

2016-2017 Assessment Cycle COLA_Modern Languages BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

To communicate creative and intellectual understanding of diverse worldviews through languages and culture, fostering multicultural strength and insight.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	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
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	(listening, speaking, reading, and writing), as measured using the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL)												
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Goal/Objective	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.									
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	Indirect - Exit Interviews	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 advancedlevel courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for 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

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Indirect - Exit Interviews	Has the criterion M1: 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	In the 2016-17 cycle, 9 out of 11 (82%) of graduating seniors met or surpassed the Intermediate High level of Oral Language Proficiency as measured by the ACTFL guidelines, meeting the goal of			

		<p>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 been met yet?</p> <p>Met</p>	<p>80%. Of these students, 6 were rated as Advanced (3 Advanced Low, 2 Advanced Mid, 1 Advanced High). One graduating senior (a native speaker of Spanish) was rated as Superior, resulting in 64% of the total number of graduating students attaining an Advanced or higher rating.</p>		
	<p>Direct - Portfolio</p>	<p>Has the criterion 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</p>	<p>11 out of 11 (100%) of graduating seniors (8 French majors, 3 Spanish majors) met or surpassed the Intermediate High level of Written Language Proficiency as measured by the ACTFL guidelines, meeting the goal of 80%. Of the 11 students, 9 students</p>		

		<p>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. been met yet? Met</p>	<p>(82%) were rated as Advanced (1 Advanced High, 7 Advanced Low) or Superior (1 student), meeting the new subgoal of 50% of all graduating students attaining an Advanced or higher rating in written language proficiency.</p>		
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Assessment List Findings for the Assessment Measure level for Cultural Awareness Students will show awareness of cultural diversity and of international perspectives across the Francophone, Hispanophone, or Germanophone world.

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Assessment Findings

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		requirements. been met yet? Met			
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Assessment List Findings for the Assessment Measure level for Ability to Analyze Students will demonstrate the ability to understand and to analyze significant works of literary or cultural importance.

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Assessment Findings	Assessment Measure		Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Portfolio		Has the criterion Exit Portfolios During their final semester before	91% of students (10 out of 11) were rated Excellent		

		<p>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 advancedlevel courses so that students understand the process and anticipate this final assessment in advance of the completion of their degree requirements.</p> <p>been met yet? Met</p>	<p>(9%), or Excellent/Good (73%) on the evaluation rubric for Ability to Analyze. One student (9%) was rated as Good/Average.</p>		
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Assessment List Findings for the Assessment Measure level for 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.

<p>Goal/Objective</p>	<p>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.</p>
<p>Legends</p>	<p>PO - Program Objective (academic units);</p>

Standards/Outcomes	<table border="1" data-bbox="370 342 1529 598"> <thead> <tr> <th data-bbox="375 342 565 380">Identifier</th> <th data-bbox="565 342 1524 380">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 380 565 453">ACTFL-FLL.5</td> <td data-bbox="565 380 1524 453">COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD</td> </tr> <tr> <td data-bbox="375 453 565 527">ACTFL-FLL.5.1</td> <td data-bbox="565 453 1524 527">Students use the language both within and beyond the school setting</td> </tr> <tr> <td data-bbox="375 527 565 598">ACTFL-FLL.5.2</td> <td data-bbox="565 527 1524 598">Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td> </tr> </tbody> </table>					Identifier	Description	ACTFL-FLL.5	COMMUNITIES: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD	ACTFL-FLL.5.1	Students use the language both within and beyond the school setting	ACTFL-FLL.5.2	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings

Discussed informally

Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

In the 2016-17 cycle, 9 out of 11 (82%) of graduating seniors met or surpassed the Intermediate High level of Oral Language Proficiency as measured by the ACTFL guidelines, meeting the goal of 80%. Of these students, 6 were rated as Advanced (3 Advanced Low, 2 Advanced Mid, 1 Advanced High). One graduating senior (a native speaker of Spanish) was rated as Superior, resulting in 64% of the total number of graduating students attaining an Advanced or higher rating. 11 out of 11 (100%) of graduating seniors (8 French majors, 3 Spanish majors) met or surpassed the Intermediate High level of Written Language Proficiency as measured by the ACTFL guidelines, meeting the goal of 80%. Of the 11 students, 9 students (82%) were rated as Advanced (1 Advanced High, 7 Advanced Low) or Superior (1 student), meeting the new subgoal of 50% of all graduating students attaining an Advanced or higher rating in written language proficiency. All 11 students were rated as Excellent (64%) or Good (36%) on the evaluation of rubric for Cultural Awareness. 91% of students (10 out of 11) were rated Excellent (9%), or Excellent/Good (73%) on the evaluation rubric for Ability to Analyze. One student (9%) was rated as Good/Average.

5) What has the unit learned from the current assessment cycle?

Feedback received from graduating seniors during the assessment process identified the following strengths and weaknesses of the program. Strengths: quality of the program and faculty, the variety of French courses and focus of the whole Francophone world, interesting course material, study abroad opportunities, sense of community between students and faculty, and careful accommodation for double majors. Weaknesses: not enough emphasis on ongoing grammar and vocabulary development (at higher levels in particular) and/or not enough opportunities for natural speech/ communication or conversation. Suggestions offered by graduating seniors for improving the program included more emphasis on grammar; more classes for practical applications of French; and more accommodation/recognition/promotion of the growing local Hispanic/Spanish-speaking population in Lafayette and state-wide; more opportunities to use language outside of class; more French Club; and organized efforts in Spanish to promote communication between students, such as opportunities to present student Spanish research at organized conferences; and courses focused on the professional use of Spanish, especially translation. With regard to the future plans of our graduating seniors, six French and Spanish students plan to pursue advanced study at the present or in the future (MA, MBA, and/or PhD); one French major will begin the UL MA program in French in Fall 2017; one French graduate will attend law school and another will go on to seminary in Texas. Another graduating French major has been accepted into the Teaching Assistant Program in France (TAPIF) and three others are considering this possibility for the next year. One French major has found a local full-time job in merchandising/customer service and one Spanish major, who completed her degree while working full-time for the city-parish consolidated government, will continue in this job.

Attachments