

Undergraduate Academic Program Review Template

Name of Program: BA in French; German; Spanish; Modern Languages (all in the Department of Modern Languages, hereafter referred to as "ML")

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Indicate whether the program is:

on campus (plus study abroad and Ambassador programs)

NCA Criterion 1—Mission and Integrity

NCA Criterion 2—Preparing for the Future

NCA Criterion 3—Student Learning and Effective Teaching

NCA Criterion 4—Acquisition, Discovery, and Application of Knowledge

NCA Criterion 5—Engagement and Service

I. Program Mission (NCA Criterion 1 and Criterion 5)

? program mission statement (should identify constituency served) **(1A, 1B)**

All members of ML will deliver innovative and engaging programs of learning to challenge the broadest constituencies of the department (both within the university and the community at large) in their learning process. ML is committed, by means of teaching languages (and the cultures of their speakers) to expanding the horizons of its constituencies and helping to make them part of the global community. ML faculty will engage in scholarly research and creative activity, thereby enhancing the place of Wright State University within the greater scholarly and creative community.

? consistency with university mission **(1C, 1E)**

ML subscribes to and adheres to the university mission: achieving learning outcomes through innovative, high quality programs for all students; conducting scholarly research and creative endeavors; and engaging in significant community service.

? consistency with college mission **(1C, 1E)**

ML also adheres to the College mission, which is: to provide our students with a quality general education program, and undergraduate and graduate experience; to engage in creative, innovative, and applied scholarship and professional service in the region and beyond.

? consistency of goals, learning objectives with program mission **(1C)**

The goals and objectives of every member of ML, of every course offered in ML, are 100% consistent with those of the program mission.

? extent to which program prepares students to "live and work in a global, diverse, and technological society" **(4C)**

No program is more devoted to these aspects of its ongoing work than ML. In particular, students are prepared to “live and work in a global, [and] diverse society” by the very nature of the courses ML delivers (in-depth focus on non-American cultures: Latin America, Europe, Africa, Asia); students are strongly encouraged to study abroad and/or take part in a WSU Ambassador Program. The technological side of ML is less strongly emphasized publicly, but is certainly present: we have an important new computer language program (for German, French, Spanish) which is being integrated into the program, however it may not reach its fully potential this year yet due to large student numbers and therefore simple logistical issues. Please see section III, under ‘integration of technology into curriculum and instruction’.

- ? extent to which program, through its curriculum and co-curriculum, fosters civic engagement and social responsibility (**5A, 5C**)

According to the Criterion **5A**: Serving a constituency through teaching is a constant learning process; as needs and expectations change, so does the planning for and delivery of the subject program (it is necessarily fluid). **5C**: on a day-to-day or quarter-to-quarter basis, responsiveness is demonstrated by means of changes to programs as necessitated by student feedback and commentary on courses and teachers. One must here also mention the importance of service learning in advanced classes, together with the Ambassador programs: both foster civic engagement and social responsibility. In addition, regarding both civic engagement and social responsibility again, the co-curriculum of ML (in the form of student-run and faculty-supported language clubs) ensures both, as students actively seek to involve the community at large and propagate the values of the cultures which they aim to represent.

- ? extent to which program fosters life-long learning (**4A**)

The entire body of ML, each member in his/her own way, demonstrates on a daily basis to the student that what we do is in fact a life-long process. Language (and cultural) learning never stops with the end of a class or degree: members of the faculty demonstrate that we ourselves continue to be active, learn, read, impart new knowledge, throughout our professional and personal lives. Students who manage to go/study abroad have the language and culture brought to life, and make life-long friends and contacts; all students find that the learning of a foreign language brings its culture to him/her, and (e.g., by reading the literature, newspapers, websites, or watching the cinema of that culture) that one’s immersion in that culture is a never-ending process of discovery.

- ? interrelationship with general education (**1C, 4B**)

The teaching of ML is predicated upon the idea that it is but one part of the student’s education as a whole. The learning of a language other than one’s own (beyond making the culture of ‘the other’ accessible) makes it possible to explore language in general, history, culture, within a new set of parameters. A knowledge of one’s own language, history, culture, politics, knowledge of technology and its applications – all of these are essential for a successful entry into the language and culture of ‘the other’. In terms of “general education” (as “gen ed”) and the curriculum, it is the aim of ML to be integrated into the general education of the student as early as possible – in the interest of early exposure to global culture and the incorporation of language and culture into general education as early as possible.

- ? interrelationship with other WSU programs (**1C**)

French and Spanish work with the College of Education and Human Services, providing students who wish to enter the teaching profession with the opportunity to complete degrees in French Education and Spanish Education (with ultimate teacher certification after a final year under the auspices of the CEHS). ML as a whole maintains strong working relationships with the College of Business (we offer courses in Business French, German, and Spanish: these contributions are an integral component of the International Business major/minor), as well as the UCIE (for study abroad programs). The Student Academic Success Center may also be seen as a valuable and valued partner, as they provide tutors, qualified session leaders for the Supplemental Instruction program. Spanish plays a supporting role in the Criminal Justice program by regularly offering “Spanish for Law Enforcement” (SPN 211/12). *Future:* ML is in the process of becoming part of an expansion into Asian studies (beginning with and focusing on China and Chinese), including eventually at the degree level (BA); this involves and will involve an extensive relationship with Political Science and International Studies (a.o.).

? community engagement (**5C, 5D**)

ML programs engage with the community in a number of ways. Non-programmatically, this takes the form of being available to the public at large to advise on language and cultural matters as needed. Programmatically it takes place by means of the scheduling and offering of separate language classes in the evening and/or on Saturday mornings, thereby making programs accessible to non-standard students – i.e., students who may be older, have families, and/or work during normal work hours from Monday to Friday. A very successful and important way in which ML engages with the community is by organizing regular “Immersion” days (thus far, this has involved French and Spanish; German does not have sufficient staff for this purpose) for two groups: a) high school language students and b) high school teachers. The former most recently drew almost 200 students of French to Wright State University; the latter is always necessarily smaller, but very effective and important. For both constituencies, the willingness of WSU faculty to devote time to the needs of local/regional language teachers and students is greatly appreciated (and noted in the school community at large).

II. Program Description (**NCA Criterion 2**)

- ? brief history of program, emphasizing past seven years (e.g., changes in administration, change in program direction, new degrees, minors, or certificates, de- or re-activation of program), including recommendations of any previous internal and/or external program reviews

The department has, over the past seven years, developed in numerous ways that reflect the growing importance of ML in the university, and the growing interest in ML among students. In 2001-02 the number of full-time faculty was 12, reaching 19 by 2008-09.

In terms of individual language programs, the solidification of French became a priority: new faculty members were appointed (whereas there were 2 in 2000, their number grew to 3 in 2001, and to 4 current permanent positions, 2 tenure/tenure-track, 1 lecturer, 1 instructor); student numbers increased impressively (especially in the last 3-4 years), as did the number of majors in French (seven years ago, there was 1 [ONE] French major). The number of Spanish faculty likewise has increased, from 7 to 11 (this includes two lecturers who teach part-time for ML), with large increases in student numbers and majors. The number of German faculty has remained at 2 during this whole period (with implications for student numbers and the ability to attract majors: see IV below). A new departure was the appointment in 2008 of a full-time Instructor of Chinese, funded in the first instance by a Title VI grant for an interdepartmental program in Chinese studies. Chinese remains the single largest development over the period in question:

Chinese was new in 2001, now it is taught through the third-year level; a minor in Chinese studies is currently being considered by the university. In addition, Arabic has been taught in 2008-9 for the first time as a regular, full-sequence course within the department (before, it was taught as a one-quarter mini-course, ARA 111), and second-year Arabic may be offered in 2009-10, depending on enrollments. Japanese is now taught through the third year. With the appointment of Prof. Bonch (primarily Spanish, but also teaching Russian) in 2002 and the new Chair, a Slavist and Russianist, in 2008, the department is now able also to offer two full years of Russian language (and culture) without the use of adjunct faculty appointments.

Given the structure of the BA in Modern Languages (with a major language, a minor language, and a third language), it is now possible for Italian, Japanese, Russian, Chinese, perhaps Arabic, to be not only the third (through first year only) but also the second language, which is studied through the second year.

A new Certificate in Linguistics, jointly housed in and taught by ML and the English Department, is in the process of approval at the time of this writing.

A Certificate in Russian Studies is in the process of submission to the university for consideration, and a Certificate in Latin American Studies is in the planning stages.

? number of students served

In the Fall 2008 quarter, the number of students enrolled in all ML *101* classes *alone* numbered 591 in French, German, Spanish at the start of the academic year (this needs to be pointed out, because final numbers do not show the extent of ‘student servicing’ as a whole); by the time total final numbers for the three departments were tallied (as still available online now for Fall 2008), they were:

French	234
German	123
Spanish	673
Total:	1030

? number of majors	French	42	(All numbers as of 1/5/09)
	German	12	
	Spanish	87	
	ML	50	
	Total:	191*	

? number of minors	French	57
	German	15
	Spanish	130
	(there is no minor in ML)	
Total:	227*	

***NB:** These numbers are based on records held internally at the department; statistics (see below, “diversity”) are based on figures acquired from central records. Numbers of current majors and minors always fluctuate and never agree, as students often come and go (e.g., take time off) without informing all parties. The numbers given below under “diversity [students]” reflect final tallies as they were provided from central records. [*The difference between department-held numbers and those online are significant and reflect a systemic difficulty of working with the systems we have available. The same is true of numbers of graduates: see below.*]

- ? number enrolled in certificate program (if applicable) N/A
- ? number of faculty: 19: 9 tenure/tenure-track; 5 Instructors; 5 lecturers
 Plus: Fall quarter 2008, 24 adjuncts
 Winter quarter 2009, 21 adjuncts
- ? student/faculty ratio, average class size:

Fall 2008 only: For French, German, Spanish, the s/f ratio – class size were as follows:

FRENCH

Course	# of sections	total students	average/section
FR 101	4	87	21.75
FR 102	1	17	17
FR 103	1	14	14
FR 201	4	45	11.25
FR 202	1	7	7
FR 203	1	9	9
FR 311	2	23	11.5
FR 321	1	16	16
FR 465/665	1	16	16
	16	234	14.6

GERMAN

Course	# of sections	total students	average/section
GER 101	4	71	17.75
GER 103	1	25	25
GER 201	1	14	14
GER 203	1	4	4
GER 321	1	9	9
	8	123	15.4

SPANISH

Course	# of sections	total students	average/section
SPN 101	12	269	22.41666667
SPN 102	2	44	22
SPN 103	2	49	24.5
SPN 201	7	140	20

SPN 202	2	43	21.5
SPN 203	2	25	12.5
SPN 211	1	10	10
SPN 311	2	19	9.5
SPN 312	1	10	10
SPN 321	1	16	16
SPN 323	1	5	5
SPN 325	2	19	9.5
SPN 403/603	1	12	12
SPN 432/632	1	12	12

	37	673	18.2
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Grand Totals: 61 1030 16.9

- ? balance in rank of program faculty:
 - Full Professors 3
 - Associate Professors 5*
 - Assistant Professors 1

**includes one currently at Assistant level, but approved for P&T by the CoLA P&T committee.*

- ? number of staff: 1 Administrative Specialist; 3 student workers.

- ? diversity (gender, race, ethnicity) of majors, faculty, and staff

Staff: 1 Female, White, Non-Hispanic
 Faculty: 10 Female, White, Non-Hispanic
 4 Female, Hispanic
 1 Female, Asian
 4 Male, White, Non-Hispanic

Students: (these figures were given to the department from centrally-held records)

	<i>Female</i>	<i>Male</i>	<i>Total</i>
<i>MAJORS</i>			
White (non-Hispanic)	55	26	81
Hispanic	4	3	7
Black (non-Hispanic)	4	3	7
Asian or Pac.Islander	1		1
Foreign			0
Unknown	3	3	6
Other	1		1

	(68)	(35)	(103)
<i>2nd MAJORS</i>			
White (non-Hispanic)	17	5	22
Hispanic		1	1
Black (non-Hispanic)		2	2
Unknown		1	1
Other	1		1
	(18)	(9)	(27)
<i>MINORS</i>			
White (non-Hispanic)	46	22	68
Hispanic	2	2	4
Black (non-Hispanic)	4	1	5
Asian or Pac.Islander	5		5
Foreign	1	2	3
Unknown	4		4
	(62)	(27)	(89)

? budget: See attached final page

? program cost: See attached final page

? facilities and equipment/instrumentation

Standard equipment for the humanities: computers, audio-visual aids as needed (see next entry).

? technology and information resources and services

Beyond standard equipment provided all humanities faculty, here one can mention the computing equipment (plus microphones) provided in the language computing lab, used for the language lab package “Auralog”. The same technological equipment is used by the department for the giving/taking of language placement tests – a significant and large part of the department’s yearly activity.

III. Program Effectiveness (NCA Criterion 3 and Criterion 4)

? achievement of student learning outcomes (Please summarize program assessment findings for past five years and subsequent improvements to program) (3A)

Beginning in 2003-04, the Brigham Young test, administered at WSU to place students in appropriate levels of language classes, was given to two test groups: 1) students in 202 (all three major languages) and 2) graduating majors. This was done to evaluate the linguistic achievements of students at both stages, and gauge the effectiveness of the department’s teaching

program and students' approach to language study. Re 1), there is no appreciable change over 5 years (10-20 % tested at 202 level), indicating that the exam results are realistic (but, in the best of all worlds, that there needs to be improvement; however, given no real change over this period, dramatic improvement may not be possible at this level). Re 2), there was significant improvement in exam results from 2003-04 to 04-05 some more increase by 05-06 (going from 400 to 530 to 545), but leveling off thereafter - the law of diminishing returns. In essence, competence in the target language by the time of graduation is what one would hope for and expect on average (as always, some students tested at a very high level, some lower), and show that the real surge forward in learning takes place at higher levels, well beyond the 202 level. Improved figures are the result of tighter organization of teaching, better oversight of adjunct teaching and harmonization of teaching methodology and testing, especially at the 100 and 200 levels.

? student retention rate (3A)

The cornerstone of any program worth its salt is its ability to retain students once they enter it. Nowhere is this as true as languages, where it is critical that the student continues, and continues from one level to the next as a matter of course without breaks in between. This is not always possible, of course, due to the circumstances of many individual students who must often interrupt their course of study. The following data are raw numbers of students progressing from (FR, GER, SPN) 101 > 102 > 103 in 2007-08, thence > 201 > 202 in 2008-09 (i.e., a sequence of 5 quarters), and from 101 > 102 in the current session of 2008-09.

	1	2	3	4	5	6	7
	<i>F07</i>	<i>W08</i>	<i>S08</i>	<i>F08</i>	<i>W09</i>	<i>F08</i>	<i>W09</i>
	101	102	103	201	202	101	102
FR:	86	60	54	45	44	87	83
GER:	58	42	28	14	14	71	38
SPN:	291	236	205	140	130	269	252

Percentages continuing [as % of each preceding class; % for 202 is given both as a) % of preceding and b) of beginning of cycle]:

FR:	70	90	83	97; 51	95
GER:	72	67	50	100; 24	54
SPN:	81	87	68	93; 45	94

Commentary: There are several trends and points to be noted from these numbers, especially the percentages rather than raw numbers.

1. Once into the second year (201), students tend to stay into 202 (first figure in columns 5).
2. A reasonable retention rate for those beginning 101 to go all the way through 202 is the 50% mark, reached (approximately) by French and Spanish.
3. Retention rates from 101 to 102 in the current academic year is exceptionally good in French and Spanish, especially in comparison with the previous beginning of the cycle (columns 1-2).
4. There is a systemic problem in German: 24% of 101 remained into 202; 54 % of 101 remained into 102 in 2008-09 (current). This section of ML is under-staffed in terms

of permanent faculty – currently 1 2/3 persons fully devoted to German teaching. The drop in 2008-09 is particularly serious, and most likely a direct consequence of not having either of the two permanent members of department able to teach (one on sabbatical, the other on medical leave), leaving *all* teaching entirely in the hands of adjunct faculty (not that they do not teach well: it is a problem of perception on the part of the students, wishing to be taught by permanent faculty).

5. The most important stage is the start of the cycle, from 101 > 102; but there is no guarantee that success at this stage (e.g. SPN columns 1-2) will translate into success at later stages (e.g. columns 3-4).

? number of graduates annually (3A)

ML is very proud of its graduated and graduating students, whose numbers are rising all the time. The aim is to increase this number (as long as it is sustainable) from year to year. According to internally-kept ML records, the numbers for the past two years are as follows:

	2007	2008 (through NOVEMBER ONLY*)
<i>Majors</i> French	10	9
German	0	2
Spanish	7	17
ModLangs**	6	6
<i>Totals</i>	23	34
<i>Minors</i> French	3	9
German	0	1
Spanish	11	15
<i>Totals</i>	14	25
<i>Grand Totals</i>	37	59

*That numbers are significantly higher in 2008 *without* Spring graduation needs to be highlighted.

**A reminder: there is no Minor, only a Major, in “Modern Languages”

? placement of graduates (e.g., employment, graduate study) (3A)

Graduates of ML with a good degree are well placed for employment after WSU: employers appreciate the importance and difficulty of acquiring proficiency in foreign languages (especially more than one) and knowledge of foreign cultures. There is no *one* area of employment into which ML students enter as a rule – they are just as likely to go into business and education as government. Graduates who have, in the past, wished to undertake graduate study in order to enter the field of education (e.g., to teach in schools) have an excellent record of success – both at WSU and elsewhere. In the last few years more of WSU ML graduates have also begun PhD studies at such institutions as OSU, with the ultimate aim of teaching at the university level. As the ML program as a whole expands (as it has been), and as its quality increases, so students are energized (and encouraged by the faculty) to aim higher than they might originally have thought possible. This is especially important to bear in mind, as so many students are first-generation college students: the very idea of going to college was new to them at a certain stage in their

educational career, thus the idea of *teaching*, whether in schools or at college/university, is yet another leap forward that we must and will continue to encourage.

? teaching effectiveness (**3B, 3D**)

ML is committed to a coherent and effective program of teaching; we wish to ensure that our students leave WSU demonstrating a level of knowledge of the languages and cultures of others that will reflect extremely positively on their undergraduate program. The undergraduate language program as a whole is taken extremely seriously, but it is felt that the first two years of language study are especially important: they have been developed (over the last few years especially) in order to be thorough, transparent in their aims and goals, and engaging. The significant growth in student numbers and language majors reflects very well on the effectiveness and good organization of our teaching. A mark of this effectiveness is the fact that many students feel a sense of “belonging” to and identity with their language program and their faculty. A recent event such as the French immersion day (for 187 high school students) can be taken as proof of this: some 30 undergraduate students of French volunteered to take part, helping to organize and run the event. They did so with gusto! All language clubs reflect such feelings of belonging, as well as an appreciation for the good teaching and pastoral work of ML faculty. One note of caution: the large number of adjunct teaching that we must rely on makes it more difficult to ensure evenness in quality across all courses taught (especially 100- and 200-levels classes). In order to make sure that there is as little detriment to teaching as possible, we have appointed (with the Dean’s verbal and financial support) an ML Adjunct Supervisor. This person meets with all adjuncts in Spanish (the largest group) on a regular basis, ensures that teaching, syllabi, testing, are all done in approximately the same way for the same classes (e.g., all sections of SPN 101, etc.) – quality control; adjuncts in French and German are much fewer, and work more closely with regular faculty in those sections.

? faculty productivity (e.g., publications, grants) (**4A**)

Academic (BUFM) faculty are productive in terms of publications, but as a whole not overly so: there is great dedication to teaching, and some members of ML put greater efforts into teaching, others perhaps more into writing when they can. The teaching load and schedule allows for only a certain level of research productivity, and of course all individuals are different in the way they are able to organize their activities. Some faculty may be active in writing, but in the writing of teaching materials rather than “pure” research. All such activities are important in a university like WSU, where the student and the teaching program are at the core of our work. Unique to a department of ML, we also have active creative writers in the faculty – in their case there is a high degree of productivity, something to be lauded and encouraged as well.

Grants. A large number of internal grants (including seed grants) have been regularly awarded, some for research projects, and many for the establishment of new or updating existing Ambassador programs, and recently also in the area of Service Learning. External funding has been limited, due to the nature of the discipline. One recent grant: The Learn and Serve Great Cities~Great Service Consortium, led by Otterbein College, Ohio Campus Compact, and the University of Cincinnati, brought \$2,500 to sponsor DPS advanced French projects and attendance at French Immersion Day Nov. 7, 2008. Thus, it is clear that grants (whether internal or external) will most often be geared to teaching and learning. Research active faculty and creative writers conduct most of their writing and research without the need for grants (i.e., this should not be seen as a negative point). Some faculty do need occasional access to materials or persons, especially abroad, and future grants for such purposes will be written.

? interrelations of program's teaching, research, service activities (**3A-D, 4A-C, 5 A-C**)

ML excels in this area of activity. All aspects of the faculty's activities are by and large interrelated: all non-BUFM members of ML are heavily involved in service to the department in one way or another, usually student-oriented (clubs, Ambassador programs, etc.), and the development of teaching materials. BUFM members of the faculty who are research active produce work in the areas of literature, history and culture – topics that are taught in the upper-level courses in all three major languages. Thus their research informs their teaching in very meaningful ways (one might say, often to a greater extent than takes place in other fields of study). Active creative writers' work also informs their teaching, as these members of faculty can teach such topics as the structure of a literary work (poem or otherwise) from the point of view of their own publications, teaching (as it were) 'from the inside'.

? integration of technology into curriculum and instruction (**3C**)

Technology is integrated into the curriculum and instruction in several different ways. 1) We use computerized language placement testing (see above) to place students as well as to gauge their progress at 2nd level and at graduation. 2) We have a new computerized language package (Auralog) which is currently being integrated into the curriculum. There will be a test phase in the Spring quarter, with greater integration (given the solution to logistical questions and challenges) in Fall 2009. 3) Teachers at all levels actively incorporate multi-media technology and the Web into their classroom experiences: video (both music and non-music), internet text sites; communication with students is of course now often via the internet/Web. Where students are concerned, the use of technology is certainly encouraged, but often it is **they** who drive the integration process: students use Podcast/Rodcast publisher, Powerpoint, iTunes and iMovie for course project and class presentations. The place and role of the departmental website for the student body as a whole (current, past, prospective students) will grow in the next year.

? description of how program ensures that it is always current (**4C**)

There are numerous ways in which to ensure that the ML program stays current. 1) Significant numbers of faculty attend professional conferences (e.g., OFLA: Ohio Foreign Language Association), presenting and attending. 2) Members of the faculty maintain contact with peers in the United States as well as in the countries of their expertise. 3) Current, up-to-date materials are always used from the Web (news reports, cultural updates, etc.) and applied to the classroom. 4) Members of ML occasionally undergo training in a variety of disciplines: this coming spring, two members of ML will be trained in OPI testing (oral proficiency), to be certified by ACTFL (American Council of Teachers of Foreign Languages), putting WSU into the national spotlight as a serious center of language standards and teaching. Likewise, "Supplemental Instruction" is being introduced in a major way, especially in the French program. 5) By leading regular (and more and more) Ambassador programs to other countries, ensuring that students are exposed to *today's* France, Spain, Chile, Austria, China – and not relying on the written word (however current that may be).

? "comparative advantage" (e.g., distinctiveness in terms of students served, differentiation from programs offered at other regional institutions, strengths attributable to collaborative/interdisciplinary nature of program, etc.)

In many ways there is no real "comparative advantage", because there are certain things a language department must do, certain standards one must adhere to, certain outcomes that will be

expected for language students without regard for which institution one is talking about. For WSU, there are nevertheless some points that should be made.

The Ambassador programs offered make WSU distinctive: not every university has its own in-house programs abroad, fewer still have short and intensive programs that offer an introduction to a country and its people, and that often lead to students' decision to study abroad for a longer period of time (a semester, for example). As so many students at WSU have never been abroad (or out of Ohio), it can be a leap to decide to go for an entire semester: the Ambassador program often makes this possible. These programs also offer experiences abroad to students with minimal levels of ability in foreign languages, often giving them the impetus they needed or wanted to take their studies to the next level.

The degree structure, especially the degree in Modern Languages, makes WSU distinctive: although one can double major anywhere (or major and minor), the ML degree allows a student to study three languages to some extent (with one major languages). This degree is attractive in many ways, but is especially so for graduate schools that may be looking for that little bit 'extra' in a student. Within the major languages there are also course offerings that make the WSU ML program somewhat distinct: beyond language and literature (including surveys of literature in English serving the greater community as well as ML majors), there are regular offerings in the culture of XYZ, we offer language for business, language for law enforcement (here: Spanish) aimed at students of criminal justice, language and humor. As indicated above, ML can and does offer classes in poetry, benefitting from the expertise and work of active poets.

IV. Program Needs/Areas in Need of Improvement

Summarize the program needs (e.g., personnel, facilities, equipment) identified in this program review and the areas in need of improvement.

Program needs are simple, focused as they are on personnel. The statistics given above (student retention) show that, while there is always attrition, there is one glaring problem in ML, and one that is on the verge of becoming one:

1. German. German is woefully understaffed as a major language in ML. The small number of permanent faculty (2) mean that many students lack sufficient exposure to these members of ML – and it goes without saying, as everyone who went to college will attest, that students like and need and deserve to be taught as much as possible by permanent staff. It also means that there is a lack of sufficient courses available at the upper levels (e.g. 400), which majors are required to take (the number of German courses required for the major is consequently also smaller than what is required of French and Spanish majors: equality of programs within ML is at stake). Of course solving this problem is one of the chicken and the egg: 1) if you show greater retention and number of majors you might get another position; but 2) you won't get greater retention and number of majors without another member of department.

2. French. French is a victim of its own success. The number of faculty has grown (but not appreciably in actual *numbers*) but the number of students and majors has exploded: the French section is extremely hard-working and energetic, dedicated and caring. Their work with the Club, with immersion days for high school students and also for area French teachers from schools has made them very visible internally, regionally and throughout the state: in 2008 they were named the best Foreign Language program in Ohio (of *any* language) by OFLA; one of the faculty, Dr. Hertzler, has just been informed that she is to receive a university teaching award this spring. It is particularly hard when just one member of faculty is on leave (as currently is the case): one can have adjunct teachers fill in the gaps where teaching is concerned, but the high work load (service of all kinds) now associated with and expected from this group of dedicated people has to be borne by the three remaining permanent members of faculty.

One final issue is the necessarily large number of adjunct teachers employed to teach in ML. It has been necessary to appoint an Adjunct Supervisor in order to ensure that teaching and testing (especially the largest section, Spanish) is overall homogeneous, that these are delivered to certain standards. A downside to the large number of adjuncts is that many students in the first two years see very few permanent members of the department; this is typical of many departments, of course, but probably more so of ML than others.

V. Proposed Improvement Action Plan

Summarize the actions that will be taken in response to the findings of this program assessment. Provide a timeline that indicates how these changes will be implemented and assessed over the next seven years.

All aspects of this program have been considered, and no immediate changes to the program can be considered beyond the changes that will come about because of semesterization. The department will shortly examine all of its major and minor programs and plan for the implementation of new programs based on the semester system. The basic quality of the program remains a matter of pride; tweaking will always take place (greater care with harmony across the 1st and 2nd year courses, the application of regular quality assurance measures). Problems with the delivery of courses in German will have to be handled with care in the short term.

Challenges described above: The challenges facing German and French are out of our hands in the sense that the College and University have to be convinced that there is a problem (or potential problem, as in French) that has to be faced by means of investment. That means 1) one more instructor in German (with concomitant support for an existing instructor for whom and concerning whom there is a retention issue); and 2) one more instructor for French. This is all very straightforward, but a matter for those concerned with long-range (hopefully not *too* long range) planning and finances. Of course this department recognizes that it is probably not alone in this kind of situation. It is also not forgotten that the current financial crisis will dictate that there cannot be any immediate amelioration in the situation for ML; no new positions are being approved at this time. It would be the wish of the department, however, that an indication come from the university that these two new positions could be considered – for instance for the Fall of 2010 (or staggered if need be: one in 2010, one in 2011).

The problem of the number of adjuncts would also be partially addressed given the presence of another Instructor or two, but it has to be admitted that this problem is one that will probably not ever go away. Thus, it must be managed as best as possible (better oversight, advising, streamlining of the language programs); it is anticipated that the institution of the post of Adjunct Supervisor will go some way to bringing about good management and the delivery of good teaching to our most important constituency.

Submitted
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