Program-Review Report 2017

Indiana-Purdue University
College of Arts and Sciences
Department of International Language and Culture Studies

The ILCS report was prepared and discussed by:
Department Chair: Ana Benito
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The International Studies Certificate:
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The current self-study report depicts the years 2007-2017 in the history and development of the Department of International Language and Cultures Studies (ILCS). The preparation of this report is based on collaborative efforts and the input and feedback of the department’s full-time faculty members. The collection and analysis of part of the data was divided up and assigned to 3 teams: Talia Bugel, Jens Clegg, Laurie Corbin, Lee Roberts (Departmental Profile); Steven Buttes, Karla Zepeda, James Drake, Esteban Coria and Yuriko Ujike (Student Learning); Suin Roberts, Nancy Virtue, Adriana Sánchez Gutiérrez, and Farah Combs (Strategic Direction). The Chair created the sections on Program Context, Faculty, Students and Alumni, Five-Year Improvement Plan, and the appendixes. She also compiled all the data, information, and wrote the final version of the document. The editing of the document was a collaborative effort of the chair and the department’s secretary, Suzanne King. The departmental data and records serve as valuable sources regarding annual assessment reports, baccalaureate frame and course outcomes, student enrollment, alumni survey, majors, and minors. The report also relied on materials collected from a number of sources, such as the IPFW Institutional Research and USAP reports (2014-15, 2015-16). As part of its offerings, the ILCS department created and has been hosting for many years the International Studies Certificate. This certificate was not included our previous program review. Despite its integration on ILCS, the International Studies Certificate works as an autonomous entity of the department and it counts with its own director, currently, Dr. Lachlan Whalen. It was suggested to ILCS to include the certificate in our program review this year. Lachlan produced the report of his unit independently and he is the only person responsible for the International Studies program review submitted as a separate
I. PROGRAM CONTEXT

Mission Statement
The International Language and Culture Studies Department is fully committed to the teaching of international languages and cultures as a vital part of the university’s mission and the internationalization of the IPFW curriculum. Our unique mission is to provide students and future educators of the state with understanding of cultural interactions, thus expanding their multicultural and global knowledge.

ILCS Vision
In times of growing internationalization, we are dedicated to advancing foreign language proficiency and cross-cultural and global understanding. The department achieves its goals and supports the internationalization of the university and campus diversity through course offerings, presence of faculty members who are active in a wide range of international research areas, interdisciplinary initiatives, the promotion of study abroad programs, service learning, its student-oriented and highly interactive language lab, internships, dual credit, honors courses, H-option, organizations and clubs, recruitment / retention of students, departmental roundtables, faculty presentations, conversation tables, film series, and cultural events. The department plays a crucial role in providing IPFW students with communication skills in foreign languages and knowledge of international cultures essential for them to function effectively as global citizens, whatever their fields of study in today’s culturally diverse environment. Our programs prepare students to understand linguistic and cultural differences within their own society and to become more effective global citizens.

History of the Program
The department, housed in the College of Arts and Sciences (COAS), is comprised of a diverse body of faculty members whose backgrounds, multifaceted research, and areas of interest create a rich and vibrant academic environment. The Department, therefore, is capable of offering various classes in modern languages, literatures, and cultures. Geographically, the scope of scholarly and teaching areas covered by ILCS faculty members includes a wide-range of regions and countries, such as the Arab World, Japan, Central and South America, Europe, and Francophone countries. We are also an important component in several interdisciplinary programs within the university such as the Department of Education, the International Studies Certificate, the Medieval Studies Minor, the Film and Media Studies Minor, the Honors Program, and the International Business requirement for the school of Business.

Changing the name of the department from Modern Languages to ILCS since 2007 was a natural step to objectively mirror the various teaching areas offered by the department as well as the many-sided research interests of its faculty members.

The main goals of our department for our B.A.s can be summarized as follows:

1. Students will demonstrate comprehensive knowledge of culture, literature and linguistics of the areas offered by the department (French, German or Spanish), and an intermediate
knowledge of Arabic and Japanese and the cultures attached to these languages.

2. Students will demonstrate intermediate high proficiency in speaking and reading, and advanced low proficiency in writing [according to ACTFL guidelines].

3. Students will demonstrate improvement in cross-cultural proficiency.

These goals are accomplished consistently by placing an emphasis on increasing student language proficiency, critical thinking, and global understanding. The departmental structure and the background of its faculty members endow ILCS with certain advantages and a unique position to be able to equip students with the ability to develop competency in world languages and the understanding of cultural differences in order to be effective global citizens. In turn, this expertise in world languages and cultures promotes mutual understanding of others and cooperation without prejudice among nations.

In general terms, we make an effort in fulfilling the needs of the students in our university. We offer elementary and advanced courses not only during prime time hours, but also during the late afternoon and evening to serve our non-traditional and post baccalaureate students.

Program Demand/Niches

According to the last report published by the Modern Language Association (MLA) office of research on trends in foreign languages “second majors in foreign languages rose from 28.0% of the number of first majors in 2001 to 38.6% in 2013. The number of second majors in foreign languages exceeded the number of second majors in the next most populous field by 25.2%.” In this sense, it is important for us to continue developing a strong and innovative curriculum that can serve the needs of other majors and to make the possibility of double majoring with a foreign language a more natural and practical decision. Our 5-year improvement plan will take into account these considerations with the offering of new degrees and a more flexible plan of requirements.

According to the same report “enrollments in all languages decreased by 6.7% between 2009 and 2013.” It is also important to mention, however, that 2009 was the peak year and the changes since the 2007 report used in our last self-study are negligible. The 2013 report shows that enrollment increased in the following languages: Korean (44.7%), American Sign Language (19.0%), Portuguese (10.1%), and Chinese (2.0%). It is equally significant that Spanish and French still led as the two most studied languages. Total enrollments in Spanish continued to surpass enrollments in all other languages combined, 790,756 to 771,423.

The number of bachelor’s degrees in these languages, as reported by the United States Department of Education, also increased in 2013. Eighty-four more institutions in 2013 reported enrollments in Chinese than did in 2009, 26 more in American Sign Language, 23 more in Arabic, 19 more in Korean, and 17 more in Portuguese. Despite national declines in total enrollments and decreases in enrollments in eleven of the top fifteen languages, numerous individual programs reported stability or gains in 2013. The MLA has not published a new report on these trends since 2013.

(www.mla.org/content/download/31180/1452509/EMB_enrlmnts_nonEngl_2013.pdf)

Regionally, the 2017 Indiana Business Research Center lists more than 800 foreign-owned business facilities, which employ 170,000 Hoosiers. These companies will be interested in hiring graduates who
can manage international languages and cultures. Our degrees can serve the more than 800 foreign-owned business facilities in the region who are increasingly demanding employees capable of efficient intercultural communication. The ILCS degrees offer our students a chance to compete in the current globalized and multicultural job market.

Curriculum and Program Quality

The requirements for the Spanish B.A. and the minors in French and German are included in Appendix 1. In the lower division courses, the major features of the curriculum offered by ILCS include a traditional sequence of language acquisition courses with specific learning outcomes for each level based on the standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). These beginning and intermediate-level courses focus on the five learning outcomes (interpersonal communication, interpretive listening/viewing, interpretive reading, presentational speaking, and presentational writing) but also focus in the target culture(s) including literature and film. Courses in the first and second year language sequence are considered “service” courses since they can be applied to the foreign language requirement. At the same time, these courses fulfill the General Education requirements in categories A2 (Speaking and Listening), and B7 (Interdisciplinary or Creative Ways of Knowing).

In the last 2 years, we have stabilized our full-time, Continuing Lecturer faculty (CL) in our offerings, minimizing in this way the need to hire many Limited-Term Lecturers (LTL) in all of our programs. Spanish has three CLs, and the Arabic and Japanese programs are entirely directed and managed by their respective Continuing Lecturers. Currently, we have three LTLs in Spanish and two in French. The shift to permanent positions has greatly contributed to create stability and assure the quality and continuity of our programs. In the near future, depending on enrollment demands, the French program might not need LTLs, after the suspension of the French B.A. in 2020. Spanish would benefit from recovering the 4th CL position who left in 2017. With the new Indiana state requirements of holding a Master degree for any college teaching position, it is becoming harder to find qualified LTLs. Currently, we offer the first and second-year sequence in Arabic, French, German, Japanese, and Spanish. Some sections of beginning sequences of French, German, and Spanish are available in the evening to attend the needs of our non-traditional students.

Students who have studied a language in high school must take a placement test (available in French, German, and Spanish) or consult with a faculty member to assure proper placement in Arabic and Japanese. AP credit are available and we offer the option of “retro-credits” for students who begin their language study at the level of second semester or above. Free tutoring is available through the department in the five languages offered in our language laboratory and in cooperation with CASA.

Most of our courses are 3-credit courses, except the elementary courses in each of the programs (first and second semester), which are 4-credit courses. Since our last program review, we eliminated the lab component for all beginning languages. Now our courses depend more on the online resources available for most of the books we use for those levels. Oral testing is completed on a regular basis along with written tests that assess the various skills. Our courses goals include ACTFL Oral and Written proficiency standards, and one faculty member in Spanish might certified as OPI tester in the near future. The standards affect our teaching and are part of our outcome assessments for the major.
Spanish would like to include an oral proficiency interview as part of the exit requirements in the near future. However, the training and accreditation of a faculty member for this position requires some monetary investments and about a year-long process. ILCS also offers some culture and literature courses taught in English and several of them are General Education courses (see complete list of General Education courses offered in ILCS in Appendix 2).

**Major program changes since last review**

Since our last program review in 2007, ILCS had been offering A.A.s in French and Spanish, B.A.s, Teaching B.A.s, Minors in French, German and Spanish, and four semesters of Arabic, Chinese, and Japanese. However, the department has experienced major changes in our offerings since, approximately 2014: The department stopped offering A.A.s in 2014. The Chinese program lost its instructor in 2015 and has never been replaced. In addition, due to the latest restructuration process following USAP 2015-2016 (University Strategic Alignment Process), French B.A., German B.A. and Teaching B.A. for those two languages are not accepting new students since Fall 2017 and will be officially suspended by 2020, leaving French and German students with just a minor option. The realignment decisions coming up from the USAP process affected a group of units across campus with different results. It ended the more than 50-year cooperation of Indiana University and Purdue University programs in IPFW. We will become PFW in July 2018. Additionally, USAP produced the combination, elimination, or suspension of nearly 10 different programs. In the majority of cases, the changes were unwanted by the departments. The changes were justified by a set of metrics applied by the higher administration. These metrics were extensively questioned and contested by faculty members during the process to no avail.

An additional change since our last program review worth mentioning was the inclusion of all of our language low-level courses as an option to complete part of the General Education requirements for IPFW students.

**ILCS has worked to eliminate process barriers in enrollment management that impact student achievement.**

- New placement policies have been established: many students that wait until their third or fourth year have made us aware that they should have been encouraged to enroll in an international language earlier. As IPFW goes through the internationalization of its campus, students need to take international language and culture courses earlier, which will allow them more time to develop interests in these areas.

**Gaps in academic and program offerings.**

- In Fall 2013, our department began discussions and the data collection necessary to restructure our degree programs in French, German, Arabic and Japanese into one ILCS degree that would have different concentrations for students to choose. We also plan to incorporate the International Studies Certificate. (See Five-Year Improvement Plan section).
- The IPFW Language Institute began in 2009 as a collaboration of IPFW with area school corporations to offer lesser-taught languages such as Arabic, Chinese, and Japanese. These
languages have added greatly to the diversity of our campus and have led to interdisciplinary courses such as Honors course, course for Business majors.

II. DEPARTMENTAL PROFILE

- **Majors**
  Majors reached a high in fall 2009 of almost 80 for the three-degree programs in French, German, and Spanish. In fall 2016, the numbers had dropped to slightly less than 40.

![Graph of # of Majors (Fall 2016 Census)](image)

- **Credit hours**
  Credit hours generated rose from 6000 in fall 2006 (the first year of the ten-year period we are examining) to 8000 in fall 2010, stayed at approximately that level until fall 2014 when they began a drop to less than 6000 in fall 2016.

![Graph of # of Credit Hours Generated (Fall & Spring)](image)
• **Number of degrees**

  ![Graph of Number of Degrees Awarded](image)

• **Retention Rate**
  Similarly, the retention rate also goes up and down over the ten years with several highs around 90% in 2010 and 2013, and lows around 50% in 2012 and 2015, ending a little above 50% in 2016.

  ![Graph of Retention Rate](image)
• **Personnel** shows steady numbers for tenure-track and tenured faculty (9) and clerical (1) over the period 2008-2016. Numbers of LTLs dropped as numbers of CLs increased.

![Personnel Graph](image)

**Study Abroad**

ILCS does not manage study abroad directly in IPFW. This important component of our students’ education is provided by the Office of International Education, but students need the approval of our department in the courses and transfers taken by the students abroad. We have a close and very productive relationship with this office, but no control about the collection of data or how it operates. The data provided by this office shows the following:

**Limitations with this data:**
- Only students from 2009-2017. Unfortunately, it was not possible to find any data from previous years.
- The data from before 2013 is incomplete.
- This does not include all students because:
  - Some students have added a minor or switched their major after studying abroad.
  - Every year students study languages abroad or volunteer abroad, but never report this to OIE or choose to do so for non-credit. At least six who studied Korean, Japanese, Spanish, or German this summer (2017) but chose to not receive credit so we do not count them in our official study abroad numbers.
  - Many students studied Japanese, Spanish, German, French, and Arabic, but without a declared minor or major in these areas, this is hard to track and therefore not complete.

- **Students per language:**
  - Spanish: 52
  - German: 14
  - French: 26
  - Japanese: 13
  - Arabic: 2
  - Chinese: 9
Credits transferred:
- 30 French courses equivalencies
- 12 German courses equivalencies
- 8 ILCS courses equivalencies
- 105 Spanish course equivalencies
- 12 EALC course equivalencies

Conclusions:
As a department, we will need to give further analysis to a comparison of these numbers with the numbers in COAS and university-wide, particularly concerning majors and retention, on which credit hours and degrees awarded are dependent. Clearly, these drops in numbers parallel the drops in enrollment experienced at IPFW since 2012, drops that are at least partially due to changes in the economy in our region.

Personnel is a separate issue, partially dependent on administrative decisions concerning staffing with a preference given to CLs rather than LTLs or tenure-track lines.

Of particular interest is a comparison of majors and retention percentages in ILCS to those numbers in COAS since other data used in recent years for our USAP reports suggested that we were doing quite well in these areas compared to other COAS departments. Although our numbers are small in comparison to departments such as Communication, Mathematics, and Psychology, there is nothing inherently bad about small departments: their size does not necessarily indicate that they are underperforming or inadequate. It is a reality of the United States that humanities disciplines are seen as less important to our society and less likely to lead to extremely well paid careers than disciplines in the sciences or social sciences. The ambivalence concerning the study of foreign languages will no doubt always be something against which it will be necessary to struggle, particularly in Indiana where students are not required to take a foreign language at the K-12 levels and so often arrive in language classes at the college level with great resistance and trepidation.

These facts make it even more important to recognize and celebrate our successes in attracting students to our majors and retaining them. We must particularly note the success of the German program in the period that we are examining since both (now tenured) German faculty came to IPFW in the fall of 2005 and the increase in the numbers of the majors and minors has been truly remarkable since that time. Equally, although further back in time, the two (now tenured) French faculty who were hired in 1993 came into a faltering program with very few majors and significantly increased the numbers of majors and minors, with recent years showing a significant increase in the numbers of students continuing in graduate studies in French or related fields. The number of majors in Spanish, the language that is most often offered in high schools and has the most obvious utility in many professions in the United States, has been strong until the last several years. All three-language programs have experienced increases in the numbers of minors. The increase is especially noticeable in Spanish with the almost 70 declared minors as in fall 2017. (See Appendix 3- Institutional Research Data and Appendix 4, Assessment 2017). There is also an increase in students double majoring in a language and another field such as Anthropology, History, or Psychology, a trend reflected by the latest MLA report as well.
Other areas that we might explore are language majors who have come to IPFW with significant scholarships, or who have earned significant recognition during their time with us. (See Appendix 6, USAP Report 2015-16, pp. 8-12)

III. STRATEGIC DIRECTION

Using the departmental USAP reports, the department reflected on the following points:

Preliminary evaluation from USAP 2015-2016 indicated that our department was aligned with university goals. According to the feedback, ILCS has been developing new dialogues in order to create a new single program, which includes a strong interdisciplinary degree. That goal was planned based on the advancement in our region, understanding and facing new challenges of internationalization. Another significant goal is the “study abroad” programs; working with the Office of International Education, we increased 20% of participation over 5 years, supporting the access to a global and recognized education, as indicated in the university mission. The most important goals were focused on our diverse community in Northeast Indiana, providing a transformative learning environment characterized by networking with the community, which involves a highly participation of students and faculty in lectures, conferences, workshops and events, creating a suitable projects.

According to the USAP Task Force, the seven goals identified by the Department of ILCS in its USAP report, for the most part, align very well and support the mission of the department, college, and university. They also align well with the strategic direction of the department, college, and university. The Task Force considered that our mission and goals align closely with the mission of the university (Eval 15-16, p. 1).

The department established seven goals in our 2015-16 USAP report:

**Goal 1: Creation and submission of a proposal for a single ILCS degree with concentrations in French, German and Spanish, a strong interdisciplinary focus linking all majors, and possible tracks involving Arabic, Chinese, and Japanese.**

“The goal is clearly aligned with the University’s goals, helps promoting interdisciplinary programs and is specific, specific...achievable...relevant.” (Eval 15-16, p. 3, 10). ILCS is actively working in the creation of this degree, with some variation of what we proposed in our USAP 2015-16 report. The specifics of this plan can be seen in the Five-year plan section of the report. The department will submit the proposal for a Global Cultural Studies degree at the end of the Spring Semester. The proposal has the enthusiastic endorsement of the Dean of our College of Arts and Sciences and the Dean of the School of Business.

**Goal 2: Identify areas of productive interdisciplinary collaboration with at least four departments, and when appropriate, create interdisciplinary courses that align with Plan 2020 internationalization goals in ILCS and those departments.**

“The goal is clearly aligned with the University’s goals, creates opportunity for parenting, promotes
multiculturalism and is specific...achievable...relevant.” (Eval 15-16, p. 4, 12). In the past, ILCS has cooperated teaching courses, mentoring student projects, providing service activities related to the program, participation in Honors Freshman Seminar, etc.:

- International Studies Certificate. At least 6 courses developed and/or team-taught with faculty from ILCS, MUS, POLS, SOC, HIST, and ANTH.
- Medieval Studies Certificate. Cooperation in the creation of the certificate and participation in MEST 201 course, team-taught with faculty from ILCS, HIST, ENGL, Religious Studies, and Visual Arts.
- Film and Media Studies Minor. Cooperation in the revision of the minor and 2 ILCS courses taught as part of minor.

Again, the department is actively working in achieving this goal as the new degree proposal demonstrates. So far, ILCS has plans to include the Intl. Studies Certificate in our B.A. degrees. We have contacted the School of Business to explore the creation of a double major Business-Global Cultures degree, and we have contacted the Nursing School to increase the students with Spanish minors among them. We will also work on strengthen our connection with other COAS departments.

Goal 3: Increase the participation by ILCS/IPFW students in study abroad programs.

The USAP Task force did not provide feedback for this goal from Eval. 15-16. The department feels proud of the many achievements related to this goal, as the data included on page 6 of this report shows. ILCS has sent more than 120 students abroad and has transferred more than 170 credit hours because of study abroad programs attended by our students. Outside our cooperation with the Office of International Education, the department has additional study abroad initiatives:

- Service-learning or travel components in courses: FREN F330, F474, and SPAN S203-204 (translation), GER G320 (travel).
- University of Miyazaki in Miyazaki, Japan. Study abroad and student exchange agreement with this university.
- Short-term study abroad classes or opportunities:
  - Two-week summer program at Univ. of Miyazaki, Japan
  - 8-day trip to Paris
  - one-week trip to Berlin

Studying in a country where the students immerse themselves in the target language and culture is a crucial component of the degrees we offer in the department. We will continue advocating for our students to experience the language firsthand and the culture they study in the classroom.

Goal 4: Use ILCS department assessment plan from our 2007 program review to strengthen and ensure the quality of the learning outcomes for students in our major.

“The goal is clearly aligned with the University’s goals, it is specific and measures are adequate, and it
is achievable and relevant.” (Eval 15-16, p. 5, 17). The department has implemented numerous initiatives to strengthen and ensure the quality of the learning outcomes in our majors and it is clearly efficient in this respect as the long list of achievements shows. Just to mention some of the points listed in the USAP Report 2015-16: National oral proficiency certification is available for Arabic and Japanese (Spanish might be available in the near future); service learning courses in Spanish; 2 teaching awards for our faculty; 23 recognitions for faculty for their efforts in research and teaching through awards and internal grants; mini-grants through ORESP, VCAA, IPFW for project related to Spanish; regular annual presentation of students in the Creative Endeavour Symposium and the Student Poster Symposium; many activities in our language lab; ILCS offers first- through fourth-semester language courses for Gen Ed credit and assess them annually, etc. A total of 20 ILCS graduates have entered graduate programs or are currently pursuing degrees in French, German, and Spanish. ILCS majors end with strong job placement opportunities in the region and beyond. ILCS responds to regional demand for credentialed language teachers throughout Northeast Indiana and other jobs that demand professionals with international language skills. (See USAP Report 2015-16).

Goal 5: Improve the stability of staffing and thereby the quality of experience for first and second year language courses.

USAP Task Force feedback points out “the goal is clearly aligned with the university’s goals through direct impact on retention, “relevant” and “achievable”. (Eva. l 15-16, p. 6, 19). ILCS has worked towards this goal by hosting a Fulbright Foreign Language Teaching Assistants (FLTAs) to teach Arabic to students in Tunisia, Egypt, and Yemen, which expose students to native speakers from different Arab countries. Similarly, the IPFW Language Institute began in 2009 as a collaboration of IPFW with area school corporations to offer lesser-taught languages such as Arabic, Chinese, and Japanese. These languages have added greatly to the diversity of our campus and have led to interdisciplinary courses such as Honors course and courses for Business majors. The Spanish section was able to hire four new Continuing Lectures (CLs) to teach our lower-level classes. The qualifications and stability of our Spanish CLs has greatly contributed to the quality of the teaching and the learning experience of our students. One of our CLs left in August 2017 and we currently have three Spanish CLs. If we expand/restructure our Spanish B.A. as our proposal for a new Spanish B.A. lines out, Spanish will need to replace that position.

Goal 6: Make stronger connections and increase involvement with the community via cultural event offerings, e.g. lectures, presentations, workshops open to the public.

USAP Task Force evaluation of this goal says that there is a “need to define baseline measures. Consider adding attendance as a measure” (Feedback 15, p. 21) and that it is unsure of the relevance of this goal (Feedback 15, p. 21).

However, ILCS finds that our connections with the community provide a unique service, many times unavailable through other IPFW faculty expertise areas. The faculty in our department are experts in languages and cultures spoken on every continent, and consistently provide outstanding cultural programming for our students and the community. This has taken various forms during the past three
The department has made some efforts to support international students through the hosting and tutoring of Fulbright Foreign Language Teaching Assistants, the biannual presentation on “Academic Preparedness” at International Student Orientation organized by Office of International Education, and cooperation of these students in our student clubs. Nevertheless, we recognize that our goal of internationalizing the students in our major and minors is a stronger priority than supporting international students on campus, since the former is part of our mission and the later a possible avenue to achieve this goal. In general, our international curriculum offers international students opportunities to feel at home and to share their culture with others. At this point, the future of international students coming to IPFW is more uncertain as before, due to our less than ideal numbers in enrollment, the restructuration of programs, and the instability created by national political measures towards specific cultural groups and international countries.

Goal 7: Expand support for International Students on campus

USAP Task Force feedback: “The goal is somewhat aligned with the University’s goals;” “The statement and discussion are vague at this point, perhaps until some more concrete actions can be planned;” (Feedback 15, p. 17). It lacks specificity; the goal is “achievable...relevant” (Feedback 15, p. 23).

The department has made some efforts to support international students through the hosting and tutoring of Fulbright Foreign Language Teaching Assistants, the biannual presentation on “Academic Preparedness” at International Student Orientation organized by Office of International Education, and cooperation of these students in our student clubs. Nevertheless, we recognize that our goal of internationalizing the students in our major and minors is a stronger priority than supporting international students on campus, since the former is part of our mission and the later a possible avenue to achieve this goal. In general, our international curriculum offers international students opportunities to feel at home and to share their culture with others. At this point, the future of international students coming to IPFW is more uncertain as before, due to our less than ideal numbers in enrollment, the restructuration of programs, and the instability created by national political measures towards specific cultural groups and international countries.

Resources to assist in accomplishing unit goals

The following items represent the requests for additional resources as laid out in our USAP report (submitted in 2015).

- Funding for faculty to create and set up new faculty-led study abroad programs: Nancy Virtue
received limited funding to explore a faculty-led study abroad program to France. However, the trip, albeit with promising numbers, had to be canceled due to the suspension of the French B.A.

- Additional resources for student scholarships for study abroad: None received.
- New faculty lines that provide consistency in staffing and allow for trained and experienced faculty to teach these courses: We received two new CLs in Spanish (Adriana Sánchez-Gutiérrez and Eulises Avellaneda (who left in 2017). James Drake and Esteban Coria were hired as replacement Spanish CLs for Laura Rodriguez and Maria Conforti.
- Increases to the funding amounts available for instructors so as to retain the best ones: The department received a modest increase in the salaries for the hiring of the last Spanish continuing lectures, but it was consistent with the higher academic qualifications of the new CLs compared to the ones who were replaced.
- Limited financial support for marketing purposes (flyers, etc.): No. No extra funding was received.
- Financial support to pay for food at mixers, copying of flyers, other material costs for cultural events: Yes. Limited funding for a few events was received and put towards event expenses.

Resources requested by our programs were not met in some cases. Both the French and German programs requested CL positions, however both programs were denied to hire a CL to help build the programs. Similarly, our goal of increasing the participation by ILCS/IPFW students in study abroad programs was affected. In the short term, our goals were met, however in the long term and due to major programs being cut, study abroad opportunities had to be dismissed and cancelled even though students were interested and committed to participate in such opportunities. This caused a disservice to IPFW students. The university showed no consistency in offering new faculty lines amongst the languages. Having the university fail in staffing some lines shows a lack of commitment to our students, which caused the elimination of major programs- French and German- and a strategic language from the language institute-, Chinese. This action has not benefited our programs, rather caused a break in ILCS, which hindered our service to our students. Spanish might also be affected in the long term without the replacement of our forth CL.

III. STUDENT LEARNING

Program’s Learning Outcomes

ILCS has five different language programs, which makes necessary in some cases to provide data for each one of them and treat them individually, or, in other cases to separate the three programs with B.A. (French, German and Spanish) from the two with just service status (Arabic and Japanese). The curricular map clearly lists the program learning outcomes for courses in the Spanish, German and French majors and minors as they relate to the baccalaureate framework. Below this curricular map, we include a description of the learning outcomes as they relate to the basic language programs in our department. (See map and learning outcomes in Appendix 7).
As demonstrated by the curricular map, the program learning outcomes are clearly aligned with the baccalaureate framework. The program learning outcomes for our basic language programs are aligned with appropriate practices in the discipline as well as with the state-mandated General Education learning outcomes.

Basic Spanish Program: The learning outcomes for the Basic Spanish Program were determined by the Spanish faculty in May 2016, as it deliberated to adopt a new Spanish textbook sequence for the courses, which included S111, S112, S113, S203, and S204. The Faculty decided to use a framework published by the American Council on the Teaching of Foreign Languages (ACTFL), in collaboration with the National Council of State Supervisors for Languages (NCSSFL), to establish desired learning outcomes for each course. The framework, called Can-Do Statements: Progress Indicators for Language Learners, outlines benchmark achievement indicators for modern languages, and the indicators are categorized into five broad areas that are based on what students can do with a language: Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading. In addition, the Can-Do framework presents multiple achievement levels, including Novice, Intermediate, Advanced, Superior, and Distinguished, and gradations of achievement within each, such as Low, Mid, and High. These Can-Do benchmarks correlate in various ways to the Baccalaureate Framework as established previously by the Spanish Faculty. As seen in the chart, the Can-Do Benchmarks are cross-referenced with the B.A. Framework. (See Appendix 7).

Basic French Program: Learning outcomes are aligned with discipline practices and the B.A. Framework.

Basic German Program: Learning outcomes are aligned with both the B.A. Framework and discipline practices, although some of the things it has begun to do with video and gamification of our learning outcomes may go beyond the norm in German programs across the country.

The above curricular map was designed in 2016, so the learning outcomes are certainly current. They are relevant in that they are consistent with our mission and the baccalaureate framework. Most of them are measurable and could be assessed using AACU VALUE rubrics. However, some of the outcomes might be rephrased to make them more easily measured. For example, using the language both in the classroom and “beyond” might be more difficult to measure and assess. Designing an assessment process for student use of the language beyond the classroom might present some challenges. As a streamlined and efficient assessment process is designed, the language of the above learning outcomes should be slightly modified with measurement of the objectives in mind.

Basic Spanish Program: As stated above, the NCSSFL-ACTFL document was published in 2015, and the Spanish Faculty adopted the framework for its basic courses in 2016, making the program outcomes current and relevant. Each of the five areas is measurable through a variety of assessments that the Faculty has created or has been provided by the textbook company Pearson. In the three or four semester sequence in the Basic Spanish Program, the outcomes are assessed via paper and pencil
tasks that target writing, reading, listening, and culture. For example, learners are provided with writing prompts in which they have to write paragraph-length texts, listen to audio sources and demonstrate comprehension through a variety of formats, read non-authentic and authentic texts and demonstrate comprehension through a variety of formats, and respond to questions on current cultural topics. Furthermore, speaking assessments, in which learners provide speech samples in the presence of the instructor or recorded on various media, occur approximately one to three times per semester. Finally, Reflexiones or Lab Reports give learners the opportunity to engage and reflect frequently on the cultures of the Hispanic world.

**Basic French Program:** Learning outcomes are relevant, current, and measurable.

**Basic German Program:** Learning outcomes are relevant, current, and measurable, although we might define them better on the syllabus. We do much what French does (see French Program review statement, but we do not spell out the specifics of each semester. One could simply look at our day-to-day lesson plan in our syllabi to see what we do).

**Note 1:** In German G111 and G112, two semester-long studies (IRB exempted studies) have begun which seek to enhance student listening and speaking ability, above all. Two interactive games (Monsterwelt and Gruene Halskette) with both on-line and in-class activities designed by L. Roberts are the core of the research projects. That is, each research projects seeks to understand the impact of various aspects of the games. These studies are planned to continue for many semesters to come to amass ever greater data, which should increasingly provide information on whether they are successful or not at enhancing the students’ learning outcomes.

**Note 2:** Dr. Suin Roberts has prepared videos to help students across all section of GER G111 to study. Currently, these videos are in use, but their outcome is not being measured. The first three courses (GER G111, 112, 203) are taught as pieces of one continuum, and the fourth semester (GER G204) is for review and refining of what was covered in the first three semesters and then also for practicing reading and speaking about short native-level texts on fiction/culture/history.

**Japanese program (first four semesters):** The expected learning outcomes for the program were not particularly developed in line with the Baccalaureate Framework Goal because the program is not currently part of any degree program, although some of the materials, particularly the culture part, taught in the program matches part of the learning outcomes specified in the Baccalaureate Framework Goal for our degree programs.
The expected learning outcomes for four language skills and cultural competence based on the syllabi are current, relevant and measurable. In particular, based on students’ J-CAT scores (Japanese Computerized Adaptive Tests, which is a standard online proficiency test developed by Tsukuba University in Japan), courses seem to be delivering the expected outcomes (see chart above). Moreover, based on the same test, the language skills of the students who do the study abroad seem to greatly improve. Due to the small sample size of the test scores, however, we need to collect more data/scores to be certain.

The expected learning outcomes for four language skills are as follows:

<table>
<thead>
<tr>
<th>J-CAT</th>
<th>JLPT equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>360–</td>
<td>Native level</td>
</tr>
<tr>
<td>300–350</td>
<td>Advanced M–H</td>
</tr>
<tr>
<td>250–300</td>
<td>Advanced L–M</td>
</tr>
<tr>
<td>200–250</td>
<td>JLPT 1</td>
</tr>
<tr>
<td>150–200</td>
<td>JLPT 2</td>
</tr>
<tr>
<td>100–150</td>
<td>Intermediate–Mid</td>
</tr>
<tr>
<td>0–100</td>
<td>Basic</td>
</tr>
<tr>
<td>100–150</td>
<td>JLPT 3</td>
</tr>
</tbody>
</table>

The expected learning outcomes for four language skills and cultural competence based on the syllabi are current, relevant and measurable. In particular, based on students’ J-CAT scores (Japanese Computerized Adaptive Tests, which is a standard online proficiency test developed by Tsukuba University in Japan), courses seem to be delivering the expected outcomes (see chart above). Moreover, based on the same test, the language skills of the students who do the study abroad seem to greatly improve. Due to the small sample size of the test scores, however, we need to collect more data/scores to be certain.

**Arabic program (first four semesters):** The same as Japanese. The expected learning outcomes for the program were not particularly developed in line with the Baccalaureate Framework, however they are relevant and measurable. All four semesters, students must use all four skills in learning Arabic (Speaking, Listening, reading, and writing). All Arabic students are expected to reach a certain level in speaking proficiency using ACTFL’s OPI measures depending on the level. First year students’ average oral proficiency level is Novice Mid, and second year Arabic students’ average oral proficiency level is Intermediate Low. Since Arabic is currently not a major, we had a number of students transfer to different universities to pursue Arabic as a major. The Arabic program worked with a number of Honors Arabic students throughout the years. In 2015, 7 Honors students published an Arabic short film “The Forbiddin Love” as their group Honors Project. The students wrote the script, acted, filmed, and edited the short film before publishing it. As a result of taking Arabic, students gain great opportunities to continue their passion in learning Arabic as well as opportunities in the workforce. One student successfully completed one of the most selective Arabic Immersion Programs at Middlebury, another student was granted an opportunity to go study abroad and is currently in United Arab Emirates, and a good number of students who graduated received job offers because of studying Arabic. Four students received The Excellence in Studying Arabic award since 2014.
1. Assessment and Learning Outcomes Data Analysis

There has been significant difficulty in developing a sustainable assessment process for exiting majors, and continuous assessment is not currently part of our process of teaching and student preparation. For example, in the 2005-06 department assessment report, Dr. Linda Fox reported for the Spanish section (the only section that submitted a report for that year) that no portfolios were collected and only one oral interview was conducted. No additional department assessment reports were filed until the 2009 assessment report, which articulated the new assessment plan that emerged out of our 2007-08 program review. However, no data had been collected at that point. The next department assessment report was filed in 2012, which describes sufficient student satisfaction after two exit interviews: one French student and one Spanish student. The 2012 report also describes 12 alumni surveys that were returned reporting high satisfaction in their linguistic ability. With this assessment report was a series of email exchanges between the Director of Assessment and the chair of ILCS. The Director of Assessment requested a more formalized assessment process with clearly stated program learning objectives and an established process for assessing achievement as related to those learning outcomes. A report following this request was to be submitted in 2013 utilizing collected student portfolios to demonstrate what level of achievement was met regarding specific program learning outcomes. The next submitted report, however, was for 2014-15, and no assessment findings are included in that report. Instead, a new plan is outlined in relation to the format mandated by the new internal USAP (University Strategic Alignment Process).

The final report for assessment information in the chosen period is from fall 2016. For this report, one tenured faculty member from each of the languages connected to a major formed a department assessment committee to establish a more formalized process that would measure student achievement of specific learning outcomes for our majors. In this case, the committee assessed “critical thinking skills in textual analysis,” which aligns with one of the goals of the baccalaureate framework and one of our specific learning outcomes that aligns with it: “Display an ability to analyze cultural specificity as communicated in literature, film, and other cultural artifacts.” The committee assessed the final research paper, which was developed in ILCS I300 - Methods of Research and Criticism. This is a required course that all students in French, German and Spanish take to fulfill the college-required second English-language writing class. The texts that are analyzed are translations of works from the Spanish-speaking, Francophone and German-speaking contexts, and the students are encouraged to take their own positions from a theoretical perspective. The committee, using a rubric from the AACU’s VALUE rubric series, found that 93% of the assessed artifacts from a Fall 2015 section of the course passed the assessment. As the committee’s assessment report notes, “While the course shares much with methods of textual analysis as practiced in the discipline of English, our class also emphasizes the manner in which the texts we share communicate cultural differences (even in English translation) that are not generally discussed in English classes. Distinctions between issues, themes, and problems common to the Spanish-, French- and German-language world are commonly part of classroom discussion.” (See Assessment Reports in Appendix 8)

As the above discussion demonstrates, the assessment data for the major courses are not adequate. However, the most recent assessment report demonstrates a major step forward. It gives us a
quantitative assessment of a specific learning outcome that is connected to the baccalaureate framework. Our programs must build on and consolidate this as we move forward. More frequent assessment with more quantitative data can help us understand more clearly what students are learning, and improve our courses as we move forward.

One way to do this would be to integrate our basic language assessment into the assessment of courses for the major and minors. The majority of the assessment information we have is actually for the basic language programs since it is based on General Education assessments of state-mandated learning outcomes. The assessed courses include the basic language sequence in all of our languages as well as a variety of additional courses at the 200- and 300-level, some in the target language and others in English. The learning outcomes that are assessed in this process are not the learning outcomes that would need to be assessed in relation to understanding how our students are meeting the expectations we have for students in our program. In terms of whether the data is adequate, they are in the sense that we have an understanding whether students in a given course in a given year meet a specific outcome. However, there is no process for examining achievement over time, a point made by the Director of Assessment during our department’s meeting at the IPFW Assessment Academy. Developing a more streamlined, efficient and consolidated assessment process would produce more adequate and useful data that would give us an understanding of student learning in our program, from the basic language program through their completion of the major.

2. Assessment and Learning Outcomes Data Conclusions

The primary item that has been learned from an examination of the assessment data is that our department has still not mastered an efficient, effective assessment process. Recent work across the department in relation to the General Education program has provided invaluable training that we should build on to develop systematic, program-oriented assessment processes across our curriculum. As noted above, several of the state-mandated learning outcomes can be connected to our program-specific learning outcomes, which are connected to the baccalaureate framework. We should engage in a process that connects General Education learning outcomes with program learning outcomes so that we can measure student performance from the basic language program through the end of the degree program. Data like these would provide us with a valuable overview of the learning that is taking place in our classrooms and could enable us to identify areas where students are progressing less effectively toward the program’s learning outcomes.

An additional item that became clear in an examination of the General Education assessments is that varying programs within the department use assessment data in different ways and pursue (or don’t) modifications to teaching in order to address problems in student learning identified in the assessment. For example, in NELC A100 (Elementary Arabic I), the 2015-16 assessment report indicated that student difficulties could be mitigated by incorporating additional types of concrete activities into the semester: a more varied exposure to Arabic speakers other than the instructor through authentic cultural materials. In the assessment report for the same year in FREN F203
(Second Year French I), the results were used to think about the assessment’s placement in the semester (e.g. the novelty of the format, its location during the stress of final exams). In the 2015-2016 assessment report for EALC J102 (Second Semester Japanese), the assessment results reiterated the difficulty of teaching culturally appropriate communication of politeness, but the results, because of the small sample size, did not contribute any significant information regarding how those difficulties might be reduced. In other words, the data may not be reliable and would need to repeat the assessment over a series of semesters to get a better reading on student learning. In GER G204 (Second Year German II) for that same year, the assessment suggested that the success of the novel format of the assessment could mean that it would be a successful stand-alone assignment that could be assessed (or not) in the future. In the assessment report that same year for SPAN S113, the focus was more on the details of the assessment prompt itself rather than on how student performance might indicate pathways for improving student learning on that outcome. The ILCS I350 course, like the Arabic course, suggested specific activities that could be undertaken in class to improve student learning while INTL I208 (in its 2013-14 assessment report) noted that the program review of the International Studies certificate would help improve the assessment process and make the results more usable for improving student learning.

What the above discussion demonstrates is that while assessment is taking place in our department, it is somewhat unfocused and used inconsistently to improve student learning. This is in part due to the fact that our assessments are oriented toward the learning outcomes of the General Education program and not necessarily to the learning outcomes we have designed for our basic language program. These are not mutually exclusive, but we need to undertake a process to connect the learning outcomes we have designed for our programs and the learning outcomes we are assessing for the General Education program.

### 3. Resources to Improve Assessment

If one of our goals is to make the assessment process valuable for improving student learning, then the primary resources we will need are time and training. One potential way to do this would be to send a team from the department to a conference/workshop series on assessment or to bring in a consultant specializing in second language assessment to help us design a streamlined, efficient and effective assessment plan. Those charged with designing the assessment plans for the various language programs could be compensated with a course release (if possible) or a stipend to recognize the additional time invested in developing a valuable process for improving student learning in the basic language program and in the major and minors.

In addition to time and training, perhaps there is a need to integrate and develop academic and professional skills into the foreign language courses. One way we can achieve this is by developing a “career skills” document to help students connect foreign language learning to any career. If student learning is currently guided by the benefit afforded to their future profession, perhaps we could actively promote the connection between foreign language and professional development and earnings. We could do this by integrating into our courses three career focused days to help students
discuss their professional goals as they relate to foreign language acquisition.

Outside of the time and training for assessment, one essential way to improve student learning is to create funded pathways for students to study abroad. Given the centrality of the study abroad experience to student learning in the second language, resources dedicated to funding student time abroad for language study would be invaluable to improving learning outcomes for our majors. This funding opportunity would also be an extremely attractive opportunity that may help recruit students into the Spanish major and help it to grow.

Allowing credit earned by students while doing study abroad in their third year to count toward a degree (ILCS minor) would encourage more students in German, French, Japanese and Arabic programs to take the second year courses as well as participate in the study abroad. In addition to pathways that would include study and travel abroad in a target language country, the department might want to consider developing experiential learning partnerships in the community, or internships, in translation or international business. This would also require creating a course or suite of courses that could provide students credit toward their minors or majors in lieu of current courses or that perhaps could lead to a new minor or major pathway altogether.

According to the document shared by Terri Carney, (consultant from the MLA who visited our department during September 2017), modern language learners today are motivated by the desire to attain “High levels of oral and written proficiency . . . [with] less [emphasis on] transmission of a canon, more [on] education of students as speakers, reader, writers ... with conversancy in the culture . . . [and enhanced] cognitive capacities and literacies.” She provides in the document a model from Iowa State that meets this demand, so it is a conversation that is worth having. Notably, it has fewer credits than the traditional major, and so it is possible that if we use assessment to improve learning that students might be as good or better than they are now in fewer courses (this, as least, would be an argument in favor of what assessment can provide in terms of recruitment). Current research suggests it might be beneficial to consider taking a skills-based language approach to the curriculum, striving for depth and quality instead of breadth and quantity, in order to achieve communicative competence. While not necessarily suggested by assessment data, one option might be to eliminate or abbreviate advanced grammar from the basic courses and abbreviate the vocabulary lists. Such changes could help us set realistic student learning objectives. Overall, all programs should engage in a systematic rethinking of their basic language programs to place them more appropriately in line with what the MLA data demonstrate as driving language program growth.

One item suggested by that document is allowing credit earned by students in the second-year language courses to count toward a degree would encourage more students to seek a degree in ILCS. This would benefit the creation of a consolidated language degree program in ILCS for majors and ILCS minors so that students feel assured that they can go for a foreign language degree without worrying about the availability of upper level courses or specific language degrees in the future. Such consolidation will also allow Arabic and Japanese programs to be
part of the degree program. Our proposal for new degree contemplates the incorporation of 2nd-year courses towards the minors and the majors. (See Five-year Improvement Plan section).

More generally, we should pursue department integration by encouraging study across more than one language. One strategy to do this could also be of great benefit if professors from other Spanish courses presented their research or some form of cultural information to students in the lower level Spanish courses. Likewise, having professors of all our department languages speak as guest speakers to classes of languages other than their own (on a regular basis), could serve as a recruitment tool for all languages and Spanish majors and minors.

III. FACULTY

The ILCS department has currently 14 full-time faculty and 4 Limited-term Lecturers.

**International Language and Culture Studies**

**Spanish Faculty**

<table>
<thead>
<tr>
<th>Ana Benito</th>
<th>Talia Bugel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>(Tenured)</td>
<td>(Tenured)</td>
</tr>
<tr>
<td>Stephen Buttes</td>
<td>Jens Clegg</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>(Tenured)</td>
<td>(Tenured)</td>
</tr>
<tr>
<td>Karla Zepeda</td>
<td>Esteban Coria</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Continuing Lecturer</td>
</tr>
<tr>
<td>(Tenured)</td>
<td></td>
</tr>
<tr>
<td>James Drake</td>
<td>Adriana Sanchez-Gutierrez</td>
</tr>
<tr>
<td>Continuing Lecturer</td>
<td>Continuing Lecturer</td>
</tr>
<tr>
<td>Kelsie Murray</td>
<td>Anna Voelker</td>
</tr>
<tr>
<td>Limited Term Lecturer</td>
<td>Limited Term Lecturer</td>
</tr>
</tbody>
</table>

**German Faculty**

<table>
<thead>
<tr>
<th>Lee Roberts</th>
<th>Suin Roberts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>(Tenured)</td>
<td>(Tenured)</td>
</tr>
</tbody>
</table>

**French Faculty**
In the full-time faculty category, the Spanish section is the largest in the department, with 5 tenured faculty members at the rank of Associate Professors. French has 2 tenured faculty members (Full Professors), German has 2 tenured faculty members (Associated Professors), the Arabic and Japanese programs consist on a Continuing Lecturer for each one. We have 3 Continuing Lecturers in Spanish. In the part-time faculty category, the department has 2 LTLs in Spanish and 2 LTLs in French. The number of CLs and LTLs has been significantly fluctuating in the last 7 years. In general, Spanish used to have more LTLs than any of the other programs, German used to have one and French 2-3. New Indiana State mandates requiring university faculty to have at least an M.A. in the subject taught, has shaped a new scenario in most departments, including ILCS. All of our CLs and LTLs hold a Master’s degree. Spanish is the language with a higher enrollment, which allows us to have 3 CLs teaching the lower-level classes. French lost its former CL five years ago and German lost its only LTL 2 years ago. These positions have not been replaced.

Most tenured faculty carry a teaching load of 9 credits per semester. In the last few years, French and German tenured faculty have taught 10 credits some semesters, since our first-year courses are 4-credit courses. Due to this fact, French faculty have been able to take a course release every 3-extra credits taught. However, German faculty who are in the same situation, have been teaching on overload for years with no compensation. The difference is that, while French can cover classes relying on LTLs, German has no LTL available for covering low-level courses. Continuing lecturers teach on a 9-12 credits teaching load per semester.

1. Research, Scholarship and Creative Endeavor

The data included in this report covers the faculty achievements in research, scholarship and creative endeavor up to Fall 2016. It is worth noting that the accomplishments listed below correspond to the efforts of a small department with just 9 tenured faculty and 5 continuing lecturers.
38 publications
- 4 books
- 8 chapters in books
- 21 refereed articles
- 6 poems

ILCS faculty have successfully presented their research and pedagogical accomplishments in a range of national and international conferences:

33 presentations
- 21 research presentations
- 6 invited research presentations
- 3 teaching presentations

ILCS faculty have received recognition for their efforts in research and teaching through awards and internal grants:

23 recognitions
- 3 external grants (Indiana Campus Compact)
- 12 internal grants
- 8 internal awards

ILCS hosted two international conferences
- 1st International Symposium of Language Attitudes toward Spanish, Portuguese and Related Languages, Spring 2016.

ILCS faculty have been active in engaging students in the creation, integration, and application of the knowledge taught in classes:
- 2 supervisions of successful research projects for DAAD scholarship.
- 2 independent studies for Med. student connecting their two areas of research interest, medicine and the Hispanic population.
- Regular annual presentation of students in the Creative Endeavour Symposium and the Student Poster Symposium.
- Training of 3 research assistants in the collection of data for sociolinguistics field research on campus and among Fort Wayne Hispanic community.

ILCS faculty have engaged themselves and their students in numerous activities that applied and integrate knowledge in the community:
- One faculty serves as a member of the SAT French Committee with Educational Testing Service and the College Board.
• Two faculty advise of local Amish German teachers.
• All faculty members offer translation and interpretation services in the 6 languages taught in ILCS: For individual members of the community, for doctors, hospitals, serving as witness for court cases involving languages rights, for conferences hosted in Fort Wayne, etc.
• IPFW students in national language competitions. Three Japanese students participated in the Midwest speech contest hosted by the Japanese Consulate. Two made it to the final, one won a second place and received a two-week homestay trip to Japan.
• One faculty advises the Saturday language school for Burmese community in the Mon Temple.
• One faculty works with the Burmese Advocacy Center studying the variety of languages spoken by the Burmese Community of Fort Wayne.
• One faculty regularly offers service-learning projects in her courses. The assignments require students to provide translation and interpretation services for several community institutions: FWCS, Clínica Madre de Dios, National Kidney Foundation of Indiana, Community Harvest Food Bank, and the Community Action of Northeast Indiana at The Temple Headstart Program.
• A French translation course requires students to do an English to French translation of a document for a community organization.

III. Service to the Region as an Intellectual, Cultural, and Economic Hub for Global Competitiveness

• Supervision of student teachers of world languages
  The Indiana Department of Education lists World Language as a key content area in its definition of College and Career Readiness for high school students. As a result, it cemented statewide academic standards for this area in 2013. Our department serves an integral role in credentialing IPFW students who will become the high school and middle school world language teachers responsible for implementing these standards, which prepare students for jobs and academic work in college. Our department has supervised the student teaching of numerous French, German and Spanish students during the past 10 years.

• International/multicultural programming for the community
  The faculty in our department are experts in languages and cultures spoken on every continent, and consistently provide outstanding cultural programming for our students and the community. This has taken various forms during the past three years: round table discussions offered each semester on diverse cultural understandings of a range of topics (e.g. immigration, transportation systems, intimacy and relationships, student protest movements, censorship, etc.); faculty research presentations to students offered each semester; dinners and other events giving students and community members opportunities to converse in an international language or participate in international cultural celebrations; film festivals organized with the Cinema Center in downtown Fort Wayne; intellectual events broadcast on television and via the local NPR station; and a trip to Germany offered as a non-credit opportunity for members of the community.

Conclusions
As the compilation above shows, ILCS faculty counts with very active members who serves IPFW and
the community of Fort Wayne in several capacities. At the same time, ILCS faculty is quite productive in their research in their areas of specialization as well as in teaching initiatives. We are also an important component in several interdisciplinary programs within the university such as the Department of Education, the International Studies Certificate, the Medieval Studies Minor, the Film and Media Studies Minor, the Honors Program, and the International Business requirement for the school of Business. (See Faculty CVs in Appendix 9)

IV. STUDENTS AND ALUMNI

After graduation, ILCS majors end with strong job placement opportunities in the region and beyond. ILCS responds to regional demand for credentialed language teachers throughout Northeast Indiana and other jobs that demand professionals with international language skills. USAP report 2015-16 documented the following facts about graduates in the last 5 years:

1- ILCS graduates were all employed or in graduate school.
   • 8 ILCS graduates with teaching certification placed in area high schools.
   • 8 ILCS graduates have found jobs in a related field in which foreign language or foreign language pedagogy are used.
   • There is an ample variety in the kind of jobs that our graduates do: Insurance, managing positions, sales, translators, entrepreneurs, health workers, human resources, business owners, service to the community, etc. Our students work in the region, other areas of the nation, and even in international countries.

2- The First Destination Survey data provided by IPFW shows a 67% of ILCS graduates employed or Cont. Ed. Our own data, via personal contact with our graduates, is more updated and differs from this survey.

   The label “employed in their field of study” is quite restrictive and widely inappropriate for most of our graduates. It shows a very narrow understanding of the relationship between graduates in liberal arts and the dynamics of the current job market. As in the case of many liberal arts majors, there is a multitude of possible career trajectories. The list of some majors in French, German and Spanish in the last years and their current job positions shows that it is precisely their liberal arts education and their ability to be functional in an international language that granted all these graduates their current job positions in such a variety of fields. (See the complete list in USAP Report 2015 [Appendix 5], and First-Destination Report [Appendix 10]).

3- The Employment Demand Report does not reflect on a point that it is present in the official U.S. report about national employment demand. Namely, the growth of the need for translators and interpreters (29% projected growth rate between now and 2024 and on the list of 20 fastest growing professions on the U.S. BLS fastest growing jobs list with an average annual salary of $43,000).

Alumni Survey

The department sent an anonymous questionnaire with 21 questions to all the students graduated since 2008. We sent one hundred and seventy five mail letters with a survey. Nineteen letters were sent back by the mail service labeled as incorrect address. We received 17 responses with the
questionnaire completed. The current job positions of the responders prove again the great variety of areas that our graduates have access to as well as the ample spectrum of the nature of the companies that hire them. 41.18% of the responders use the international language they studied, while a 58.82% do not use it in their jobs. The ones who use it, do it daily 36.36%, once a week 18.18%, and once a month 9.09%. 18.75% declare that their competence in an international language was very important in getting their current job, for a 37% was important, not very important for 12.50% and not important at all for 31.25%. 41.18% of the respondents completed a Study Abroad program while 58.82% of them did not.

After completing their degree, it is clear that what our graduates value the most are the following skills: their extensive foundations for cross-cultural communication, their deeper understanding of principles related to secondary language acquisition and the English language (compared to the other language), a greater global historical and comparative awareness and competency, their ability to use critical thinking in many areas of their job and their lives.

Our alumni presented our programs and the courses they took in a very positive manner. However, in the answers to question 10, regarding additional areas of study or experiences they would like to add to our programs, they mentioned: More opportunities to interact with native speakers, a more career/skills focus in the offerings, internships and more learning-service opportunities, and finally, making a study abroad experience part of the curriculum. (See questionnaire in Appendix 11).

V. FIVE-YEAR IMPROVEMENT PLAN

Introduction

Although many of the things we do has a positive effect on our students, the university and the region, there is always room for improvement. Our department has been considering a restructuring of our programs for at least the last 3 years. Several circumstances have delayed or obstructed that process. There was no total consensus among ILCS faculty about the direction that this change should take and there were mixed signs from the administration about how we fit in the mission and the baccalaureate framework of the university and the College of Arts and Science. The restructuring of programs and the entire new university affiliation has taken a dramatic new direction in our offerings. Because of this process, the department now offers just one B.A. in Spanish and it is restricted with the suspension of the B.A.s in French and German. Additionally, French and German have also lost their B.A.s teaching degrees. We are painfully aware of the need for a change in the model we have been using since the last program review in order to serve better our students and their interests.

Peer Institutions vs. Aspirational Models

ILCS current program self-study does not include a review of similar programs at comparable academic institutions. There are two reasons for this choice. First, IPFW peer institutions have changed in the last 3 years, since our comparable parameters with these former institutions have also changed. Additionally, the latest peer institutions provided by the Senate in fall 2017 include comparable parameters in number of students, size, and some programs, but not so much in the
nature of IPFW as a comprehensive university. Secondly, because of the need of a significant change in ILCS programs, we have decided to look not at what peer institutions offer, but rather at what we think will make us unique in the area with viable programs that respond to our students needs and have a vision for the future. Instead of looking at peer institutions, we explored institutions with aspirational models that could work for IPFW and our students. The department had been working on this project for some time, but the visit of Dr. Terri Carney, a consultant from the Association of Departments of Foreign Languages (ADFL), brought much appreciated clarity to our goal. We researched the programs offered by Indiana State, Texas A&M, Texas Tech, and the University of Maryland Baltimore County. The immediate plans of the department affect 3 different areas: The restructuration of the Spanish B.A., a proposal for creating a Global Cultural Studies B.A., and the creation of a certificate in Spanish Translation.

Restructuration in four areas

1. **The New Spanish B.A.** could have a structure similar to the following:

<table>
<thead>
<tr>
<th>Major</th>
<th>Prefix</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate I</td>
<td>S203</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate II</td>
<td>S204</td>
<td>3</td>
</tr>
<tr>
<td>Mexico and Central America</td>
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The Spanish section is still working in the details of this proposal and exploring its viability.
2. **Certificate in Spanish Translation**
The Spanish Section will also present a proposal to create a Certificate in Translation. After talking to members of the community and Raquel Kline, the Language Services Network Director of Fort Wayne, we can confirm that there is an increasing demand of qualified graduates in this particular area. The department had some initial conversations about the design of the Spanish Translation Certificate, but we are still working on the details.

3. **Spanish for Health Professions**
The chair of ILCS has conversed with the current dean of Nursing, proposing to offer a Spanish course specifically designed for nurse and other health profession students. The translated the offer to her faculty. The initiative has been received with excitement among them and the plan is to start offering this course during Summer 2019 as part of a minor in Spanish for health professions.

4. **B.A. in Global Cultural Studies** (See a detailed description in Appendix 12)

This degree would be offered by ILCS in the College of Arts and Sciences. The department has already submitted a formal proposal for its approval at the end of April 2018. The new B.A. degree would cover studies in the areas of international languages and global cultures, with three possible concentrations divided as follow:

1. **Global Cultural Studies** (33 credits): It will combine the study of two different languages. For example, students might combine the study of German and Japanese or the study of French and Arabic or Spanish and Arabic. Students in this track are encouraged to study abroad to increase their language abilities and their exposure to the cultures they are studying.

2. **Global Language and Culture across the Disciplines** (33 credits): It will focus on one international language plus the completion of the International Studies Certificate.

3. **Global Language and Business Studies** (54 Credits: 30 credits in international language and global cultures and 24 credits in international economics).

The department sees many advantages in offering these two degrees (Spanish B.A and Global Cultural Studies B.A.) and the certificate in Spanish Translation:

1. The second year of the language (intermediate level, 3rd and 4th semesters) will count towards the minor. We hope that this measure will correct the feeling among students and some faculty that FL credits are a too-many-credit requirement for students and we hope that this new structure will incentivize more students to pursue a minor in Spanish, French, German or the Global Culture Studies degree as well.

2. For the Spanish minor/major, a division by geographical areas will allow the offering of team-taught courses studying the language variety, literature and culture of each region and, potentially, it will allow students to specialize in one area, if they so choose.
3- The Global Culture Studies degree has three different concentrations that allow an easy transfer from one to another, maximizing the flexibility of the requirements. This is especially relevant for concentrations 1 and 2.

4- Concentration 2 of the Global Culture Studies is designed to structurally integrate the International Studies Certificate in a degree. Until now, the certificate has been an option for students, but it makes more sense to incorporate it as part of the requirements to one of the concentrations in a degree that is so closely related to the nature of a global cultural studies B.A. It will also make the concentration truly interdisciplinary, since the certificate requires courses from at least 3 different disciplines.

5- We have contacted the School of Business and they have enthusiastically endorsed the viability of concentration 3, Global Language and Business Studies. We think that this track offers an interesting option for business students that will increase their marketability for job positions.

6- A document provided by Dean Eric Link this year—the Northeast Indiana Career Enrichment (NICE) College and University Major Matrix (1-2017), (see Appendix 13) – shows the majors offered by all the higher education institutions in our area. The new Global Cultural Studies degree proposed by our department will set IPFW apart from all the institutions in Northeast Indiana, since we will be the only university offering this degree. Considering the increasing need in preparing students to understand linguistic and cultural differences within their own society and to become more effective global citizens (part of ILCS mission), a Global Cultural Studies B.A seems like a great opportunity for our students.

7- The Spanish Translation Certificate will respond to an increasing demand in Northeast Indiana for qualified professionals in this area. More specifically, the city of Fort Wayne has an organization called Language Services Network, which tries to coordinate translation and interpretation services to respond to this demand. The director, Ms. Raquel Kline, has expressed to us the urgent need of providing the translators in the area with an official university title that prepares them in this profession.

VI. RESOURCE ALLOCATION RECOMMENDATIONS

The current document has already listed some of the resources that ILCS would need to become a better department and better serve the needs of our students:
Section III. Strategic Direction, has a list of resources requested to accomplish our goals:
Study Abroad and Internships Funding

Study abroad is an integral part of our programs. Given the centrality of the study abroad experience to student learning in the second language, resources dedicated to funding student time abroad for language study would be invaluable to improving learning outcomes for our majors. This funding opportunity would also be an extremely attractive opportunity that may help recruit students into the Spanish major and help it to grow.

- Funding for faculty to create and set up new faculty-led study abroad programs.
- Additional resources for student scholarships for study abroad.
- Time and support if the department might want to consider developing experiential learning
partnerships in the community, or internships, in translation or international business

Faculty Lines
- New faculty lines that provide consistency in staffing and allow for trained and experienced faculty to teach these courses: We received two new CLs in Spanish (Adriana Sánchez-Gutiérrez and Eulises Avellaneda (who left in 2017). James Drake and Esteban Coria were hired as replacement Spanish CLs for Laura Rodriguez and Maria Conforti.
- Increases to the funding amounts available for instructors so as to retain the best ones: The department received a modest increase in the salaries for the hiring of the last Spanish continuing lectures, but it was consistent with the higher academic qualifications of the new CLs compared to the ones who were replaced.

Marketing
- More financial support for marketing purposes (flyers, etc.)
- Financial support to pay for food at mixers, copying of flyers, other material costs for cultural events.

Section IV. Student Learning, lists the resources we will need to improve assessment:

Assessment
- Sending a team from the department to a conference/workshop series on assessment or to bring in a consultant specializing in second language assessment to help us design a streamlined, efficient and effective assessment plan.
- Time and training. Faculty charged with designing the assessment plans for the various language programs could be compensated with a course release (if possible) or a stipend to recognize the additional time invested in developing a valuable process for improving student learning in the basic language program and in the major and minors.

New Degrees
If our proposals for new programs (New Spanish B.A., new Global Cultural Studies B.A. and Spanish Translation Certificate) are approved:
- The main resource we would need in the near future is support to create, advertise, recruit, and assess the new programs. ILCS would need time and space to prove the viability of the new programs. We would need from the administration representatives to understand that change does not happen overnight, it needs time and it might not offer and immediate burst in enrollment.
- Advertising the programs at all levels (department, college, university, high schools, etc.) in the area of Northeast Indiana and adjacent locations would be crucial for our success.
- Similarly, and depending on the development in enrollment, the department may need additional full-time faculty positions and, as mentioned before, training in effective assessment.