

Snow College

Foreign Language R411

submitted to the State Board of Regents
summer 2017

Reviewed the spring semester 2017 with the rating of recommended

Reviewers:

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- Stacey McIlff, Associate Professor and Business Department Chair, Snow College

Foreign Language Program Description:

The foreign languages taught at Snow College are French, Italian, Japanese, Korean (one semester, online), and Spanish. Chinese was added in spring 2012. The study of a foreign language includes the language plus its cultures, civilization, literature, and instruction in effective communication via written and oral modes.

Foreign language majors study the language as a vehicle of personal, academic, and professional expression in a variety of contexts appropriate to the cultures where the language is spoken. They study the people who speak the language, and they investigate attitudes, behaviors, and histories through a variety of media and through interaction with native speakers, or advanced non-native speakers, and texts. Majors also read and write extensively in the foreign language. Students often combine a foreign language major with a secondary major, thus increasing their career potential.

Department Mission Statement

The mission of the Foreign Languages Department is to help students achieve their foreign language study goals and to prepare them to engage with diverse world cultures. The department does this by preparing students to communicate with native speakers orally and in writing on a basic level in culturally appropriate ways. The Foreign Languages Department further assists the campus and local communities in expanding their worldview through its extra-curricular activities.

Faculty and Staff:

There are two full-time faculty members and four adjuncts that teach in the Foreign Languages Department. One full-time faculty holds a doctorate and the other two master's degrees. Each has many years of teaching experience in his or her respective language. Two of the four adjunct faculty members hold master's degrees in unrelated areas; all have native or advanced knowledge of the languages that they teach as well as experience teaching their foreign language.

Full-time instructors teach at least 15 credit hours per semester (3 language courses, plus a tutoring course). Part-time adjunct instructors teach up to two sections per semester as needed. Regularly administered course evaluations show that department courses rank highly on overall course satisfaction.

Two of the full-time instructors teach at least 15 credit hours per semester (3 Spanish language courses, plus a tutoring course, and a freshman orientation course). The third full-time faculty member teaches between 4.8 and 9.6 credit hours per semester (French or Italian) and the rest of her assignment is administrative (division dean). Part-time adjunct instructors teach up to 5 credit hours per semester.

The Foreign Languages Department has no staff of its own. However, the department hires a work-to-learn student to help run the weekly International Cinema film series.

The Foreign Language Department has access to the administrative assistant to the Humanities Division. Foreign Language faculty members benefit from her services.

The chairperson for the department is a rotating assignment. A full-time faculty member serves a term of two to three years that may be repeated once. Faculty members serve as requested or as volunteers to campus and division committees.

Faculty Headcount (Academic Year)	2012	2013	2014	2015	2016
With Doctoral Degrees					
Full-Time Tenured	1	1	1	1	1
Full-Time Non-Tenured					
Part-Time					
With Master's Degrees					
Full-Time Tenured	3	3	3	3	3
Full-Time Non-Tenured					
Part-Time	3	3	3	3	3
With Bachelor's Degrees					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
Other					
Full-Time Tenured					
Full-Time Non-Tenured					
Part-Time					
Total Headcount Faculty	7	7	7	7	7
Full-Time Tenured	4	4	4	4	4
Full-Time Non-Tenured					
Part-Time	3	3	3	3	3
FTE					
Full Time	6.63	6.63	8.03	7.06	7.66

Teaching Assistants	NA	NA	NA	NA	NA
Part-Time	.27	.27	1.27	.54	.54
Total Faculty FTE (Academic Year)	6.9	6.9	9.3	7.6	8.2

Students

The Foreign Languages Department at Snow College serves a diverse group of students including those with little to no language background and those returning from language-intensive experiences abroad. Students enrolled in foreign language courses seek to meet the foreign language requirement for the AA degree, increase their cultural awareness, or improve communication skills in preparation for future employment where co-workers may speak a language other than English. Those students who have returned from a language-intensive experience abroad may serve as foreign language tutors for credit.

Since the Fall 2007 semester students seeking the Associate of Arts degree must complete 4 credit hours of language instruction at the 1020 (second semester) level or higher, or demonstrate proficiency at this level through a passing grade on the BYU Foreign Language Achievement Test. Some students who complete the 1020 level obtain the A.A. The following table shows the number of foreign language general education student credit hours taught through the department over the past five years.

Graduating Class	2012	2013	2014	2015	2016
Number of Graduates	0	0	0	1	0
Certificates	NA	NA	NA	NA	NA
Associate Degrees	0	0	0	1	0
Bachelor's Degrees	NA	NA	NA	NA	NA
Master's Degrees	NA	NA	NA	NA	NA
Doctoral Degrees	NA	NA	NA	NA	NA
Number of Students (Academic Year)					
Total Declared Majors	2	0	0	0	3
Total Department FTE	103.5	141.7	148.3	112.2	125.5
Total Department SCH	1552	2125	2225	1683	1881.8
Student FTE/Faculty FTE	15.0	20.5	15.9	14.8	15.3

Some students study a language for personal interest. Many students come to Snow College having already studied a foreign language in high school; these students often desire to strengthen their communication skills in the language, or to earn credits in a course that they know they can be successful in. Some languages attract students seeking majors in specific areas: Spanish attracts business, education and healthcare majors; French and Italian attract music and visual arts majors; Chinese and Japanese attract business and art majors.

Student Learning Outcomes Assessment

Students who complete the recommended foreign language curriculum at Snow College achieve the following outcomes:

Interpretive Communication

- Students will be able to understand the main point in short conversations, messages, and announcements that they hear in the target language. (Novice high listening)
- Students will be able to understand some ideas in simple texts that contain familiar vocabulary. (Novice high reading)

Presentational Communication

- Students will be able to provide basic information on familiar topics using phrases and simple sentences (Novice high spoken production).
- Students will be able to write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences. (Novice high written production)

Interpersonal Communication

- Students will be able to exchange information on familiar tasks, topics, and activities.
- Students will be able to handle short social interactions using phrases and simple sentences. They may need help or visuals to keep the conversation going. (Novice high person to person communication)
- Students will express satisfaction with their ability to reach their communication goals.

Cultural Competence

- Students will be able to talk about and describe (in English) aspects of the target culture, such as food, clothing, types of dwellings, modes of transportation, buildings, and monuments.
- Students will be able to make comparisons between their culture and the target culture and explain differences based on linguistic, geographic, historical, etc. cues.
- Students will seek opportunities to learn about and experience new cultures outside of class.

Most students meet with an adviser in the Student Success Center to determine which language they should study. On occasion the adviser will work with the Foreign Languages Department chairperson or the teacher of the specific foreign language to determine the placement of a student in a particular level.

Students who seek to major or minor in a foreign language most often seek advice about advanced language courses from the faculty member who teaches that language. In these cases students are advised based on their experience, abilities, and interests. Majors and minors are encouraged to contact the foreign language department of their transfer school for specific course requirements and opportunities.

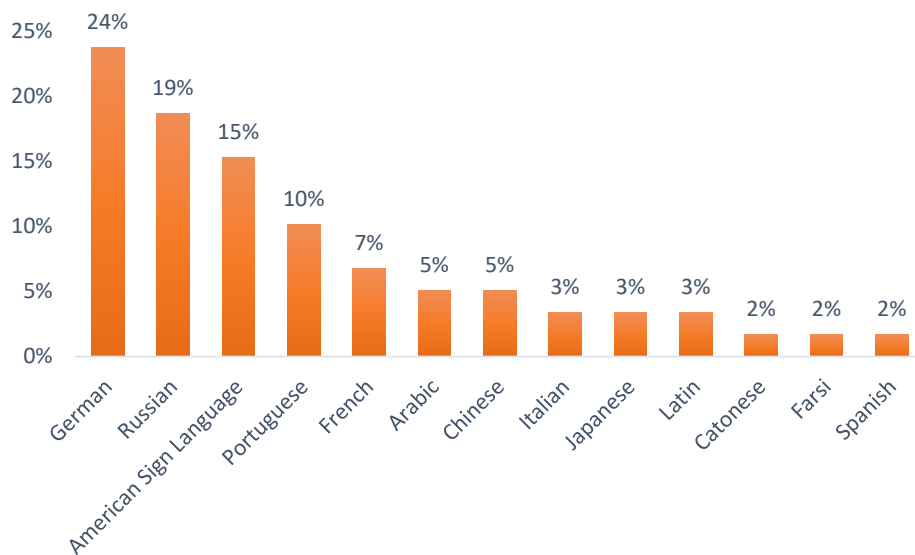
Students who study a foreign language at Snow College often continue their study at a 4-year college or university. Those who choose a foreign language major or minor for their bachelor's degree often pursue a career path in one of the following areas:

- Teaching
Combining a foreign language major with teaching certification qualifies graduates to teach language at the K-12 levels, and fosters increased sensitivity when teaching students of different cultural backgrounds.
- Business
Combined with a business minor or major, graduates have an advantage as employers seek candidates to work on international projects targeted at Asia, Europe, the Caribbean, and North, Central and South America.
- Public Service/Government/Military
Public servants who speak a foreign language are better able to serve in both urban and rural areas due to the growing number of people who do not speak English as their first language. Combined with other degrees, graduates are better able to specialize in certain areas of military service that require both higher education and the ability to survive in a foreign country. Military assignments may also include interpretation and translation.
- Basic Interpretation/Translation
Specialization in this area qualifies graduates to work in the private sector as well as in diplomatic settings, providing needed goods and service for businesses and other organizations.
- Science and Technology
A combination of foreign language studies with studies in any one of a number of science or technology-related fields can enhance graduates' career opportunities.
- Fine Arts/Performing Arts
Graduates who seek career opportunities in music, theatre, and the visual arts find satisfaction in being able to create and collaborate with artists from other countries and cultures.

In April 2014, foreign language faculty members show to assess the aforementioned student learning outcomes. The data used was from the 2012-2013 assessment cycle. General results suggested that students who complete the 1020-plus level of the Romance languages with a C- grade or better are able to meet the basic communication requirements in reading and speaking as outlined by the American Council on the Teaching for Foreign Languages (ACTFL). Outside of the data collected by instructors through exams and quizzes on language proficiency, students acknowledged that the 1020-plus courses were effective in helping them accomplish their foreign language learning goals.

The collection of Asian language proficiencies was inconsistent and plans were suggested to improve the assessment model. In addition, the results indicated that all students in the foreign language program received exposure to new cultural frameworks that helped them appreciate and explore diverse perspectives from around the globe.

In an effort to determine the student relevance of current foreign language options at Snow College, a distinct open-ended question was placed on the end-of-semester foreign language course evaluations fall 2016. This question asks what other of additional language(s) students desired to learn while attending Snow College. The following image shows that students recommend German, Russian, or American Sign Language as their top three recommended languages.



Program Support:

Staff

The Foreign Languages Department has no staff of its own. However, the department hires a work-to-learn student to help run the weekly International Cinema film series. The Foreign Language Department has access to the administrative assistant to the Humanities Division. Foreign Language faculty members benefit from her services.

Administration

The chairperson has been on a rotating assignment, however, with the recent vacancy this practice will be modified. In the past, a full-time faculty member served a term of two to three years that may have been repeated once. Faculty members serve as requested or as volunteers to campus and division committees.

Financial Support

The department is supported by general funds from the college. The cost of hiring adjuncts is covered by the part-time instruction budget of the college administered through the Office of the Vice President for Academic Affairs. The operating budget of the department is used to support the International Cinema, extra-curricular cultural activities, departmental assessment, some professional development, and to purchase office equipment and supplies. In comparison with the operating budgets of other departments within the division, the Foreign Language Department receives the least amount per faculty member.

Cost (based on Fiscal Year-Cost Study)	FY12	FY13	FY14	FY15	FY16
Direct Institutional Expenditures	\$185,610	\$174,897	\$193,801	\$273,925	\$282,299
Cost per Student FTE	\$1,793	\$1,234	\$1,307	\$2,441	\$2,249
Funding:					
Appropriated Fund	NA	NA	NA	NA	NA
Other:					
Special Legislative Appropriation	NA	NA	NA	NA	NA
Grants of Contracts	NA	NA	NA	NA	NA
Special Fees/Differential Tuition	NA	NA	NA	NA	NA

Program Assessment:

In accordance with Utah State Board of Regents’ policy R411 on the periodic review of educational programs, an on-site visit of Snow College’s Communication program was conducted February 24, 2017. The on-site visit included a comprehensive tour of educational facilities, conversations with students, class visits, and faculty interviews. This visit was preceded careful study of the self-study document.

Program Strengths/Commendations:

- Class observed had appropriate enrollment number for foreign language classes.
- Students are highly satisfied with their experience in courses.
- Students are highly satisfied with their foreign language professors.
- Students feel challenged and motivated through their learning experience, especially students who have not been immersed in a Spanish-speaking culture.
- Students appear to be satisfied with their cultural experiences, including their opportunities with International Cinema, International Food Festival, and exposure to a wide variety of Spanish-speaking cultures.
- The tutoring center is functioning well, with a win-win structure for both students and the department.
- Library resources are adequate, and library staff are very supportive to the department.
- The curriculum of the Foreign Languages offering is varied and balanced for a college providing the language requirement of Associate and Bachelor’s degrees in other areas.
- The sample syllabi provided for this review show that the current curriculum is up to date both in terms of topics and the pedagogical approaches followed.
- The program outcomes emphasize the integration of language proficiency and cultural awareness.
- The assessment methods used are consistent with and directly derived from the intended learning outcomes. We encourage them to continue developing new measures.

Program Recommendations: Listed below are the recommendations regarding the faculty, facilities, courses, program planning, syllabi, assessment practices, and learning outcomes.

1. Find strategies to minimize attrition.
2. Research trends in foreign languages via the Modern Language Association, including special attention to Chinese and Arabic.
3. Seriously assess feasibility of existing languages offered.
4. Look for strategies to increase enrollment, including developing certificates in foreign language or partnering with other departments across campus.
5. Consider developing courses specific to disciplines (examples: foreign language in healthcare, business, etc.).
6. Develop effective marketing to show real-world need and demand in the workplace.
7. Explore partnerships with transfer institutions to offer upper-division courses for students who are native speakers or who have had immersive experiences and start out at the 2020 level with no classes for progression.
8. Consider developing a "bridge class" to prepare students finishing basic 1010/1020 classes for the 2010/2020 classes, where many native speakers and those with a previous language immersion experience enroll. The objective of the new course would focus on speaking and listening skills.
9. Upgrade language tutoring lab to include more technology. Students should have resources such as language software, video, audio, and recording equipment.
10. Since some outcomes just started to be assessed very recently, we would expect that more results will be available in the next program review.
11. Find a way to better assess Asian languages.

As members of the Foreign Languages Department at Snow College, we have reviewed the Snow College Foreign Language Program Five-Year Review held on February 24, 2017, including its recommendations. We appreciate the time and effort given to provide the review and will implement the suggestions as financial feasible.