

2017-2018 Assessment Cycle COLA_Modern Languages BA

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (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 (listening, speaking, reading, and writing), as measured using the Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL (Imported))												
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Goal/Objective	Ability to Analyze Students will demonstrate the ability to understand and to analyze significant works of literary or cultural importance.(Imported)										
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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.(Imported)								
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	FLL.5.1	
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Assessment Measures		
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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.
		Attachments

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

1. Strategies to assess the outcomes consist of an exit interview, generally held in the last two weeks of the semester, with the graduating seniors, conducted in the language of their major to assess their oral proficiency. Students are also asked in English to provide feedback on the MODL(perceived strengths and weaknesses of the program, recommendations for possible improvements). Students are also asked about their career plans (as related to their experiences in the program). Students are also asked to provide three papers written in the language of their program, written for classes in the major, which the students feel best represents their awareness of international perspectives and the cultural diversity of the Francophone or Hispanic world, and knowledge of cultural, literary and/or historical subject matters. These papers are used to assess students awareness of these topics as well as their written proficiency in the language.

2. The department expects to determine whether students are reaching (or exceeding) the desired minimum proficiency level in speaking and writing in the language of their program, as well as the students' awareness of international perspectives and cultural diversity, and knowledge of cultural, literary and/or historical subject matters in the Francophone

or Hispanic world.

3. More students reaching the minimum desired level of proficiency and/or more students reaching higher degrees of proficiency; students having more extensive awareness of international perspectives and cultural diversity, and/or more extensive knowledge of cultural, literary and/or historical subject matters in the Francophone or Hispanic world.

4. Data will be analyzed to determine to what extent the desired outcomes are being met and identify any areas where there is a need to formulate strategies for improvement.

5. A report summarizing the data will be emailed to the faculty members in the department.

Results & Improvements (due 9/15/18)

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 (Imported))

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			<p>who graduated. Doing otherwise would fail to reflect this students' contributions to this cycle's outcomes adequately. 88% (5 in French, 3 in Spanish) of the graduates were rated at the Intermediate-High level or above with regard to oral proficiency. Within this group of 8 students, 1 native speaker of Spanish (11%) was rated at the Superior level in Spanish, 1 student (11%) at the Advanced-Mid level in French, 1 student (11%) at the Advanced-Low level in French, and 5 students (3 French, 2 Spanish) were rated at the Intermediate-High level. 1 student of French (11%) was</p>		
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			departmental goal of Intermediate-High. A subgoal added last cycle, of 50% of the students being rated at the Advanced level or above, was also met, with 55% of the students (3 French, 2 Spanish) rated as Advanced or Superior.		
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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.(Imported)

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Assessment Measures	Assessment Measure	Criterion
	Direct - Portfolio	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

	<p>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>
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<p>Assessment Findings</p>				
	<p>Assessment Measure</p>	<p>Criterion</p>	<p>Summary</p>	<p>Attachments of the Assessments</p>
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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.(Imported)

Goal/Objective	Ability to Analyze Students will demonstrate the ability to understand and to analyze significant works of literary or cultural importance.(Imported)										
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);										
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="360 1276 561 1318">Identifier</th> <th data-bbox="561 1276 1547 1318">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 1318 561 1392">ACTFL-FLL.4</td> <td data-bbox="561 1318 1547 1392">COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</td> </tr> <tr> <td data-bbox="360 1392 561 1465">ACTFL-FLL.4.1</td> <td data-bbox="561 1392 1547 1465">Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</td> </tr> <tr> <td data-bbox="360 1465 561 1539">ACTFL-FLL.4.2</td> <td data-bbox="561 1465 1547 1539">Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td> </tr> </tbody> </table>			Identifier	Description	ACTFL-FLL.4	COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE	ACTFL-FLL.4.1	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	ACTFL-FLL.4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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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.(Imported)

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.(Imported)														
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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?

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 (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Past changes aimed at improving student outcomes have included efforts to improve students' proficiency in their second language, fostering a sense of community among students, and raising students' awareness of the career opportunities in which knowledge of French or Spanish can be advantageous.

To aid in improving students' language proficiency, faculty in upper level courses were encouraged to provide additional engagement with students about writing strategies and common types of errors. This change has resulted in improvements in student outcomes. In the 2015-16 cycle, only 73% of the graduating seniors' written portfolio submissions were rated as indicative of a proficiency level of Intermediate-High or greater, missing our departmental goal of 80%. As a result, the additional engagement mentioned above was requested. In the following 2016-17 cycle, 100% of eleven graduating seniors were rated at the Intermediate-High level or above, with 82% achieving Advanced level or above. Likewise, in this cycle, 89% of nine graduating seniors were rated at Advanced or above in their writing proficiency.

To encourage the development of a greater sense of community among the students, faculty have been encouraged to mentor activities and organizations outside of the classroom. Beyond providing support to current students and enriching the learning atmosphere, such events can foster interest and knowledge of the Modern Languages Department and its offerings. Increased community outreach can also help students to connect with the community and the community to

connect with the university. Such events can also offer opportunities for use students to use their second language outside of the classroom. Students report in their exit interviews that the sense of community that these activities can create is a strength of the program.

Raising students' awareness of career opportunities for people who can speak and write in French or Spanish has also had results. Before implementing this outcome in the 2014-15 cycle, a number of graduating seniors would often not have a ready answer during the exit interview for how their knowledge of Spanish or French might be beneficial in their future career, or even which career paths (beyond education) might particularly lend themselves to job seekers with a second language. After implementing this outcome, students now have an answer, even if they are not going into a field where a second language is a requirement.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

As indicated in the answer to question 4 above, the changes implemented after the 2015-16 cycle appear to have resulted in improvements in student learning with regard to their language proficiency. In 2015-16, only 68% of 22 graduating seniors were rated at a level of Intermediate-High or above in their speaking proficiency, and 78% were rated at Intermediate-High in their writing proficiency. Both of these failed to meet the departmental goal of 80% of the students reaching Intermediate-High or better. After implementing the changes described in the answer to question 4 above, the outcomes improved: in 2016-17, 82% of 11 graduating seniors achieved an oral proficiency rating of Intermediate-High or above, and 100% a written proficiency rating of Intermediate High or above. In the 2017-18 cycle, 89% of 9 students were rated at Intermediate-High or above in both oral and writing proficiency.

Attachments (optional)

Upload any documents which support the program / department assessment process.