

**FY2008 DEPARTMENTAL ANNUAL REPORT  
OF CONTINUOUS IMPROVEMENT  
Department of Modern Languages  
Fort Hays State University**

**I. DEPARTMENTAL OVERVIEW**

The Department of Modern Languages made significant strides this past year in curriculum reform. The academic audit process is leading to curriculum revisions and the department has put in place placement and assessment instruments for the beginning language program.

While official figures show MLNG to have 22 first majors and nine second majors. Since the 20<sup>th</sup> day of classes in the fall of 2007, MLNG has added 15 majors and 19 minors.

Our assessment of the beginning language programs using WebCAPE has found that 70% of students in Language I met or exceeded the score designated as appropriate for entry into Language II. At the end of Language II, 61% of students met or exceeded the score designated as appropriate for the entry into the next level. More details on this first year of assessment of our beginning language programs is available in the Appendix.

MLNG is determined to protect the study of French at FHSU. Dr. Salien retired this past May. The administration threatens to eliminate the teaching of French, a possibility that should be unthinkable for an institution that purports to be a liberal arts university. Enrollments in the beginning French program are good. There is no justification on the basis of enrollments for eliminating these classes. MLNG regrets the loss of the French major, but sees no merit in the push to eliminate the study of French altogether.

The university's focus on internationalization would suffer with the loss of the study of French at FHSU. The French program, although small, makes a significant contribution to the university's liberal arts mission and its goal of internationalization.

FHSU already offers fewer options in the area of foreign languages than do the other KBOR regional universities. ESU offers instruction in Chinese, French, German and Spanish. They also offer courses occasionally in Arabic, Italian, and Latin. ESU offers majors in French, German, and Spanish and a minor in East Asian Studies with four semesters of course work in Mandarin Chinese. Pittsburg State offers instruction in French, German, Korean, Portuguese, Russian and Spanish. PSU offers majors in French and Spanish and a minor in German. Another point of comparison is the University of Nebraska – Kearney. They offer instruction in Chinese, French, German, Japanese and Spanish. UN-Kearney offers majors in French, German and Spanish and a minor in Japanese.

We would like to be able to offer Chinese language courses on a regular basis with faculty who are fluent in Chinese Mandarin and English and are trained to teach Chinese to English speakers. We were able to locate another talented Chinese graduate student with some teaching experience to teach Chinese this past year. The department has proposed to add Beginning Chinese I and II to the curriculum.

MLNG faculty continue to develop courses for the Virtual College. Keith Woodall offered MLNG 112, "Great Works in Translation" in Spring of 2008. Dr. Conchita Espino-Bravo is teaching two IDS 333 in Summer of 2008. She developed a new course on stereotypes of Hispanics. Dr. Paul Siegrist continues to offer the beginning Spanish program online. The department hopes to be in a position to offer the beginning French classes online starting in Spring of 2009.

Dr. Salien led a successful Spring break trip to Paris. Seven students participated in the Paris tour as well as 9 members of the community. A record of 13 students studied Spanish in Guadalajara in the summer of 2007 under the supervision of Dr. Paul Siegrist. Two students went to Germany to study in the summer of 2007 as well.

The French Club hosts many activities on campus to celebrate National French Week each year. The department also contributes to the community and the university through the activities of the German Club. The German program's Kaffeestunde has seen between 7 and 15 students participating each week. The weekly Spanish tertulia organized by Conchita Espino-Bravo continues to prosper at Coffee Rules and is attended regularly by between 15 and 25 students.

## **Departmental Mission and Vision Statements**

### **Mission**

The Department of Modern Languages provides students with opportunities to develop linguistic and cultural competencies in French, German and Spanish. The department hopes to provide the same opportunities in Chinese to students in the very near future.

The Department of Modern Languages gives students knowledge about their language of study and its literary and cultural legacy. It seeks to provide an appreciation of current cultural trends in the countries where the target language is spoken. These competencies and understandings are essential to the university's mission of preparing students for the global complexities of the 21<sup>st</sup> century that require them to work and deal with a more diverse American society and an increasingly interconnected world.

In addition to providing excellent language and culture study opportunities to students, the faculty of the Department of Modern Languages create new knowledge through their scholarly activities, knowledge that they then share with their students, the university and the community.

### **Vision**

The Department of Modern Languages serves students, the teaching profession, the university and the community by promoting communication and mutual understanding through knowledge and linguistic competence that facilitates the bridging of linguistic

and cultural barriers. Through their scholarly endeavors, MLNG faculty keep abreast of the latest scholarship in their areas of study and share that knowledge and their new insights with colleagues, students and the community.

### **Service to Students**

Students have the opportunity to become proficient in French, German and Spanish. They also have the opportunity to develop a basic knowledge of Mandarin Chinese. They learn about current cultural trends and the cultural legacy of the peoples who speak these languages, giving them the tools to contribute to cross-cultural understanding at FHSU and in the workplace and community.

### **Service to the Profession**

By preparing future teachers of modern languages, the Department of Modern Languages inculcates the importance of quality instruction of languages in the next generation. MLNG faculty participate in professional organizations on the state and national levels that promote quality instruction in modern languages.

### **Service to the University**

The Department of Modern Languages promotes cross-cultural understanding by providing knowledge of other cultures and linguistic competence in other languages. Its major and minor programs in French, German and Spanish give students the linguistic and cultural competence to take their place in careers with a global reach. It also contributes to the internationalization of the campus through its study abroad programs and the extracurricular activities it sponsors. It provides beginning language courses in French, German and Spanish so that students can meet the Board of Regents mandated language requirement for B.A. programs.

### **Service to the Community**

The Department of Modern Languages is involved with the community by providing education, translation services, and opportunities for informal interaction among different ethnic and linguistic groups thereby assisting the university in its goal to promote an awareness and appreciation of cultural diversity.

## **B. Departmental Goals, Objectives, and Strategic Priorities**

### **Goals and Objectives**

The Department of Modern Languages seeks to provide superior classroom instruction in French, German and Spanish so that students develop the linguistic competencies necessary to understand and communicate effectively in their chosen language of study.

The Department of Modern Languages seeks to give students a greater understanding of the cultures in which their chosen language of study is spoken. Through its curriculum and extracurricular activities, it helps students to understand the attitudes and worldviews of these cultures and prepares them for careers that require multicultural competencies.

The Department of Modern Languages supports faculty in their scholarly activities so that they remain current in their area of study and create new knowledge in their discipline which they can share with colleagues, students and the community.

The Department of Modern Languages seeks to make instruction in Mandarin Chinese language and culture available to the university community on a regular basis. It is willing to explore offering courses in other languages and cultures depending on the needs that emerge as the university develops new international strategic partnerships.

### **Strategic Priorities**

The Department of Modern Languages is moving to make beginning language study available through the Virtual College so that the B. A. language requirement and MLNG General Education courses are available to distance students. The entire beginning Spanish language program is available online now. We hope to offer Beginning French online starting in Spring, 2009.

MLNG has submitted new course proposals for beginning Mandarin Chinese. Fortunately, talented Chinese graduate students with some teaching experience have been available to teach these courses up until now. However, the Chinese program would have more growth potential if the courses were taught by a faculty member who could give continuity to the program.

MLNG is focusing on increasing the number of majors and minors in all of its programs. The loss of the French major makes this more urgent. Our efforts have produced results. The number of majors and minors has increased. While official figures show MLNG to have 22 first majors and nine second majors. Since the 20<sup>th</sup> day of classes in the fall of 2007, MLNG has added 15 majors and 19 minors. We hope to justify eventually the addition of at least one part-time faculty position in French and German. One faculty member cannot simultaneously develop Virtual College classes, sponsor study abroad programs, supervise extracurricular activities and teach all the courses for their program.

## **II. DEPARTMENTAL HIGHLIGHTS**

### **A. Department Productivity and Distinctive Accomplishments**

The Department of Modern Languages ranked among FHSU's top five departments in all categories measured by NSSE in 2007. In 2006 it scored among FHSU's top five departments in three categories.

While official figures show MLNG to have 22 first majors and nine second majors. Since the 20<sup>th</sup> day of classes in the fall of 2007, MLNG has added 15 majors and 19 minors.

Our assessment of the beginning language programs using WebCAPE has found that 70% of students in Language I met or exceeded the score designated as appropriate for entry into Language II. At the end of Language II, 61% of students met or exceeded the score designated as appropriate for the entry into the next level. More details on this



Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of scholarly performances and other creative activities	n/a	66% 0	66% 2	83% 0	50 %
Percent of faculty in scholarly performances or other creative activities	n/a	0	2 faculty: 33%	0	0
Total number of external grant applications submitted/percent of faculty submitting	n/a	1 faculty: 16%	0	0	0 0
Total number of funded external grants/percent of faculty funded	n/a	0	0	0	2 faculty 33%  Still pending
<b>Service Activity</b>					
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	84%	66%	84%	66%	50%
<b>Assurance of Student Learning</b>					
Direct Outcome 1 KSDE content test	n/a	2 of 7 passed	2 of 2 passed	3 of 3 passed	3 of 8 passed
Direct Outcome 2 WEBCAPE					
Indirect Indicator 1 [SPECIFIC LEARNING OUTCOME INDICATOR]					
Indirect Indicator 2 [SPECIFIC LEARNING OUTCOME INDICATOR]					
<b>Other Department Key Performance Indicators</b>					
Outcome/Indicator 1 Number of AOE's accepted	n/a	2	1	7	3
Outcome/Indicator 2 Number of special students taking courses toward teacher licensure	5	6	6	6	7
Outcome/Indicator 3 Number of special students finishing requirements for teacher licensure	2	2	1	1	2
<b>Number of Faculty Visiting Foreign Campuses</b>	2	2	3	3	3
<b>Number of Students (majors) Participating in Study Abroad and Exchange Programming</b>	XX	XX	XX	XX	6

**C. Department Quality Initiatives and Results**

FY2008 Quality Initiatives	Results
Submit new course proposals for intermediate level language course in	New intermediate course for German and Spanish has been submitted for approval.

French, German and Spanish.	
Establish cut off scores for WebCAPE exam for purposes of placement in the beginning language courses.	Cutoff scores for WebCAPE exam have been established for the beginning language courses.
Administer WebCAPE exam to all majors and minors when they finish the program to establish the growth of linguistic and cultural knowledge.	WebCAPE exam administered to majors and minors.
Prepare and administer alumni survey in Fall of '07	Alumni survey was sent out in Spring of '08. Results can be found in the appendix.

<b>FY2009 Quality Initiatives</b>	<b>Responsible Party, Resources, and Plan</b>
Develop online beginning French courses.	Barbara Williams has agreed to develop online Beginning French I to be offered in Spring '09.
Finalize proposed changes for upper division curriculum in French, German and Spanish.	A departmental subcommittee will develop a recommendation for changes to go before the whole department.

**D. Institutional Quality Results**

<b>FY2008 University Initiatives</b>	<b>Department Activities/Results</b>
Improve undergraduate student's writing abilities	Upper division MLNG courses in literature and culture require papers written in the target language of 5 to 10 pages.
Develop mobile computing teaching and learning environment	Beginning language courses require use of web-based electronic workbooks and laboratory assignments.
Internationalize the campus and curriculum	<p>Paris tour, Spring of '08: 18 participants                      Guadalajara program in Summer of '07: 13 participants                      Dusseldorf program in Summer of '07: 2 participants</p> <p>Other internationalization efforts:</p> <ol style="list-style-type: none"> <li>1. Two IDS 333 courses offered to prepare FHSU students to study in China in Summer of '07</li> <li>2. One IDS 333 course offered on Hispanic Women in Film in Summer of '07.</li> <li>3. One IDS 333 course offered on Alexis de Toqueville in Spring of '08.</li> <li>4. Course proposals submitted for Beginning Chinese I, II to be added to Gen Ed curriculum</li> <li>5. Topics course to prepare Spanish students to study in Guadalajara, Spring of '08</li> <li>6. Seeking partnership with ConRuhr consortium in Germany for faculty and student exchanges</li> </ol>



	<p>International co-curricular activities involving campus and community</p> <ol style="list-style-type: none"> <li>1. French Week</li> <li>2. Weekly French Language Table</li> <li>3. Weekly German Language Table</li> <li>4. Weekly Spanish Language Table</li> <li>5. French Film Showings</li> <li>6. German Film Showings</li> <li>7. Spanish Film Showings</li> </ol>
Strategically manage new enrollment opportunities	<p>Regular communication established between area foreign language high school teachers and MLNG faculty, especially in German and Spanish.</p> <p>Local German high school students invited to skits created by German II students in Spring '08 and presented during Research Week.</p> <p>Participation and support by MLNG faculty and students for HALO</p>
Improve student learner outcomes in computing	Beginning language courses require use of web-based electronic workbooks and laboratory assignments.

### III. **FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT**

#### A. **Departmental Reflection of Strengths, Needs, Opportunities, and Threats**

Current Strengths	Current Needs
<p>Quality of faculty: international, diverse, highly motivated and dedicated.</p> <p>Faculty expertise in diversity, cross-cultural understanding.</p> <p>Faculty expertise in language translation and interpretation.</p> <p>Faculty expertise in distance education and the use of technology for language teaching.</p> <p>Spanish basic language courses available online.</p> <p>MLNG 112 also available online.</p> <p>Committed and highly motivated majors and minors.</p> <p>Department has been able to identify Chinese graduate students with teaching</p>	<p>Constant overloads reduce time for faculty to engage in service and scholarship.</p> <p>Need to insure that French courses will remain available as option for fulfilling General Education, B.A. and departmental requirements.</p> <p>Need part-time faculty to teach French and German so that advanced courses are available to majors and minors, allowing them to complete their program in a reasonable amount of time.</p> <p>Need for another position in Spanish so that instructional needs can be met without constant recourse to teaching overloads.</p> <p>Number of majors and number graduating seniors are below the</p>



experience and good English skills to teach beginning Chinese courses.	Regents minimum.
<b>Future Opportunities</b>	<b>Future Threats</b>
<p>Online version of beginning French courses underdevelopment.</p> <p>Department seeks a qualified instructor to develop an online version of beginning German courses.</p> <p>Create online versions of MLNG 112: Great Works in Translation for all three programs.</p> <p>Offer IDS 333 courses dealing with Chinese language and culture on a regular basis.</p>	<p>Faculty are overextended. Spanish faculty teach overloads frequently. German and French faculty have sole responsibility for their programs and much teach the entire program by themselves. This is leading to burnout and fewer contributions to scholarship and service.</p> <p>French and German programs have difficulty retaining students because majors and minors cannot enroll in sufficient advanced courses to complete their program requirements in a reasonable amount of time.</p>

**B. Opportunities for Improvement**

Long-Term Strategic Initiatives	Resources Required	Expected Result
Complete revision of curriculum for minors and majors in all languages.	none	An updated curriculum that responds better to needs of students and teacher licensure requirements.
Provide release time funds so that one faculty member has a course reduction to take care of teacher education students and department assessment.	Seasonal funds for salary of part-time faculty to teach one five-hour beginning language course.	Efficient management of departmental assessment activities and adequate support for students in teacher education.
Create summer study abroad program in a German-speaking country	\$4500 faculty salary \$1000 living expenses \$1000 airfare	Advance linguistic competency and deepen cultural understanding. Expose students to other German teachers and speakers of German.
Strengthen study abroad program for French students in Lille.	\$4500 faculty salary \$1000 living expenses \$1000 airfare	Advance linguistic competency and deepen cultural understanding. Expose students to other French teachers and speakers of French.

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Develop a spring break study abroad experience and other summer study abroad options for Spanish students.	Costs will vary.	Advance linguistic competency and deepen cultural understanding. Expose students to other speakers of Spanish.
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IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

Department of Modern Languages  
Affinity Diagram for Non-teaching Program

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p><b>KNOWLEDGABLE</b></p> <p>Linguistic knowledge: proficiency in the target language (French, German, or Spanish).</p> <p>Content knowledge: knowledge of the literary and cultural history of the target language</p>	<p>Goal – To achieve proficiency in the target language.</p> <p>Objective #1 To speak the language with sufficient proficiency to hold a conversation with a native speaker on everyday topics.</p> <p>Objective #2 To demonstrate ability to engage native speakers of the language in conversations on everyday topics, in university lectures on literature and culture.</p> <p>Objective #3 To know how to use reference works (dictionaries and grammars) to read and understand the target language on any subject that students can also understand in</p>	<p><b>Language Courses</b></p> <p>1. Beginning Language I, II. 2. Grammar and Composition</p>	<p><b>Department level</b></p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Student portfolios documenting development in proficiency, content knowledge, and teaching competency.</p> <p>Future implementation of WebCAPE tests to be taken at end of Language II and again the semester before graduation.</p>	<p>Under development.</p> <p>WebCAPE exam purchased. Data collection began in Spring of 2007.</p>	<p>Under discussion.</p>

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	their native language. Objective #4 To know how to use reference works to write the target language with sufficient proficiency to communicate ideas on everyday topics, topics studied in university courses.				
<p><b>CONFIDENT/SATISFIED LEARNERS</b>                      Student satisfaction with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p><b>Goal – To know the most important developments in the cultural history of the target language.</b>                      Objective #1                      To read selections from important works of all periods of the literature.                      Objective #2                      To recognize the movements, genres, and works studied in literary seminars.  <b>Goal – To know the most important developments in the cultural history of the target language.</b>                      Objective #1                      To synthesize cultural information gleaned in various language, literature, and culture courses.</p>	<p><b>Literature Courses</b></p> <ol style="list-style-type: none"> <li>1. Conversation and Reading I</li> <li>2. Survey of Literature I and II (In Spanish also Survey of Latin American Literature)</li> <li>3. Seminar in Literature.</li> </ol>			

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	<p>Objective #2 To recognize the cultural information presented in civilization courses.</p>				
<p>EMPLOYABLE/SUCCESSFUL Postgraduate activities: graduates succeed in careers demanding competency in the target language, literature, and/or culture.</p>	<p><b>Goal – To complete the major program successfully by obtaining linguistic and content knowledge as stated above.</b> <b>Goal – To succeed in career requiring competence in the target language by obtaining appropriate employment, progressing in employment over time.</b></p>	<p><b>Culture Courses</b> 1. Conversation and Reading II 2. Civilization</p>	<p>Periodic program reviews according to Regents and University policies.</p>		

**Department of Modern Languages  
Affinity Diagram for Teaching Program**

<b>Characteristics of Teaching Program</b>	<b>Expected Learning Outcomes</b>	<b>Curriculum</b>	<b>Assessment Approach and Methods</b>	<b>Results</b>	<b>Curricular and/or Pedagogical Changes</b>
<p><b>KNOWLEGEABLE</b> Linguistic knowledge: proficiency in the target language (French, German, or Spanish). Content knowledge: knowledge of the literary and cultural history of their target language. Teaching knowledge: skill in how to teach the target language, literature, and culture.</p>	<p><b>Goal – to obtain knowledge necessary to teach the target language.</b></p> <p>Objective #1 To know the target language, literature, and culture. (see goals and objectives on affinity diagram for non-teaching program)</p>	<p>Language, literature, and culture courses as in the affinity diagram for the non-teaching program.</p>	<p><b>Department level</b></p> <p>Course exams and final projects, and alumni questionnaire as in affinity diagram for non-teaching program.</p> <p>Student portfolios documenting development in proficiency, content knowledge, and teaching competency.</p> <p>Future implementation of CAPE tests to be taken at end of Language II and again the semester before graduation.</p>	<p>Alumni questionnaire to be sent out in Fall, 2007.</p> <p>Under development</p> <p>WebCAPE exam purchased. Data collection began in Spring of 2007.</p>	<p>Under discussion</p>
<p><b>CONFIDENT/SATISFIED LEARNERS</b> Students satisfied with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p>Objective #2 To know the objectives of foreign language instruction.</p> <p>Objective #3 To be able to evaluate professional literature and apply research findings to foreign language teaching.</p>	<p><b>Foreign Language Education Courses</b></p> <p>1.Early Field experience: Foreign Language Education 2.Foreign Language 3.Teaching Methodology Teaching Internship</p>	<p><b>University level</b></p> <p>Periodic program reviews according to Regents and University Guidelines.</p>		

Characteristics of Teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<b>EMPLOYABLE/SUCCESSFUL</b> Postgraduate activities: graduates meet or exceed all Kansas standards for initial licensure to teach the target language. They obtain appropriate teaching positions, progress in career over time.	Objective #4 To be able to use specialized techniques for teaching foreign language. Objective #5 To know the relationship of foreign language study to other areas of the curriculum.	<b>Professional Education Courses</b>  As required by State of Kansas, College of Education for initial teacher licensure	<b>State and national level</b>  Content exam mandated by KSBE  Periodic program reviews by outside agencies: KSBE and NCATE.	3 out of 3 students passed the exam in 2006-07	

**Department Staffing Plan  
 Department of Modern Languages Staffing Plan**

College of Arts and Sciences  
 Department Staffing Plan and Assignments (Current)  
 Department of Modern Languages  
 Date: March 1, 2008

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank	% Above(Below) Peer Average
Chair Generalist Spanish	Toft	Spanish - Peninsular Literature: Golden Age	7/29/49	1.0	Professor	PhD	Tenured	84307				
Generalist French	Salien	French – 18 <sup>th</sup> Century Literature	1/09/45	1.0	Professor	PhD	Tenured-phased retirement	36768				
Generalist Spanish	Siegrist	Spanish - Medieval Literature, CALL	5/04/50	1.0	Asst. Professor	PhD	Tenure Track	43056				
Generalist German	Kempinski	German -		1.0	Asst. Professor	PhD	Tenure track	42250				
Generalist Spanish	Woodall	Spanish – Latin American Literature		1.0	Instructor	ABD	Temp	41779				
Generalist Spanish	Espino-Bravo	Spanish - Peninsular 19 <sup>th</sup> Century		1.0	Asst. Professor	PhD	Tenure Track	42814				
Generalist French Spanish	Patrick	French Literature		1.0	Asst. Professor	PhD	Temp	36000				

Diversity Ratio = 2:7      Tenure Density = 2:7



**B. Bibliography of Departmental Scholarly Activity****Department of Modern Languages  
Bibliography of Conference Papers and Publications****Papers**

Espino-Bravo, Conchita. "Carmen de Burgos." Kentucky Foreign Language Conference. April, 2007.

Kempinski, Avi. "Inter-generational After-effects of the Nazi Past: Dualities and Dichotomies in Eytan Fox's **Lelechet al ha-mayim (Walk on Water)**." Association for Jewish Studies Annual Conference. Toronto, December, 2007.

Kempinski, Avi. "Opa im Objektiv: Documenting German (Family) History through the Autobiographical Lens." Toronto German Studies Symposium: Autobiographical Non-Fiction Film: The Contemporary German Context, April, 2008.

Kempinski, Avi. "Reworking History through Love and Lust in Eytan Fox's Walk on Water." German Studies Association Annual Conference, October, 2007.

**Articles and Book Reviews**

Kempinski, Avi. Review of **Gray Zones: Ambiguity and Compromise in the Holocaust and its Aftermath**. Eds. J. Petropoulos and J.K. Roth in **German Studies Review**, Feb. 2008, 173.

Toft, Evelyn. "Center-Right Government Takes Over In Spain." In **Great Events from History: The 20<sup>th</sup> Century, 1971-2000**. Ed. Robert F. Gorman, Salem Press, 2008: 2973-2975.

**C. Department Program Assessment Results****Summary of Assessment Results of Beginning Language I and II  
2007-08****Language I\***

Upon entry into the course, our Language I students scored between 0 and 386. In 2007-08, the average score was 47. Less than 10% of students scored above 110.

At the end of the semester 90% showed some improvement in proficiency. 12% of the student's scores improve by 20% or better and the average improvement is 15 %.

70% of students met or exceeded the score designated as appropriate for entry into Language II.

**Language II**

Upon entry into the course, our Language II students scored between 100 and 676. Less than 3% have scores above 384 and those scores were made by (assumed) heritage speakers. One high score not attributable to a heritage speaker is a 384.

At the end of the semester 80% showed some improvement in proficiency. 10% improved by 20% or better and the average improvement was 13%.

61% of students met or exceeded the score designated as appropriate for the entry into the next level.

**\*NOTE:** The WebCAPE exam scores language proficiency on a scale of 0 – 867. 867 is a perfect score

#### D. Results of Web Survey of MLNG Alumni Spring, 2008

What language did you study in the Department of Modern Languages?

Response	Response Count	Percentage
French and Spanish	<a href="#">2</a>	6.90 %
Latin, French	<a href="#">1</a>	3.45 %
French	<a href="#">1</a>	3.45 %
French	<a href="#">4</a>	13.79 %
German	<a href="#">6</a>	20.69 %
Spanish	<a href="#">14</a>	48.28 %
Russian	<a href="#">1</a>	3.45 %
Totals	29	

When did you graduate?





















Response	Response Count	Percentage
1965 or earlier	<a href="#">3</a>	10.34 %
1966 - 1975	<a href="#">5</a>	17.24 %
1976 - 1985	<a href="#">1</a>	3.45 %
1986 - 1995	<a href="#">8</a>	27.59 %
1996 - 2000	<a href="#">5</a>	17.24 %
2001 - 2007	<a href="#">7</a>	24.14 %
Totals	29	

Did you have another undergraduate major?

Response	Response Count	Percentage
Yes	<a href="#">21</a>	72.41 %
No	<a href="#">8</a>	27.59 %
Totals	29	

If yes, what was it? If more than one, list them all.






View	Response
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 Business
 MATH
 Political Science
 INT and German
 English
 English
 Actually, the major was Foreign Languages, and I did both Spanish and German
 Math
 Music Education German Minor
 Communication. I also took French.
 History
 business management
 Psychology
 History
 Biology
 Business Education and Spanish--dual major
 Communications, emphasis in Public Relations
 Business Education
 Accounting
 History

After graduation, did you attend graduate school?

Response	Response Count	Percentage
Yes	<a href="#">17</a>	58.62 %
No	<a href="#">12</a>	41.38 %
Totals	29	

If yes, what did you study in graduate school?

View	Response
	MBA--International Management
	MATH
	English
	ESOL and FLES for endorsements
	espanol

 French and FL education
 Spanish Literature
 Information Technology - Masters in Information Systems
 Curriculum & Instruction Educational Leadership
 ESL (English as Second Language)
 Law / MBA
 Library Science
 I worked for about 2 years before attending graduate school. I am still working on my graduate studies. I am working on my MLS in Organizational Leadership.
 Chiropractic
 Certificate renewal for teaching.
 MAT Bilingual-Multicultural Education
 Secondary Education
 History with an emphasis in 18th century French Intellectual

Indicate the highest degree you earned.

Response	Response Count	Percentage
working on M.A., Have B.M. and B.A.	<u>1</u>	3.45 %
MBA	<u>1</u>	3.45 %
Doctor of Chiropractic	<u>1</u>	3.45 %
MIS	<u>1</u>	3.45 %
M.A.T.	<u>1</u>	3.45 %
B.A.	<u>15</u>	51.72 %
M.A.	<u>4</u>	13.79 %
M.L.S.	<u>1</u>	3.45 %
J.D.	<u>1</u>	3.45 %
Ph.D.	<u>3</u>	10.34 %
Totals	29	

Why did you decide to study a foreign language?

Response	Response Count	Percentage
To work in an international organization	<u>1</u>	3.57 %
Work Internationally	<u>1</u>	3.57 %
Study Abroad	<u>11</u>	39.29 %

Foreign Travel	<u>15</u>	53.57 %
To promote international understanding	<u>10</u>	35.71 %
To prepare for graduate study	<u>1</u>	3.57 %
To prepare for career advancement	<u>10</u>	35.71 %
To prepare for a career as a high school teacher	<u>15</u>	53.57 %
To prepare to teach in a post secondary school or university	<u>4</u>	14.29 %
Interest and personal fulfillment	<u>20</u>	71.43 %
Totals	28	

Please rate your foreign language program in helping to fulfill your purposes in majoring in another language.

Response	Response Count	Percentage
Excellent	<u>9</u>	32.14 %
Above Average	<u>8</u>	28.57 %
Average	<u>8</u>	28.57 %
Below Average	<u>3</u>	10.71 %
Totals	28	

The faculty were concerned with the welfare and academic growth of students in the program.

Response	Response Count	Percentage
Strongly agree	<u>13</u>	44.83 %
Agree	<u>15</u>	51.72 %
Disagree	<u>1</u>	3.45 %
Totals	29	

Courses covered the material adequately and provided worthwhile learning experiences.

Response	Response Count	Percentage
Strongly agree	<u>11</u>	37.93 %
Agree	<u>12</u>	41.38 %
Disagree	<u>5</u>	17.24 %
No response	<u>1</u>	3.45 %
Totals	29	

I would recommend the program to others.

Response	Response Count	Percentage
Strongly agree	<a href="#">13</a>	44.83 %
Agree	<a href="#">12</a>	41.38 %
Disagree	<a href="#">4</a>	13.79 %
Totals	29	




If I could begin a foreign language program again, I would select this one.





















Response	Response Count	Percentage
Strongly agree	<a href="#">10</a>	34.48 %
Agree	<a href="#">12</a>	41.38 %
Disagree	<a href="#">3</a>	10.34 %
Strongly disagree	<a href="#">2</a>	6.90 %
No response	<a href="#">2</a>	6.90 %
Totals	29	

The faculty were open to new ideas and approaches.


Response	Response Count	Percentage
Strongly agree	<a href="#">12</a>	41.38 %
Agree	<a href="#">9</a>	31.03 %
Disagree	<a href="#">1</a>	3.45 %
Strongly disagree	<a href="#">1</a>	3.45 %
No response	<a href="#">6</a>	20.69 %
Totals	29	

What do you perceive to be the strengths of the Department of Modern Languages?















View	Response
	Smaller classes and better Student to Teacher ratios.
	I don't have anything to compare it to but having the opportunity to practice the language in small classes was a great opportunity.
	Close personal contact with instructors.







	Some good instructors.
	My professors were proficient in the languages. The French dept. at the time was stronger in my opinion than the Spanish dept.
	Although the department was small with two of us being the first to graduate with degrees in a foreign language, our needs for certain courses were met. Plus, I was advised to attend the U. of Colorado to get a couple courses there, which I did!
	When I studied at Fort Hays, the strength of the department was the concern for the student. The faculty was extremely knowledgeable, but what mattered most was their engagement with the students. I finished my degree because I felt tremendous support from the faculty. I knew they knew their material, enjoyed what they taught and cared that I learned as much as possible from them.
	Focus on language enunciation. Learning the mechanics. Exposure to some of the idioms and nuances of the language.
	Very supportive faculty!
	Willingness to accommodate student learning and schedules. Native speakers of the target language. Instructors included personal experiences and culture in their instruction.
	I enjoyed the reading classes and learning the basics. The language clubs were great also.
	The faculty
	The diverse experience of the faculty. It seemed that the faculty spent some time studying abroad enhancing the learning experience.
	Committed faculty
	I always had full support from all of my French professors, who helped me on any occasion and shared in my excitement of learning another language. Dr. Jean Salien was always so supportive, helpful, and kind. He had such a passion for the language and culture, it was contagious.
	Small classes taught by professors and not grad students
	The variety of languages offered and the sum knowledge of the department faculty is a great strength.
	Small classes, teacher involvement, good advisors.
	Dr. Andrew Rematore, a master teacher who inspired the best in his students!
	I thought that the excellent faculty was a strongpoint of the Department of Modern Languages, while I was a student at FHSU.
	I don't know the current strengths very well. I think it is good that they have the newsletter and are trying to make contact with alumni.
	I liked how my instructors offered much individual attention.
	I believe a strength is different approaches to the same subject. Each professor has a unique teaching style, which helps in the development of new ideas and thought processes to better assist the student in learning the new language. I also believe that the professors are very approachable if questions need to be asked. I feel that the professors really do care about the well being of their students and strive to help them achieve their goals.









 The strengths of the French program were: Preparation to research primary sources in French; Enabled me to travel to countries where French is an official and/or secondary language; Excellent preparation to learn culture, literature and history; The program made me less parochial in my outlook and provided me with a good Liberal Arts education; All in all, the program enriched my learning over a lifetime.











What do you perceive to be the weaknesses of the Department of Modern Languages?

View	Response
	Did not emphasize enough importance of conversational abilities--too much emphasis placed on reading and writing, history, and culture and not enough on fluency in speaking.
	Limit options, however, that cannot be helped at a small school
	When I was a student there was more emphasis placed on German Literature than the German language itself. I would have preferred to study grammar and the language itself, not just read works written by German authors (and sometimes not even in German)..
	Some not so good instructors.
	I don't feel like I was pushed enough to truly acquire the languages. I did more book learning than practical learning. I also felt that the methods class was horribly archaic, focusing too much on using a film projector and on applied linguistics (mostly phonology). I'm sure that has changed since the mid-80's!
	I don't know of any weaknesses. I spent time in the little language lab in the second story of the old library and did it faithfully, I could have used more listening practice and training.
	At the time that I studied, their only weakness was their depth. There were not very many professors and they were trying to meet the needs of all the students. They did an excellent job, but that job would have been easier had there been more faculty to share the work.
	Did not force the students to use the language in class or at events. It was easy to "fake" understanding with a few phrases in class. Not the same as exposure to immersion where you have to be able to communicate life survival skills.
	Needs a strong visible student fraternity/association aside from honorary. More opportunities to travel and study abroad. Inclusion of Japanese and Chinese. Advance degree opportunities.
	The Grammar classes needed a little work it was hard to understand at the time I took it. That has probably changed since then.
	Not enough emphasis put on spoken language
	I feel I am very fluent in reading and writing but could have had some more exposure to speaking. I don't feel I was well prepared in this area of the language.
	Language approach was more about describing the language than about learning to use the language.
	Could be considered a strength or weakness, but the numbers were always small when I attended. Class size was great and conducive for learning, but there really was never a very strong community at FHSU for foreign language. just considering the size and number of







	students involved.
	Not enough classes offered each semester making it difficult to fill schedule without professors agreeing to do independent study
	While I was attending FHSU, the low number of students majoring in Modern Languages, could probably have been considered a weakness.
	I don't know the current weaknesses.
	Methods and instruction for teaching a foreign language. Class sizes were too small (3 in one class I took). For the most part, educated and intelligent as well as caring instructors were wonderful, but I feel as if I floated through the program without actually learning much.
	I believe a weakness of the MLNG Dept is that some of the classes did not challenge the students enough. I believe there should be a more intensive approach to the upper level courses. I also feel that some of the professors may have inflated some of the grades. There were classes, where I don't believe I earned the grade that I received.
	There are not enough faculty.










What recommendations would you make for the overall improvement of the department?












View	Response
	Incorporate into the curriculum some sort of involvement by the students in living and studying abroad in Latin America for the Spanish program.
	More focus on the language, less on literature
	I think that a methods/strategies class is extremely important, and that students truly need a study/travel abroad experience where they must use the language. Where I have learned the most has been as an interpreter on mission trips, as a FLES instructor (also in writing curriculum/activities/assessments with a natural approach focus), and in a homestay/language school experience in Costa Rica. I find it disheartening that so many world language students leave their experience remembering the horrors of grammar study and with a few phrases of use. We need to model good practice at the college level with reference to acquisition rather than learning. Students can acquire another language through the right methods and activities without the drill and kill. They need more than vocabulary lists. They need to be able to communicate.
	Having graduated in 1961, I can be sure you have made improvements as you deemed necessary. I do hope you train all areas of a language - listening, speaking, writing and reading. It may seem old fashioned, but teaching students to conjugate a verb in quick response is good. That is done in France, too. Let the students know about the ATA (American Translators Association). I have been attending those conferences for years, and translators and interpreters come from all over the world. Show the various things one can do with a foreign language.
	I can't say, because I haven't been around in over ten years. But my gut reaction would be that there needs to be more administrative support to hire more faculty members to offer more courses for the students and to deliver more quality education in a very important field.
	Establish a 3d year immersion program where students majoring in a language have a few

	weeks of total language use environment. This will jump start the use of the language for practical purposes as opposed to classroom use. Allows for more use and fluency during the 4th year.
	Include Eastern languages. Have a more unified and visible student organization. Make study abroad programs more accessible and known to students.
	Hard to say as I know there have been changes in staff since I have been there. Have more areas where the language could be put to practical use.
	I have no idea what the program is like now. When I graduated, I would have suggested more emphasis on spoken Spanish.
	During my undergraduate I wish I had more exposure to being emersed in the language by being surrounded by only people who speak the language where I would have been forced to communicate in Spanish. I did enjoy studying abroad in Guadalajara, Mexico but I was somewhat surrounded by beginners who only was there for the experience and not really there for the language.
	I think that by and large students want to learn how to speak and understand a language. Yes, reading and writing and grammar are inportant, too. Through my experiences, I have found that understanding and speaking are not stressed as much as they need to be.
	Add another French professor to the staff
	I haven't been in school for a number of years, so I would hesitate to comment on what improvements could presently be made. I think it is important to stay as high-tech as possible.
	I don't know enough to make recommendations.
	Correct the above weaknesses.
	More faculty and more involvement in recruiting students.






How have you used your foreign language education?















View	Response
	I have worked and lived overseas for almost 30 years in management positions with an international organization.
	When I taught in the high school, I taught Spanish and interpreted for the students from Mexico who spoke limited English.
	I studied abroad and have travelled in German speaking countries.
	Lived in Germany with ease. Able to speak to native German customers.
	I've taught courses at the high school and college levels.
	I have mostly taught HS French and Spanish as well as some experience with MS FLEX and FLES. I continue to teach Spanish to elementary students as an "extra" and in afterschool clubs. I have used it to assist all ages of students in ESOL. I have been a medical and optometric interpreter on mission trips. I worked for a federal technology grant as a language teacher/associate: teaching, presenting at conferences, writing curriculum/assessments/activities/children's books.

	<p>1) Taught 15 years and competed with many schools in Colorado with high ratings for my students. 2) Translated for Michelin Tire Company, Greenville, SC, for 15 years and am still doing it by telecommuting now.</p>
	<p>I now have a Ph.D. in Spanish and I teach at a small liberal arts University. I use my education every day, and every time I enter the classroom, I think about the impression I am making on my students and hope to be as successful with them as my FHSU professors were with me.</p>
	<p>I never used it. I am now in China and speaking Mandarin. My original goal was to learn Spanish and the culture. I was most of the way there but never gained fluency. Had I been forced to "live" using only Spanish, I would have gained a much better use. I joined the USMC out of college because I decided I didn't want to teach. 26 years later . . . I became the CIO of a company and subsequent to that took over manufacturing operations in China and am now learning Chinese (Mandarin) in a total immersion environment. I see now that had I done that with Spanish it would have been very valuable</p>
	<p>Yes - have taught Spanish 6 out of 8 years.</p>
	<p>Yes especially since I teach in a predominately Latino area, I use my French to read and communicate in Spanish with my parents and ESL students. I am also teaching French to some students who are interested. I include cultural history in my instruction. I am better able to understand, assess and accommodate ESL students because of my language background. I have also taken three years of Japanese and my previous experiences have greatly helped in learning a third language.</p>
	<p>Unfortunately I haven't. What I intended it for changed to marriage and 2 kids, not travel. I do pull out my books on occasion just to see what I can remember. And my son has taken interest in German so I'm learning something new from him.</p>
	<p>I taught it in high school for two years, then moved on to other things. I did use it when my own children took classes in Spanish until they grew way above my level. I actually learned to speak better Spanish by conversing with my kids.</p>
	<p>In a previous job experience I was able to travel to Santo Domingo to do a training class for business. Although the classes were taught in English I was able to communicate within the city and be an interpreter for some of my working colleagues who didn't speak Spanish. I also did a training class for our Spanish speaking call center representatives in Dulles, VA. Currently I am able to speak to some of my customers who know little English.</p>
	<p>I received a degree in 1966 and taught one year of Spanish at the secondary level, realizing I could not speak the language well. I went to Saltillo, Coahuila, Mexico for two summers (1967 &amp; 1968) and immersed myself in the culture, the customs, and the language. I found that after about three weeks all the information I had stored in my head came out of my mouth! I likened my brain to the postal boxes in the post office all opening so I could retrieve something that was locked away. Needless to say, I came away from the experience very pleased at what I was able to do-speak and understand. I taught Spanish thirteen year in Kansas, then came to Dallas, Texas to teach English to Speakers of Other Languages. My language experience helped me immensely, not by translating, but by "immersing" my students in a language environment for listening, speaking, then reading and writing. I will always be grateful for my learning years at Fort Hays State University. Connie Jimenez</p>

	I went on a six month trip throughout France and without my knowledge of the language, culture, and people, I would never have been prepared. I have since been back to France on 3 more trips.
	I teach both French and Spanish at the secondary level
	Yes. I now live in Germany and maintain my private practice here. I am fluent in the language.
	Teaching and traveling
	Teaching, translating written materials, assisting only Spanish-speaking people in everyday life.
	I haven't really used it, to speak of.
	I have taught Spanish for 40 years. From grades 4 through 12. I have also used it in a couple of volunteer organizations in which I work and while traveling abroad.
	I have used it in the business arena daily. I worked for the Sherwin-Williams Paint Company for four years as a manager in Las Cruces, NM. I taught English in Mexico at private, Catholic bilingual K-12 schools in both Ciudad Valles and Puebla for two years. I used it daily in my everyday activities.
	I taught only one semester in a high school. Most, if not all, of what I used in my classroom I learned from my high school instructor not anything valuable from my college experience.
	I have used by foreign language education to travel abroad and also through my job.
	My position for the last 18 years has nothing to do with either of my majors, but I learned more than I can say about the world, cooking, literature, philosophy and art, and these have made me successful in my position as well as very satisfied in my life.

Is there anything more you would like to add about your years of study as a FHSU student of foreign languages?

View	Response
	No
	Monsieur Salien--You are the best!
	I am very thankful for it.
	The faculty members in the Foreign Language Department at FHSU when I first started my college education in 1970 got me hooked on languages. I studied two languages and had excellent instructors who convinced me that studying foreign languages and teaching them was absolutely the best job in the world. It took a long time for me to achieve my ultimate goal of the Ph.D., but they were the ones who got me started. Their personal interest in my future, in my skills, in who I was as a person, made all the difference in the world. And in today's world, in the position in which Fort Hays State University is situated, foreign languages should be a top priority.
	The program was good. The students majoring in language were good and shared knowledge and experiences well. Foreign students whose native language was Spanish could have been more effective but they were there for the easy grades and not to share knowledge. That is a

	possible way to establish an immersion environment - use the foreign students or those with mastery of the language to manage the program.
	Very enjoyable:)
	I loved the time I spent in the Foreign Language Department at FHSU and I feel I had a lot of support in my studies from my instructors. I am truly grateful for their encouragement and interest in my studies and life. It has definitely helped me a great deal in my duties as a teacher and furthering my perspective on my students and the world.
	Bonjour Monsieur Salien. Hola, Dr. Toft From Debora (Driscoll) Kreutzer
	I would highly recommend students to study abroad on there own instead of doing the summer study abroad. I think I would have learned alot more going on my own instead of a group of people. If the Modern Language Dept would have several sister schools similar to Guadalajara so that the tuition and the credits would be the the same this could assist students in wanting to study abroad.
	I had an instructor whose name I believe was Mr. Rematore. He taught Spanish History in Spanish. I never heard him utter a word of English ever in class the entire semester. I came away with so much Spanish that did not require knowing what tense a verb was or if the subjunctive was being used. I admired and respected him for making that class so understandable. It is something I have used in my own teaching that has brought me great satisfaction.
	Nothing but a positive experience at FHSU
	The tenured professors are dedicated to the program and to the students
	A memorable summer study program in Monterrey, Mexico under the direction of Dr. and Mrs. Reindorp( sot sure of spelling)
	I enjoyed my time as a student at FHSU.
	At the time I was at the university, they had a professor who was a lawyer teaching Spanish and it wasn't up to my expectations for language preparation for teaching.
	I would have liked more information in gaining an ESL certification. I knew about it, but would have liked more encouragement and push from my instructors about the importance in this area, as it doesn't require that many hours. I, later, went ahead and got my TEFL certificate (One World Training in Boulder, CO) during a summer to teach in Mexico.
	Obviously, I should have applied myself more, but the program was not one I would recommend to anyone else.
	As a full time accountant, I truthfully miss my spanish classes. I find myself reading my old textbooks after work and trying to maintain my level of spanish.
	These years were some of the best of my life, and I hope other students will be able to experience the joys of learning French.

Why do you think foreign language study is important for college students in the Twenty-first Century?

Response	Response Count	Percentage
technical fields, i.e. engineering etc.	<a href="#">1</a>	3.45 %
all of the above	<a href="#">1</a>	3.45 %
to round out one's education in preparation for life	<a href="#">1</a>	3.45 %
increasing neural pathways in the brain thereby improving overall intelligence	<a href="#">1</a>	3.45 %
The world is flat - todays college graduates will need to work outside the US	<a href="#">1</a>	3.45 %
Study abroad	<a href="#">22</a>	75.86 %
Foreign travel	<a href="#">27</a>	93.10 %
To promote international understanding	<a href="#">28</a>	96.55 %
To prepare for graduate study	<a href="#">12</a>	41.38 %
To prepare for professional school	<a href="#">10</a>	34.48 %
To prepare for career advancement	<a href="#">20</a>	68.97 %
To prepare for a career as a high school teacher	<a href="#">15</a>	51.72 %
To prepare to teach in a post secondary school or university	<a href="#">15</a>	51.72 %
Interest and personal fulfillment	<a href="#">27</a>	93.10 %
Totals	29	

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