose CPOS otherwise would not allow them to take a course in our department. Several STEM CPOS on campus provide little to no room for foreign language courses or, indeed, any electives at all. With these culture and civilization courses as an option within the general education core, we continue to enrich and engage students who could not otherwise take a course in our department.

## SLO 1: FOREIGN LANGUAGE PROFICIENCY

#### Define Outcome:

By their senior year, foreign language majors will be able to confidently demonstrate their proficiency in their targeted language with 75% scoring at the proficient or advanced level on the senior capstone paper/presentation rubric.

## Assessment Methods:

1. Senior Capstone Paper/Presentation Rubric All students complete a senior capstone experience that is evaluated via a rubric. The rubric was developed to examine and

Results and Analysis:

	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Total # of Capstone Students	8	10	5	14	7
# that met minimum performance threshold of 75%	8	8	4	13	5
# that did not meet minimum performance threshold of 75%	0	2	1	1	2
% of Students meeting minimum performance threshold of 75%	100%	75%	80%	93%	71%

With 71% of students meeting the minimum threshold of 75% on their Capstone presentations, the department narrowly missed its minimum performance threshold of 75% for 2022-2023.

## Use of Results to Improve Outcomes:

During the planning year, no significant new actions were taken to impact performance. Rising seniors are still encouraged to attend the Capstone presentations of others to see what form the presentations could take, and faculty are still working to provide enough presentational assessments at the 3000 level and above, so that student have sufficient practice speaking before their Capstone presentation as seniors.

Based on these results, the faculty decided to take several steps to improve student performance on their capstone presentations. One option is to increase the number of oral presentations in upper-level courses when possible. It was argued that this could reduce the anxiety levels that some presenters experience, and anxiety was identified as a factor in the weaker performances.

When asked what might have contributed to missing the threshold this year, faculty responded that the language decay that occurred during the the height of the pandemic could not be ruled out. Despite the department's best efforts, it was exceedingly challenging to achieve the same outcomes in an online environment that were expected and achieved in a traditional classroom environment.

#### SLO 2: TEACHER LICENSURE PROGRAM AND EDTPA PERFORMANCE

#### Define Outcome:

Foreign language majors seeking teaching licensure will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

#### Assessment Methods:

The edTPA is a performance-based, subject specific assessment that measures teaching-based skills related to planning, instruction, and assessment. Students in the foreign language program must complete the World Languages performance task. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

#### Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptability

Target Performance: The total mean score for licensure students taking the World Languages edTPA Minimum Performance: The total mean score for licensure students taking the World

Results and Analysis: edTPA results

> 2017-18

theorized that this approach might have positively impacted overall performance. These changes will be remain moving forward. because they appear to prepare Tech students for the edTPA instrument.

The performance results are forecast to improve next year for a reason outside of Tech's control. As of January 2023, job-embedded teachers will no longer be required to take the edTPA in Tennessee. Because they already possess a bachelors degree in a subject area, job-embedded educators are working as full-time K12 teachers while concurrently completing MA coursework in education to earn their teaching credentials. Previously, these job-embedded teachers were required to pass the edTPA, and, if their undergraduate degrees were from Tech, then they would count towards our edTPA total, regardless of whether we ever had them as a French, German, or Spanish student. This change in the licensure requirement for job-embedded teachers means that, moving forward, our edTPA data will correspond only to French, German, and Tech students seeking licensure. This change should improve our continual improvement efforts.

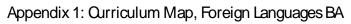
#### Summative Evaluation:

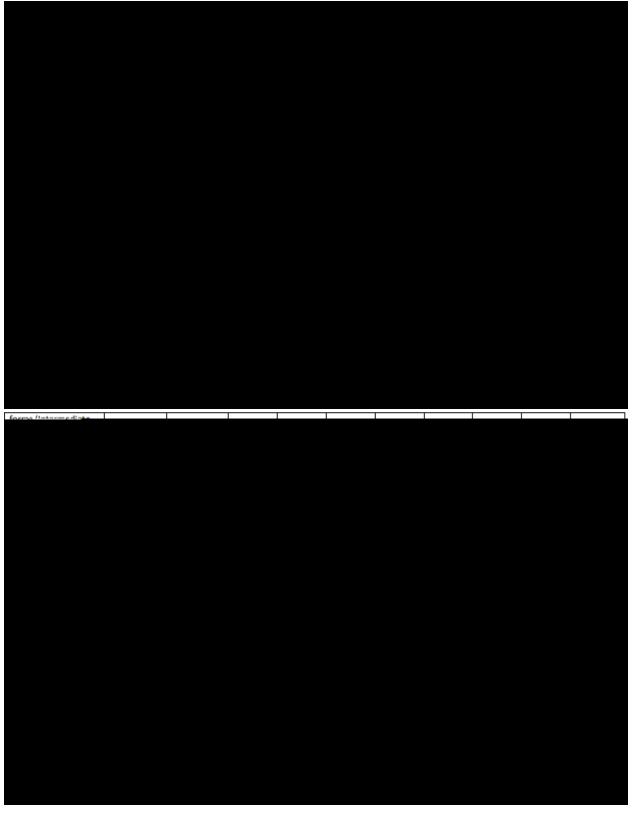
PG1: Outreach events are planned this academic year that will focus on specific themes and target audiences and, at least one faculty-led study abroad course to France is planned for Spring 2024. This high impact practice should help with recruiting, retaining, and graduating French majors.

PG2: The department decided to continue increasing the frequency with which general education and civilization courses are offered whenever possible.

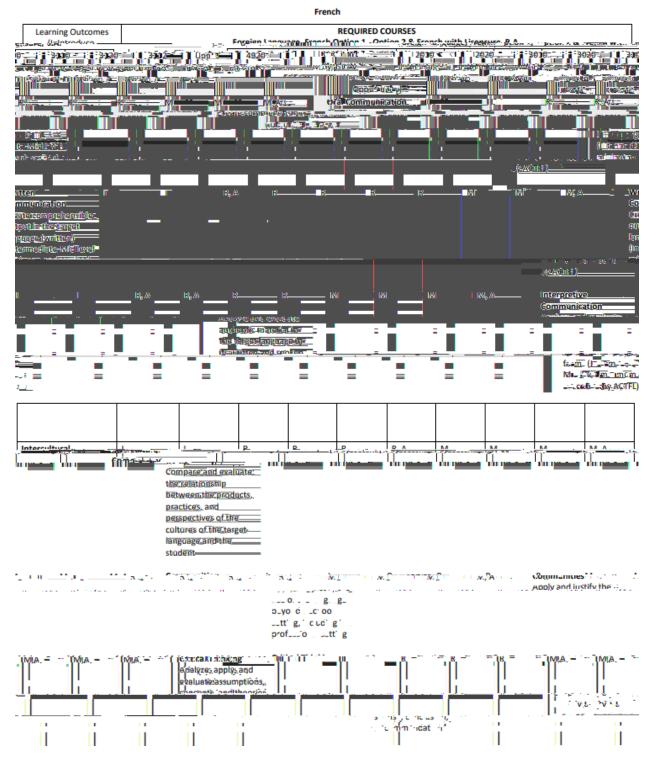
SLO1: Based on capstone results, the faculty decided to increase the number of oral presentations in upper-level courses when possible.

Assessment Plan Changes:





Appendix 1: Ourriculum Map, Foreign Language BA, cont.



#### Appendix 1: Curriculum Map, Foreign Language BA, cont.