

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Modern Languages Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Modern Languages continues to contribute in significant ways to the internationalization of the campus and in providing quality online courses for FHSU's distance students.

The Department of Modern Languages made significant strides this past year in making all of its basic language courses available through the Virtual College. Grace Zhou, former graduate assistant and member of the CTELT staff, is now teaching Beginning Chinese I and II online. Max Maximov, instructor of German and Spanish, is developing an online Beginning German I course to be taught in the Spring of 2012. He is also planning to develop an online Beginning German II to be taught in the Fall of 2012. Once the beginning German courses are offered online, this will mean that all the department's basic language courses will be available online.

The department piloted a course in Brazilian Portuguese developed by Brenda Adcock in Spring, 2011.

Dr. Avi Kempinski received a Fulbright Award to teach at the University of Duisburg-Essen this summer.

Rosa Maria Castaneda has been appointed to serve as a service learning fellow as a result of the piloting of a service learning course in Spanish in Fall, 2010. This service learning course "Spanish in the Community" was featured in two front page articles in the Hays Daily News.

MLNG also was in the forefront in offering study abroad opportunities to students. It make available a study abroad experience in Barcelona, Spain organized by Dr Chita Espino-Bravo. Five students are currently in Barcelona studying Spanish language and culture. 10 students from FHSU will attend classes in German language and culture this summer for the third year through the exchange agreement with the University of Duisburg-Essen under the guidance of Max Maximov. In addition, 7 students walked a portion of the Camino de Santiago in Spain under the guidance of Max Maximov during Spring Break.

In addition to the study abroad opportunities organized by MLNG faculty, the department contributed to the internationalization of the community and the university in other important ways. Dr. Conchita Espino-Bravo's Seminar in Spanish Literature class performed excerpts of Spanish Golden Age plays at an event attended by about 100 students and community members in Cody Commons at the end of the fall semester. 7

to 15 students participated in the German program's Kaffeestunde each week in Coffee Rules with Max Maximov and Dr. Avi Kempinski. 10 to over 20 students participated in the weekly Spanish tertulia, held in the Memorial Union under the guidance of Dr. Chita Espino-Bravo. The Hispanic Film Festival gave the community and Spanish students the opportunity to see 8 films shown over the course of the year under the leadership of Dr. Conchita Espino-Bravo and Rosa Maria Castañeda.

A. Departmental Mission and Vision Statements

The Department of Modern Languages provides students with opportunities to develop linguistic and cultural competencies in Chinese, French, German and Spanish.

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 21st 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 creates 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 develop proficiency in Chinese, French, German and Spanish. 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. The department provides study abroad opportunities to students so that they can experience directly the cultures that are home to the languages they study.

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 courses in Chinese, 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 Chinese, French, German and Spanish so that students can meet the Board of Regents mandated language requirement for B.A. programs.

B. Departmental Goals, Objectives, and Strategic Priorities

The Department of Modern Languages seeks to provide superior classroom instruction in French, German, Spanish and Chinese 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 now offers Mandarin Chinese for General Education and to fulfill the BA foreign language requirement. 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 and depending on the availability of faculty qualified to meet those needs.

Strategic Priorities

Now that the Department of Modern Languages will be making available all the General Education courses it offers in addition to the basic language courses that satisfy the B.A. language requirement through the Virtual College, it is planning to make the Spanish minor and major also available online. Dr. Chita Espino-Bravo is currently developing online versions of several courses required for the Spanish major.

MLNG regrets deeply the loss of a full-time faculty member in French. A stop gap solution in the form of a GA appointment will make it possible to continue to offer the beginning French language program on campus until such time as conditions are right to hire a full-time faculty member in French in the future.

Fortunately, talented Chinese graduate students with some teaching experience have been available to teach the beginning Chinese 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 and has resulted in a temporary drop in the number of majors. While official figures show MLNG to have 22 first majors and 14 second majors, in Spring, 2011 alone, MLNG added 4 majors and 9 minors.

C. Department Productivity and Distinctive Accomplishments

Dr. Avi Kempinski was awarded a Fulbright to teach at the University of Duisburg-Essen this summer.

Rosa Maria Castaneda has been appointed to serve as a service learning fellow as a result of the piloting of a service learning course in Spanish in Fall, 2010. This service learning course "Spanish in the Community" was featured in two front page articles in the Hays Daily News.

Dr. Evelyn Toft and Rosa Maria Castaneda served as a back translation team for the Kansas Department of Education in the preparation of math proficiency tests in Spanish for primary and secondary students in the state.

MLNG contributes significantly to the internationalization of FHSU. Five students are currently studying Spanish language and culture in Barcelona, Spain under the guidance of Dr. Chita Espino-Bravo. Ten students are studying in Germany through the exchange program established three years ago between FHSU and the University of Duisburg-Essen. Max Maximov took 7 students to Spain to experience the Camino de Santiago over Spring Break. Rosa Maria Castañeda took ten students to Cuzco, Peru as part of a topics course in Andean Studies last summer.

Dr. Conchita Espino-Bravo's Seminar in Spanish Literature class performed excerpts of Spanish Golden Age plays at an event attended by about 100 students and community members in Cody Commons at the end of the fall semester.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen	2	6	2	3	0
Transfer Students	1	0	2	0	3
Undergraduate (first majors/second majors)	21/17	22/9	17/13	23/8	22/14
MLS Majors	1	0	1	1	0
Major Retention	88.23%	63.15%	54.54%	75.00%	57.14%
Undergraduate Student Credit Hours	2930	2755	2581	2756	3196
Graduate Student Credit Hours	55	24	33	6	43
Tenured or Tenure-track Faculty (Headcount)	5	5	5	4	4
Non Tenure-Track Faculty (Headcount)	2	2	1	2	2
Other Faculty (Headcount/Sections Taught)			1/10	3/11	4/12
Undergraduate Degrees	10	9	7	6	4
Number of books, book chapters, and refereed articles published	1	0	1	1	0
Percent of faculty publishing refereed books, chapters, or articles	16%	0%	16%	16%	0%
Number of non-refereed articles and presentations	12	6	7	12	4
Percent of faculty publishing non-refereed articles or presentations	83%	50%	66%	83%	66%
Number of scholarly performances and other creative activities	0	0	0	4	1
Percent of faculty in scholarly performances or other creative activities	0	0	0	16%	16%
Total number of external grant applications submitted/percent of faculty submitting	0/0	0/0	1/16%	2/16%	0/0
Total number of funded external grants/percent of faculty funded	0/0	0/0	1/16%	2/0%	0%
Higher SCH has resulted from the availability of additional online courses in French and Chinese. Greatly increased enrollment in beginning French and Chinese courses as a result of availability of online courses.					
Direct Outcome 1 KSDE praxis test	3 out of 3 passed	3 out of 3 passed	4 out of 6 passed	8 out of 9 passed	1 out of 1 passed
Direct Outcome 2 WebCAPE test results: % who scored national norm or better					
Language I		70%	68%	47%	52%
Language II		61%	59%	40%	40%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Indirect Indicator 1 Number of students participating in study abroad		33	16	23	29
Indirect Indicator 2 Number of faculty engaged in research abroad	3	3	4	5	4
Dept senior students' Level of Academic Challenge	54.14 66.02	53.87 69.91	54.65 49.93	55.9 53.14	56.4 49.46
Dept senior students' Active and Collaborative Learning	44.61 52.38	45.85 57.14	45.34 65.08	46.1 55.56	43.9 57.14
Dept senior students' Student-Faculty Interaction	44.19 53.33	44.73 66.67	45.34 57.78	41.0 50.00	38.5 36.11
Dept senior students' Enriching Educational Experiences	33.44 76.19	34.09 60.12	34.72 60.75	34.0 40.61	32.9 40.87
Dept senior students' Supportive Campus Environment	59.06 52.78	57.30 69.44	59.57 31.94	60.3 70.37	60.8 61.11
Number of NSSE participants	1 25%	2 25.0%	3 38.5%	3 60.0%	2 40.0%
<p>Rosa Maria Castaneda piloted a service learning course in Fall, 2010. She was appointed to be a service learning fellow. The course was received positively by students and by the community and was featured in at least two front page articles in the Hays Daily News.</p> <p>Dr. Chita Espino-Bravo's Seminar in Literature course performed excerpts of Golden Age plays for the university and the Hispanic community at the end of Fall, 2010.</p>					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Implement online beginning Chinese courses.	Beginning Chinese I was offered online for the first time in Fall, 2010. Beginning Chinese II was offered online for the first time in Spring, 2011.
Develop online beginning German courses.	Max Maximov is developing Beginning German I for online delivery in Spring, 2012..

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Implement online beginning German courses	Max Maximov will teach Beginning German I online in Spring, 2012 and he will develop Beginning German II for online delivery in Fall, 2012.
Develop online intermediate and advanced courses in Spanish.	Dr. Chita Espino-Bravo and Dr. Evelyn Toft will be developing intermediate and advanced Spanish courses for online delivery.

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Dr. Chita Espino-Bravo's Seminar in Literature course performed excerpts of Golden Age plays for the university and the Hispanic community at the end of Fall, 2010.

	<p>Rosa M Castaneda's service learning course "Spanish in the Community," attracted the participation of many Hispanic students. Student response to the course was overwhelmingly positive.</p> <p>The Spanish faculty have recruited several Hispanic students to minor and major in Spanish and is collaborating closely with HALO to support Hispanic students.</p>
<p>Increase the quantity and quality of K-12 teachers educated</p>	<p>MLNG awaits the approval of proposed intermediate Spanish courses to provide a better foundation for advanced coursework in Spanish.</p>
<p>Improve undergraduate students' foundational skills</p>	
<p>Enhance physical wellness of students, faculty, and staff</p>	<p>Aerobic exercise for faculty and staff through practice and performance of los Girasoles Ballet Folklórico de FHSU</p>
<p>Internationalize the campus and curriculum</p>	<p>MLNG sponsored three study abroad opportunities for students and faculty, in Germany, Peru and Spain. MLNG sponsored film series in German and in Spanish. MLNG faculty and staff are involved in los Girasoles Ballet Folklórico de FHSU, which presents traditional folkloric dances on campus and as an outreach activity.</p> <p>Other internationalization efforts:</p> <ol style="list-style-type: none"> 1. Two IDS 333 courses offered on Hispanic themes in Summer of '10. 2. Implementation of online version of Beginning Chinese I, II added to the curriculum. 3. Development of online Beginning German I and II. <p>International co-curricular activities involving campus and community:</p> <ol style="list-style-type: none"> 1. Weekly German Language Table 2. Weekly Spanish Language Table 3. German Film Showings 4. Hispanic Film Festival

III. FY2011 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>Basic language courses in Spanish, French and Chinese 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 experience and good English skills to teach beginning Chinese courses.</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 for a faculty member to teach beginning levels of French language.</p> <p>Number of majors and number graduating seniors is below the Regents minimum.</p> <p>Chinese program would benefit from a permanent faculty member to teach Chinese.</p>
Future Opportunities	Future Threats
<p>Development of an online version of beginning German courses.</p> <p>Create online versions of MLNG 112: Great Works in Translation for all the language programs.</p> <p>Develop online versions of intermediate and advanced courses in Spanish to allow for earning a minor and eventually a major on line in Spanish.</p> <p>Explore possibility of developing a translation/interpretation track in Spanish.</p>	<p>Faculty are overextended and underpaid, leading to burnout and fewer contributions to scholarship and service. Most faculty teach overloads on a regular basis.</p> <p>The loss of the French major, a major international language spoken on all continents, weakens FHSU's goal to make its students and faculty "Forward, thinking, world ready."</p>

Offer IDS 333 courses dealing with Chinese language and culture on a regular basis	
--	--

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Support subscription to WebCAPE exam	\$2000 to \$3000 per year	Provides nationally normed assessment information for basic language programs. Tracks progress in language acquisition of minors and majors.
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.
Develop a spring break study abroad experience and other summer study abroad options for Spanish students.	Costs will vary. Opportunities under exploration include a spring break experience in Costa Rica and on the Camino de Santiago in Spain.	Advance linguistic competency and deepen cultural understanding.
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.
Develop exit exam for majors in Spanish and German.	none	Provide another direct assessment tool for major programs.
Develop more exchange programs between FHSU and universities in Spanish-speaking countries.	Costs will vary.	Expand opportunities for study abroad that are affordable and bring international students to study at FHSU.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s) 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>KNOWLEDGABLE 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 their native language.</p> <p>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>	<p>Language Courses</p> <p>1. Beginning Language I, II. 2. Grammar and Composition</p>	<p>Department level</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>WebCAPE tests taken at end of Language II and at the end of advanced courses.</p>	<p>Under development.</p> <p>WebCAPE exam purchased. Data collection began in Spring of 2007.</p> <p>81% scored at the national norm on WebCAPE in the intermediate language courses (grammar and Reading and Conversation)</p>	<p>Under discussion.</p>

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>CONFIDENT/SATISFIED LEARNERS Student satisfaction with the major: study of the target language, literature, and culture is perceived as a relevant and useful learning experience.</p>	<p>Goal – To know the most important developments in the cultural history of the target language. 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. Goal – To know the most important developments in the cultural history of the target language. Objective #1 To synthesize cultural information gleaned in various language, literature, and culture courses. Objective #2 To recognize the cultural information presented in civilization courses.</p>	<p>Literature Courses 1. Conversation and Reading I 2. Survey of Literature I and II (In Spanish also Survey of Latin American Literature) 3. Seminar in Literature.</p>	<p>Periodic in class exams, research papers and oral presentations. Periodic program reviews according to Regents and University policies.</p>	<p>81% scored at the national norm on WebCAPE in the advanced courses (literature and civilization)</p>	
<p>EMPLOYABLE/SUCCESSFUL Postgraduate activities: graduates succeed in careers demanding competency in the target language, literature, and/or culture.</p>	<p>Goal – To complete the major program successfully by obtaining linguistic and content knowledge as stated above. Goal – To succeed in career requiring competence in the target language by obtaining appropriate employment, progressing in</p>	<p>Culture Courses 1. Conversation and Reading II 2. Civilization</p>	<p>Periodic in class exams, research papers and oral presentations Periodic program reviews according to Regents and University policies.</p>		

Characteristics of Non-teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	employment over time.				

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

Characteristics of Teaching Program	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEGEABLE</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 their target language.</p> <p>Teaching knowledge: skill in how to teach the target language, literature, and culture.</p>	<p>Goal – to obtain knowledge necessary to teach the target language.</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>Department level</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>All students have portfolios attesting to their linguistic and cultural proficiency.</p> <p>81% scored at the national norm on WebCAPE in the advanced courses (literature and civilization)</p>	<p>Under discussion</p>
<p>CONFIDENT/SATISFIED LEARNERS</p> <p>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>Foreign Language Education Courses</p> <p>1.Early Field experience: Foreign Language Education 2.Foreign Language 3.Teaching Methodology Teaching Internship</p>	<p>University level</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
EMPLOYABLE/SUCCESSFUL 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.	Professional Education Courses As required by State of Kansas, College of Education for initial teacher licensure	State and national level Content exam mandated by KSBE Periodic program reviews by outside agencies: KSBE and NCATE.	Large majority of students pass the Praxis test. In 2010-11, one student took and passed it.	

B. 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: May 15, 2011

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
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
Chair Generalist Spanish	Toft	Spanish - Peninsular Literature: Golden Age	7/29/49	1.0	Professor	PhD	Tenured	88433	
Generalist German/Spanish	Maximov	German and Spanish language		1.0	Instructor	MA	Temp	35500	
Generalist German	Kempinski	German -		1.0	Asst. Professor	PhD	Tenure track	44382	
Generalist Spanish	Castañeda	Spanish – Latin American Literature/ Linguistics		1.0	Instructor	ABD	Tenure Track	44000	
Generalist Spanish	Espino-Bravo	Spanish - Peninsular 19 th Century		1.0	Asst. Professor	PhD	Tenure Track	45099	
Generalist Spanish	Adcock	Spanish – Peninsular 20 th Century		1.0	Instructor	ABD	Temp	38000	

Diversity Ratio = 2:6
 Tenure Density = 4:6

C. Bibliography of Departmental Scholarly Activity

Presentations

Adcock, Brenda, “The Extraordinary vs. The Norm in Carmen Laforet’s *Nada*: A Social-Psychological Look at the Difficulties Facing Female Writers in Post Civil War Spain.” *Céfiro: Enlace Hispano Cultural y Literario*. April, 2011. Texas Tech University.

Kempinski, Avi. "Engaging Germany in the Classroom and Abroad." FHSU Geosciences Travelogue Series. March, 2011.

Castaneda, Rosa Maria, "Sustainability and Empowerment of Rural Communities in the Andes." National Social Science Association Conference. April, 2011.

Maximov, Max. "The Importance of the Study of Foreign Languages." FHSU Spanish Field Trip, March, 2011.

D. Department Program Assessment Results

See table on p. 6.