

UNIVERSITY OF DAYTON DEPARTMENT OF LANGUAGES
2011 ASSESSMENT REPORT
June 10, 2011

MISSION STATEMENT

The Department of Languages prepares students to learn, lead and serve worldwide. Our students develop and master foreign language and intercultural skills so they are able to interact effectively with native speakers of other languages in real-life situations whether in the US or abroad.

DEPARTMENT REPORT

The Department of Languages is comprised of three degree programs: BA in French, BA in German and BA in Spanish. Occasionally, a BA in Italian is granted. The criteria for assessment in this report reflect the fundamental commonalities that unify the majors offered by the Department. This assessment process acknowledges and responds to methods used to assess student outcomes as they reflect the educational mission of the Department of Languages, the College of arts and Sciences and the University.

PURPOSE OF THE ASSESMENT

The purpose of the assessment is to evaluate student performance at the end of their undergraduate career. Language majors are evaluated on their oral and writing skills in French, German, or Spanish.

WHO IS REVIEWED?

All graduating language majors (French, German, and Spanish) are reviewed in their senior year.

UNIVERSITY-WIDE LEARNING OUTCOME ASSESSED- Scholarship

All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

LANGUAGE PROFICIENCY AND INTERCULTURAL SKILLS

To address **scholarship**, students' language proficiency and intercultural skills have been assessed since these skills prepare college graduates for effective communication, adaptation and change in a global/international environment.

OUTCOME 1: Graduates will be able to demonstrate an Intermediate High (IH) level of speaking proficiency in French, German, or Spanish according to the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

Descriptor: Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Direct Measure

- Certified testers of ACTFL officially evaluate and rate oral skills.
- Instrument of Evaluation: Oral Proficiency Interview. Students take an Oral Proficiency Interview (OPI) in conjunction with LNG 495 (capstone course) during their senior year.

Results 2010-2011 - Speaking

| <i>2011</i> | <i>Did not reach IH</i> | <i>Reached/Surpassed IH</i> |
|----------------|-------------------------|-----------------------------|
| FRENCH | 40% (2 students) | 60% (3 students) |
| GERMAN | | 100% (4 students) |
| SPANISH | 33.33% (9 students) | 66.33% (18 students) |
| TOTALS | 30.55% (11 students) | 69.44% (25 students) |

Comparison with 2009-2010:

| <i>2010</i> | <i>Did not reach IH</i> | <i>Reached/Surpassed IH</i> |
|----------------|-------------------------|-----------------------------|
| FRENCH | | 100% (1 student) |
| GERMAN | | 100% (1 student) |
| SPANISH | 46.15% (6 students) | 53.84% (7 students) |
| TOTALS | 40% (6 students) | 60% (9 students) |

Results reflecting levels of proficiency reached:

Legend: IM Intermediate Mid AL Advanced Low
 IH Intermediate High AM Advanced Mid

| <i>2011</i> | IM | IH | AL |
|-----------------------|-----------|-----------|-----------|
| <i>FRENCH</i> | 2 | 2 | 1 |
| <i>GERMAN</i> | | 3 | 1 |
| <i>SPANISH</i> | 9 | 13 | 5 |
| <i>TOTAL</i> | 11 | 18 | 7 |

| <i>2010</i> | IL | IM | IH | AL | AM |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| <i>FRENCH</i> | | | 1 | | |
| <i>GERMAN</i> | | | 1 | | |
| <i>SPANISH</i> | 1 | 5 | 4 | 2 | 1 |
| <i>TOTAL</i> | 1 | 5 | 6 | 2 | 1 |

Because of the low numbers of students, these figures do not have significant statistical value. As we gather data in future years, patterns may be more conclusive.

OUTCOME 2: Graduates will be able to demonstrate an Intermediate High (IH) level of writing proficiency in French, German, or Spanish according to the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

Descriptor: Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

Direct Measure

- Certified testers of ACTFL officially evaluate and rate writing skills.
- Instrument of Evaluation: Students take a Writing Proficiency Test (WPT) in conjunction with LNG 495 (Capstone course) during their senior year.

Results 2010-2011 - Writing

| <i>2011</i> | <i>Did not reach IH</i> | <i>Reached/Surpassed IH</i> |
|----------------|-------------------------|-----------------------------|
| FRENCH | 20% (1 student) | 80% (4 students) |
| GERMAN | 25% (1 student) | 75% (3 students) |
| SPANISH | 22.22% (6 students) | 77.77% (21 students) |
| TOTALS | 16.66% (6 students) | 83.33% (30 students) |

Compared to 2009-2010:

| <i>2010</i> | <i>Did not reach IH</i> | <i>Reached/Surpassed IH</i> |
|----------------|-------------------------|-----------------------------|
| FRENCH | | 100% (1 student) |
| GERMAN | 100% (1 student) | |
| SPANISH | 15.38% (2 students) | 84.61% (11 students) |
| TOTALS | 20% (3 students) | 80% (12 students) |

Results reflecting level of proficiency reached:

Legend: IM Intermediate Mid AL Advanced Low
 IH Intermediate High AM Advanced Mid

| <i>2011</i> | IM | IH | AL | AM |
|----------------|-----------|-----------|-----------|-----------|
| FRENCH | 1 | 3 | 1 | |
| GERMAN | 1 | 2 | | 1 |
| SPANISH | 4 | 18 | 3 | 2 |
| TOTAL | 6 | 23 | 4 | 3 |

| <i>2010</i> | IM | IH | AL | AM |
|----------------|-----------|-----------|-----------|-----------|
| FRENCH | | 1 | | |
| GERMAN | 1 | | | |
| SPANISH | 2 | 9 | 1 | 1 |
| TOTAL | 3 | 10 | 1 | 1 |

Because of the low numbers, these figures still have no significant statistical value. As we gather data in future years, patterns may be more conclusive. As of now, it seems that French, German and Spanish majors are progressing in their foreign language acquisition adequately. However, this progression does not mean that all graduating seniors are reaching the target proficiency level of Intermediate High.

Indirect Measure for Outcomes 1 and 2: Survey

A survey was sent to all graduating majors in French, German and Spanish.

8 language majors completed the survey. The summary of the results is:

What were your most positive experiences at UD as a Language major?

- Study abroad in Costa Rica and Spain.
- Professors: Avila-Johns, Castro, Espinoza, Figueroa, Krugh, Mosher, Peñas-Bermejo, Tello-Sánchez.
- Size of classes.

What changes would you recommend in the major?

- OPI and WPT early on schooling in addition to the last semester.
- LNG 495 needs changes.
- Some professors are not as rigorous as others.
- Standardization of materials and assessment used by all professors.
- More speaking in other courses besides Conversation.
- Proficiency requisite to be able to take certain courses.
- Medical Spanish course.
- More scholarships available to study abroad.
- Some upper level professors speak in English.

Has the major adequately prepared you for your next step, whether employment or additional education?

- Yes: 3
- No: 1
- Full potential not reached: 4

What additional things would you like to tell the faculty about your experiences at UD?

- Praise for professors.
- More error correction.
- Some teachers use English in upper level courses.

Indirect measure for Outcomes 1 and 2: Study abroad

Students participating in study abroad experiences develop their language and intercultural skills through daily interaction in the target language overseas. In addition to our departmental programs in France, Costa Rica and Spain, this year departmental study abroad programs were developed in China and Italy.

| | 2009 | 2010 |
|--------------------------------|-------------|-------------|
| Costa Rica (Heredia, San José) | | 31 |
| France (Angers) | 3 | |
| Germany (Marburg) | | 5 |
| Spain (Segovia) | 43 | |

Objectives for the next three years

- 80 % of all graduating seniors reach at least Intermediate High (IH) level of proficiency in speaking and writing by the time of their graduation.
- 20% of all graduating seniors reach Advanced Low (AL) in speaking and writing by the time of their graduation.

Actions

- Continue offering workshops for faculty development.
- Continue language tutoring service for students
- Require survey and portfolio in LNG 495
- Study abroad programs:
 - Communicate clearly why to study abroad is an asset for the students' education in today's global/international community.
 - Encourage students to participate.
 - Evaluate reports from new program directors and sites.
- **REVISION OF THE MAJOR**
 - Intermediate High (80%) / Advanced Low (20%)
 - 25 → 28 hours
 - No courses in English except for LNG 468
 - Development of language course at the 400 level → Advanced.
 - Development of language course at 400 on sustainability
 - Articulation of courses: 141/201, 202/311
 - Redesign Conversation and Composition courses
 - LNG 495 offered every semester

***** Eliminate Composite major in Languages**

Minor →12 hours – No courses in English

- **DEVELOP ELECTRONIC PORTFOLIO – ISIDORE**

- Completion during 2011-2012
- Purposes: 1) Assessment of student development and highest proficiency reached at graduation; 2) Assessment of program.
- Areas:
 - *Speaking*
 - *Writing*
 - *Listening*
 - *Reading*
 - *Literature/Culture*

Two types of assessment

- Formative assessment (developmental)
 - Once students declare a language as a major
 - ASI 150 or one credit language course
 - Component– language proficiency—ACFTL language proficiency guidelines
 - Level objectives—Novice, intermediate, high
- Summative Assessment (Overall goal achievement)
 - Linked to LNG 495 Capstone course

| Electronic Portfolio | | | | | |
|-----------------------------|-------------------|---------------------------------------|--|-------------------------|-------|
| <i>Formative Assessment</i> | | <i>Summative Assessment (LNG 495)</i> | | | |
| Speaking | | Speaking | | | |
| Artifact 1 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 2 | Narrative | | | Official OPI | Score |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 3 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Writing | | Writing | | | |
| Artifact 1 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 2 | Narrative | | | Official WPT | Score |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 3 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Listening | | Listening | | | |
| Artifact 1 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 2 | Narrative | | | Test To be developed | Score |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 3 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Reading | | Reading | | | |
| Artifact 1 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| Artifact 2 | Narrative | | | | |
| | Rubric | | | | |
| | Feedback/approval | | | | |
| | Narrative | | | | |

| | | | |
|------------|-------------------|--|--|
| Artifact 3 | Rubric | | |
| | Feedback/approval | | |

Respectfully submitted,

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Department of Languages