

UNIVERSITY OF WISCONSIN-WHITEWATER

FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: French / French Education

Review Date: 2000-2001

I. Academic Assessment

A. Highlights/Initiatives

- 1. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).**

The Languages and Literatures Department, which includes the former English and Foreign Languages Departments (merged on July 1, 1994), offers within its Foreign Language Program a French major and minor for BA and BS candidates in the College of Letters and Sciences as well as a French Education major and minor for prospective teachers working toward a BSE in the College of Education. Among our majors and minors we also count students who have elected a second major or a minor in French while pursuing a degree in the College of Business and Economics or the College of Arts and Communication.

(Sample French and French Education APR's for both the major and minor have been attached as Appendix A.)

In addition to the major and minor in French, the Foreign Language Program offers a major and minor in both German and Spanish, and teaches one year of Chinese and two years of Japanese.

- 2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.**

The College of Education at UW-W is in the process of establishing a portfolio requirement for all its Foreign Language Education majors, and we are considering it for non-Education majors, too. This collection of student work will document the student's increasing linguistic proficiency as well as his/her exposure to and knowledge of the target culture/Culture (See I.B.1. below.). The exact contents have not yet been determined but might include: quizzes/exams, compositions, research papers, audio tape or video tape of a student performance, debriefing report after a study abroad experience, etc.

Both nationally and in Wisconsin, the foreign language profession is in the midst of implementing K-12 Foreign Language Performance Standards. Those of the state of Wisconsin follow national ones closely and provide new ways of looking at skill objectives, placing them into five categories:

COMMUNICATION: communicate in languages other than English

CULTURES: gain knowledge and understanding of other cultures

CONNECTIONS: connect with other disciplines and acquire information

COMPARISONS: develop insight into the nature of language and culture

COMMUNITIES: participate in multilingual communities at home and around the world

As a process which is moving upward from the K-12 level to the university level, we will be more involved as time progresses. In light of these changes we should anticipate new assessment initiatives.

B. Educational Objectives and Assessment Techniques

1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.

Foreign language study involves the development of four basic linguistic skills: listening, reading, writing and speaking. While students acquire proficiency in using these skills, they also become aware that speakers of English and French at times communicate the same thoughts in different ways.

The cultural contexts in which a foreign language exists are also the object of study. This includes both the everyday nature of foreign societies (culture with a small c) and their crowning achievements in literature, music, art, politics, philosophy, etc. (Culture with a large C).

As stated in the current Assessment Plan, upon completion of the program, majors will

- a) Have linguistic skills to function in most everyday settings in the target language, but they will lack specialized vocabulary for some settings.
- b) Be aware of key differences in lifestyle between American society and the target language societies.
- c) Have considerable knowledge the target language cultures' history, achievements and current affairs.

2. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.

For some years the Languages & Literatures Department has administered an Exit Interview to students graduating with a major in French. (See section I.C.1. for results.)

At present we still have no external means of assessing achievement of linguistic proficiency or cultural literacy. We have been trying to find an assessment tool that can evaluate a student's language proficiency at an early stage as well as later in his/her university career in order to assess language acquisition. Adopting such tools as the Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL), the Simulated Oral Proficiency Interview (SOPI) or the Modified Oral Proficiency Interview (MOPI) has been fraught with difficulties (cost of staff training, need for and cost of frequent retraining, interest and availability of staff for training/retraining, cost effectiveness given student enrollment numbers, etc.). We continue to investigate other methods (e.g., on-line or other computer-assisted measures of linguistic proficiency) that we may be able to employ.

Finding an assessment tool to gauge cultural literacy is also difficult, especially given that not all students take the same literature and civilization courses in their major/minor.

As stated in Section I.A.2., however, student portfolios for Education majors are being implemented, and we're considering them for other types of degree candidates as well.

3. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan.

The first through sixth semester language courses (141/142, 251/252, 321/322) as well as "French Phonetics," "Introduction to Business French" and "French Conversation" are specifically related to students' incremental development of the four basic linguistic skills mentioned above. Both culture and Culture are introduced in the aforementioned language courses, with emphasis on the former (everyday nature of foreign societies). The latter (crowning achievements in literature, music, art, politics, philosophy, etc.) are the object of more in-depth study in civilization courses (French 340 and 350) and in 300/400-level literature courses.

4. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc. create different educational experiences for graduate and undergraduate students.

There are no dual-level foreign language courses taught on campus.

While we have no graduate program, Roland Durette, Professor Emeritus of French, teaches a dual-level Summer Institute in France (682-491/691) for certified French teachers through UW-W Continuing Education.

(A list linking courses to assessment objectives has been attached as Appendix B.)

C. Assessment Data

1. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)

Exit Interview -- French

For some years we have administered an Exit Interview to students graduating with a major in French. It is my understanding that limitations of the current Legacy computer system for student records have not allowed us in some cases to control Second Majors for this requirement. In addition, due to an administrative change a number of years ago in how students are approved for graduation, data were not collected for a number of terms. As a result, a number of students graduating with a foreign language major from UW-W (especially those from colleges other than L & S) are not represented in the following data.

(A copy of our Exit Interview instrument has been attached as Appendix B1.)

Due to the limitations described above, the average scores for Items 1-9 reflect responses from only two French majors, who graduated in May 1999.

EXIT INTERVIEW

Grading Scale
Majors = 2

1-----2-----3-----4-----5
strongly disagree neutral agree strongly agree

1. The courses in my FL major provided a thorough preparation in the field. 3.0
2. The quality of instruction was high. 3.0
3. I was encouraged to develop and challenged to my full potential. 3.0
4. Departmental advising was accurate. 4.5
5. Departmental advising was helpful. 4.0
6. Departmental advising was readily available. 4.5
7. I expect to use my FL training in my career. 3.5
8. I feel my FL training has helped / will help me get a job. 4.0
9. My overall satisfaction with my foreign language program is high. 2.5

UW-W Audit & Review Survey -- French

The University of Wisconsin-Whitewater also sent out surveys to graduating seniors in programs undergoing Audit and Review. Students were asked to rate various aspects of their undergraduate educational experience. In addition, open-ended questions provided another opportunity to provide comments. While a copy of the complete results is attached as Appendix B2, what follows are the scores for the questions that most closely correlate to items in our Exit Interview, which will provide a point of comparison.

A & R SURVEY

Grading Scale (1-7)
Minors = 2

1 = Very Poorly Prepared; 7 = Very Well Prepared

1. Understanding of and appreciation of the basic knowledge of your major. 5.5
6. Ability to enthusiastically enjoy your major. 7.0
12. Skills to pursue lifelong learning, professional growth and career progress. 6.5

The number of participants in the departmental Exit Interview and in the university survey is probably too small to make their responses meaningful. In addition, in one case majors responded and in the other, minors. Nonetheless, there is some ground for comparison. According to both instruments, students feel the UW-W French program gave them an average or better-than-average preparation in their field. (Exit Interview #1 [average] and UW-W survey #1 [better than average]) In both cases students were also quite sure that French would serve them well in their endeavors after leaving the university. (Exit Interview #8 and UW-W survey #12) It's hard to explain, however, how the overall rating of the program (#9 in the Exit Interview and perhaps #6 in the UW-W survey) could vary so much.

In the former, the French Program was rated slightly below average; in the latter it received a perfect 7.0 rating. As mentioned earlier, the small number of responses could be responsible.

With regard to advising, at least one of the two respondents to the UW-W survey felt improvement was needed in advising at the university (responses to open-ended questions). According to the departmental Exit Interview, however, different aspects of advising for the major (#4-6), which is mandatory, were ranked quite high (between 4.0 and 4.5 on a scale of 1-5 where 5 is high).

D. Program Improvement Resulting from Assessment Efforts

- 1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.**

No changes have been made to the French curriculum or assessment objectives based on Exit Interview or UW-W survey responses. Looking to the future, we will examine the Exit Interview instrument for possible revision. We also hope that the new PeopleSoft student records system will control all foreign language majors, regardless of degree, for the Exit Interview.

- 2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.**

Only one recommendation relevant to assessment was specified in the most recent Audit and Review Evaluation Report: “Finally, more work remains to be done in the area of follow-up contact with alumni to determine the efficacy of the curriculum, the quality of instruction, and the most astute ways to coordinate the program with various categories of employment.” The Foreign Language Exit Interview was created in an attempt to obtain such information from our majors as they prepare to graduate. Unfortunately, we still have no mechanism in place for initiating or maintaining “follow-up contact” with alumni. Contact is sporadic, mainly instructors seeing their former students when the latter visit the campus for some reason or attend a common conference, such as the annual meeting of the Wisconsin Association of Foreign Language Teachers.

(The “1994-95 Audit & Review Report” has been attached as Appendix C.)

E. Information Shared with Constituencies

- 1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts--e.g., regularly scheduled orientation meetings, departmental newsletters, etc.**

As stated above, departmental assessment information has been minimal. Data from Foreign Language Exit Interviews is compiled and shared with faculty and staff. The Languages and Literatures Department has published a newsletter for majors and minors some semesters or put on an open house for majors and minors on other occasions, but data from Foreign Language Exit Interviews have not been shared as part of these efforts to communicate with our majors/minors.

II. Strategic Purposes and Performance

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

Mission

Foreign language instruction is traditionally part of the liberal arts curriculum, which appears as Item C of “The Core Mission of the University Cluster Institutions”:

With the approved differentiation stated in their select missions, each university in the Cluster shall: “Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.” (Item C)

The “Select Mission of the University of Wisconsin-Whitewater” employs similar wording to state the local institution’s plan:

Offer an extensive range of undergraduate programs and degrees, including interdisciplinary programs in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization. (Item A)

Foreign language degrees are by their nature interdisciplinary: they involve study of language, literature, history, arts, geography, politics (foreign politics, international relations), and sociology (societal organization and change, immigrant/minority experience in the US, etc.).

Strategic Plan

The study of cultures of foreign lands or of immigrant cultures in the US broadens our students’ world vision and directly satisfies UW-W Strategic Plan Priority 4, which urges UW-W to “foster a sense of community, a respect for diversity, and an appreciation of global perspectives.” Foreign language study here also prepares students for subsequent study abroad, which the UW-W Strategic Plan values:

Goal 1.3: Student mastery of their disciplines that prepares them to flourish in a global environment

Strategy B: Increase and actively promote experiential learning opportunities for students, including internships, research projects, field study, practica, study abroad, community service, and campus employment and activities.

Foreign study, for which our foreign language courses serve as preparation, is also to be found among the current chancellor’s goals:

Goal 5 for Students: Create international learning opportunities for 10% of all students.

2. Explain the relationship of the program to other programs at the University.

Foreign language coursework is a requirement for some degrees or major/minor programs at UW-W, among them:

BA. degree (L & S only)	2 semesters of foreign language study or equivalent level of proficiency (e.g., 2 years HS).
International Studies major	16 credits of foreign language at the university.
General Business--International major	16 credits of foreign language at the university.
Teaching Eng. as a Sec. Lang. minor	3 semesters of foreign language study or equivalent level of proficiency.

B. Goals and Objectives

1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.

(The following goals are only a selection of the many to be found in the Languages & Literatures 1999-2000 Annual Report. They are included here because they relate to our Foreign Language Program in a concrete way.)

- 1.1.a.: Increase opportunities for student involvement in undergraduate research, experiential learning, honors courses, and student academic associations.
- 1.1.e.: Require appropriate mandatory advising for all degree-seeking students, adequately train faculty/staff to fulfill this roll.
- 1.3.b.: Increase and actively promote experiential learning opportunities for students, including internships, research projects, field study, practica, study abroad, and community service.
- 2.3.a.: Invest in technology, facilities, furnishings, and equipment to improve the quality of the environment and to assist faculty and students in reaching their goals.
- 2.3.b.: Upgrade and remodel physical facilities to encourage and facilitate student learning.
- 2.3.f.: Use instructional technology to enhance student learning.
- 3.1.a.: Screen candidates for instructional positions carefully for evidence or promise of excellence in teaching, research and service.
- 3.1.i.: Evaluate academic advisors and reward good advising as a component of good teaching.
- 5.1.d.: Increase collaborative efforts with other UW institutions, UW System, and technical colleges, particularly in the area of ESL.
- 6.3.a.: Encourage faculty to apply for outside funding and fellowships in support of research and faculty development.

2. Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.

- 1.1.a.: Numerous French students have carried out Independent Study projects, some of which allowed them to research topics not covered by our regular curriculum.
- 1.1.e.: During the review period several faculty have attended on-campus workshops to hone their advising skills, and Peter Hoff, the Foreign Language Coordinator and Master Advisor for Foreign Languages, twice attended annual conferences of the National Academic Advising Association (NACADA).
- 1.3.b. We continue to encourage our students to study abroad, be that through a UW-W exchange program or through another school. In addition to its program in Rouen, France, UW-W has recently added an exchange program in Bern, Switzerland. It may be of interest to students who study French due to partnerships that the University of Bern has with nearby French-speaking universities.
- 2.3.a.: UW System Classroom and Lab Modernization monies will fund a new foreign language laboratory in 2001-2002. The instructional staff is now investigating in which technology and equipment to invest.
- 2.3.b.: See 2.3.a. Remodeling of a foreign language classroom to bring it to Level 3 is anticipated, and planning is ongoing.
- 2.3.f.: Some instructors use foreign language textbooks that come with an interactive multimedia program (CD-ROM) that enhances student learning, and other multimedia programs are available in the language laboratory for extracurricular work. Some class assignments now involve work with the Internet
- 3.1.a.: Kevin Rottet, hired during this review period as a tenure-track assistant professor of French, shows great promise as a teacher and scholar.
- 3.1.i.: Both the Retention/Promotion/Tenure Committee and the Merit Committee of the department value and reward advising during performance reviews.
- Peter Hoff, Foreign Language Coordinator and Master Advisor for Foreign Languages, was recognized for excellence in advising locally by the College of Letters & Sciences in Spring 1998, and nationally by the National Academic Advising Association (NACADA) in Fall 1999.
- 5.1.d.: UW-W has participated during 2000-2001 in the Collaborative Language Program of the UW System. Created to facilitate the study of less commonly taught languages (Chinese, Japanese, Portuguese and Russian) at UW institutions, through this program a first-year Japanese language course taught at UW-W is broadcast live to students at UW-Platteville and UWC-Marinette via interactive video distance education.
- 6.3.a.: Kevin Rottet is one of six researchers participating in an NEH-funded grant (“Lexical and Lexicological Research on Louisiana French”).

3. Describe how the program contributes to meeting specific state and societal needs.

The Stanford University conference “The Study of Foreign Languages in the New Century: Retrospective Views from ‘The President's Commission on Foreign Languages and International Studies’ and Prospects for the Future” (June 2, 1999) revisited the report that President Jimmy Carter commissioned about foreign language learning in the United States in 1979. Leon Panetta, former chief of staff for the Clinton White House and a member of the 1979 presidential commission, lamented the lack of progress in remedying what 20 years ago was seen as a deplorable situation:

If the commission found in its famous conclusion that Americans’ incompetence in foreign languages was nothing short of scandalous in 1979, then I’m afraid that my conclusion in 1999 is that while it may not be scandalous, it is at best disappointing for a nation that is crossing the threshold of a global era. (Stanford On-line Report; June 9, 1999; <http://www.stanford.edu/dept/news/report/news/june9/lang-69.html>)

As a whole, Panetta feels, the United States has been unwilling to support foreign language study significantly: “The fundamental point is that overall this nation is lacking the kind of commitment that it needs to have in order to advance foreign language training.” (Stanford On-line Report; June 9, 1999; <http://www.stanford.edu/dept/news/report/news/june9/lang-69.html>)

The American Council on Education, in its Preliminary Status Report 2000 titled “Internationalization of U.S. Higher Education,” also concluded that the United States as a nation neglects the study of foreign languages and cultures:

To be sure, much of the rest of the world speaks English. Yet, in the long run, that is to their advantage--not ours. They have a kind of access to our society that we deny ourselves to theirs, given our ignorance of their languages and cultures. (p. 30)

The Wisconsin Legislature, however, has taken action to further foreign language acquisition among state students. It created Wisconsin Grants for Study Abroad, which allocated, for example, \$37,981 for study abroad by UW-W students in Spring 2000. This program is slated to continue.

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to the Appendix C as necessary.

The real possibility of creating a state-of-the-art foreign language lab and remodeling a classroom to Level 3 only came to light during the 2000-2001 year. Although mentioned vaguely in Goals 2.3.a. and 2.3.b above, these two projects are now being given much more attention.

C. Trend Data (This data has been attached as Appendix D.)

1. Respond to the following trend data for the program:

a. Number of students enrolled each fall for each of the past five years. (Data provided from the University’s fact book.)

French majors over the last five years have numbered from a high of 18 (1995-96, 1996-97) to a low of 8 (1999-2000). I question this last figure, however, because the Registrar’s website lists a total of 13 majors for Fall 2000. In any case, the number of French majors has fallen over the last five years, which, while consistent with national trends, is disheartening.

French minors have numbered from 28 (1995-96, 1997-98) to 19 (1998-99). The Registrar’s website currently lists 20 minors, a slight increase over both last year and the five-year low.

With regard to national trends, the article “Foreign Language Enrollments in United States Institutions of Higher Education, Fall 1998” (*ADFL Bulletin*, Winter 2000, pp. 22-29) provides a wealth of data concerning the number of “registrations” in foreign languages over the years. The data that follow, mainly from 1995 and 1998, are from years covered by this Audit and Review Self-Study.

Nationally, the number of students registering for any foreign language study at institutions of higher education increased 4.8% between 1995 and 1998. The picture is not always as rosy when one considers the case of specific languages, however.

Registrations in French in 1995 and 1998, at all levels of higher education in the United States, are as follow:

<u>1995</u>	<u>1998</u>	<u>Percentage Change</u>
205,351	199,064	- 3.1

Perhaps more appropriate numbers are those from four-year institutions of higher learning in the United States:

<u>1995</u>	<u>1998</u>	<u>Percentage Change</u>
168,027	164,407	- 2.2

While a drop in French enrollment occurred nationwide, this latest decrease pales in comparison to the 24.6% decline in French post-secondary enrollment that took place between 1990 and 1995.

French has been the second most popular foreign language at American institutions of higher education for at least two decades after falling from first place. In 1998 it accounted for 16.7% of total foreign language registrations, down from 18.0% in 1995 (and 34.4% in 1968!).

In two recent semesters (Spring 2000 and Fall 2000) the number of French “registrations” at UW-W numbered 76 (263 SCH) and 77 (289 SCH), respectively, which amounted to 13.7% and 11.7% of total foreign language registrations (14.1% and 12.4% of overall

foreign language SCH) in those semesters. These figures place French in second place at UW-W and follow the national trend.

b. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

The number of degrees (either a major or a minor) in French has varied from 12 (1995-96) to 4 (1997-98). The last year for which data was provided (1998-99) showed a slight increase to 7.

c. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University's fact book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

The average credits to degree for French majors are again on the increase to 156 in 1996-97 after reaching a low point of 138 in 1995-96. While it does not explain this trend, the less frequent rotation of courses in the French program may help to explain why this program's numbers are higher than those of some others. Without careful planning, study abroad or study at other institutions (UW-Extension, summer school, etc.) students may need to spend additional terms at UW-W as they wait for needed courses to come up in the rotation. The French major does average more credits to degree when compared to a Spanish major, for example.

d. Student placement information. (Data to be provided by the department/program.)

Only anecdotal data are available.

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

a. Acceptance into graduate programs and employment;

No hard data available.

b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or

According to the *Occupational Outlook Handbook* of the U. S. Department of Labor (Bureau of Labor Statistics) [<http://stats.bls.gov/oco/ocos069.htm>], demand has been increasing for bilingual teachers, especially in California and Florida, which have large Spanish-speaking student populations. Prospective teachers training in both the Bilingual-Bicultural minor (College of Education) and English as a Second Language minor (College of Education and College of Letters & Sciences) programs take foreign language courses as part of their degree requirement.

UW-W also has a tradition of training teachers of French as a foreign language. According to the source previously cited, “Employment of secondary school teachers is expected to grow faster than the average for all occupations through the year 2008, while average employment growth is projected for kindergarten and elementary school teachers.”

c. Other indicators of employment trends.

On occasion classified employment advertisements in the *Wisconsin State Journal* include listings for applicants bilingual in French and English.

E. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

The French Education major/minor are reviewed by the Department of Public Instruction.

2. If accreditation is not required for graduates’ employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

Does not apply.

F. Location Advantage

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

The French program has an advantage due to its location near Milwaukee, a city that maintains a French K-5 immersion school. Students who gain foreign language proficiency in this program and through further study may want to continue their foreign language study at the college level yet not desire the large city/large school experience of UW-Milwaukee or UW-Madison. For them, UW-Whitewater may be attractive on account of its proximity and size.

G. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:

a. The program’s content or special emphases;

UW-W is well known for its business programs, and we see many students combining a business degree with a foreign language double major or minor, even though neither a second major nor a minor is required of them. A number of years ago “Introduction to Business French” was created as one more way to appeal to these students.

b. Its focus on a specific population;

- c. **The expertise of the faculty and staff in specific areas;**
- d. **The availability of practicum or internship experiences; and/or**

Unlike some of its sister institutions, UW-W offers an Internship in French in its curriculum.

- e. **The lack of duplication of the program at other institutions in the University of Wisconsin System.**

H. Community Impact

1. **Discuss the impact that the program has on the community and/or region. Factors to discuss may include:**
 - a. **The involvement of students and/or faculty in the region;**
 - b. **The utilization of the program by consumers (i.e., performances and/or services); and/or**
 - c. **Support by regional constituencies.**

I. Strategic Planning

1. **Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.**

Asst. Professor Kevin Rottet has proposed a Special Studies titled “French Language and Society.” After a trial run in this format we may propose it as a regular French course.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. **Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.**

Régis Lecoanet, Ph.D., is a tenured Assistant Professor, whose main interests are French literature, French civilization and the history of philosophy. A native of France, he also serves as the faculty coordinator for the UW-W / Ecole Supérieure de Commerce (Rouen, France) exchange program.

Kevin Rottet, Ph.D., is a tenure-track Assistant Professor, whose main interests are French linguistics and the diversity of Francophone cultures of the world (France, Africa, Canada, Caribbean, Louisiana, Oceania).

Given their different academic foci, these two faculty members complement each other well.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

By instructor:

Régis Lecoanet	141, 142, 252, 331, 340, 350, 370, 390, 451, 452, 481, 482
Kevin Rottet	141, 142, 251, 310 (260), 321, 322, 332, 370, 390
Karl Merz*	141, 142

By course:

French 141	Lecoanet, Rottet, Merz*
French 142	Lecoanet, Rottet, Merz*
French 251	Rottet
French 252	Lecoanet
French 310	Rottet
French 321	Rottet
French 322	Rottet
French 331	Lecoanet
French 332	Rottet
French 340	Lecoanet
French 350	Lecoanet
French 370	Lecoanet, Rottet
French 390	Lecoanet, Rottet
French 451	Lecoanet
French 452	Lecoanet
French 481	Lecoanet
French 482	Lecoanet

*Karl Merz is an Associate Professor of German, who teaches 1-2 French courses per year.

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

At this time there are no retirements expected within the next couple of years.

(A table of faculty and staff has been attached as Appendix F.)

B. Teaching and Learning Enhancement

1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Factors to discuss may include:

a. Participation in on-campus and off-campus teaching enhancement activities;

Both French instructors have attended teaching enhancement activities during the review period.

b. Involvement in academic advising and efforts to maintain or improve advising performance;

Peter Hoff (Spanish) represents Foreign Languages on the College of Letters & Sciences Master Advisors' Committee. In doing so he keeps abreast of policies and changes in academic advising on campus and passes relevant information on to his colleagues.

Kevin Rottet participated in L & S Summer Advising Institutes or similar workshops.

c. Work with undergraduate students on research projects;

Both instructors of French have directed at least one Independent Study during this review period.

d. Initiatives in student-learning based outcomes;

e. New course development; and/or

Asst. Professor Kevin Rottet has proposed a Special Studies titled "French Language and Society." It is currently being circulated in the department for comments.

f. Involvement with interdisciplinary course development and/or delivery.

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

One of two French instructors (Rottet) has carried out scholarly/creative activities leading to publications and/or public presentations.

D. External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Kevin Rottet has 33% release time during the 2000-01 academic year as part of a \$200,000 NEH-funded grant. He is one of six scholars carrying out this research project concerning Louisiana French.

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as:

- a. Service involvement in professional organizations at state, regional, national, or international levels;**

Kevin Rottet has served on the Board of Directors of Cymdeithas Madog (Welsh Studies Institute of North America).

- b. Editing or reviewing for professional publications within the discipline;**

Kevin Rottet has written seven reviews for professional publications during the review period.

- c. Non-compensated consulting or intervention activities related to the discipline; and**

- d. Roles and memberships in university, college and departmental committees.**

Faculty in French serve on numerous university, college and departmental committees. On occasion they represent UW-W on UW System committees as well. (See the table of faculty and staff in Appendix F for details.)

F. Resources for Students in the Program

- 1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:**

- a. The number of students per faculty member; and**

French, because of low enrollments (a national trend), has a low student per faculty member ratio. The last two semesters are given as examples:

Spring 2000	33.0 students per FTE of staff	(Students = 76; Staff = 2.3 FTE)
Fall 2000	38.5 students per FTE of staff	(Students = 77; Staff = 2.0 FTE)

- b. The amount budgeted to student help, capital, supplies/services, etc.**

The French share of Languages and Literatures departmental resources used for these purposes--please recall that the English, German and Spanish Programs are part of the same budget--varies from year to year according to need.

G. Facilities, Equipment, and Library Holdings

- 1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.**

The Foreign Language Program currently has much less lab space than it controlled historically. In spite of its limited area, numerous technological applications for student use have been added since the last review period.

Multimedia (laser disc/computer) application
Multimedia (laser disc/computer) movie application

Computer reading skills/vocabulary building application
Numerous videos

A new Foreign Language Laboratory will be created during the 2001-2002 year using UW System Classroom and Lab Modernization funding, but it will have to serve as a classroom during most hours of the day due to space shortages in Heide Hall.

There have been no instructor or student comments (praise or complaints) during this review period regarding French library holdings.

APPENDICES

The following appendices have been included as attachments to the self-study:

Appendix A: Program APR(s)

Appendix B: List Linking Courses to Assessment Objectives

Appendix B1: Foreign Language Exit Interview (copy of instrument)

Appendix B2: UW-W survey of recent graduates in French (copy of instrument and summary of results)

Appendix C: Audit and Review Evaluation Report from Last Review

Appendix D: Trend Data included from the University's Fact Book

Appendix E: Accreditation Report (Does not apply; not attached.)

Appendix F: Table of Faculty and Staff

Copies needed

1 complete package to the department

1 complete package to the Dean's Office

9 complete packages for Undergraduate Programs (13 for Graduate Programs) to:

Richard Telfer, Associate Vice Chancellor
Hyer Hall - Room 420

Appendix B: List Linking Courses to UW-W Foreign Language Assessment Objectives

French 141	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 142	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 251	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 252	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 310	(formerly French 260) Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
French 321	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 322	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 331	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs

French 332	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 340	Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 350	Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 370	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences Objective B: familiarity with the everyday target culture (<u>c</u> ulture) Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 390	Objective A: incremental development of proficiency in the four basic target language skills; recognition of linguistic differences
French 451	Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 452	Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 481	Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs
French 482	Objective C: appreciation of target culture's history and achievements (<u>C</u> ulture) as well as awareness of its current affairs

Appendix D: 2000-01 Major/Minor Trend Data

French (BA, BS, BSE)

Major

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	-	18	18	14	13	8
Degrees Granted ²	3	2	1	3	3	
Average Credit to Degree ³	145	138	156			

French

Minor

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	29	28	25	28	19	
Degrees Granted ²	1	9	8	3	4	

German (BA, BS, BSE)

Major

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	-	3	6	5	4	6
Degrees Granted ²	5	1	1	0	2	
Average Credit to Degree ³	155	138	162			

German

Minor

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	26	27	29	27	19	
Degrees Granted ²	8	8	9	9	9	

Spanish (BA, BS, BSE)

Major

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	-	55	46	49	50	53
Degrees Granted ²	9	6	10	11	11	
Average Credit to Degree ³	139	153	145			

Spanish

Minor

	<u>94-95</u>	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>	<u>98-99</u>	<u>99-00</u>
Fall Enrollment ¹	163	163	148	149	146	
Degrees Granted ²	43	36	47	41	38	

1. Number of students in the program who were enrolled in at least one class during the fall semester.
2. Number of students in the program who earned a degree during the fiscal year (e.g., summer 92, fall 92, and spring 93).
3. Total number of credits completed by the students in the program who earned a degree during the fiscal year divided by the "degrees granted".

Appendix F: Table of Faculty and Staff

LECOANET, RÉGIS

Teaching and Learning Enhancement

a. Participation in on-campus and off-campus teaching enhancement activities;

Attended five conferences related to teaching.

b. Involvement in academic advising and efforts to maintain or improve advising performance;

c. Work with undergraduate students on research projects;

Supervised several Independent Studies.
Participated in a student's Honor Project.
Served as mentor for an undergraduate research project.

d. Initiatives in student-learning based outcomes;

e. New course development; and/or

f. Involvement with interdisciplinary course development and/or delivery.

Research and Other Scholarly/Creative Activities

External Funding

Professional and Public Service

a. Service involvement in professional organizations at state, regional, national, or international levels;

Cooperates with the Alliance Française of Madison, WI.

b. Editing or reviewing for professional publications within the discipline;

c. Non-compensated consulting or intervention activities related to the discipline; and

Advisor to the UW-W French Club
Coordinator for the UW-W / Rouen (France) exchange program

d. Roles and memberships in university, college and departmental committees.

University:
College:
Department: Curriculum, Foreign Language Issues, Library, Nomination, various search committees (ad-hoc)

ROTTET, KEVIN

Teaching and Learning Enhancement

a. Participation in on-campus and off-campus teaching enhancement activities;

Attended new faculty orientation.
Attended a new faculty advising workshop.
Attended an L & S Advising Institute.
Attended several departmental retreats.

b. Involvement in academic advising and efforts to maintain or improve advising performance;

Sole advisor for French and French Education majors.

c. Work with undergraduate students on research projects;

Supervised several Independent Studies.
Participated in a student's Honor Project.

d. Initiatives in student-learning based outcomes;

e. New course development; and/or

Redesigned French 331 for teaching with new texts (Francophone literatures outside of France).
Has developed a new "French Language and Society" Special Studies course.

f. Involvement with interdisciplinary course development and/or delivery.

Research and Other Scholarly/Creative Activities

Co-authored one book; wrote another book (in press).
Published three articles; two more in press.
Wrote seven reviews for professional journals.
Read four conference papers at professional meetings.
Gave two invited guest lectures.

External Funding

Kevin Rottet is one of six researchers participating in a \$200,000 NEH-funded grant (#144-4-241413, "Lexical and Lexicological Research on Louisiana French")

Professional and Public Service

a. Service involvement in professional organizations at state, regional, national, or international levels;

Member of the Board of Directors of Cymdeithas Madog (Welsh Studies Institute of North America)

b. Editing or reviewing for professional publications within the discipline;

Published seven book reviews; one more in press.

c. Non-compensated consulting or intervention activities related to the discipline; and

Served as field reviewer for the National Science Foundation in Sociolinguistics.

Served as advisor to the Société Française (student organization).

d. Roles and memberships in university, college and departmental committees.

System: French Placement Test Development Committee

University: Faculty Senate, University Honors Council

College: Elections

Department: Assessment, Foreign Language Issues, Merit and Social