

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Modern Languages BA

As of: 11/22/2016 08:56 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Language Proficiency

Upon completion of the B.A. Program in Modern Languages, 80% of students will demonstrate proficiency in the respective target languages (French, German, or Spanish) at the Intermediate High level or higher, in the four major skills (listening, speaking, reading, and writing), as measured using the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL).

Connected Documents

[2012 ACTFL Speaking guidelines](#)
[ACTFL Writing Proficiency 2012](#)

Related Measures

M 1: Oral Proficiency Interviews

All graduating B.A. students participate in an Oral Proficiency Interview at the end of their final semester in the program, with a minimum of two faculty members conducting the interview and evaluating the abilities of the student. Assessment is based on the criteria established by the American Council on the Teaching of Foreign Languages (ACTFL). Interviews are scheduled with and written portfolios are collected from all graduating students during approximately the final two weeks of the semester in which they graduate. Information about the exit interview process is included in syllabi for all advanced-level courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document

[2012 ACTFL Speaking guidelines](#)

Target:

80% of graduating students will meet or surpass the Intermediate High level of oral language proficiency as measured by the ACTFL guidelines.

Connected Document

[2012 ACTFL Speaking guidelines](#)

Finding (2015-2016) - Target: Partially Met

Among 22 graduates in French, Spanish, and German, 68% (8 Spanish majors and 7 French majors) met or surpassed the Intermediate High level of oral language proficiency as measured by the ACTFL guidelines. Within this group of 15 students, 4 native or heritage Spanish speakers (27%) obtained a Superior rating, 4 students (27%) (3 French, 1 Spanish) obtained Advanced High or High/Mid ratings, 2 students (13%) (1 French, 1 Spanish) demonstrated Advanced Low or Mid/Low proficiency, and 3 students (20%) (2 French, 1 Spanish) were assessed as Intermediate High. 27% (3 French majors, 2 Spanish

majors, 1 German major) of the 22 graduates were assessed as being at the Intermediate Mid or Intermediate Low level of proficiency; proficiency of one Spanish student was judged to be below the Intermediate threshold.

Related Action Plans (by Established cycle, then alpha):

Course Development and Curriculum Change

We consolidated the French culture/civilization course sequence (FREN 457/458) as a single course. Also we created a new French 302 entry-level course for heritage speakers coming from the French Immersion program in local elementary and middle schools.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Course Revision

We reinvented the French 421 capstone course as a pro-seminar to be taught by all members of Francophone Studies faculty (to be implemented in Fall 2010).

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Spanish Course Textbooks

We adopted new textbooks for Spanish course sequences.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Study Abroad Development

We continue to evaluate and develop new and existing study abroad sites and year-long international programs for language learners (in France, New Brunswick, Germany, Spain, and Mexico).

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Raise Standard

In light of successes, raise standard to 80% meeting or exceeding intermediate-high level.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: Will implement on WEAVE in next cycle

Responsible Person/Group: Assessment coordinator

Collaborative Exchange Programs

Given the success and satisfaction of a number of students who have recently participated in UL exchange programs with universities in France, Spain, and Mexico, teachers and advisors should actively encourage students to participate in exchange programs to develop oral proficiency through a study-abroad experience (semester or year).

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Responsible Person/Group: MODL advisors and professors

Refine Standard

Standard has been raised to 80% of students meeting or surpassing Intermediate High level of oral language proficiency; for a more fine-grained assessment, set targets as 80% of all graduating students reaching the Intermediate High threshold with a subgoal of 50% of all graduating students attaining an Advanced rating (i.e., Advanced Low or higher).

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: Implement in 2014-2015 cycle.

Responsible Person/Group: Assessment Coordinator.

More speaking practice

Faculty should be encouraged to incorporate more oral activities (e.g., presentations, question-and-answer activities) in upper-level courses to help students continue to work on language proficiency and fluency while engaged with French and Spanish content.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Responsible Person/Group: MODL Faculty

Advertising Modern Languages to the University community

The Department of Modern Languages needs to change its role as a "best kept secret" for undergraduates and their advisors. Members of the Department should continue to communicate and celebrate strengths of the department and advantages of a major or minor in Modern Languages inside and outside the department. The new website will be a vehicle for this information.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Cultural Awareness | Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: The Department website will be launched in May of 2016. We will continue with ongoing efforts to publicize features of the program through conferences, collaboration in and outside the university, and community outreach.

Responsible Person/Group: Caroline Huey

M 2: Exit Portfolios

During their final semester before graduation, students submit a portfolio of 3 sample written essays. Portfolios are evaluated for written language proficiency by a minimum of two raters per student, using the 2012 ACTFL proficiency guidelines. Essays are also used to assess how well students demonstrate awareness of cultural diversity and international perspectives as well as their degree of mastery of analytical tools to discuss cultural, literary, or historical subject matters. Interviews are scheduled with and portfolios are collected from all graduating students, during approximately the final two weeks of the semester in which they graduate. Information about the exit interview process is included in syllabi for all advanced-level courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[ACTFL Writing Proficiency 2012](#)

Target:

80% of students will meet or surpass the Intermediate High level of written language proficiency as measured by the ACTFL guidelines.

Connected Document

[ACTFL Writing Proficiency 2012](#)

Finding (2015-2016) - Target: Partially Met

In this cycle, 16 out of 22 (73%) of graduating seniors (10 Spanish majors and 6 French majors) met or surpassed the Intermediate High level of written language proficiency as measured by the ACTFL guidelines. Of the 22 students, 9 students (41%) were rated as Advanced (3 Advanced High, 3 Advanced Mid, 3 Advanced Low) or Superior (4 students). These findings do not quite meet the target 80% Intermediate High+ or the recently established subgoal of 50% of all

graduating students attaining an Advanced or higher rating in written language proficiency.

Related Action Plans (by Established cycle, then alpha):

Course Development and Curriculum Change

We consolidated the French culture/civilization course sequence (FREN 457/458) as a single course. Also we created a new French 302 entry-level course for heritage speakers coming from the French Immersion program in local elementary and middle schools.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze
| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Course Revision

We reinvented the French 421 capstone course as a pro-seminar to be taught by all members of Francophone Studies faculty (to be implemented in Fall 2010).

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze
| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Spanish Course Textbooks

We adopted new textbooks for Spanish course sequences.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

raise standard

In light of successes, raise standard to 80% met or exceeded Intermediate-High level of proficiency.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Language Proficiency

Implementation Description: Implement in next WEAVE cycle

Responsible Person/Group: Assessment coordinator

Advertising Modern Languages to the University community

The Department of Modern Languages needs to change its role as a "best kept secret" for undergraduates and their advisors. Members of the Department should continue to communicate and celebrate strengths of the department and advantages of a major or minor in Modern Languages inside and outside the department. The new website will be a vehicle for this information.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Cultural Awareness | Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: The Department website will be launched in May of 2016. We will continue with ongoing efforts to publicize features of the program through conferences, collaboration in and outside the university, and community outreach.

Responsible Person/Group: Caroline Huey

Focus on Grammar / Writing

In advanced courses, professors should include discussion of common grammatical errors and writing strategies to help weaker students develop their writing skills in the second language.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Language Proficiency

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Cultural Awareness

Students will show awareness of cultural diversity and of international perspectives across the Francophone, Hispanophone, or Germanophone world.

Related Measures

M 2: Exit Portfolios

During their final semester before graduation, students submit a portfolio of 3 sample written essays. Portfolios are evaluated for written language proficiency by a minimum of two raters per student, using the 2012 ACTFL proficiency guidelines. Essays are also used to assess how well students demonstrate awareness of cultural diversity and international perspectives as well as their degree of mastery of analytical tools to discuss cultural, literary, or historical subject matters. Interviews are scheduled with and portfolios are collected from all graduating students, during approximately the final two weeks of the semester in which they graduate. Information about the exit interview process is included in syllabi for all advanced-level courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[ACTFL Writing Proficiency 2012](#)

Target:

85% of students will be rated overall as "Good" or "Excellent" on the evaluation rubric for awareness of cultural diversity and of international perspectives based on knowledge of the Francophone or Hispanophone world across its broad geographic distribution.

Finding (2015-2016) - Target: Met

91% of students were rated as Excellent (45%), Excellent/Good (5%) or Good (41%) on the evaluation rubric for Cultural Awareness. The remaining 2 students were rated as "Average".

Related Action Plans (by Established cycle, then alpha):

Raise Standard

Raise standard to 85% of students achieving a Good or Excellent rating for the Cultural Awareness evaluation for 2014-2015.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Cultural Awareness

Advertising Modern Languages to the University community

The Department of Modern Languages needs to change its role as a "best kept secret" for undergraduates and their advisors. Members of the Department should continue to communicate and celebrate strengths of the department and advantages of a major or minor in Modern Languages inside and outside the department. The new website will be a vehicle for this information.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Cultural Awareness | Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: The Department website will be launched in May of 2016. We will continue with ongoing efforts to publicize features of the program through conferences, collaboration in and outside the university, and community outreach.

Responsible Person/Group: Caroline Huey

MODL Community Activities

Faculty will be encouraged to mentor activities and organizations outside the classroom to foster interest in and knowledge of the Modern Languages, as well as to support current students and enrich the learning atmosphere.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Cultural Awareness

Implementation Description: Faculty sponsor and support clubs, study abroad programs, students currently abroad, group activities outside of class, periodic mixers and conferences that include students and the university and local community.

Outreach to School Immersion Programs

High school French and Spanish Immersion students visit the Department every year to sit in on current classes, meet professors and discuss Dual Enrollment and other aspects of their language careers. A panel of professors then visits the students in their classrooms to answer questions and discuss opportunities offered in the Modern Languages Department at UL, as well as through CODOFIL and other agencies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Cultural Awareness

Implementation Description: Yearly exchange of information and discussion between French and Spanish Immersion Programs and UL Lafayette Department of Modern Languages. High school advisors refer all French and Spanish applicants to the UL Dual Enrollment program directly to the Modern Languages Department.

Responsible Person/Group: Caroline Huey

Additional Resources: Standardized information on MODL curriculum and general program information should be automatically available and offered to students during the exchange.

O/O 3: Ability to Analyze

Students will demonstrate the ability to understand and to analyze significant works of literary or cultural importance.

Related Measures

M 2: Exit Portfolios

During their final semester before graduation, students submit a portfolio of 3 sample written essays. Portfolios are evaluated for written language proficiency by a minimum of two raters per student, using the 2012 ACTFL proficiency guidelines. Essays are also used to assess how well students demonstrate awareness of cultural diversity and international perspectives as well as their degree of mastery of analytical tools to discuss cultural, literary, or historical subject matters. Interviews are scheduled with and portfolios are collected from all graduating students, during approximately the final two weeks of the semester in which they graduate. Information about the exit interview process is included in syllabi for all advanced-level courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.

Source of Evidence: Portfolio, showing skill development or best work

Connected Document

[ACTFL Writing Proficiency 2012](#)

Target:

75% of students will be rated overall as "Good" or "Excellent" on the evaluation rubric for the ability to understand and analyze significant works of literary or cultural importance.

Finding (2015-2016) - Target: Met

77% of students were rated Excellent (27%), Excellent/Good (5%), or Good (45%) on the evaluation rubric for Ability to Analyze. Of the remaining graduates, 1 student was assessed as Good/Average, 3 were rated Average, and 1 student was rated Average/Poor.

Related Action Plans (by Established cycle, then alpha):**Course Development and Curriculum Change**

We consolidated the French culture/civilization course sequence (FREN 457/458) as a single course. Also we created a new French 302 entry-level course for heritage speakers coming from the French Immersion program in local elementary and middle schools.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze
| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Course Revision

We reinvented the French 421 capstone course as a pro-seminar to be taught by all members of Francophone Studies faculty (to be implemented in Fall 2010).

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze
| Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Raise Standard

Raise standard to 85% of students achieving a Good or Excellent rating for the Ability to Analyze evaluation for 2014-2015.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

Advertising Modern Languages to the University community

The Department of Modern Languages needs to change its role as a "best kept secret" for undergraduates and their advisors. Members of the Department should continue to communicate and celebrate strengths of the department and advantages of a major or minor in Modern

Languages inside and outside the department. The new website will be a vehicle for this information.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze

| Cultural Awareness | Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: The Department website will be launched in May of 2016. We will continue with ongoing efforts to publicize features of the program through conferences, collaboration in and outside the university, and community outreach.

Responsible Person/Group: Caroline Huey

O/O 4: Awareness of Career Opportunities

Students will demonstrate awareness of career opportunities in sectors in which knowledge of and ability in French, German, or Spanish can be beneficial.

Related Measures

M 3: Exit Interviews

As the final portion of the exit interview conducted with all graduating seniors, students provide additional information and feedback in English on MODL programs. Students are asked to describe their career plans (as related to their experiences in the program), to assess the perceived strengths and weaknesses of the program, and to make recommendations for possible improvements. Interviews take place during approximately the final two weeks of the semester in which students graduate, and information about the exit interview process is included in syllabi for all advanced-level courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.

Source of Evidence: Exit interviews with grads/program completers

Target:

100% of students will describe their training as meeting or exceeding their perceived professional development needs after graduation

Finding (2015-2016) - Target: Met

In this cycle, all 22 graduates of MODL programs expressed satisfaction with their education and training. Approximately 10 graduates plan to immediately or eventually pursue advanced study in graduate programs including French, Spanish, MBA, International Business, Finance, Bilingual Counseling, and Speech Pathology. Two graduating French majors will participate in the Teaching Assistant Program in France (TAPIF) and concurrently be enrolled in the "Escadrille Louisiane" program for the 2016-17 academic year. After a year in France and a year of student teaching in Louisiana, they will receive a Master of Arts in Teaching (MAT) degree through Centenary College. These students subsequently commit to teaching in Louisiana schools for 2-3 years, generally in French immersion programs; both intend to continue on this career path. An additional French graduate was selected for TAPIF, one student is currently on the wait-list, and another want to try teaching abroad but currently has no definite plans. One French graduate plans to continue efforts to promote Louisiana French in her community through educational and

cultural public programming. The German graduate will begin employment as an au-pair in Germany/Estonia in Summer 2016 but plans to attend graduate school in the future. One graduating Spanish major plans to teach English in a Spanish-speaking country, and another plans to do the same in South Korea before pursuing an advanced degree. Two Spanish graduates are planning to teach Spanish at the secondary level, and a number of others plan to pursue employment in interpreting or translation, specifically as business, medical or court interpreters. One French graduate would eventually like to become an interpreter for or have another role in humanitarian organizations, specifically in Africa; one Spanish graduate plans to work to help women and children affected by human trafficking. Strengths of the program most often mentioned by students included the variety of courses in French and Spanish, enjoyment of specialized courses, and the “diversity of courses in the curriculum that allow students choices with respect to their interests and career goals.” French graduates characterized their professors as hard-working, enthusiastic, and supportive, and they appreciated the student/teacher relationships within the department. One graduate enumerated a list of positives, including “the ambiance of a small liberal arts college; being friendly with professors; encouragement and engagement from professors; the number and variety of classes; opportunities for study abroad; and other opportunities through CODOFIL.” Spanish graduates also pointed out the dedication of the faculty, who they found approachable, flexible, and encouraging; other strengths cited in the Spanish program included “having classes that meet needs of students wanting to use Spanish for a professional career,” and several students mentioned their appreciation of “courses with practical orientation, such as conversation, grammar, and Spanish for Professionals.” Cited as weaknesses of the program were a heavy emphasis on literature that limits the other types of courses offered; limited speaking practice; limited opportunities for Study Abroad; the relatively limited number of courses with a practical/professional orientation; and insufficient information to attract students to the language majors. Suggestions for improvement included more opportunities for conversation/speaking practice, more linguistics courses, more grammar instruction at advanced levels, more advanced courses with a professional orientation (Spanish), more events and activities to provide opportunities for student interaction, and more focus on real-world applications of language study and related opportunities beyond the academic context. Improvements to study-abroad opportunities were suggested by a number of students, who would like to see more study-abroad options and/or better development of structure in existing exchanges with partner universities.

Related Action Plans (by Established cycle, then alpha):

Study Abroad Development

We continue to evaluate and develop new and existing study abroad sites and year-long international programs for language learners (in France, New Brunswick, Germany, Spain, and Mexico).

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Improve Immersion Opportunities

In recent years, we have enlarged the range of bilateral agreements with international universities where our students can study. For further

growth of study abroad in the future, it will be necessary for the university to have staff and an office for the purpose.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Implementation Description: University Task Force

Responsible Person/Group: Fabrice Leroy

300-level courses

Limited availability of 300-level courses in French for students who have not completed the gateway grammar courses to the 400-level was mentioned in an exit interview. Attention should be paid to include a variety of 300-level courses across each academic year.

Established in Cycle: 2013-2014

Implementation Status: On-Hold

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Professionalism

Two students mentioned awareness of conflicts and issues between faculty members and tension in the classroom as a result. Opening a conversation among the faculty about professionalism should help curb the behaviors and types of discussions that cause students to be affected by faculty issues.

Established in Cycle: 2013-2014

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Study Abroad

Provide more information to language majors about study abroad opportunities at partner institutions.

Established in Cycle: 2014-2015

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Advertising Modern Languages to the University community

The Department of Modern Languages needs to change its role as a "best kept secret" for undergraduates and their advisors. Members of the Department should continue to communicate and celebrate strengths of the department and advantages of a major or minor in Modern Languages inside and outside the department. The new website will be a vehicle for this information.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Ability to Analyze
| Cultural Awareness | Language Proficiency

Measure: Oral Proficiency Interviews | **Outcome/Objective:** Language Proficiency

Implementation Description: The Department website will be launched in May of 2016. We will continue with ongoing efforts to publicize features of the program through conferences, collaboration in and outside the university, and community outreach.

Responsible Person/Group: Caroline Huey

MODL Community Activities

Faculty will be encouraged to mentor activities and organizations outside the classroom to foster interest in and knowledge of the Modern Languages, as well as to support current students and enrich the learning atmosphere.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Cultural Awareness

Implementation Description: Faculty sponsor and support clubs, study abroad programs, students currently abroad, group activities outside of class, periodic mixers and conferences that include students and the university and local community.

Outreach to School Immersion Programs

High school French and Spanish Immersion students visit the Department every year to sit in on current classes, meet professors and discuss Dual Enrollment and other aspects of their language careers. A panel of professors then visits the students in their classrooms to answer questions and discuss opportunities offered in the Modern Languages Department at UL, as well as through CODOFIL and other agencies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interviews | **Outcome/Objective:** Awareness of Career Opportunities

Measure: Exit Portfolios | **Outcome/Objective:** Cultural Awareness

Implementation Description: Yearly exchange of information and discussion between French and Spanish Immersion Programs and UL Lafayette Department of Modern Languages. High school advisors refer all French and Spanish applicants to the UL Dual Enrollment program directly to the Modern Languages Department.

Responsible Person/Group: Caroline Huey

Additional Resources: Standardized information on MODL curriculum and general program information should be automatically available and offered to students during the exchange.

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Outcomes were reported to Department Head and Faculty within the Department.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Advertising Modern Languages to the University community. New materials and activities exist alongside the new Languages website, which is a huge step in presenting the Department to the world.

MODL Community Activities. In this cycle new efforts included potlucks, meet and greets, and use of the department's public spaces to welcome and interact with all members of the Department community.

Outreach to School Immersion Programs. Our first on-campus visit/class exchange made new connections with the Immersion programs in Spanish and French at Lafayette High. Dual Enrollment with LHS French Immersion students has increased this year.

Course Revision. The French 421 capstone course to be taught in rotation by all members of Francophone Studies. French 471-472 to be consolidated into one course.

Study Abroad Development. The Spanish section is exploring new partnerships with GEO, a Study Abroad agency housed at the University of Oregon. This collaboration should result in increased offerings in Spanish Study Abroad experiences. We continue to evaluate and develop new and existing study abroad sites and year-long international programs for language learners (in France, New Brunswick, Germany, Spain, and Mexico).

Collaborative Exchange Programs. teachers and advisors continue to actively encourage students to participate in exchange programs to develop oral proficiency through a study-abroad experience (semester or year)

Professionalism. Discussion about professionalism and appropriate behavior among students and colleagues continues.

Language Proficiency standards. In terms of language proficiency, our action plan not only met the standard of 80% of students meeting or surpassing Intermediate High level of oral language proficiency but also the subgoal of 50% of all graduating students attaining an Advanced rating (i.e., Advanced Low or higher).

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

The current assessment cycle has shown us that efforts to meet/exceed our both our minimum oral language proficiency goal of Intermediate High, as well as the sub-goal of Advanced, are working well, as are efforts to help students achieve awareness of cultural diversity and international perspectives of the Hispanophone and/or Francophone world.

With respect to written language, additional work needs to be done to achieve our minimum goals for students' proficiency level.

We have also learned that we can and should do more to increase our students knowledge and awareness of career opportunities for language majors.

The language proficiency of graduating students who have participated in study abroad programs, and students' positive experiences and reviews of these programs, confirm the desirability of such language-oriented programs and the ability to offer a variety of program types and destinations for our students.

Outreach efforts to raise the department's profile on campus and in the community that were initiated in this cycle have been successful and will be continued, with the hope that these will bear positive results in coming cycles, not only in terms of an increase in the number of majors, but also general awareness of foreign languages and the department itself.