

**Comprehensive Program Review (CPR)
Follow-Up Report Template
Due December 3, 2007 as an addendum to the AOL Report**

Rationale: The primary purpose of comprehensive program review is to foster continuous improvement of all degree programs. All undergraduate programs reviewed in the 2001-2002 cycle received recommendations from the University Program Review Council and submitted Follow-Up Reports in spring of 2003. The following questions are designed to allow programs to continue to report on their progress in addressing those recommendations and their efforts in program improvement.

Content of Follow-up Reports (2-5 pages):

- 1) Provide evidence of *quality* enhancement of the program since 2003.

The following activities included in the quality enhancement plan from the Follow-up Report were completed:

Curriculum

- The new degree program in Modern Language & Culture was fully implemented in fall 2004. The DFL previously offered four degree programs: a B.A. in French and Spanish and a B.S. Ed. in French and Spanish. The new B.A. in Modern Language and Culture replaced these four existing programs. The restructuring of the program aligned the curriculum with the new *Program Standards for the Preparation of Foreign Language Teachers*, approved by the National Council for the Accreditation of Teacher Education (NCATE) on October 19, 2002. Within the new program, students choose French or Spanish as their major field. The major requirements in each language consists of courses that emphasize development of proficiency in speaking, listening, reading, writing, and culture, as well as content-specific courses in which students continue to expand and refine their linguistic and cultural competence. Students also choose one of the following four concentrations: 1) Second Language & Culture, 2) Foreign Language Education, 3) Applied Business, or 4) Cross-disciplinary Perspectives.
- An additional skills development course was added to target improvement in reading and writing skills to better prepare students for content courses that stress these skills.
- Upper division major courses in the new French and Spanish curricula are now offered more frequently, have fewer pre-requisites and no co-requisites, thus providing greater flexibility for students, which will increase the graduation rate.
- A new course in French and Spanish, “Critical Reading and Practical Writing,” was added to the 3000 level skill foundation courses: “Practical Conversation,” “Grammar and Composition”. Together, these courses provide students with a more solid foundation from which to expand their communication skills in the 3000 and 4000 level content courses, thus improving the retention rate.
- A lower-division required course taught in English (FL 2209) that contextualizes discipline-specific language and culture studies was added. It also serves as career orientation for majors and recruitment course for non-majors.

- A senior survey was developed and implemented in fall 2007 to obtain input from graduating seniors about the new program.
- A longitudinal program assessment plan was developed.

Recruitment:

- Brochures to advertise the new program were developed.
- Faculty regularly attended summer student orientation, fall international orientation, and fall freshmen orientation week in order to recruit and promote our programs.
- Interest surveys are conducted on a regular basis in lower division courses to identify students who might be interested in the program.
- Faculty members give regular presentations about our major to students and department chairs in Cobb county high schools.
- Additional efforts to maintain a professional relationship with foreign language high school teachers in Georgia. For example, a new FLED faculty member in French was hired. As coordinator of the FLED program, she is the principal liaison between the DFL and the Cobb County School District. A faculty member serves

Retention:

- A projected course rotation schedule is posted on the DFL website to help majors plan better and graduate faster.
- Language specific conversation tables have been reestablished in Spanish and French. Additional tables were established for German and Italian. There, interested students can chat in the target language without the pressure of the classroom environment.
- An e-mail database was established. In addition, we are currently building an Access database, which will help in tracking students progress throughout the program.
- Promotional activities, such as student initiation ceremonies for the National French Honor Society and the Spanish Honorary Society are conducted on a yearly basis.
- The Learn and Serve Program in French was expand from Towns Elementary School, an at-risk Atlanta Public school, to two other locations. Requests to add more languages to the after-school program are currently being considered.
- Receptions for majors are held at the beginning of Fall and Spring semesters.
- Departmental advisement procedures to better address student needs have been put in place. Advising information and materials are available on the DFL website and student records are easily shared among advisors via files.kennesaw.

Assessment:

- Learning outcomes for the program were established.
- Six out of eight assessment instruments to measure achievement of those learning outcomes were designed and implemented.
- Additional requirements were added to the assessment points in the teacher education program: Admission to TOSS, and Admission to Student Teaching.
- Criteria for assessing the professional FLED portfolio were established.

The following additional activities, not included in the 2003 Follow-Up Report, were conducted:

- Due to the increased interest in German, the department is currently proposing the addition of German as a primary language option within the major. Implementation of the new courses is expected in fall 2008.
 - The Oral Proficiency Interview (OPI) with a minimum score of “Advanced Low,” was implemented as a requirement for admission to student teaching (FLED 4480) in fall 2004. At the time teacher candidates begin their student teaching experience, they have completed all their language course work and are expected to have met the program outcome for oral proficiency. Previously, admission required only recommendations from faculty teaching FLED and the target language. The OPI provides the department with additional data to determine if candidates have reached the necessary skill level to provide a good language model to the K-12 students they will teach. Requiring candidates to meet national oral proficiency standards for admission to student teaching will ensure that they have the language skills to implement a standards-based curriculum. Students not achieving the required proficiency have the opportunity to improve their language skills prior to continuing in the program. The fact that there is an expectation for a minimum proficiency level has already generated much awareness among faculty and students about the reasoning behind choosing the “Advanced Low” rating. This has had a direct impact on the program in several ways: a) Non-FLED faculty are monitoring student progress more closely and are reporting any problems to the FLED coordinator; b) students are taking more responsibility for their own learning, which requires pursuing opportunities for language practice outside of the classroom; and c) the program has gained increasing recognition in the community as a quality program with high standards. Currently, the FLED program is one of only two accredited teacher education programs in Georgia that are nationally recognized.
 - In addition, the OPI was implemented as a requirement for all other ML&C students entering KSU in the fall 2007. Previously, only students choosing the teacher education concentration were required to take this exam. As of this semester, the language proficiency expectations will be the same for all students. Even though there is no minimum score required on the OPI for non-FLED majors for graduation, the program learning outcomes for oral proficiency are set at “Advanced Low” as well. The results of our students’ performance on this national, standardized exam will give us the data we need to evaluate the success of the ML&C major, which is proficiency-based.
 - New faculty were hired to support the increase in enrollment and add diversity to the curriculum: 1 Assistant Professor of FLED and French; 3 Assistant Professors of Spanish; 2 Assistant Professors of French; 1 Lecturer in Spanish, and 1 Lecturer in French.
- 2) Provide evidence of *productivity* enhancement of the program since 2003.
- The enrollment in the ML&C major has increased 24%. The number of sections for the courses required in the major has also increased. The DFL now offers two and three sections of the 3000-level skills courses every fall and spring. Also, due to the

increased interest in German, the department is currently proposing the addition of German as a primary language option within the major. Implementation of the new German courses is expected in fall 2008.

- 3) Identify the action plans and priorities from the 2003 Follow-Up Report that have been accomplished.

See response to #1) above.

- 4) Identify the action plans and priorities from the 2003 Follow-Up Report that still need to be addressed and indicate a timeline for their completion. If specific action plans and priorities have changed since 2003, please explain.

The following activities will be implemented in 2008:

- Development of language-specific Web pages.
 - Organizing an alumni association.
 - Reactivating the Foreign Language Academic Alliance
 - Publication of a departmental newsletter
 - Development of two additional program assessment instruments: An employer survey (Spring 2008) and a alumni survey (Fall 2008)
- 5) Address the current status of the program's *viability*. If viable, justify whether the program should be sustained, reconfigured, or enhanced.
- a) Indicate how the program advances specific goals and action steps of KSU's Strategic Plan.

The DFL has developed a strategic plan that is aligned with the goals of the KSU strategic plan. It is available on the DFL website at www.kennesaw.edu/foreignlanguage/strategicplan.pdf. The six goals of the Department are:

- Develop academic programs that distinguish the Department of Foreign Languages at Kennesaw State University from other University of Georgia System schools.
- Seek to increase support for professional development of DFL faculty.
- Manage growth effectively.
- Build upon strategies and procedures currently in place to assure continuing effective program assessment.
- Increase support of the Foreign Languages Resource Center / Language Laboratory by building upon strategies and procedures currently in place.
- Increase RPG rates of ML&C majors and minors

- b) Identify resources needed to strengthen the program's ability to meet the goals of KSU's Quality Enhancement Plan.

Primary resources are in place for the the Department to respond to KSU's QEP. Language courses are in place in 11 modern languages and Classical Latin, including three Asian languages (Chinese, Korean, and Japanese), all primary western European, South American, and Central American languages (French, German, Italian, Portuguese, Spanish), as well Arabic, Hebrew, Swahili. Since the QEP calls for the implementation of a "global-learning certification program," the Department will need resources to train faculty professionally to administer an oral proficiency interview to certify the language proficiency of students and faculty members in this program.

- c) If the program is delivered off-campus, please provide a cost analysis of the off-site delivery.
- N/A
- d) Indicate the resources needed to sustain, reconfigure, or enhance the program's quality and productivity.
- Additional faculty lines will be needed to sustain and increase the growth in enrollment in the following areas over the next 5 years:
 - Chinese: currently one FT faculty. A minimum of two faculty members are needed to sustain the program over time.
 - Italian: currently one FT faculty. A minimum of two faculty members are needed to sustain the program over time.
 - Arabic: currently Arabic is offered only through the intermediate level through our Critical Languages Program. A full-time faculty member will be needed to sustain the quality and growth of the program.
 - Spanish: Demand for Spanish continues to climb. To sustain growth at the upper-division, we will need one new faculty per year in this area, especially as the implementation of the MAT with a concentration in foreign languages/Spanish (scheduled for implementation in fall 2008), brings additional Spanish students to the program.
 - Grants to support faculty development. DFL faculty have been successful in securing internal grants; however, we must increase submission of grants seeking external support.
 - Space: Additional physical space is urgently needed. The DFL is at the limit of its space in Pilcher Hall. All offices in the present facility are occupied, leaving little room for growth without doubling faculty in offices. The Department requires additional classrooms space since our offerings have grown from approximately 94 sections in fall 2003 to 126 sections in fall 2007. The Foreign Language Resource Center is the second most used laboratory at KSU. Modernization of this space, or new space, will be needed within the next five years.