Program Summary

Task Force: Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of International Language and Culture Studies is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

Question: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

ILCS Mission:

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.

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.

I. Foster Student Success
Assessment activities measuring student learning

- **Mini-grants** through ORESP, VCAA, IPFW for project: “Fine-tuning the perception of oral stress among advanced Spanish students to help them improve their speaking and writing skills”
- **National oral proficiency certification** (OPI) through the American Council of Teachers of Foreign Languages (Arabic, Japanese)
- **National assessment measures** to assess student proficiency levels (National Japanese Examination.)

Opportunities for engaged and experiential learning

- **Service-learning course** (Spanish 315 Translation/Service-Learning course.)
- **Service-learning or travel components** in courses: FREN F330, F474, and SPAN S203-204 (translation), GER G320 (travel).

Contributions to the Honors Program

- **Teaching** courses, mentoring student projects, providing service activities related to the program, participation in Honors Freshman Seminar, etc.
- **Team taught Honors course** (H201, “Language and Global Diversity,” Spring 2015).

Use of high-impact instructional methods

- **Integration of technologies** in beginning, intermediate and upper-level language courses (podcasting presentations, blogging for a staged research project, Google Earth as a presentation platform, English-language subtitling for Foreign Language video projects).
- **Activities in the Language Lab:**
  - "Study tips" presentation each semester, grammar workshops, extra study classes, conversation tables, a wide range of cultural presentations, etc.
  - The foreign language lab supports the study of foreign languages, and cultures through the integration of technology and classroom teaching for student success. Helps to support the internationalization of our campus and strengthen our program.
  - It provides computer facilities with audio, video, language learning system, (online textbook materials) for language teaching and learning, and offers training and consultation to faculty with the application of new language instructional technologies (training sessions for new faculty).
  - By engaging students with informational materials, and technological resources, the lab provides a center of activity that enables students (dual credit students also) to empower themselves and to achieve maximum benefits as they progress through their studies.

- **Teaching Awards:** Enhancement of Learning (Buttes), Student Choice & Leepoxy Teaching Award (Ujike).

Transformation of the concept of the college classroom and the delivery of education
• **Dual credit courses.** 8 (6 in Spanish, 2 in German) courses for dual credit in German and Spanish in area high schools.

• **Foreign Language Teaching Assistants (FLTAs).** Hosting and mentoring of Arabic assistants from Tunisia, Egypt, and Yemen, which expose students to native speakers from different Arab countries.

• **Collegiate Connection program.** One high school selected at the national level to visit Japan for two weeks on a tour sponsored by the Japanese government.

### Development and promotion of interdisciplinary programs:

• **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.

### Internationalization of the curriculum

Because the ILCS Department is inherently international in its focus, we have played and continue to play a crucial role in the internationalization of IPFW's curriculum.

### Expansion of international agreements

• **Connections with Seoul National University with pending MoU proposal (since 2012).**

• **University of Miyazaki in Miyazaki, Japan.** Study abroad and student exchange agreement with this university.

### Support of international students

• **Biannual presentation** on “Academic Preparedness” at International Student Orientation organized by Office of International Education.

• **Student clubs** (Arabic, Japanese, French, German, and Hispanos Unidos) and international curriculum offers international students opportunities to feel at home and also share their culture with others.

### Providing of international curricula

• **Courses for Gen Ed credit.** ILCS now offers first- through fourth-semester language courses for
ILCS International Language and Culture Studies

Gen Ed credit.
- Gen Ed courses in English with international content: ILCS has offered and will continue to offer a range of Gen Ed courses in English with international content: I200 (Introduction to International Studies), I208 (International Cinema) I350 (International Communication), NELC 204 - an Arabic culture course titled “Topics of Mid-East Language and Culture.” GER E311, GER E320, GER E371 (now also accepted toward German degree requirement).

Support of programs for international study for domestic students

- 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

- Study abroad promotion: A wide range of mentoring, advising, recruitment efforts (within the department and with Office of International Education), participation in study abroad information and orientation sessions and by mentoring and advising students re: study abroad.
- Study abroad success: Since 2011, 15 of ILCS majors or minors that have studied/lived/worked abroad with the support (recruitment, mentoring, advising of ILCS faculty).
- ILCS Study Abroad Scholarship has supported 12 students since 2011.

Links between baccalaureate and post-baccalaureate programs

- Students accepted in graduate programs: Since 2011, 20 ILCS graduates have entered graduate programs or are currently pursuing degrees in French, German, and Spanish.

Promotion of multiculturalism as a value

- Five Student Clubs / Faculty-facilitated Conversation Tables
- Cultural (or other) presentations in the Lab
- Sponsored external lectures
- International film screenings
- Roundtable discussions
- TV series on CATV
- ILCS faculty presentations (UC2 or Anthropology club or First Mondays, etc.)

Job placement

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.

- 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.
Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.

II. Promote the Creation, Integration, and Application of Knowledge

It is worth noting that the accomplishments listed below correspond to the efforts of a small department with just 9 tenured/tenure-track faculty and 4 continuing lecturers.

Regional, national, and international research and collaboration

ILCS faculty have produced a range of research and creative work and research publications that promote the creation of knowledge:

38 publications

- 3 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 International Language and Culture Studies

**ILCS hosted an international conference**


**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 advice 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

**Question:** III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.
III. Serve as a Regional 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 8 of French, German and Spanish students during the past three 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; a trip to Germany offered as a non-credit opportunity for members of the community.

Question: IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

IV. Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization

ILCS has established an integrated system of program reporting, review, assessment, and accreditation that is aligned to performance metrics:

- ILCS is assessing all 29 (6 Spanish, 4 French, 4 German, 4 Japanese, 4 Arabic, 4 Chinese, 3 INTL/ILCS) courses in our department that have been approved for Gen Ed credit.
- ILCS faculty have begun working with CELT to create systematic peer reviews, both formative and summative, of their teaching.

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
Identify gaps in academic and program offerings and prioritize programs for creation, expansion, merging, or cessation.
- In Fall 2013, our department began discussions and the data collection necessary to develop our six degree programs in French, German, and Spanish (B.A. and B.A. in Teaching) into one ILCS degree that would have different tracks for students to choose, such as a track in French and Francophone studies, a track in International Studies, etc.
- 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.

ILCS has increased transparency in resource allocation budget formation, administration, and personnel decisions.
- New ILCS Increment Guidelines were created in 2012.

ILCS has implemented a strategy for sustainable external funding of strategic priorities.
- Our department webpage now has information on ways to donate specifically to ILCS or its programs.
- Our most recent newsletter included an article titled “Ways to Support Foreign Language and Culture Studies, our Students, and Better our Community” with information on how to donate to ILCS and its programs.

**Question:** Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

N/A

**Criterion:** #3: Accreditations - Program specific accreditation and status

**Question:** Accreditations - What program-specific accreditations and status do you have, if any?

**Question:** Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

**Criterion:** #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses
**Question:** Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

**Question:** Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website:  http://www.ipfw.edu/offices/ir/profiles/

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
ILCS International Language and Culture Studies

1. Comment on the specificity of the goal:

The goal is specific.

2. Comment on the goal's measures:

Please define "sufficient demand".

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Achievable

4. Comment on the goal's relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

n/a

**Question:** Unit Goal - What is your unit goal?

**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.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Foster Student Success: C 1, 3, 5, 6 and E4.

I.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

I.C.3. Promote academic programs for international market.

I.C.5. Invest in academic programs with international curricula.

I.C.6. Increase support programs for international study for domestic students.

I.E.4. Promote majors and programs with strong job placement opportunities in the region and beyond.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Create proposal
- Create new ILCS courses (International Linguistics / possible capstone course for all majors)
- Submit Proposal for approval

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Proposal created and submitted by beginning of Spring 2016
- New ILCS course proposals submitted beginning of Spring 2016

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Approvals of campus and state legislative bodies

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

Completed by Spring of 2016.
#8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**  1. Comment on the specificity of the goal:

   The goal is specific.

2. Comment on the goal's measures:

   Action steps and metrics are well written.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Achievable

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

Listed in goals

**Question:** Unit Goal - What is your unit goal?

**Goal 2:** Identify areas of productive interdisciplinary collaboration with at least 4 departments, and when appropriate, create interdisciplinary courses that align with Plan 2020 internationalization goals in ILCS and those departments.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Foster Student Success: Process Goals C1, C3, C5, C6, D1

I.C.1 Develop and promote interdisciplinary programs where there are sufficient university assets available and anticipated employment needs.

I.C.3. Promote academic programs for international market.

I.C.5. Invest in academic programs with international curricula.

I.C.6. Increase support programs for international study for domestic students.

I.D.1. Develop activities and experiences that promote multiculturalism as a value.
**ILCS International Language and Culture Studies**

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- During academic year 2015-2016, we will dispatch pairs of full-time ILCS faculty to meet with COAS departments and with units outside of COAS (e.g. nursing, engineering, business) to achieve three goals:

  1. identify concrete actions we can take to facilitate their students’ interest in and/or completion of elementary language courses (first four semesters).
  2. identify Plan 2020 needs of ILCS students that could be met by those departments’ Plan 2020 priorities
  3. identify language, culture or international studies needs of those departments’ Plan 2020 priorities that could be met by ILCS’ priorities

- Faculty teams will submit what they learn from these meetings to our departmental secretary, who will compile these findings.

- From this list of needs and modifications, the department will develop a prioritization plan and will pursue one of the top four priorities in each academic year between 2016 and 2020. These priorities could be new interdisciplinary courses created, modifications to our current course offerings or the creation of unique and signature interdisciplinary collaborations, depending on what we identify from these initial meetings.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Successfully identify four top priorities after our meetings.
- Choose one to focus on each year between 2016 and 2020.
- Take concrete steps to implement those priorities.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

In the short term, yes, but in the long term, if these interdisciplinary collaborations attract a large number of students, it is possible we could need new resources.

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- We could need more faculty if we are to provide consistently these new interdisciplinary courses, depends on demand.

- More opportunities for course development grants or releases for faculty to build connections with other disciplines and design new courses could be useful in overcoming challenges mentioned below.
Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

- Identifying productive interdisciplinary collaborations is dependent upon willing partners from across the university. Given Plan 2020’s focus on internationalization, we are confident that at least four departments will emerge as strategic partners in achieving our goal. But identifying those partners also presents a challenge we will need to overcome.

- In this same vein, the facilitation and incentivization of faculty to participate in creating these interdisciplinary collaborations could present a challenge, one that could be remedied by the resources mentioned above.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

The main goal--Identify areas of productive interdisciplinary collaboration with at least 4 departments--could be achieved over one academic year (2015-2016). The second part of the goal--creating, when appropriate, new, interdisciplinary courses, programs and opportunities--is a long term goal that will be accomplished over the course of the Plan 2020 period. A yearly plan will be put in place after prioritizing what we learn from our meetings.

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:

   The goal can be strengthened by providing baseline measurement and target.

2. Comment on the goal’s measures:

   Metrics are well written.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Not achievable without additional resources

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

DCS, OIE

**Question:** Unit Goal - What is your unit goal?
**Goal 3:** Increase the participation by ILCS/IPFW students in study abroad programs

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.B.1, I.B.5, I.C.2, I.C.5, I.C.6, I.D.1

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

I.B.5. Transform the concept of the college classroom and the delivery of education.

I.C.2. Review, prioritize, and expand international agreements.

I.C.5. Invest in academic programs with international curricula.

I.C.6. Increase support programs for international study for domestic students.

I.D.1. Develop activities and experiences that promote multiculturalism as a value.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Develop a range of 4-year plans that include various study abroad options
- Find ways to better incentivize study abroad for ILCS students
- Work with the Office of International Education to promote existing programs, especially ISEP
- Create more faculty-led / short-term study abroad opportunities
- Expand funding of existing ILCS Overseas Study scholarship
- Continue work already begun to create a university-wide study abroad scholarship

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Number of students participating in study abroad increased by at least 20% over 5 years
- All 4-year plans developed within two years.
- Work with Meg Underwood (OIE) to provide more ILCS-specific study abroad materials/meetings/informational sessions
- Creation of one faculty-led study abroad opportunity per language? (German course currently being created with Vienna-Budapest travel component)

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

4/29/2015 8:36:12 AM
**ILCS International Language and Culture Studies**

**Program Write-up with Task Force Comments**

Indiana University-Purdue University Fort Wayne (IPFW)

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- Funding for faculty to create and set up new faculty-led study abroad programs.
- Additional resources for student scholarships

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Student and faculty time constraints

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

3-5 years

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**

1. Comment on the specificity of the goal:

   The goal is specific.

2. Comment on the goal’s measures:

   Measures are adequate.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   Achievable

4. Comment on the goal’s relevance:

   Relevant

5. Comment on the timeline of the goal:

   Achievable

   Possible opportunities for collaboration or suggestions for addressing a gap:

   Assessment Office, IR

**Question:** Unit Goal - What is your unit goal?
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

Question: IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Foster Student Success: Process Goals A1 and A2.

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

I.A.2. Use assessment data to improve student learning.

Question: Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

Question: Actions - What action(s) does your unit plan to take to support this unit goal?

- Form a one-time committee that will meet in Spring 2015 to develop a rubric for assessing the portfolio materials ILCS students compile during the completion of their degree.
- Form a rotating assessment committee comprised of full-time faculty who offer courses required for the major.
- Choose a set week (e.g. third week of April) during Spring semesters in even numbered years to assess the portfolios of graduates from the previous two years. (i.e. in Spring 2016, we will assess all students who graduated in French, German and Spanish in 2014 and 2015; in Spring 2018, graduates from 2016 and 2017, and so on).

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

The assessment committee will prepare a report to be delivered at the last department meeting in the semester of assessment. The report will describe the results of the assessment and will provide both short-term (i.e. semester-oriented) and long-term (i.e. multi-semester-oriented) recommendations to advise future curriculum decisions and improve learning outcomes of our majors over the following two year period. While assessment will take place on a biennial basis, the short-term and long-term recommendations will ensure that the results of the assessment can be implemented during each of the following four semesters before the next assessment committee meets.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Yes

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A
**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

1. Adding this assessment process requires additional faculty time, but the rotating nature of the committee will hopefully mitigate this challenge since a given faculty member will be responsible for this additional duty once every six years.

2. As we develop our new ILCS major and go through a new program review relatively soon, the contents of the portfolio may change, and as a result, we may need to delay or repeat the rubric process before implementing the biennial assessment plan.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

The immediate steps toward this goal can take place within one year: the rubric committee will meet in Spring 2015 and the first portfolio assessment is planned for Spring 2016. The plan is that this process will set in motion a continual process of assessment and recommendations for continual improvement, which is not only crucial to our advancing the goals of Plan 2020 (i.e. Fostering Student Success) but also to improving the structure and learning outcomes of our new combined degree over the long term.

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

The goal would be clearer if stated “improve retention of quality instructors . . .”.

Action steps seem to indicate two separate goals. The first deals with retention of quality instructors, while the second focuses on feasibility and creation of hybrid courses.

2. Comment on the goal’s measures:

Goal needs baseline measurements and targets.

Some of the metrics include resource needs.

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Not without university support

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

CELT and DCS for hybrid course goal.

**Question:** Unit Goal - What is your unit goal?

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

Foster Student Success: B5, C5

I.B.5. Transform the concept of the college classroom and the delivery of education.

I.C.5. Invest in academic programs with international curricula.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
ILCS International Language and Culture Studies

- Recruit, train, and retain more top quality instructors.
- Seek additional faculty lines.
- Collect data and research on Hybrid courses at other institutions.
- Create a possible pilot hybrid course in one of the languages taught in our department.
- Evaluate the results of the pilot course looking towards possible wider implementation.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Increases in retention of top quality instructors.
- New faculty lines.
- Develop more systematic mentorship/assessment of part-time faculty

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

- New faculty lines that provide consistency in staffing and allow for trained and experienced faculty to teach these courses.
- Increases to the funding amounts available for instructors so as to retain the best ones.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Other academic institutions, as well as the business world, routinely offer our best instructors better pay and we lose them and the resources we have put into them. We need a way to compete.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

2-5 Years.

**Criterion:** #12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
ILCS International Language and Culture Studies

1. Comment on the specificity of the goal:
   Need to define baseline measurements

2. Comment on the goal's measures:
   Need baseline and targets to be defined. Consider adding attendance as a measure.

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data): Achievable

4. Comment on the goal's relevance:
   Unsure

5. Comment on the timeline of the goal:
   Appropriate

Possible opportunities for collaboration or suggestions for addressing a gap:
   ODMA, OIE, Marketing Communications

**Question:** Unit Goal - What is your unit goal?

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

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

II.C, III.B, III.D, III.M.1

II.C. Promote the development of opportunities for faculty and student engagement with the community for the application and integration of knowledge.

III.B. Provide access to outstanding intellectual programming.

III.D. Provide non-credit enrichment experiences for the community.

III.M.1 Intellectual, cultural, and artistic events

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Low

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Identify potential community partners.
Start establishing contacts.
Assess needs of community partners.
Decide on collaboration projects.
Plan events.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Number of community partners contacted.
- Number and feedback of offered cultural events for the community.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Limited financial support for marketing purposes (flyers, etc.).

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Time constraints of faculty members

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

2 years. Year 1 will be reaching out to the community. Year 2 will show first signs of success because of repeat events

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
1. Comment on the specificity of the goal:

Lacks specificity.

What do you mean by expand?

2. Comment on the goal's measures:

What will define success? Number of presentations?

3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

Achievable

4. Comment on the goal’s relevance:

Relevant

5. Comment on the timeline of the goal:

Achievable

Possible opportunities for collaboration or suggestions for addressing a gap:

OIE

**Question:** Unit Goal - What is your unit goal?

**Goal 7:** Expand support for International Students on campus.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.C.4, I.B.1

**I.C.4.** Expand support for international students.

**I.B.1.** Increase opportunities for engaged and experiential learning including service learning and internship programs.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
ILCS International Language and Culture Studies

- Work closely with the Office of International Education to find ways to support international students.
- Create opportunity for international students to interact with IPFW students.
- Create contacts and establish peer mentors between international students and ILCS students in collaboration with OIE.
- Invite International students to our courses/roundtables or cultural presentations and let them present about a topic of discussion

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Number of presentations, workshops, mixers offered.
- Number of and feedback from peer mentoring relationships established

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No.

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Financial support to pay for food at mixers, copying of flyers, other material costs for cultural events

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Time constraints of faculty members.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

2 years. The first year will be considered a test run, the second year will be assessed in terms of number of repeat events and new peer mentors.

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
Indiana University-Purdue University Fort Wayne (IPFW)
Program Write-up with Task Force Comments

ILCS International Language and Culture Studies

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
ILCS International Language and Culture Studies

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Question: Resources - Are you able to accomplish this unit goal with your current resources?

Question: Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?