## ACTION PLAN: 2020-26 DEPARTMENT OF MODERN LANGUAGES

	A brief description of each <b>proposed</b> change	A brief rationale and evidence that support the <b>proposed change</b>	Six-year timeline for the <b>proposed changes</b> and actions	Who is in charge if known
1	Curriculum / program  Key program and curricular questions that emerged involve how to increase interest and enrollment in our ML majors (especially French); how to advise and launch our majors well; and how our current program & language offerings fit into the overall mission of the college/GE.  A. Revise/restructure French curriculum in order to attract more majors and minors; Increase film and visual culture in all ML offerings	Rationale for all changes are based on data from our Six-Year Report (2020) and recommendations by the PRC and external reviewer.  A. French enrollment has been low; replacing traditional literature "survey" courses with more contemporary, thematic options (e.g. French and sports; immigration; Francophone film and culture, etc.) may attract more students, as well as contribute to the global studies, film studies, and ethnic studies minors. Likewise, we will work to add more film and visual culture in all our ML courses (as recommended by our external reviewer).	A. Implementation (new hire and 3 new course proposals), by 2025, dependent upon date of new FTE hire.	A. French FTE; all department members consult
	B. Improve academic and career advising for ML majors & minors	B. This was a recurring concern expressed in our Alumni Survey, and noted by PRC. Regarding academic advising: department will work to develop new web materials; work with Registrar to resolve Webadvisor program evaluation issues; work with OCP partners for unit consistency between our courses and those abroad; and design a workable rotation of courses so students will know what is being offered when/how often. We will address career advising in the capstone course: with internships and a vocational portfolio; vocational workshops, partnering with the Office of Career Development and Calling; and "alumni forums."	B. Academic advising: ongoing beginning fall 2020  Career advising (through capstone): ongoing, beginning spring 2021	B. Academic advising: Docter to lead; all participate.  Career advising: capstone instructor to lead (rotating, ongoing)

C. <b>Scaffolding</b> of intermediate Spanish (SP 3/4) and advanced core courses (specifically, SP 100 & 125)	C. Because we have recently restructured our core curriculum, we need to continue the scaffolding process in order to avoid repetition of material and to better move students through the learning process.
D. GE language requirement & language offerings: Two questions emerged: (1) is one semester sufficient, given our mission/global plank? (2) what other languages can/should be offered to enhance our global plank and GE?	D. Our data continues to reveal that our language requirement remains the lowest of comparable benchmark liberal arts colleges. If our requirement were competency through the second or third semester, students would reach higher competency levels; our GELO assessment data revealed that although our students reach higher competency levels than the national average according to ACTFL guidelines (after 45-credit hours), they still remain at the novice level, an unacceptable landing point for a high-quality liberal arts college. Additionally, having our requirement at a certain semester (rather than "one semester at the level they test into") would help alleviate current placement issues (in which more qualified students attempt to register in first-semester courses to meet the

minimal requirement). PRC recommended we help facilitate a campus-wide discussion around the GE requirement issue as well as discussing with Senate what other languages we might offer to support other departments and OCPs. Once decided, we could hire adjuncts to teach less commonly taught languages (LCTL) and/or work with Wheaton or Calvin College to cross-list language courses

(virtually) and share resources—allowing us to offer

new languages without new hires/costs, e.g. allowing cross-enrollments in Arabic (offered by Westmont) and Mandarin (offered by Wheaton) or

Japanese (offered by Calvin), etc.

C. Initial discussions beginning in fall 2020; ongoing assessment of changes

C. Chair to lead; all participate

D. Data collection/ analysis in 2022-23.

Proposal (with budget implications/ analysis) in 2023-24

D. Chair to lead, working with Registrar; all department members participate

2	Initiatives to improve teaching and learning  A. Attendance/participation in conferences, including partnering with student research and inviting students to participate in conferences.	A. PRC and our external reviewer recommended we engage our students more in research opportunities. This will also help with their critical thinking skills, and potentially better launch them in future careers	A. Ongoing conference participation*	A. Seminar/capstone professors to lead (ongoing, rotating)
	B. <b>Training in the OPI</b> (Oral Proficiency Interview)	B. The OPI is necessary to evaluate our oral communication PLO.	B. OPI training by 2023*	B. Cardoso to lead; all members participate
	C. Training in on-line/virtual teaching	C. In our ever-changing world, more tools and	C. Ongoing*	C. Chair to lead; all
	and learning, and sharing of best practices	strategies are required to deliver high-quality instruction—either on-campus or virtually—which necessitates ongoing training.	*all dates subject to COVID restrictions & budget approval	participate
3	Possible adjustments in faculty priorities or responsibilities  A. New FTE in French and LCTL (e.g., Arabic) & possible team-teaching possibilities	A. A new French/LCTL position was approved by the Senate in 2019. Our search this year yielded a highly qualified candidate, Dr. Emma Chebinou, who we hope to bring by 2022 (pending hiring freeze). Our external reviewer recommended introducing her to the broader community through team-teaching courses outside of ML. (Additional rationale under 5A below)	A. Hire by 2022 (dependent on budget)	A. Chair
	B. <b>Hire post-doc</b> to cover 3-semester absences (due to WIM and sabbaticals)	B. Our external reviewer highly recommended using a post-doc to cover absences in order to offer high quality instruction, more stability, and a campuswide cultural event which they would lead (e.g. a poetry reading, colloquium) open to the community. Past such events have been extremely well-attended and have enhanced our profile in the community.	B. Ongoing, based on budget approval	B. Chair

4	Learning outcomes  A. Critical Thinking  B. How ML informs their faith  C. Oral competency	A. We would like to continue assessing this outcome in the next cycle and think we can make improvements by using the capstone course as the "landing place" for our data collection and analysis. This will help us compare apples to apples, as we will be assessing <i>all</i> students at the end of their college career, rather than at different points in their major.  B. In the last cycle we used a focus group to assess this outcome, with a rather small sample size. This year we will use an essay prompt (given in the capstone course) to assess this, as well as data collected from the Alumni Survey.  C. We did not assess oral competency in the last cycle, so we will do so this cycle.	A. 2020-23  B. 2021-24  C. 2022-25 (pending budget approval for OPI training)	A-C. French instructor and capstone Spanish instructor to lead each spring by collecting and analyzing data sample, with all department members involved in comprehensive analysis and closing the loop
5	Reallocation or acquisition of resources necessary or helpful in the pursuit of these goals  A. Funding for FTE for French/Arabic (unfreeze the budget), including start-up funds for new resources (library books and films, etc.)	A. The French/Arabic FTE was already approved and budgeted for, but COVID prevented us from hiring our candidate. Because we can't faithfully call ourselves a liberal arts college with a strong global plank with only one ML major (Spanish), we request maintaining the French major. French, the 10 <sup>th</sup> most spoken language worldwide, is the official language of 28 countries and after English is the only other world language in common use on all five continents. It is also the 2 <sup>nd</sup> most taught FL in high schools nationwide, meaning many students want to meet their GE with French. Our new hire would also open a new area of the world to our ML students (the African continent) and would offer an additional language to our program/GE (Arabic).	A. 2021-2022, pending budget approval	A. Chair

	B. Funding for post-doc to replace Elías sabbatical (spring 2021), Docter on WIM (fall 2021) and Cardoso sabbatical (spring 2022).	B. See rationale in 3-B above	B. Jan 2021-May 2022	B. Chair
	C. Reallocate part of student worker wages to hospitality and honoraria  D. New line-item and increased funds in ML budget for training and conference attendance	C-D. Our external reviewer noted our stagnant (and very low) budget and recommended funds be used for student participation in conferences, cultural events (on and off campus), and guest speakers. Funding is also necessary for OPI training (necessary to assess one of our PLOs.	C-D. Ongoing	C-D. Chair
6	Other important changes  Continue to partner with off-campus programs to see how we can support them with language offerings, GE criteria, etc.	We want to be of service across disciplines by helping OCP/program leaders better prepare students for language study prior to departure and to support them in their continued language study upon return. This is something we began in the last cycle and which we hope to continue moving forward.	Ongoing	Cardoso (who is on OCP Committee) to lead; all participate