

Annual Assessment Report 2021-22

Department: Modern Languages

Academic Year: 2021-22

Date of Submission: October 4, 2022

Department Chairs: Mary Docter (2021-22); Dinora Cardoso (2022-23)

I. Response to the previous year PRC's recommendations:

<p>Item: Summary of the PRC's recommendations:</p> <ol style="list-style-type: none"> 1. Continue working on forming larger assessment samples for the PLO assessment. 2. Report on the progress with building the French program and increasing French majors and minors within the next three years. 3. Report on the progress with scaffolding Spanish curriculum within the next three years. 	<p>Response:</p> <ol style="list-style-type: none"> 1. Department continued to gather data this cycle (see II-A) 2. Multiple goals achieved (though more assessment needed) (see III-A) 3. Scaffolding: as per our MAP, ML Dept. to begin formal evaluation when all FTEs are on campus in spring 2023 (see III-C)
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II A. Program Learning Outcome (PLO) assessment

PLO 1	Critical Thinking: ML graduates demonstrate critical thinking skills
Who is in Charge /Involved?	In charge: Capstone (SP 196) professor, Mary Docter / Involved: entire department
<u>Direct Assessment Methods</u>	Per our MAP, we continued to gather data in the capstone course for a second year (in the form of senior capstone research papers and projects). Docter collected and archived (in GoogleDrive) data which department will analyze (using a modified AACU rubric) now that we have a larger sample set.

<u>Indirect Assessment Methods</u>	None.
Major Findings	To be analyzed in 2022-23 cycle.
Closing the Loop	TBD.

II B. Program Learning Outcome (PLO) assessment

PLO 2	World Christians: Graduates can articulate how ML informs their faith
Who is in Charge /Involved?	In charge: Chair and/or Capstone Instructor / Involved: entire department
<u>Direct Assessment Methods</u>	<p>Postponed/Adjusted:</p> <ul style="list-style-type: none"> ▪ When Senate approved the capstone course in 2019, the Review Committee encouraged us to reevaluate the rigorous workload in that course, which had included a 72-hour internship and weekly journaling (for 2 of the 4 units); and an extensive research project, faith essay and regular readings and reflection (for the other 2 units). The Review Committee applauded our inclusion of a required internship, but felt that the research project, faith essay, and readings/reflection combined were excessive for a 2-unit course equivalent. Student evaluations also echoed the Senate’s workload concern, indicating that even without the faith essay assigned over the last two years, the load was quite heavy. (It is important to note, however, that all students indicated that each aspect of the course was “very valuable” or “valuable” to their academic growth). For these reasons, the faith essay was cut from the capstone course the last two years to lighten the load. ▪ The department will discuss in the 2022-23 cycle how best to assess this PLO, which might include a combination of alumni survey data, focus groups, or a modified faith essay. ▪ Once decided, data will begin to be gathered in the 2023-24 cycle. ▪ NOTE: the new assessment method was not discussed earlier because we have consistently been missing a department member due to sabbaticals (Elías-Spring 2021; Cardoso-Spring 2022) and off-campus leadership (Docter, Fall 2022); as a small department we feel it is important to have all voices at the table for these important conversations.
Indirect Methods	TBD

Major Findings	N/A
Closing the Loop	TBD

III. Key Questions

III-A Key Question #1	Increase ML majors & minors: Build the French program and increase enrollment
Who was involved in implementation?	In charge: Chair, Mary Docter & French professor, A. Pauline Remy / Entire department involved
What was decided or addressed?	A key question that emerged from our last 6-year report (and also noted by the PRC and our external reviewer) was the need to build the French program—which has suffered from low enrollment for several years and has been an important, ongoing goal of the ML Department—by (1) hiring a tenure-track French professor in order to have program consistency; and (2) restructuring the curriculum to include Francophone literature, film, and culture; the previous curriculum had focused almost exclusively on France.
How were the recommendations implemented?	<p>Several goals were accomplished in the last review cycle:</p> <ul style="list-style-type: none"> ▪ French contract extended: <ul style="list-style-type: none"> ○ ML Dept. worked with Provost Office to extend French professor A. Pauline Remy’s contract for one more year (2022-23). ○ Chair also worked with English and Music Departments to maximize Dr. Remy’s exposure & enrollments, and in the 2022-23 cycle she will teach one course in the English Dept. (ENG 44, World Literature) as part of her load and one 2-unit course in Music (IS 52, Diction) as an overload (pending enrollment). ○ NOTE: Ideally, we desire to have our previously approved French tenure-track position reinstated to add consistency to the program. ▪ Two new courses: <ul style="list-style-type: none"> ○ Intro to Francophone Studies: Dr. Remy offered a new upper-division course for French majors and minors: Introduction to Francophone Studies (Fall 2021). While offered as a 195 course (Special Topics), we hope to have this course approved by Senate in the next review cycle. ○ Caribbean Literature in Translation: Dr. Remy also offered a multidisciplinary course (in English) for French, Spanish, and English literature students, Caribbean literature in translation: Violence & Dictatorship in the Dominican Republic and Haiti (Spring 2022). The course was also offered as a 195 (Special Topics) course.

- **New French/Francophone Cultures Course Approved**
 - Dr. Remy also designed a bridge course for French majors and minors, which was approved by Senate: FR 111, Contemporary French and Francophone Cultures. This course will be given in Fall 2022.
 - See Appendix A.

- **French minor restructured:**
 - The French minor was completely restructured/simplified to make it both clearer to students and easier to complete. The previous minor had required specific courses that are no longer offered—confusing students and discouraging them from pursuing a minor and necessitating multiple minor course substitution forms.
 - The new minor, which mirrors the Spanish minor in flexibility, was approved by Senate and is live in the catalog.
 - See Appendix B.

- **First phase of French Major Restructuring:** Because we cannot propose major revisions without a number of approved courses in the catalog, we are in the first stage of piloting changes in the French major. So far we have accomplished the following:
 - **Elimination of FR 4:** FR 4 (Intermediate French-II) was cut from the curriculum to allow students to move from FR 3 (Intermediate French) to FR 100 (Advanced French), a new course that Dr. Remy will pilot in spring 2023 (as a 195 course). The purpose of this is multiple: (1) eliminates overlapping in courses, similar to what we found in SP 4 & SP 100; (2) allows students to move more quickly to upper-division, which will make it easier for students to complete a minor (which requires at least 12 upper-division units) or major (40 upper-division units); (3) maximizes French professor's workload/enrollments.
 - **Advanced French Grammar & Composition (to be numbered FR 100):** Dr. Remy will offer this course in spring 2023, and submit it for approval the following cycle.

Closing the loop: The above illustrates what we have done thus far to increase interest and enrollment in the French program. The following still needs to be accomplished:

- Work with the Registrar to track French major and minor enrollments (2022-26)
- Approval of FR 100 course (Fall 2023)
- Approval of 3-4 upper-division French and Francophone courses (2022-24)
- Approval of restructured French and Francophone Studies major (2024-25)
- Increase visibility and viability of French by designing more recruiting and advising materials for new and current students (2022-24)

III-B Key Question #2	Partner with & engage students in substantive research
Who was involved in implementation?	Entire department
What was decided or addressed?	PRC and our external reviewer recommended that we engage our ML students more in research opportunities (to help with their critical thinking skills and potentially better launch them in future careers).
How were the recommendations implemented?	<ul style="list-style-type: none"> ▪ Capstone professor worked extensively with students on their capstone projects. <ul style="list-style-type: none"> ○ Keziah Olsen used part of this project for her graduate school application, and was admitted to the prestigious Carnegie Mellon University Master’s Program in Global Communication and Applied Translation. ▪ All Spanish professors worked with two students on Fulbright applications. <ul style="list-style-type: none"> ○ Kyle Mayl received the Fulbright ○ Cody Lefebre was a semi-finalist. ○ It is important to note that in the last 3 years, the Modern Language Department (in Spanish) has yielded no less than 4 Fulbright recipients: Noel Hilst, Gabriel Grabowski, Emily Mata, and Kyle Mayl, in other words, 80% of Westmont’s recent Fulbright recipients have been Spanish majors.
<p>Closing the loop:</p> <ul style="list-style-type: none"> ▪ All professors teaching literature seminars (SP 170-195) will encourage students to begin their future capstone project in their seminar, prior to the capstone. Capstone professor will then work with students to expand, refine, and polish these earlier papers, with the goal of potentially submitting them to conferences and academic journals for publication, or using them as writing samples for graduate school. ▪ We will also continue to encourage students to apply for the Fulbright, as our department has yielded several recipients in the past. ▪ All Spanish professors to work with Cody Lefebre on his new Fulbright application (Fall 2022) 	

III-C Key Question #3	Curriculum goal: Scaffold Spanish curriculum, especially from intermediate to advanced core courses
Who was involved in implementation?	Entire department

What was decided or addressed?	<p>As noted in our previous annual report, in our last cycle we discussed issues of curricular overlap/redundancy between Intermediate Spanish (SP 4) and Advanced Spanish (SP 100). To remedy this, we decided to eliminate Intermediate Spanish-II (SP 4) on a trial basis beginning Fall 2021.</p> <p>We will also eliminate Intermediate French-II (FR 4) in the 2022-23 cycle to allow students to move more quickly to upper-division French, specifically to a new course to be numbered FR 100 (Advanced French Grammar & Composition), something which had been missing from the previous curriculum.</p>
How were the recommendations implemented?	<ul style="list-style-type: none"> ▪ We are still in our 2-year pilot program phase for Spanish and will assess formally in the next cycle for Spanish, and in 2024-25 for French, when we have more data. ▪ All instructors continue to work together to ensure that students are able to make the jump to 100 from the intermediate level. ▪ Anecdotal evidence indicates that students moving from Westmont's SP 3 course are indeed prepared for upper-division, but more issues arise with students coming straight from high school. We have modified the placement test (for incoming students) to help alleviate this issue.
Closing the loop: We will evaluate the effectiveness of this change initially at the end of 2023 (for Spanish) and in 2025 (for French).	

IV. Adjustments to the Multi-year Assessment Plan

Proposed adjustment	Rationale	Timing
Adjust assessment methods for PLO 2 (World Christians)	Requiring a faith essay in the capstone course is not a viable option given the heavy workload already required in that course. See II-B (above) for more information.	<ul style="list-style-type: none"> ▪ Discuss new assessment method (Spr 23) ▪ Gather data (2023-25) ▪ Analyze data (2025-26)
Move OPI training to a future cycle	Due to COVID and budget cuts, we were not able to get OPI training. We hope to pursue this in the 2022-24 cycles, when all ML faculty are on campus	Spring 2023 or 2024, depending upon funding from Provost's Office

VI. Appendices

- A. French 111, Contemporary French and Francophone Cultures: syllabus
- B. French Minor Revision: Petition and new Catalog copy