

**SYSTEM OF GEORGIA
COMPREHENSIVE PROGRAM REVIEW FORM**

A. ALL PROGRAM REVIEWS

Institution Name: Kennesaw State University

Date: 7/5/2002

Degree/Major Name: Spanish Education

Degree Acronym: B.S.

CIP Code: 13130600

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.A. in Spanish. (This report, however, focuses primarily on the B.S. in Spanish Education.)

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)

The B.S. in Spanish 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)

The B.S. in Spanish Education 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.

Seven full-time faculty including the department chair are qualified to teach in the Spanish program. Two of the seven are multi-lingual and teach in other languages as

well. Six of the seven have doctoral degrees and are tenured or tenure-track. These full-time faculty also teach Spanish and other languages at the lower division level.

For more information on this program review, contact:

Ed Rugg
Director of the Center for Institutional Effectiveness
(770) 499-3609
erugg@kennesaw.edu

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

Few Graduates

Average of 6 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 and satisfactory on all others. The curriculum follows guidelines set forth by the American Council on the Teaching of Foreign Language. The teacher education program in Spanish is approved by the Professional Standards Commission and is NCATE accredited. All but one of the faculty teaching in the major have a doctoral degree. All 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. The faculty are actively engaged in supporting KSU's and the USG's study abroad programs and international partnerships. The Government of Spain has co-sponsored the establishment of a Center for Hispanic Studies at KSU. Advising is supported well by an informative website. The department sponsors a chapter of the National Spanish Honorary Society. Follow-up of graduates revealed that most were teaching in the schools. Feedback about the Spanish Education program from graduates was very positive.

Three-fourths of KSU's upper division majors in foreign language are pursuing a degree in Spanish or Spanish Education (50 in Fall 2001). This enrollment provides a sufficient community of learners for the study of Spanish, permitting systematic and regular group instruction in required courses as well as peer support. Grant and sponsored program activity is higher among the faculty in Spanish than the faculty in French. Spanish majors and faculty have also been the recipients of more honorary awards. Anecdotal evidence suggests high stakeholder satisfaction. However, the UPRC recommended better documentation of student satisfaction and success as well as stronger strategic planning and program marketing. Up until two years ago, Spanish Education majors outnumbered Spanish majors. However in Fall 2002, Spanish majors outnumbered Spanish Education majors by 2 to 1.

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 Spanish Education programs in the state, but the external review by the UPRC judged the program's overall productivity to be weak. The UPRC rated the Spanish Education program's productivity as weak on 5 of 13 productivity indicators and satisfactory on most of the others. Weaknesses were cited in the number of upper division majors, annual degree completions, graduation rates, faculty instructional productivity, and overall program productivity. For the three-year period from Fall 1998 to Fall 2000, the total number of declared Spanish Education majors averaged 47 for all classifications combined and 34 at the upper division level. By Fall 2001, the number of declared majors in Spanish Education fell to 28 for all classifications combined and 17 at the upper division level. Consequently, the Spanish faculty's instructional productivity was substantially lower than the KSU norm, and the cost of instruction was higher than average.

The average number of degrees awarded was six (6) per year from FY98 to FY00. Production of degrees in foreign language education was low and very weak throughout the USG in FY00. Whereas, KSU's productivity that year was second highest, trailing UGA's, KSU's number of graduates in Spanish Education dropped to one (1) per year in FY01 and FY02. The rapid decline of upper division majors in Spanish Education from 38 in Fall 2000 to 17 in Fall 2002 suggests that the productivity of this program will continue to weaken. 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 Spanish. 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 Spanish 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 Spanish Education, majors in the Spanish Education program have migrated increasingly to the B.A. in Spanish 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 Spanish and lowered comparable measures for the B.S. in Spanish Education at KSU in recent years.

From FY98 to FY01, 41 teachers employed on provisional certificates successfully completed KSU's post-baccalaureate alternative certification program which has been recognized by the PSC as a model program. The post-baccalaureate alternate certification program has responded effectively and efficiently to state needs for teacher preparation in foreign language and is replacing the B.S. in Spanish Education as the preferred route by most foreign language students to obtain initial teacher certification.

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 improving the Spanish program's student recruitment, retention, graduation, and overall productivity. Although lower division instruction for nonmajors in Spanish appeared productive and viable, the productivity of the upper division program for majors was weak relative to other KSU programs. The current allocations of faculty resources to a preservice teacher education program in Spanish Education were particularly problematic. Redirection of those resources to KSU's post-baccalaureate alternative certification program was indicated. The UPRC justified the continued investment of faculty and institutional resources in the Spanish degree program which is only marginally productive relative to all others at KSU because of the rapid growth of the Hispanic/Latino population in Georgia as well as the growing economic interdependence of North, Central, and South America. The UPRC concluded that the current program in Spanish Education should be viable, but is under-enrolled.

Because of its location in Metro Atlanta, the size of the Hispanic population in the service area, the quality of the program, and the presence of the Hispanic Studies Center at KSU, the numbers of declared majors and graduates in the Spanish program should be much greater than they are at present. The UPRC observed that the lack of growth in recent years and the declines noted in Fall 2002 suggest a need for greater attention to strategic planning for the recruitment, retention, and graduation of Spanish and Spanish Education majors.

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 deficiencies in the French programs. 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, 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 schedules 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.