

**University of Dayton Department of Languages  
2012 Assessment Report  
August 14, 2012**

Review of all graduating language majors (French, German, Italian, and Spanish) 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.

To address scholarship, students' language proficiency and intercultural skills have been assessed and are compared for the last three years. These skills prepare college graduates for effective communication, adaptation and change in a global/international environment.

**OUTCOME 1:** 80% of language majors 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). (See appendix # 1 for a descriptor.)

**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 2012 - SPEAKING**

<i>2012</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<b>FRENCH</b>	0	100% (6 students)	6
<b>GERMAN</b>	0	100% (2 students)	2
<b>ITALIAN</b>	0	100% (2 students)	2
<b>SPANISH</b>	26.66% (8 students)	73.33% (22 students)	30
<b>TOTALS</b>	25% (8 students)	32	40

*Comparisons:*

<i>2011</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<b>FRENCH</b>	40% (2 students)	60% (3 students)	5
<b>GERMAN</b>	0	100% (4 students)	4
<b>SPANISH</b>	33.33% (9 students)	66.33% (18 students)	27
<b>TOTALS</b>	30.55% (11 students)	69.44% (25 students)	36

<i>2010</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>FRENCH</i>		100% (1 student)	1
<i>GERMAN</i>		100% (1 student)	1
<i>SPANISH</i>	46.15% (6 students)	53.84% (7 students)	13
<i>TOTALS</i>	40% (6 students)	60% (9 students)	15

**PER LANGUAGE – SPEAKING**

<i>FRENCH</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>2010</i>	0	100% (1 student)	1
<i>2011</i>	40% (2 students)	60% (3 students)	5
<i>2012</i>	0	100% (6 students)	6

<i>GERMAN</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>2010</i>	0	100% (1 student)	1
<i>2011</i>	0	100% (4 students)	4
<i>2012</i>	0	100% (2 students)	2

<i>SPANISH</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>2010</i>	46.15% (6 students)	53.84% (7 students)	13
<i>2011</i>	33.33% (9 students)	66.33% (18 students)	27
<i>2012</i>	26.66% (8 students)	73.33% (22 students)	30

**RESULTS**

For 2012, the results for outcome # 1 (80% of language majors will demonstrate IH level of proficiency in speaking) are as follows:

- FRENCH: 100% of French majors (6 students) reached IH.
- GERMAN: 100% of German majors (2 students) reached IH.
- ITALIAN: 100% of Italian majors (2 students) reached IH.
- SPANISH:
  - 73.33% of Spanish majors (22 students) reached IH
  - 26.66% of Spanish majors (8 students) did not reach IH.

Comparison of three years of data (2010, 2011, and 2012):

- GERMAN: 100% of German language majors (7 students) reached IH
- FRENCH:
  - 83.33% of French majors (10 students) reached IH
  - 16.66% of French majors (2 students ) did not reach IH
- SPANISH:
  - 67% of Spanish majors (47 students) reached IH
  - 32.85% OF Spanish majors (23 students) did not reach IH.

**LANGUAGE MAJOR:** When considering the language major, that is all language majors in French, German, Italian and Spanish together, **80%** of students reached or surpassed the IH level of proficiency in speaking as described in outcome # 1, in 2012. During the last three years, 72.52% reached or surpassed IH, while 27.47% did not.

***Results reflecting levels of proficiency reached:***

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

<i>2012</i>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<i>FRENCH</i>			2	4			6
<i>GERMAN</i>			2				2
<i>ITALIAN</i>			1	1			2
<i>SPANISH</i>	1	7	15	6		1	30
<i>TOTAL</i>	1	7	20	11		1	40

<i>2011</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>STUDENTS</b>
<i>FRENCH</i>	2	2	1	5
<i>GERMAN</i>		3	1	4
<i>SPANISH</i>	9	13	5	27
<i>TOTAL</i>	11	18	7	36

<i>2010</i>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>STUDENTS</b>
<i>FRENCH</i>			1			1
<i>GERMAN</i>			1			1
<i>SPANISH</i>	1	5	4	2	1	13
<i>TOTAL</i>	1	5	6	2	1	15

**LANGUAGES – SPEAKING – PROFICIENCY REACHED**

<i>FRENCH</i>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<i>2010</i>			1				1
<i>2011</i>		2	2	1			5
<i>2012</i>			2	4			6

<b>GERMAN</b>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<b>2010</b>			1				1
<b>2011</b>			3	1			4
<b>2012</b>			2				2

<b>SPANISH</b>	<b>IL</b>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<b>2010</b>	1	5	4	2	1		13
<b>2011</b>		9	13	5			27
<b>2012</b>	1	7	15	6		1	30

Although it is not specified in outcome #1, it would be desirable that 20% of language majors reach AL (Advanced Low) level of proficiency. With this in mind, the results for 2012 are:

- FRENCH: 66.66% (4 students) reached AL.
- GERMAN: 0% reached AL.
- ITALIAN: 50% (1 student) reached AL.
- SPANISH:
  - 20% (6 students) reached AL.
  - 3.33% (1 student) reached AH.
- LANGUAGES: 30% (12 students) reached AL.

Comparing 3 years of data (2010, 2011, 2012):

- FRENCH: 41.66% (5 students) reached AL.
- GERMAN: 14.28% (1 student) reached AL.
- SPANISH: 20% (14 students) reached AL.
- LANGUAGES: 23.07% of language majors reached AL.

The results for speaking seem to indicate that outcome # 1 for the language major is, generally, being attained, although Spanish shows some deficiencies that need to be remedied. However, due to 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:** 80% of language majors 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). (See appendix # 1 for a descriptor.)

**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 2012 - WRITING**

<i>2012</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>FRENCH</i>	0	100% (6 students)	6
<i>GERMAN</i>	50% (1 student)	50% (1 student)	2
<i>ITALIAN</i>		100% (2 students)	2
<i>SPANISH</i>	26.66% (8 students)	76.66% (22 students)	30
<i>TOTALS</i>	22.5% (9 students)	77.5% (31 students)	40

*Comparison:*

<i>2011</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>FRENCH</i>	20% (1 student)	80% (4 students)	5
<i>GERMAN</i>	25% (1 student)	75% (3 students)	4
<i>SPANISH</i>	22.22% (6 students)	77.77% (21 students)	27
<i>TOTALS</i>	16.66% (6 students)	83.33% (30 students)	36

<i>2010</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>FRENCH</i>		100% (1 student)	1
<i>GERMAN</i>	100% (1 student)		1
<i>SPANISH</i>	15.38% (2 students)	84.61% (11 students)	13
<i>TOTALS</i>	20% (3 students)	80% (12 students)	15

***PER LANGUAGE - WRITING:***

<i>FRENCH</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>2010</i>	0	100% (1 student)	1
<i>2011</i>	20% (1 student)	80% (4 students)	5
<i>2012</i>	0	100% (6 students)	6

<i>GERMAN</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<i>2010</i>	100% (1 student)	0	1
<i>2011</i>	25% (1 student)	75% (3 students)	4
<i>2012</i>	50% (1 student)	50% (1 student)	2

<i>SPANISH</i>	<i>Did not reach IH</i>	<i>Reached/Surpassed IH</i>	<i>STUDENTS</i>
<b>2010</b>	15.38% (2 students)	84.61% (11 students)	13
<b>2011</b>	22.22% (6 students)	77.77% (21 students)	27
<b>2012</b>	26.66% (8 students)	76.66% (22 students)	30

## RESULTS

For 2012, the results for outcome # 2 (80% of language majors will demonstrate IH level of proficiency in writing) are as follows:

- FRENCH: 100% of French majors (6 students) reached IH.
- GERMAN: 50% of German majors (1 student) of German majors reached IH.
- ITALIAN: 100% of Italian majors (2 students) reached IH.
- SPANISH:
  - 73.33% (22 students) of Spanish majors reached IH
  - 26.66% of Spanish majors (8 students) did not reach IH.

Comparison of three years of data (2010, 2011, and 2012):

- FRENCH:
  - 91.66% of French majors (11 students) reached IH
  - 8.33% of French majors (1 student ) did not reach IH
- GERMAN:
  - 57.14% of German language majors (4 students) reached IH
  - 42.85% of German language majors (3 students) did not reach IH.
- SPANISH:
  - 77.14% of Spanish majors (54 students) reached IH
  - 22.85% of Spanish majors (16 students) did not reach IH.

**LANGUAGE MAJOR:** When considering the language major, that is all language majors in French, German, Italian and Spanish together, 77.5% of students reached or surpassed the IH level of proficiency in writing as described in outcome # 2, in 2012. During the last three years, **80.21%** reached or surpassed IH.

### *Results reflecting level of proficiency reached:*

IM Intermediate Mid                      AL Advanced Low                      AH Advanced High  
 IH Intermediate High                      AM Advanced Mid

<i>2012</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<b>FRENCH</b>		6				6
<b>GERMAN</b>	1	1				2
<b>ITALIAN</b>		1	1			2
<b>SPANISH</b>	8	17	4		1	30
<b>TOTAL</b>	9	25	5		1	40

<i>2011</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>STUDENTS</b>
<i>FRENCH</i>	1	3	1		5
<i>GERMAN</i>	1	2		1	4
<i>SPANISH</i>	4	18	3	2	27
<i>TOTAL</i>	6	23	4	3	36

<i>2010</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>STUDENTS</b>
<i>FRENCH</i>		1			1
<i>GERMAN</i>	1				1
<i>SPANISH</i>	2	9	1	1	13
<i>TOTAL</i>	3	10	1	1	15

**PER LANGUAGE - WRITING:**

<i>FRENCH</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<i>2010</i>		1				1
<i>2011</i>	1	3	1			5
<i>2012</i>		6				6

<i>GERMAN</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<i>2010</i>	1					1
<i>2011</i>	1	3				4
<i>2012</i>	1	1				2

<i>SPANISH</i>	<b>IM</b>	<b>IH</b>	<b>AL</b>	<b>AM</b>	<b>AH</b>	<b>STUDENTS</b>
<i>2010</i>	2	9	1	1		13
<i>2011</i>	4	18	3	2		27
<i>2012</i>	8	17	4		1	30

Although it is not specified in outcome #2, it would be desirable that 20% of language majors reach AL (Advanced Low) level of proficiency in writing. With this in mind, the results for 2012 are:

- FRENCH: 0% reached AL.
- GERMAN: 0% reached AL.
- ITALIAN: 50% (1 student) reached AL.
- SPANISH:
  - 21.33% (4 students) reached AL
  - 3.33% (1 student) reached AH
- LANGUAGES: 20% (6 students) reached AL

Comparing 3 years of data (2010, 2011, 2012):

- FRENCH: 41.66% (5 students) reached AL
- GERMAN: 14.28% (1 student) reached AL
- SPANISH:
  - 5.71% (4 students) reached AL
  - 4.28% (3 students) reached AM
  - 1.42% (1 student) reached AH
- LANGUAGES: 14.60% of language majors reached AL

The results for writing seem to indicate that outcome # 2 for language majors is, generally, being attained. French, German and Spanish have some students reaching only IM. Due to low numbers of students, these figures do not have significant statistical value. As we gather data in future years, patterns may be more conclusive.

### **Indirect Measure for Outcomes 1 and 2: Survey**

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

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

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

- Faculty members.
- Study abroad.
- Observing own development in gaining proficiency in the language.

#### ***What changes would you recommend in the major?***

- Adding more discussion-oriented courses similar to conversation courses
- Having classes 4-5 times a week.
- More variety of courses.
- Courses should be taught completely in the target language.
- It should be required that language majors study abroad.
- The classes were not challenging enough.



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

- 3 students replied they were not adequately prepared. 1 think the major prepared him/her well.
- Major should get students almost fluent.
- L2 will help me be a better applicant in the job market.

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

- Study abroad experience is essential when majoring in L2. It also inspires more interest in the language and the culture.
- Summer programs are way too short.
- I'm glad I decided to do a major in German.
- Faculty encouragement was appreciated.

**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.

	<b>2010</b>	<b>2011</b>	<b>2012</b>
Costa Rica (Heredia, San José)	31		18
France (Angers)			13
Germany (Marburg/Leipzig)	5		6
Spain (Segovia)		30	

Students continue to attend study abroad programs organized by the Department of Languages. In addition, some students attend other study abroad programs (Guatemala) or semester abroad programs from other institutions.

## **OBJECTIVES (2-3 years)**

### **LANGUAGE PROFICIENCY**

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

### **REVISION OF THE MAJOR AND E-PORTFOLIO**

- The Department had a vigorous conversation about the new language major during the last academic year. The conversation will continue during 2012-2013 with the purpose of defining the new language major.
- Dr. Isabel Espinoza conducted research during 2012 summer to establish the foundation for new courses combining communication and writing skills.
- Dr. Isabel Espinoza also worked on the structure of the e-portfolio.
- Discussion of the major and e-portfolio will be restarted during the departmental retreat on August 20, 2012.

## **ASSESSMENT IMPLEMENTATION**

The department will especially focus on three interconnected areas:

### **1. LANGUAGE MAJOR**

- Design the structure of the new language major and its learning outcomes.
- We will continue using certified testers of L2 (OPI, WPT) to assess levels of proficiency.
- OPI, WPT, anonymous on-line survey, and e-portfolio will be required for language majors in LNG 495 (Capstone Course). Data collection will be, therefore, guaranteed.

### **2. E-PORTFOLIO**

- Design the structure of the e-portfolio, define areas of assessment, determine artifacts and elaborate rubrics.

### **3. OVERARCHING UNIVERSITY LEARNING OUTCOMES IN THE LANGUAGE MAJOR**

- The assessment plan will:
  - Improve and systematize teaching and learning processes
  - Guarantee quality of teaching/learning and programs
  - Guarantee the content learning and the development of students' competencies in the major and in the overarching university learning outcomes.
  - Identify indicators and instruments/ tools needed to assess all areas taught.
  - Be helpful in the decision making process.
  - Be systematic, functional, pragmatic, and reliable

Respectfully submitted,

Francisco J. Peñas-Bermejo, Chair  
Department of Languages

## APPENDIX # 1

**OUTCOME 1:** Language majors 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.

**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.