

**UNIVERSITY SYSTEM OF GEORGIA
COMPREHENSIVE PROGRAM REVIEW FORM**

A. ALL PROGRAM REVIEWS

Institution Name: Kennesaw State University

Date: 7/5/2002

Degree/Major Name: French

Degree Acronym: B.A.

CIP Code: 16090100

Degree Level: Bachelors

College/School/Division: College of Humanities & Social Sciences

Department: Foreign Languages

Were other closely related programs reviewed as part of this program review? For example, if the BA and the BS with majors in Political Science are reviewed at the same time, provide that information:

Yes

No

Provide the names of these other programs so that we may connect these reviews.

B.S. in French Education leading to K-12 teacher certification. (This report, however, focuses primarily on the B.A. in French.)

Were external reviewers used to evaluate the results of the program's self-study?

Yes

If yes, please describe their role:

In Spring 2002, an 18-member University Program Review Council (UPRC) including all of the college deans, a tenured faculty member from each college, the VPAA, a department chair representative, and the institutional research director reviewed all undergraduate program self-studies previously completed at the department/program level in a 30-page standard format during Fall 2001. The UPRC completed a standardized evaluation form in which the self-study's ratings and the UPRC's ratings were contrasted on 16 Quality Indicators, 13 Productivity Indicators, and several summary categories including Viability. The UPRC also made detailed and summary recommendations for improvement and future courses of action, frequently beyond those which appeared in the department's self-study for the program under review.

Year of Next Scheduled Program Review: 2006-2007

Accreditations Required (please spell out acronyms)

None. (The B.S. in French Education requires PSC - Professional Standards Commission approval in Georgia and accreditation by the NCATE - National Council for Accreditation of Teacher Education.)

Accreditations Obtained (please spell out acronyms)

None. (The B.S. is PSC approved and NCATE accredited.)

Year of initial accreditation or last program reaccreditation review:

N/A

Faculty Resources. Describe the faculty resources associated with this degree program by describing the faculty dedicated to the specific program, to the general education program, to services courses for other programs, etc. Include in your discussion the use of full-time and part-time faculty.

Four full-time faculty including the department chair are qualified to teach in the French program. Two of the four are multi-lingual and teach in other languages as well. All four have doctoral degrees. Part-time faculty are not employed to teach in the upper

division of the degree program in French. These full-time faculty also teach French and other languages at the lower division level.

For more information on this program review, contact:

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Was this review:

Scheduled?
Triggered? **x**

B. SCHEDULED REVIEWS OF PROGRAMS

MAJOR FINDINGS AND RECOMMENDATIONS

Use the *Short Form*, and complete for each program undergoing review.

Major findings should focus on relevant factors from the Comprehensive Program Review Guidelines in the Academic Affairs Handbook. Major findings and recommendations should address the quality, productivity and viability of this program. (limit to 1000 words)

C. TRIGGERED REVIEWS OF PROGRAMS

Use the *Long Form*, and complete for each program undergoing review.

Why was this program reviewed early? Briefly describe all that apply.

Low Enrollment

Average of 13 declared majors per year for FY98, FY99, and FY00.

Few Graduates

Average of 5 graduates per year for FY98, FY99, and FY00.

Low Pass Rates on Licensure Exams

Other (specify)

MAJOR FINDINGS AND RECOMMENDATIONS

Quality

Major findings should focus on relevant factors from the Comprehensive Program Review Guidelines in the Academic Affairs Handbook (resources, such as faculty qualifications, faculty/student ratio, or the budget; program, learning, and service outcomes, such as the success of graduates, faculty scholarly productivity, or the assessment of student learning outcomes; and processes, such as review of the curriculum). What is the quality of this program? Why? (limit to 750 words)

Both the Department's self-study and the UPRC's review judged the overall quality of this program to be strong. The UPRC rated the program strong or very strong on 10 of the 16 quality indicators under review. The curriculum follows guidelines set forth by the American Council on the Teaching of Foreign Language. (The teacher education program in French is approved by the Professional Standards Commission and is NCATE accredited.) All faculty teaching in the major have a doctoral degree and are active in their professional associations. Recently renovated facilities provide a state-of-the-art language lab and modern faculty offices. The faculty and curriculum are strong in racial and cultural diversity. Study abroad and internship opportunities are plentiful. Advising is highly personalized because of the small number of majors. The department sponsors a chapter of the National French Honorary Society. Follow-up of graduates revealed that half were teaching in the schools and the other half were divided between graduate school and employment in the private sector. Feedback about the French program from students and graduates was very positive.

Despite these positive indicators of strong program quality, the UPRC questioned some aspects of the quality of the educational experience. The impact of infrequently scheduled and/or cancelled required classes due to low enrollment was noted. The lack of a sufficient community of learners for group instruction and peer support appeared to threaten not only the viability of the program, but also the quality of the educational experience received by KSU's French majors. The program was also judged to be weak in its endowments/scholarships/gifts/grants, program honors/awards/recognition, and responsiveness to change and continuous improvement.

Productivity

Major findings should focus on productivity factors (enrollment and graduates). If the program is continued, what will be done to enhance productivity? (limit to 650 words)

The Department's self-study rated the program's productivity as strong (primarily in relation to other French programs in the state), but the external review by the UPRC

judged the program's overall productivity to be weak. Adding the small numbers of upper division majors and graduates in the French Education program to the numbers in the French program did little to change the UPRC's overall assessment that the productivity of this program was weak and in decline and that the program was probably not viable. The UPRC rated the French program's productivity as weak on 10 of 13 productivity indicators. While the total number of declared French majors at all classification levels averaged 13 in recent years, only 8 to 9 upper division French majors were enrolled in recent fall semesters. Most of these were classified as seniors. The extremely small number of juniors with a declared major in French did not bode well for a turnaround in a current trend of declining enrollment for this program. Unfortunately, low enrollments in required upper division courses frequently resulted in class cancellations during registration, excessive reliance on directed and independent study, and infrequent course offerings. Needless to say, the French faculty's instructional productivity was substantially lower than the KSU norm and the cost of instruction was higher than average.

The average annual number of degrees awarded was five (5) per year from FY98 through FY01. In FY02, that number dropped to zero (0). During this same timeframe, the number of French Education degrees averaged one (1) per year, including one (1) in FY02. These low numbers of program graduates reflect a lack of the program's responsiveness to state needs and employer demands for college graduates fluent in French. It is interesting to note in that regard that the extreme shortages of French teachers has led the public schools to hire B.A. graduates in French on provisional certificates. Those provisional teachers complete a post-baccalaureate alternative certification program usually with KSU's foreign language faculty. Rather than complete teacher certification requirements prior to graduation in KSU's B.S. program in French Education, majors in the French Education program have migrated increasingly to the B.A. in French where they can often be employed on a provisional teaching certificate and be paid while completing teacher certification requirements. That trend has inflated some of the degree productivity figures of the B.A. in French and lowered comparable measures for the B.S. in French Education at KSU in recent years.

Positive ratings on three productivity measures were acknowledged in the areas of 1) the racial diversity of French majors, 2) the contribution to KSU's mission in international and global affairs, and 3) KSU's ranking among USG institutions in degrees awarded in French during FY00. Only Georgia State and UGA graduated more French majors than KSU. Low productivity of degree programs in French appears commonplace in the USG, with most state universities having graduated only 1 or 2 students in French in FY00.

Viability

Recommendations on whether the program should be continued as is, continued and improved (enhanced, expanded, curtailed, or consolidated) or eliminated, addressing major questions:

A. Continue and strengthen the program

Should the program be continued as a separate degree program? If continuation is recommended, provide sound and compelling reasons that reference

- **Program centrality to the college or university's mission**
- **Program history of student demand and productivity over the last ten years**
- **Duplication of courses with other programs**
- **Distinctiveness of the program**

If the recommendation is to continue the program, how will it become more productive? What actions will be taken to strengthen the program and make it more productive? How will funding be obtained to strengthen the program? Should the program be consolidated or merged with other existing programs? Which ones and why?

B. Discontinue the program

Should the program be discontinued as a separate degree program? If discontinuation is recommended, provide sound and compelling reasons that reference

- **Program centrality to the college or university's mission**
- **Impact on this or other departments or programs if the program under review is eliminated**

If the recommendation is to discontinue the program, what would be the timetable for discontinuation? Would there be any savings of funds or resources? How would those funds be reallocated?

The UPRC noted that the Department did not have a clear, substantive, or specific action plan or timetable for rectifying the French program's critical deficiencies and declining trends in productivity. The lack of effective recruitment and retention strategies for French majors and the extremely low and declining student interest in pursuing French as a major in college appeared to be leading to the total extinction of student interest in the program in the near future. Although lower division instruction for nonmajors in French appeared productive and viable, the upper division program for majors was in serious jeopardy and did not appear viable. The current allocations of faculty resources to a preservice teaching education program in French Education were particularly problematic. Redirection of those resources to KSU's post-baccalaureate alternative certification program was indicated. Overall, the UPRC could not justify the continued investment of faculty and institutional resources in a degree program that was so unproductive relative to all others at KSU, especially in these challenging economic times of budget cutbacks. The low return on KSU's investment in the French major was not acceptable to the UPRC. The fact that KSU's program was somewhat stronger than

those at other state universities in the USG was not sufficient to offset its extremely low productivity relative to other programs and priorities at KSU. The UPRC put the Department of Foreign Languages on notice that unless a substantive, practical, and acceptable plan could be presented to the UPRC later in the spring semester of 2002 that would rectify these serious problems of program productivity and viability, the B.A. in French (and the B.S. in French Education) would be recommended for phase-out and discontinuation.

At the UPRC's final meeting in late April 2002, the Department of Foreign Languages presented a substantive and detailed three-part plan of recruitment, retention, and curriculum changes to address these deficiencies. The UPRC complimented the Department on the progressive and comprehensiveness of the plan and endorsed its implementation. The renewed energy of the faculty to pursue numerous program and recruitment improvements with a goal of doubling the number of graduates in foreign languages within the next five years was especially encouraging. One of the more notable curricular changes that will be pursued in 2002-2003 is the discontinuation of the stand-alone B.A. in French and B.A. in Spanish, consolidating them into a single B.A. degree program in Modern Language & Culture. The consolidated program will focus on oral proficiency language acquisition in French or Spanish, study abroad, and options for in-depth cultural studies, tri-lingual proficiency, or coursework related to career opportunities in international business, governmental affairs, or education (post-baccalaureate alternative certification). Reductions in the number of upper division electives and more systematic scheduling of required upper division courses are also planned. Under the proposed plan, the B.S. in French Education and the B.S. in Spanish Education would also be discontinued, with a redirection of those faculty resources to post-baccalaureate alternative certification for French and Spanish teachers, with a redirection of those faculty resources to post-baccalaureate alternative certification for French and Spanish teachers employed on provisional certificates, if the PSC will continue to approve KSU's post-baccalaureate certification program in these foreign languages without the existence of approved baccalaureate programs for teacher preparation in these modern languages. These options will need to be explored further before plans to discontinue these programs are finalized. By emphasizing this post-baccalaureate alternative certification route for teacher preparation in foreign languages, KSU should be able to produce greater numbers of foreign language teachers for the schools and do so more quickly and efficiently. These curricular changes are expected to be finalized by the department's faculty and reviewed and approved by the campus curriculum committees in the fall of 2002. Subsequently, the discontinuation and consolidation of the existing stand-alone programs will be reviewed by the Board of Regents.

The Department's faculty expect to be able to market this revised curriculum more easily. They plan to engage a variety of groups in new partnerships to assist in that effort including high school teachers, native and heritage speakers in the community, French and Spanish businesses, international students, and KSU's foreign language majors and alumni. Out-of-class cultural activities and opportunities for language practice will be expanded significantly. Improved communications with majors and new research on

stopout and dropout trends as well as student satisfaction with the program are also planned. Projected course scheduling on the web and greater use of email with students will be pursued. A very comprehensive, sophisticated, and impressive action plan for improving student recruitment, student retention, learning communities, study abroad, and community engagement was proposed to the UPRC and approved with enthusiasm. The action plan has the potential to be a model for reinvigorating foreign language faculty and modern language students, and for restoring viability to programs for which there is substantial state need but little student interest at the present time.

A follow-up report to the UPRC in Spring 2003 is required. That report will focus on the status of this plan's full implementation and the results of its effectiveness to date in improving the productivity and viability of this program.