

**Program Review Team Report
Department of Foreign Languages
Weber State University**

Site visit conducted on March 3, 2015

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Overview of report: We have organized this report by standards for program review. Under each standard, we have noted program strengths and challenges as well as specific recommendations where appropriate. We have numbered these recommendations consecutively throughout the report for ease of reference.

Standard A – Mission Statement

Program Strengths

The department's mission statement, which has been revised since its 2010 review, is clearly articulated and supports the goal of the College of Arts and Humanities to produce students who are . . . creative and critical . . . with an emphasis on cross-cultural and global expression.

Standard B – Curriculum

Program Strengths

The department offers a curriculum that supports program-level learning outcomes. Core courses are offered on a regular basis to allow students to complete the program in a timely manner, with classes available both during the day and evening. Notable strengths of the department include:

- Major and minor programs with the option of traditional, commercial, or teaching emphasis
- Flexible majors that allow students to take up to eight elective courses
- An impressive variety of courses at the upper-division level which faculty members teach in their area of specialty

Program Challenges

Due to limitations in numbers of faculty, the department struggles to offer enough courses in French and German to attract students to these majors. Faculty desetkdgf c öCvej 22ö situation in which the department cannot always offer enough courses for students to be confident that they can graduate in a timely manner, and yet cannot hire more faculty to teach these courses due to low enrollments. The department has explored various alternatives, such as changing lower-division courses from 4 to 3 credits so that more students can fit these courses into their schedule, and allowing students to take cross-listed courses such as European Studies, in which they can earn foreign language credit by writing papers in the target language.

Recommendations

Recommendation 1: Consider expanding opportunities for students to take cross-listed courses. In addition to European Studies, there may be courses in other departments, such as English or History, that deal with French or German literature and culture, in which students could write papers in the target language and possibly even read literature in this language. Another alternative might be for faculty who teach Spanish cinema classes to offer an international cinema course featuring subtitled films in various languages, for which students could earn credit toward a French or German major or minor or a Japanese minor. We recommend that the department continue to explore these options.

Recommendation 2: Consider offering hybrid lower-division courses in languages other than Spanish. Given the popularity of hybrid courses in Spanish, as evidenced by full sections and waiting lists, we suggest the department consider offering hybrid lower-division courses in other languages, especially French and German, to attract more students to these languages. Rather than saddle full-time faculty with the extra work of administering these courses, we recommend hiring additional adjuncts, if necessary, who could collaborate with Spanish faculty that teach hybrid courses. In addition, the department might consider offering hybrid lower-division courses in Japanese, Chinese, and ASL for the benefit of minors and A.A. students, or even in non-degree languages such as Italian and Portuguese. Wherever possible, an effort should be made to avoid scheduling courses in smaller languages at unpopular times,

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in the process of assessing its fourth-semester General Education course. Student performance

Standard D – Academic Advising

Program Strengths

Academic advisement is a particular strength of the program. Faculty members advise students in their specialty areas, and students are now required to consult with a faculty advisor before declaring a major or minor. A college-level academic advisor provides advisement on choosing a major, fulfilling general education requirements, and qualifying for graduation. Faculty advisement loads appear manageable, and students appear quite satisfied with the advisement they receive.

Standard E – Faculty

Program Strengths

Faculty members are well qualified academically and committed to the program. Most appear passionate about teaching. Faculty members exhibit considerable diversity, with a high proportion of women and native speakers of the language that they teach. Training and support are provided for faculty members, including a new faculty retreat and an annual departmental retreat addressing methods of language teaching. Appropriate procedures are in place for the regular review of faculty members and for student evaluation of courses. Particular strengths of the department include the following:

All full-time faculty, as well as some adjuncts, have attended training workshops on the ACTFL Proficiency Guidelines and Oral Proficiency Interview

