Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Department of Foreign Languages
Academic Year of Report: 2019/20 (covering Summer 2017 through Spring 2020)
Date Submitted:
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level <u>results</u> **page. Select the appropriate college and then your program from the subsequent page.**

A. Mission Statement

_X_ Information is current; no changes required.

Update if not current:

B. Student Learning Outcomes

_X_ Information is current; no changes required.

Update if not current:

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

___ Information is current; no changes required.

Update if not current (you may have access to the Google Sheet if that is easiest, or we can make the updates):

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		Department Learning Outcomes				
	Courses[1]		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
	3320	Applied Language Studies	E	U		U	U
	3360	Advanced Grammar	U	E	E		
	4400	Methods for Teaching Languages					U
	4500/6500	Methods for Teaching Languages					U
Culture	3540	Latin American Environment & Cultures			U	E	E

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[1] The catalog lists courses according to the language, i.e. FRCH, GRMN, SPAN, etc. Courses listed as FL are taught in English and are available to all WSU students.

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	3550	Cultural Heritage I	U	U	U	E	E
	3560	Cultural Heritage II	U	U	U	E	E
	3570	Special 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: Poetry	U	E	E	E	E
	3631	Literature: Prose					
	3632	Literature: Drama					
	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	Language for Specific Purposes I	U	E	E	U	E
	3730	Language for 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

D. Program and Contact Information

____ Information is current; no changes required.

Update if not current:

The name of the department is Department of Foreign Languages (please, make sure "Languages" has an "s" since we are a department where more than one language is taught. Thanks!)

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E. Assessment Plan (please see our website for details on how to develop a [program assessment plan](#))

____ Information is current; no changes required.

Update if not current: (this update can be via a Google Sheet if that is easiest; we can then embed the Google Sheet on your program web page, as we do with the curriculum grid)

The Department of Foreign Languages has assessed its graduating seniors through FL 4990 – Senior Assessment since fall semester 2000. We are in the early development stage of an online portfolio that is accessible to students after declaring a major so that they may upload documents to be assessed as they are completed throughout a student's academic career. The department's Assessment and Curriculum Committees will continue to working together to achieve the following plans for the future:
-Create an assessment strategy for graduating AA majors and FL 3118 – DLI Bridge Course III, the final foreign language class of the Utah's Bridge Program.
-Create an assessment similar to FL 4990 to evaluate students graduating from 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.
-Continue gathering data for the assessment of our General Education course (FL 2020 HU).

New: [High Impact Educational Experiences](#) in the Curriculum
In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

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](#). The following tables represent the data collected to the best of my knowledge. Data for the 2020 calendar year is not available yet.

Calendar Year: 2017 Courses	Project-based learning	Team-based learning	Community-Engaged Learning + CE Symposium	Pre-professional/career development experience	Study Abroad
GRMN 3850 Study Abroad					X
JPNS 3850 Study Abroad					X
SPAN 2852 Study Abroad					X
SPAN 3117 DLI Bridge II	X	X			
SPAN 3118 DLI Bridge III	X	X			
SPAN 3720 Medical Spanish I			X		
SPAN 3730 Medical Spanish II			X		
SPAN 3850 Study Abroad					X
SPAN 4740 Translation II			X		
FL 4400 Methods for Teaching Languages				X	
Other HIEEs not linked to a specific course	*Capstone experiences*	*Undergraduate research*	*Student leadership*	*Directed Readings experiences*	
French		1 student	French Club		
German			German Club	2 students	
Japanese			Japan Club		
Spanish	2 BIS students 3 students (other type of projects)	3 students	Spanish Club Sigma Delta Pi Honor Society	3 students	

Calendar Year: 2018 Courses	Project-based learning	Team-based learning	Community-Engaged Learning + CE Symposium	Pre-professional/career development experience Internship	Study Abroad
CHNS 3118 DLI Bridge III	X	X			
FRCH 1010 First Semester	X				
FRCH 1020 Second Semester	X				
FRCH 2010 Third Semester	X				
FRCH 2020 Fourth Semester	X				
FRCH 3118 DLI Bridge III	X	X			
FRCH 3715 Business Language II	X	X		X	
GRMN 3850 Study Abroad					X
JPNS 3850 Study Abroad					X
SPAN 2852 Study Abroad					X
SPAN 3117 DLI Bridge II	X	X			
SPAN 3720 Medical Spanish I			X		
SPAN 3730 Medical Spanish II			X		
SPAN 3850 Study Abroad					X
SPAN 4740 Translation II			X		
FL 4400 Methods for Teaching Languages				X	
FL 4860 Foreign Language Internship				X	
Other HIEEs not linked to a specific course	Capstone experiences	Undergraduate research	Student leadership	Directed Readings experiences	
French			French Club		
German			German Club	1 student	
Japanese			Japan Club		
Spanish	3 BIS students		Spanish Club Sigma Delta Pi Honor Society	6 students	

Calendar Year: 2019 Courses	Project-based learning	Team-based learning	Community-Engaged Learning + CE Symposium	Pre-professional/career development experience Internship	Study Abroad
CHNS 3116 DLI Bridge I	X	X			
CHNS 3118 DLI Bridge III	X	X			
FRCH 1010 First Semester	X				
FRCH 1020 Second Semester	X				
FRCH 2010 Third Semester	X				
FRCH 2020 Fourth Semester	X				
FRCH 3000 Proficiency Dvlp.	X				
FRCH 3116 DLI Bridge I	X	X			
FRCH 3118 DLI Bridge III	X	X			
FRCH 3570 Topics in Culture	X				
FRCH 3715 Business Language II	X	X		X	
FRCH 4740 Translation II	X				
GRMN 3850 Study Abroad					X
JPNS 1010 First Semester		X			
JPNS 1020 Second Semester		X			
JPNS 2010 Third Semester		X			
JPNS 2020 Fourth Semester		X			
JPNS 3160 Intro to Lit.	X				
JPNS 3710 Business Language I	X				
JPNS 3850 Study Abroad					X
SPAN 2852 Study Abroad					X
SPAN 3117 DLI Bridge II	X	X			
SPAN 3118 DLI Bridge III	X	X			
SPAN 3720 Medical Spanish I			X		
SPAN 3730 Medical Spanish II			X		
SPAN 3850 Study Abroad					X
FL 4400 Methods for Teaching Languages				X	
FL 4860 Foreign Language				X	

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Internship					
Other HIEEs not linked to a specific course	*Capstone experiences*	*Undergraduate research*	*Student leadership*	*Directed Readings experiences*	*Departmental Honors*
French		2 students	French Club		
German		1 student	German Club		
Japanese	1 student		Japan Club		
Spanish	7 BIS students	1 student	Spanish Club Sigma Delta Pi Honor Society	1 student	1 graduate 3 actives

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

F. Report of assessment results since the last report:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

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	Evidence
Graduating majors will:	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. The following table presents a 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.

Data from the past three years, representing our graduating students' performance on our five Student Learning Outcomes, are represented in the following table. 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.

AY		1: Oral			2: Written			3: Styles			4: Analysis			5: Culture		
		N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%
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%
2019-19	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%
2019-20	French	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
	Spanish	33	30	90%	33	28	85%3	33	32	97%	33	26	79%	33	23	70%
	ALL	34	31	90%	34	29	90%	34	33	90%	34	27	90%	34	24	90%

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The data in the above table 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 Outcomes 3 (writing in styles) and 4 (analysis) also shows a steady performance. Data for Outcome 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 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. Faculty are now guiding students with collecting excellent and relevant documents to the intended standard in order to avoid a null submission.

General Education

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. 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 D.

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 (with the exception of spring 2016), representing students' performance on Humanities learning outcomes, are represented in the table below. 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. The overall ratings for all languages (French, German, Japanese, and Spanish) 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.

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%

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Spring 2020	Recommendation	Progress Description
Recommendation 1	**Text of recommendation**	
Classroom technology	Students, faculty and the technology specialist expressed concern that the technology (particularly the computers) in the classrooms needs to be updated. Students in the localization and translation program were especially concerned that they could only use required Trados software while they were in the lab. On occasions when they cannot finish the in-class assignments with Trados, they are unable to complete the work on their own. Since Trados is only available on university-controlled computers, the university may have to increase the number of concurrent users authorized in its site license.	Progress: The Department has upgraded from SDL Trados Studio 2017 Professional to SDL Trados Studio 2019 Professional (Network). This means that students will be able to connect to the software from anywhere on and off campus. This is particularly relevant now that most Localization and Translation classes are delivered virtually and/or online.
Recommendation 2	**Text of recommendation**	
Department website and credit purchasing	The website for the department is outdated. For example, it does not reflect the most current personnel and happenings in the department. Students also expressed frustration with its lack of organization. We understand that a major remodel of the website is in place, although nobody seems clear about the timeframe for completion. We suggest that you keep in touch with the CAH marketing director and, if necessary, the	Progress #1: A new website was launched on March 19, 2020 shortly after the program review team visited the department. The new website has a clean design that makes browsing easy for users, and aligns with WSU branding guidelines: https://www.weber.edu/ForeignLanguages. Progress #2: We are currently revisiting the credit-purchase process and have reached

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	dean to prioritize renovation of the site. Additionally, both administrative staff and students remarked that the process used to buy credits is not intuitive and needs to be streamlined. Ideally, it would be possible to buy credits through the new website. We encourage the department to revisit the process and try to make it easier for students and staff.	out to the Office of the Registrar to discuss online payment options to make it easier for students and staff.
Recommendation 3	**Text of recommendation**	
Adjunct faculty supervision	Adjunct faculty suggested that observations of their teaching might be done on a more regular, rotating basis and that the feedback be provided in writing. They value the feedback that they have received in the past. However, they don't want the observations to become too intrusive or frequent. Once per semester or once per year for seasoned adjuncts is likely appropriate.	Progress: We continue conducting teaching observations routinely and in a timely manner to provide guiding and mentoring as much as possible, without being intrusive; as well as adequate support for activities which implement the program's mission. During the fall 2020 semester, the adjunct coordinator observed all adjuncts who have a teaching assignment in the spring 2021 semester.
Recommendation 4	**Text of recommendation**	
Assessment of Learning Outcomes 4 and 5	Learning Outcomes 4 and 5 showed lower assessment scores than the first three. We suggest creating a rubric that allows faculty and students to see what constitutes an appropriate artifact for these LOs. Faculty should also be trained on how to ensure their students know how to select appropriate artifacts of each type. In addition, faculty might investigate using WSU's new Portfolium platform to help students collect artifacts as they produce them, rather than having to find them in their files	Progress #1: We are in the early development stage of an online portfolio that is accessible to students after declaring a major so that they may upload artifacts to be assessed as they produce them. Progress #2: The department's Assessment and Curriculum Committees are already working together to revise the current assessment rubric to modify it, as they see fit, to allow faculty and students to understand what constitutes an appropriate

	during their final terms at WSU.	artifact for these Learning Outcomes.
Recommendation 5	**Text of recommendation**	
Revitalization of Study Abroad	Study abroad is stated as a major department initiative, but study abroad numbers seem relatively low, if that is the case. We encourage the department to specify goals, metrics/thresholds, timelines, financial resources required and responsible persons in the strategic plan to maximize the impact of its study abroad programs.	Progress: We are in the initial stage of studying best practices and successful strategies for increasing study abroad participation as well as scholarships and other flexible funding for students.
Recommendation 6	**Text of recommendation**	
Revision of Mission Statement	Scholarship is not mentioned in the current version of the mission statement. Moreover, the list of scholarship included in the self-study includes items, such as teaching presentations and teaching awards, that are not normally considered scholarship. Therefore, and also in response to faculty frustrations about finding time and financial support for certain kinds of scholarship, we encourage the department to amend its mission statement to identify explicitly the kinds of scholarship that the department excels in and values – and how that scholarship supports its mission within the context of WSU's mission as a teaching university.	Progress: We have created an ad hoc committee and its members are currently revising the mission statement so that it specifically addresses 1) the types of degrees we offer, such as the new degrees in Translation and Localization; and 2) the SoTL (Scholarship of Teaching and Learning) which is the kind of scholarship that the department excels in and values.
Recommendation 7	**Text of recommendation**	
Strategic Plan	Finally, we encourage the department to implement a long-range strategic plan listing goals, metrics, thresholds for success, timelines, required resources, and responsible parties for	Progress: A strategic plan, that specifically addressed a plan to cope with COVID-19 pandemic, was submitted to the Dean of the Lindquist College in May 2020.

| | accomplishing the goals. Goals are already in place, but according to best practice in strategic planning, the lack of information about the other factors such as resource constraints and success metrics, typically leads to the inability to achieve goals. | |

Additional narrative: N/A

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19	2019-20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	6	7	7
Full-time Non-Tenured (includes tenure-track)	4	3	3
Part-time and adjunct	2	2	3
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	1	1
Part-time and adjunct	14	14	16
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	3	3	3
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured	6	7	7
Full-time Non-tenured	5	4	4
Part-time	19	19	22

Appendix C – alternative format for Evidence of Learning Reporting; this can be in table form or as a narrative. N/A

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	

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Appendix D—Assessment and data analysis of FL 2600 HU.

Evidence of learning: General Education, Humanities
Course: FL 2600 HU

GE Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
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.	Learning Outcome 1. Students will demonstrate their understanding (of the knowledge goal area) by explaining 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 Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film	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><tr><td>Rubric Score:</td><td>Number of students:</td><td>%</td></tr><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></table>	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 *knowledge* goal area from Spring 2018 indicate that our students are meeting General Education expectations for Humanities courses.
		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><tr><td>Rubric Score:</td><td>Number of students:</td><td>%</td></tr><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></table>	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 *knowledge* goal area from Spring 2019 indicate that our students are meeting General Education expectations for Humanities courses.

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

Appendix D—continued

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	Students will demonstrate their understanding (of the analysis goal area) by analyzing film 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. Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film.	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><tr><td>Rubric Score:</td><td>Number of students:</td><td>%</td></tr><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></table>	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 *analyze* goal area from Spring 2018 indicate that our students are meeting General Education expectations for Humanities courses.
		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><tr><td>Rubric Score:</td><td>Number of students:</td><td>%</td></tr><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></table>	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 *analyze* goal area from Spring 2019 indicate that our students are meeting General Education expectations for Humanities courses.

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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. Prompt 2: provide examples of stereotypes associated with Hispanic culture and communities in film.	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** 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.
		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** 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.

Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

    a. **Any** first-year students taking courses in your program(s)

First-year students typically enroll in our lower-division courses. All department faculty makes a conscious effort to build a sense of community, which has proved to facilitate confidence and learning in the foreign language classroom. This community-building culture can increase the students' motivation and engagement to persist studying the language. The Department provides free tutoring services and involvement opportunities, such as language clubs and semesterly film series, as mechanisms to support these students.

Another demographic of "first-year students" are returning LDS missionaries and heritage speakers. For these students, their first experience with our curriculum takes place at the upper division level. We support these students by making available an affordable method to receive credit for the language knowledge/experience they already have. Advising is the most relevant mechanism we have in place. Advising is done collectively through brief presentations during regular class sessions or individually during one-on-one meetings. Each full-time faculty member serves as an advisor and has an assigned group of students (i.e., French majors are advised by Dr. A. Jones, French minors are advised by Dr. C. Jones). The same free tutoring services and involvement opportunities are also available to this demographic of students.

    b. Students declared in your program(s), whether or not they are taking courses in your program(s)

We have not been consistent with a mechanism to support this type of students. In the past, we have reached out to them via email to find out the reasons why they are not taking courses and to get feedback on the resources they need to come back to campus. The department will consider reinstating this approach as well as considering other creative ways to help students come back to the program.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We do not have a process to "close the loop" in place. However, we are considering assessing language proficiency in students who transition from the AA into the BA and students enrolled in FL 3060 (which is the first upper-division core course for all minors and majors). Comparing and contrasting this data with the Senior Assessment students must complete during their last semester will help us measure the advancement in language proficiency that may occur during their academic career.

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Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

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Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html