

UNIT REPORT**Modern Languages and Cultures -
APR Self-Study Report by
Academic Unit/Department**

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Program Mission

Modern Languages and Cultures (MLC) Mission

Program Mission Statement:

Teaching, research, and outreach activities in Modern Languages and Cultures (MLC) place the department at the heart of UI's land grant mission to prepare students to respond to the challenges facing us on the local, state, national, and international levels with innovative, culturally sensitive, and globally-aware solutions. Although geographically isolated, Idaho and its population are affected by globalization. The ability to work in diverse contexts and cultures is crucial to future, global workforce development. We thus strive to engage students and state residents in the intercultural learning essential to living and working in our increasingly diverse and interconnected world.

Program Goal (add a minimum of 3 program goal "plan items")

1. Recruitment and Retention: Lower-Division Course Sequence

Goal Statement:

CHIN/FREN/GERM/JAPN/SPAN 101 and 102 were designated [HUM] courses beginning in catalog year 2019-2020. This has led to robust enrollments in CHIN/FREN/GERM/JAPN/SPAN 101. These enrollments however are not maintained moving forward to CHIN/FREN/GERM/JAPN/SPAN 102, and enrollments drop even further in CHIN/FREN/GERM/JAPN/SPAN 201 and 202. MLC faculty would like to understand why students choose to continue or to not continue their study of their chosen language beyond the first semester. This will inform their review of the beginning language sequence, and the opportunities it presents to recruitment students to complete either a major or minor in their chosen language.

Alignment to UI Strategic Plan Goals: Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

A short survey (https://uidaho.co1.qualtrics.com/jfe/form/SV_0j45043ntYTEGkC) will be administered to students in CHIN/FREN/GERM/JAPN/SPAN 101-202 fall 2021 and spring 2022 to determine why they have chosen to study a language in each respective semester and why they have chosen to either continue or discontinue their study of the language after the semester in which they responded to the survey.

List of Actions the Program Will Take to Achieve Goals :

MLC faculty will review the results of the survey January 2022 and May 2022 and begin discussing what program changes should be made based on the data provided from the survey.

Goal Achievement Level: In Progress

2. Cultural Skills and Cross Cultural Skills

Goal Statement:

Students will demonstrate an increased understanding of the interconnectedness between language, culture and its people.

Alignment to UI Strategic Plan Goals: Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Faculty assessment of a signature assignment from all language-area-specific FLEN courses and upper-division culture, film and literature courses taught in the target language during the review period.

List of Actions the Program Will Take to Achieve Goals :

The unit administrator will identify the courses to be assigned and invite the faculty teaching said courses to complete the assessment of a signature assignment for the program goal "Cultural Skills."

Goal Achievement Level: In Progress

3. School of Global Studies: Program Integration and Rejuvenation

Goal Statement:

During the next APR cycle, the administrative transition to the School of Global Studies will be finalized, and ALCP, IS and MLC will officially be housed in the School. All programs in the School have recently experienced dramatic drops in number of students choosing to enroll in and in the case of IS and MLC major in their respective programs. Building on the work completed at a pre-semester workshops, members of the School will conduct a program review, identify programmatic synergies, and establish a recruitment and retention initiative designed to increase enrollments.

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Members of the School will articulate a five-year plan and implementation timeline to rejuvenate the programs housed in the School.

List of Actions the Program Will Take to Achieve Goals :

1. Bylaws approval
2. Determination of IS faculty membership in the School
3. Establishment of committees as specified in the bylaws.
4. Establishment of a School website and recruitment plan.

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

French BA

Assessment Report Contact: Rachel J. Halverson

Program Changes in Past Year:

COVID-19 Impact: The pandemic required the following temporary changes to allow students to make progress toward degree completion, since they were unable to study abroad and a number of students attended virtual classes only and were not on campus.

1. FL 401 and the STAMP Exit Exam requirement were waived.
2. A new course was developed (FLEN 404: COVID-19 Across Cultures: An Intercultural Approach to the Pandemic) to substitute for the International Experience and FL 401 requirements and allow students to complete their degrees.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: Language proficiency evaluation is aligned with the ACTFL Proficiency Guidelines.

Import Outcomes Data (from Anthology Outcomes):

The number of students majoring in French is at a historic low, i.e. under 3. The French faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program.

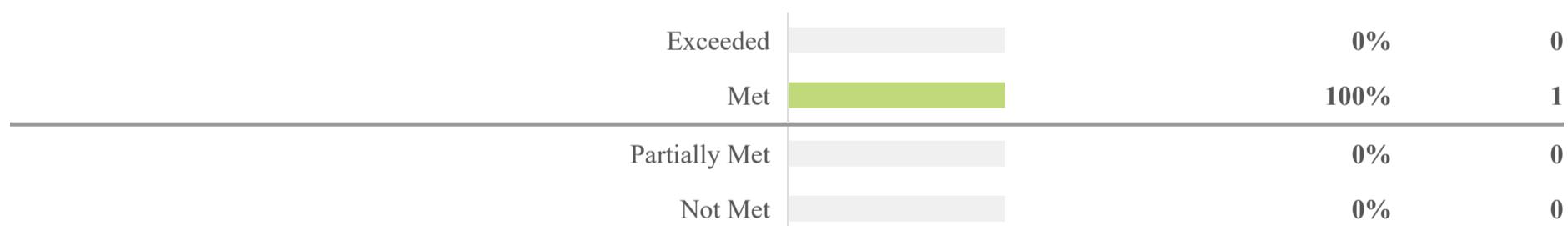
1.

Communication Skills

Communicative Proficiency: Students will demonstrate foreign language proficiency in writing, speaking, listening, and reading.

Academic Year 2020-2021: French (B.A)

Term: Spring 2021



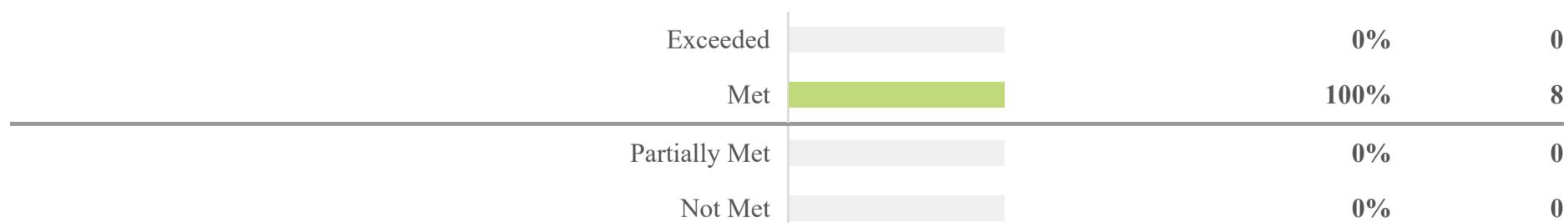
2.

Analytic Skills

Analytical Ability: Students will evaluate the ways an international experience impacted their problem solving skills, language ability, and social skills.

Academic Year 2020-2021: French (B.A)

Term: Spring 2021



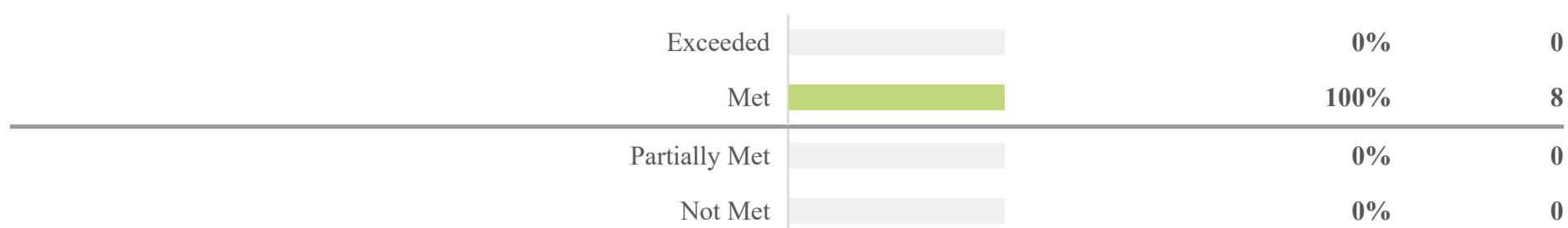
3.

Cultural Skills

Cultural Understanding: Students will demonstrate an increased understanding of the interconnectedness between language, culture and its people.

Academic Year 2020-2021: French (B.A)

Term: Spring 2021



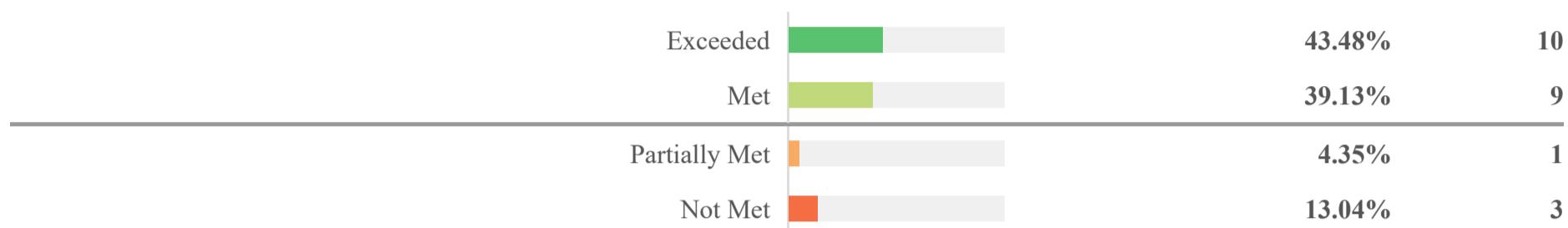
4.

Cross-cultural Skills

Acquisition of knowledge: Students will compare the linguistic, political, artistic, and/or social customs of another culture to their experiences in the United States.

Academic Year 2020-2021: French (B.A)

Term: Spring 2021



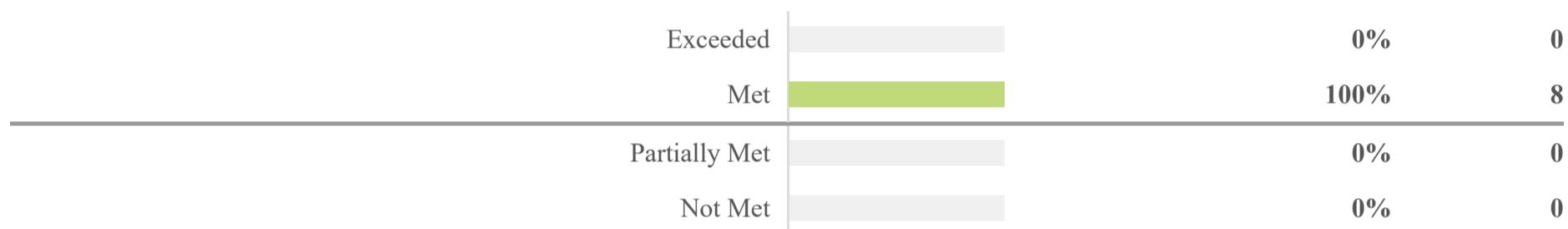
5.

Citizenship

Citizenship: Students will analyze the ways in which an international experience impacted them as global citizens.

Academic Year 2020-2021: French (B.A)

Term: Spring 2021

**Summary of Student Learning:**

- FL 401 was not offered spring 2021, since students were unable to study abroad due to the pandemic.
- Eight graduating seniors completed the Senior Exit Survey spring 2021. This data includes students in all the degree programs MLC offers (French, LAS, MLBO, and Spanish). The faculty remains concerned about the low completion rate, but assume that this semester's low completion rate is due to the pandemic. Students are exhausted and overwhelmed. The comments made by the students however do validate the efficacy and strength of the course offerings and high quality of program instruction.

Linked Documents

- [STAMP Results Spring 2021 -- French.jpg](#)
- [STAMP Test Taker Data Spring 2021 -- French.csv](#)
- [Senior Survey Spring 2021 -- Unredacted.pdf](#)

Summary of Faculty Discussion:

The number of students majoring in French is at a historic low, i.e. under 3. The French faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program.

Linked Documents

- [MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Attached Files

- [MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Summary of Changes/Improvements Being Considered:

Given the small number of students in the program, the data collected is not sufficient to recommend program changes at this time.

Inter-rater Reliability:

STAMP 4S is a proctored proficiency assessment instrument. Each student's completion of STAMP 4S is blind reviewed and rated by two external reviewers.

Closing the Loop:

The French faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

Latin American Studies

Assessment Report Contact: Rachel J. Halverson

Program Changes in Past Year:

COVID-19 Impact: The pandemic required the following temporary changes to allow students to make progress toward degree completion, since they were unable to study abroad and a number of students attended virtual classes only and were not on campus. In the case of LAS, the STAMP Exit Exam requirement was waived, if students were not on campus and therefore unable to take it at the UI Testing Center in a proctored environment.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: Language proficiency evaluation is aligned with the ACTFL Proficiency Guidelines.

Import Outcomes Data (from Anthology Outcomes):

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

I.

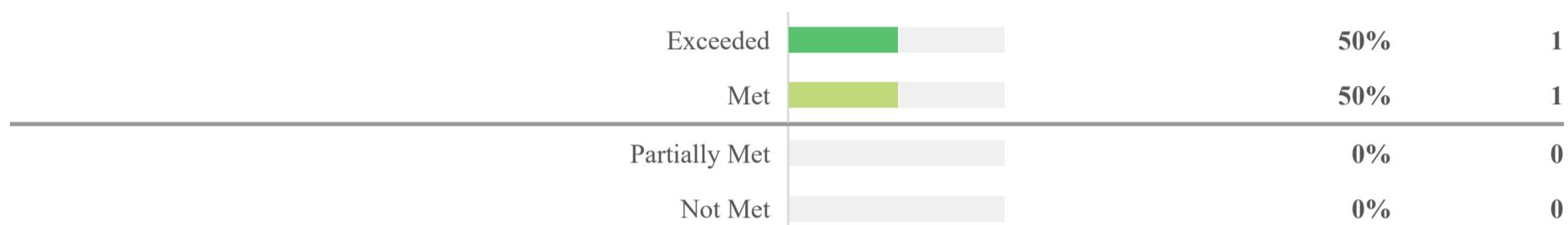
Communicative Proficiency

Students will demonstrate foreign language proficiency in writing, speaking, listening, and reading. Aligns with University Learning

Outcome(s): Learn and Integrate; Think and Create; Communicate

Academic Year 2020-2021: Latin-American Studies (B.A.)

Term: Overview



II.

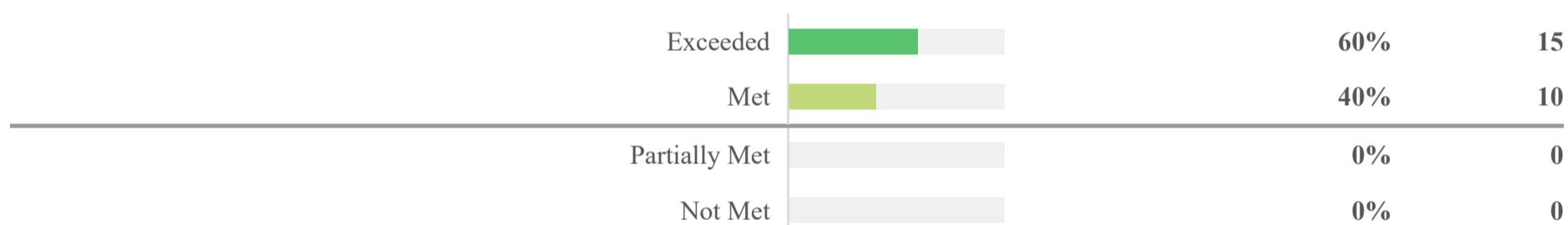
Cultural Understanding and Acquisition of Knowledge

Students will explain the interconnectedness between language, culture, history, and peoples in Latin America. Aligns with University Learning

Outcome(s): Learn and Integrate; Think and Create; Communicate; Clarify Purpose and Perspective

Academic Year 2020-2021: Latin-American Studies (B.A.)

Term: Overview



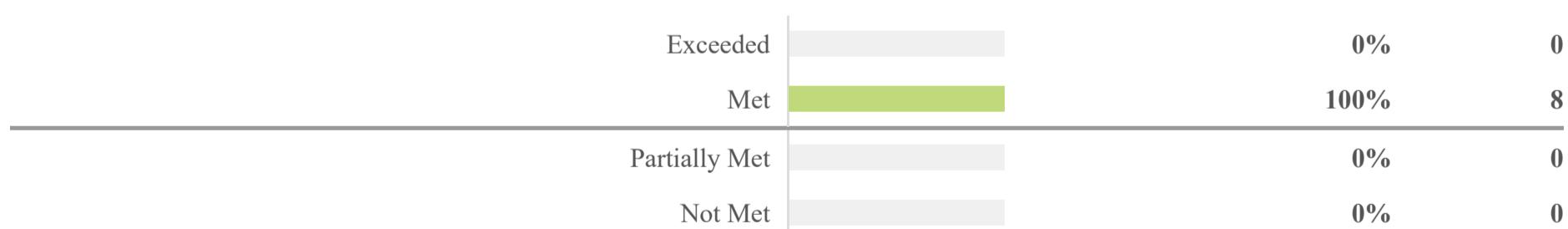
III.

Analytical Ability

Students will compare different Latin American cultures and evaluate the ways these cultures are similar or different from their own. Aligns with University Learning Outcome(s): Learn and Integrate; Think and Create; Communicate; Clarify Purpose and Perspective; Practice Citizenship

Academic Year 2020-2021: Latin-American Studies (B.A.)

Term: Overview



Summary of Student Learning:

- FL 401 was not offered spring 2021, since students were unable to study abroad due to the pandemic.
- Eight graduating seniors completed the Senior Exit Survey spring 2021. This data includes students in all the degree programs MLC offers (French, LAS, MLBO, and Spanish). The faculty remains concerned about the low completion rate, but assume that this semester's low completion rate is due to the pandemic. Students are exhausted and overwhelmed. The comments made by the students however do validate the efficacy and strength of the course offerings and high quality of program instruction.

Linked Documents

- [Senior Survey Spring 2021 -- Unredacted.pdf](#)
- [STAMP Results Fall 2020 and Spring 2021 -- Spanish.jpg](#)
- [STAMP Test Taker Data Fall 2020 and Spring 2021 -- Spanish.csv](#)
- [STAMP Test Taker Data Spring 2021 -- Spanish.csv](#)
- [STAMP Results Spring 2021 -- Spanish.jpg](#)

Summary of Faculty Discussion:

Two graduating seniors majoring in LAS took STAMP 4S spring 2021. MLC faculty discussed these findings at a department meeting on 5/6/2021. There are currently eight students majoring in LAS. Faculty believes that the data from these two graduating seniors is not sufficient to assess whether changes in the program should be made. It was also noted that Silvia Jimenez Vazquez also majored in Spanish.

Linked Documents

[MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Attached Files

[MLC Major Counts as of October 4, 2021.jpg](#)

[Progress Toward MLC Major Targets as of October 4, 2021.jpg](#)

Summary of Changes/Improvements Being Considered:

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

Attached Files

[MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Inter-rater Reliability:

STAMP 4S is a proctored proficiency assessment instrument. Each student's completion of STAMP 4S is blind reviewed and rated by two external reviewers.

Closing the Loop:

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

Modern Language Business Option (MLBO)

Assessment Report Contact: Rachel J. Halverson

Program Changes in Past Year:

COVID-19 Impact: The pandemic required the following temporary changes to allow students to make progress toward degree completion, since they were unable to study abroad and a number of students attended virtual classes only and were not on campus.

1. FL 401 and the STAMP Exit Exam requirement were waived.
2. A new course was developed (FLEN 404: COVID-19 Across Cultures: An Intercultural Approach to the Pandemic) to substitute for the International Experience and FL 401 requirements and allow students to complete their degrees.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: Language proficiency evaluation is aligned with the ACTFL Proficiency Guidelines.

Import Outcomes Data (from Anthology Outcomes):

No data (STAMP; Senior Exit Survey) was available for MLBO, since no students completed the program spring 2021.

Summary of Student Learning:

- FL 401 was not offered spring 2021, since students were unable to study abroad due to the pandemic.
- Eight graduating seniors completed the Senior Exit Survey spring 2021. This data includes students in all the degree programs MLC offers (French, LAS, MLBO, and Spanish). The faculty remains concerned about the low completion rate, but assume that this semester's low completion rate is due to the pandemic. Students are exhausted and overwhelmed. The comments made by the students however do validate the efficacy and strength of the course offerings and high quality of program instruction.

Linked Documents

[Senior Survey Spring 2021 -- Unredacted.pdf](#)

Summary of Faculty Discussion:

The number of students majoring in MLBO remains low, i.e. under 3. MLC faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program in previous semesters.

Linked Documents

[MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Attached Files

[MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Summary of Changes/Improvements Being Considered:

Given the small number of students in the program, the data collected is not sufficient to recommend program changes at this time.

Inter-rater Reliability:

STAMP 4S is a proctored proficiency assessment instrument. Each student's completion of STAMP 4S is blind reviewed and rated by two external reviewers.

Closing the Loop:

MLC faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

Spanish BA

Assessment Report Contact: Rachel J. Halverson

Program Changes in Past Year:

COVID-19 Impact: The pandemic required the following temporary changes to allow students to make progress toward degree completion, since they were unable to study abroad and a number of students attended virtual classes only and were not on campus.

1. FL 401 and the STAMP Exit Exam requirement were waived.
2. A new course was developed (FLEN 404: COVID-19 Across Cultures: An Intercultural Approach to the Pandemic) to substitute for the International Experience and FL 401 requirements and allow students to complete their degrees.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: Language proficiency evaluation is aligned with the ACTFL Proficiency Guidelines.

Import Outcomes Data (from Anthology Outcomes):

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program.

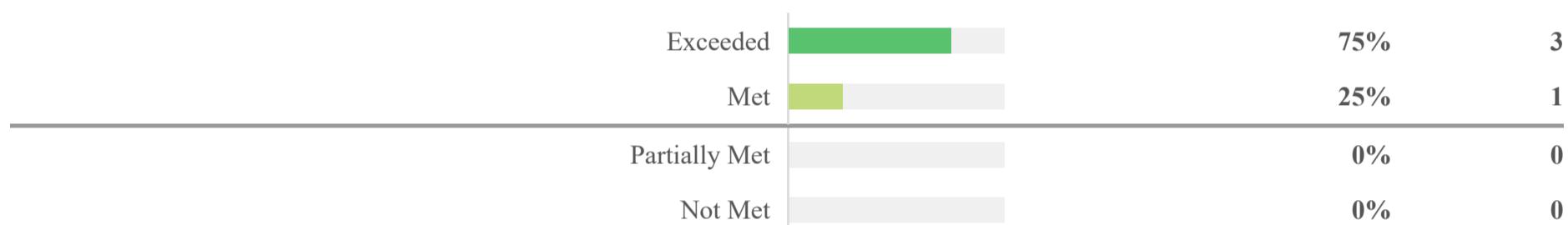
1.

Communication Skills

Communicative Proficiency: Students will demonstrate foreign language proficiency in writing, speaking, listening, and reading.

Academic Year 2020-2021: **Spanish (B.A.)**

Term: **Spring 2021**



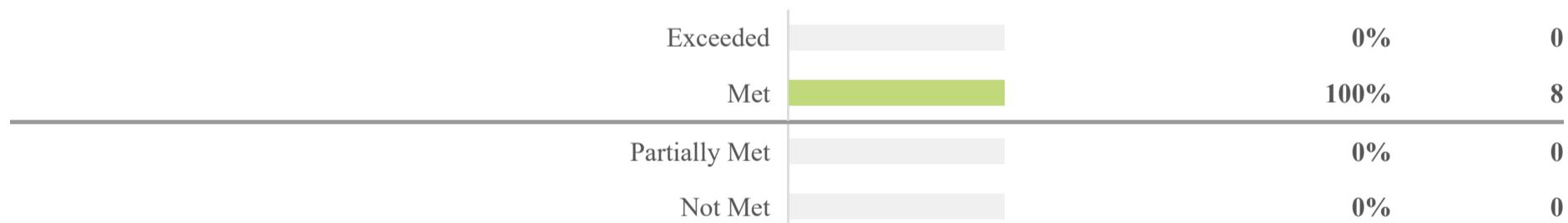
2.

Analytical Skills

Analytical Ability: Students will evaluate the ways an international experience impacted their problem solving skills, language ability, and social skills.

Academic Year 2020-2021: **Spanish (B.A.)**

Term: **Spring 2021**



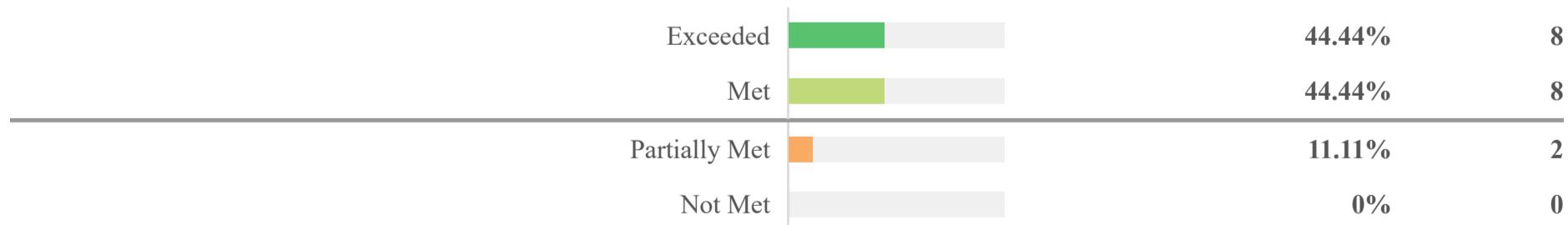
3.

Cultural Skills

Cultural Understanding: Students will demonstrate an increased understanding of the interconnectedness between language, culture and its people.

Academic Year 2020-2021: **Spanish (B.A.)**

Term: **Spring 2021**



4.

Cross-cultural Skills

Acquisition of knowledge: Students will compare the linguistic, political, artistic, and/or social customs of another culture to their experiences in the United States.

Academic Year 2020-2021: **Spanish (B.A.)**

Term: **Spring 2021**

No Results

5.

Citizenship

Citizenship: Students will analyze the ways in which an international experience impacted them as global citizens.

Academic Year 2020-2021: Spanish (B.A.)

Term: Spring 2021

No Results

Summary of Student Learning:

- FL 401 was not offered spring 2021, since students were unable to study abroad due to the pandemic.
- Eight graduating seniors completed the Senior Exit Survey spring 2021. This data includes students in all the degree programs MLC offers (French, LAS, MLBO, and Spanish). The faculty remains concerned about the low completion rate, but assume that this semester's low completion rate is due to the pandemic. Students are exhausted and overwhelmed. The comments made by the students however do validate the efficacy and strength of the course offerings and high quality of program instruction.

Linked Documents

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- [STAMP Test Taker Data Fall 2020 -- Spanish.csv](#)
- [STAMP Results Fall 2020 and Spring 2021 -- Spanish.jpg](#)
- [STAMP Test Taker Data Spring 2021 -- Spanish.csv](#)

Summary of Faculty Discussion:

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program. Given the small number of students in the program, no changes will be implemented at this time based on limited assessment data.

Linked Documents

- [MLC Faculty Meeting -- Thursday May 6 2021.docx](#)

Summary of Changes/Improvements Being Considered:

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program and no major changes are planned at this time.

Inter-rater Reliability:

STAMP 4S is a proctored proficiency assessment instrument. Each student's completion of STAMP 4S is blind reviewed and rated by two external reviewers.

Closing the Loop:

The Spanish faculty remains satisfied with the proficiency levels and content knowledge achieved by students completing the program and no major changes are planned at this time.

Student Achievement

Student Retention and Persistence

Student Retention:

The faculty reviewed the data on Continuation Rate and Successful Course Completion in the dashboard at a faculty meeting held on October 14, 2021. The data indicates a high level of continuation and course completion. The faculty expressed concern that the data on ethnicity was not included in the dashboard, which would have provided information on the percentage of Hispanic students enrolled in unit programs.

Student Persistence:

The faculty reviewed the data on Continuation Rate in the dashboard held on October 14, 2021. The data indicates a high level of continuation and course completion. The faculty expressed concern that the data on ethnicity was not included in the dashboard, which would have provided information on the percentage of Hispanic students enrolled in unit programs.

Student Completion:

The program currently does not do this.

Student Postgraduate Success:

The program does not systematically track postgraduate activities of its graduates.

Identify Equity Gaps:

The program currently does not do this.

Effective Learning Environment and Closing Equity Gaps:

MLC offers mini tech grants to ensure that all students in its program have the access to the technology necessary to complete coursework successfully. Based on applications submitted fall 2021, the unit has added additional grants for the purchase of course textbooks and e-books. This grant will be available beginning spring 2022.

Demand and Productivity

Demand and Productivity: Majors and Minors

External Demand:

MLC is experiencing a declining demand for all of its majors and minors. This is a topic of discussion at faculty meetings, and the pending official establishment of the School of Global Studies (ALCP, IS, MLC) is viewed as an opportunity to recruit students to the unit's programs, to increase the number of students studying abroad, and ultimately to increase the number of students choosing to minor and/or major in the a language.

Attached Files

- [MLC Major Counts as of October 4, 2021.jpg](#)
- [Progress Toward MLC Major Targets as of October 4, 2021.jpg](#)
- [Copy of MLC-IS Minors 202110_201910.xlsx](#)

Internal Demand:

Demand for first- and second-semester language courses remains strong, since the designation of the courses as [HUM]. In the past three years, however, there has been steady decrease in the number of students choosing to major or minor in a language. Enrollment challenges were in fact the focus of a pre-semester retreat for ALCP, IS and MLC faculty. (See link document with lists of potential synergies and collaborations between these units, which are soon to be housed in the School of Global Studies.) This enrollment dynamic has been discussed at several MLC faculty meetings, and the unit is currently preparing a survey to be distributed to students enrolled in CHIN/FRENCH/GERMAN/JAPANESE/SPANISH 101, 102, 201, and 202 to determine why students enroll in the courses and what influences their decision to either continue or discontinue their study of the language.

Linked Documents

- [MLC Major Counts as of October 4, 2021.jpg](#)
- [Progress Toward MLC Major Targets as of October 4, 2021.jpg](#)
- [Copy of MLC-IS Minors 202110_201910.xlsx](#)
- [SGS -- Synergies and Collaborations.docx](#)

Attached Files

- [MLC Major Counts as of October 4, 2021.jpg](#)
- [Progress Toward MLC Major Targets as of October 4, 2021.jpg](#)
- [Copy of MLC-IS Minors 202110_201910.xlsx](#)

Credit Productivity:

Credit productivity remains strong given the solid enrollments in lower-division language courses. Upper division courses in all languages show evidence of decreasing enrollments. This concerns the faculty given the shift to enrollment based funding. A survey to be administered to students in CHIN/FREN/GERM/JAPN/SPAN 101-202 will be administered fall 2021 and spring 2022 to identify why students begin their study of a language and why the majority choose not to continue their study beyond the fourth semester.

Financial Health and Resources

Financial Health and Resources: Faculty

Financial Health:

Since fall 2016, MLC has lost a significant number of tenure-track faculty, board-appointed instructors, and USAC visiting instructors/professors:

1 .5 Board-appointed Instructor of Japanese

1 .5 Senior Instructor of German

1 1.0 Tenured Senior Instructor of Spanish

1 1.0 Tenure-Track Assistant Professor of Spanish

USAC (Spanish) -- 1 teaching assistant, 1 teaching intern, 1 visiting professor

The unit has not been allowed to hire replacement faculty. This has resulted in reduction of courses the department is able to offer each semester. The unit has been able to resume Japanese instruction fall 2021 due to a spousal accommodation. It also was allowed to hire a temporary instructor of German and Spanish to teach a 4:4 load of lower division language courses.

Efficient Use of Resources:

MLC strives to use the instructional resources it has to offer a course rotation that allows student to complete minors/majors in a timely manner. The unit intentionally selects and schedules courses that will populate sufficiently to meet the minimum requirement of 15 students as mandated by the dean. Development of online sections of 300-level Spanish courses 2021-2022 has allowed the department to begin offering an online Spanish minor as an option for online degree students. Since she joined the faculty in 2016, the unit administrator has had concerns about lack of permanent faculty in German and Spanish and the potential it has to contribute to eroding enrollment in the minors and major.