

Assessment Plan for General Education in Modern Languages

- A. Goals: To develop skills to communicate effectively at a basic functional language level.
- B. Objectives/Outcomes: Students should be able to function at the **Novice High** level of language proficiency according to the most recent ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines (2012).

1. Instruments/Measures of Evaluation: To satisfy UL Lafayette's Core General Education Requirements for Modern Languages, students must complete FREN 101, SPAN 101, or GERM 101. The MODL Undergraduate Assessment Committee then collects a selection of anonymous GERM, FREN, and SPAN 101 final exams and analyzes their appropriateness for rubric standard evaluation. After confirming this, the Committee then compares student scores on these exams against the goal of 80% or students scoring 70% or higher on tests deemed appropriate.

2. Rubric for Evaluation: At the ACTFL Novice level of Reading, **readers** can understand key words and cognates, as well as formulaic phrases that are highly contextualized. They are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. They are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

At the **Novice High** sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

At the ACTFL Novice level of Writing, **writers** are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages.

Writers at the **Novice High** sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice

High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics.

- C. Criterion of Success: Outcome B will be considered successful or achieved if at least 80% of students score 70% or higher on the 101 final exam.
- D. Findings. The results are as follows:

Fall 2017

FREN: 77% of students scored 70% (105/150) or higher on the final exam

SPAN: 76% of students scored 70% or higher on the final exam

GERM: 80% of students scored 70% or higher on the final exam

Spring 2018

FREN: 78% of students scored 70% (105/150) or higher on the final exam

SPAN: 70% of students scored 70% or higher on the final exam

GERM: GERM was not offered this semester

- E. Improvement Narrative. Observations, suggestions/plans for improvement/modification.

The German Final Exams were not stringent enough to adequately test for all aspects of the Novice High sublevel standards, which explains why student scores exceeded the criterion established. These exams will be adjusted to be more appropriate to stated goals.

French and Spanish 101 Final Exams came close to achieving the desired outcome. These departments will continue to inform students of the resources that the department offers (free tutoring in the language lab, Professor office hours, etc.) to increase their success. It is evident that not all students are using these resources.