

Degree Program Assessment Plan Cover Sheet (rev. 06): UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 15 Degree Program: B.A. in French Department and College: DSLS/CAHSS Circle one: AA AS BA BS BBA BSE BSW Master's EdS JD EdD PhD Certificate Prepared by: Andrew J. Deiser Submitted to College Assessment Committee on 3/5/07 \_\_\_\_\_ Approved on \_\_\_\_\_ Submitted to Provost Assessment Advisory Group on \_\_\_\_\_ Approved on \_\_\_\_\_ Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at <http://www.ualr.edu/provost/assessment/competencies.shtml>).  
Mission Statement: Courses in foreign languages are offered to give the student proficiency in basic language skills, such as speaking, writing, reading, and understanding; to guide advanced students to fluency of the written and spoken idioms; to acquaint students with major literary works in foreign languages and increase awareness and appreciation of other cultures; to provide courses necessary and useful for those preparing to teach a foreign language or communicate in international affairs; to promote intercultural communication; and to offer background preparation necessary for graduate work in a foreign language. In order to insure that this occurs, the skills of listening, speaking, reading, writing, and cultural understanding are assessed throughout the programs and upon completion of the major. (4/26/06: LM) Students will achieve proficiency in speaking, listening, reading, writing in French at the appropriate levels: Goal 1) Speaking: Students will acquire Intermediate-High speaking proficiency according to Proficiency Guidelines<sup>1</sup> established by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the only nationally recognized language organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. Graduating French majors are required to take a Modified Oral Proficiency Interview (MOPI) to assess whether or not they have achieved the Intermediate-High level of oral proficiency. The MOPI is based on the Oral Proficiency Interview (OPI), a nationally recognized tool designed by ACTFL for measuring oral proficiency in a given language. The OPI is based on research conducted by the School of Language Studies of the Foreign Language Institute which researched the amount of time needed to achieve various levels of oral proficiency in their program, as well as other studies that have since been conducted to determine typical performance levels for majors. DSLS faculty members in the French unit who conduct the MOPIs have all been trained in ACTFL OPI workshops to ensure reliability. The following core competencies addressed by this goal: Verbal literacy and International Awareness. Goal 2) Listening: Students will acquire Intermediate-High listening proficiency according to the Test français international's (TFI) proficiency descriptors. The TFI is a

standardized test that was developed by the Chauncy Group International, Ltd., a subsidiary of Educational Testing Services. It takes one hour and fifty minutes to administer and contains 180 multiple-choice questions. Student scores are correlated to seven proficiency levels ranging from Beginner to Advanced Professional Proficiency. The descriptors for the proficiency levels correlate closely to those used by ACTFL. The following core competencies addressed by this skill: International Awareness and Verbal literacy. Goal 3) Reading: Students will acquire Intermediate-High proficiency according to the TFI proficiency descriptors. The following core competencies are addressed by this skill: Social and Cultural Awareness, International Awareness, and Verbal literacy. Goal 4) Writing: Students will acquire Intermediate-High proficiency according to the TFI proficiency descriptors. Core competencies addressed by this skill: Critical Thinking and Verbal Literacy. 1 See appendix 1, which summarizes and describes the ACTFL guidelines for the Intermediate-High speaking level, which we require for French majors. (4/26/06: LM) 2. What are your learning objectives associated with each student learning goal? 1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL Proficiency Guidelines. This will be evidenced by the following behaviors: • Students will be able to engage in conversations in the target language. • Students will be able to perform successfully a variety of communicative tasks in the target language, such as buying groceries, renting an apartment, describing their family and their weekly routine at the university, and discussing current issues, literature, art, history, and so on. • Students will also be able to narrate in different time frames and describe a variety of things with paragraph-length connected discourse. • The primary tool for measuring progress toward this objective is the MOPI, which is administered during French 3311, Communication: The Interpersonal Mode. In addition, a MOPI is administered to French majors before graduating to assess whether they have acquired Intermediate-High speaking proficiency. 1.2 Students will acquire Intermediate-High listening proficiency according to TFI proficiency descriptors. This will be evidenced by the following behaviors: • Students will be able to understand main ideas and most details with respect to a variety of topics. Discourses may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. • The tools for measuring these behaviors include but are not limited to MOPIs, exams, quizzes, in-class activities, and computer-related activities. The primary tool for assessing listening in French, however, is the Test Français International (TFI), a standardized test developed by the Chauncy Group International, Ltd., a subsidiary of Educational Testing Services. It takes one hour and fifty minutes to administer and contains 180 multiple-choice questions. Students' scores are correlated to seven proficiency levels ranging from Beginner to Advanced Professional Proficiency. The descriptors for the proficiency levels correlate closely to those used by ACTFL. This test is given

after finishing the 3000-level skills courses sequence<sup>2</sup> and just before graduating. 2 French skills courses, 3310, 3311, and 3312, are based on the National Standards for Foreign Language Learning. These courses focus on the four main language skills: speaking, listening, reading, and writing. (4/26/06: LM)

1.3 Students will acquire Intermediate-High reading proficiency according to the TFI proficiency descriptors. This will be evidenced by the following behaviors:

- Students will be able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. Students will understand the main ideas and facts but will miss some details. Texts at this level include descriptions and narrations, such as simple short stories, novels, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.
- The tools for measuring these behaviors include but are not limited to exams, quizzes, in-class activities, computer-related activities, and the TFI.

1.4 Students will acquire Intermediate-High writing proficiency according to the TFI proficiency descriptors. This will be evidenced by the following behaviors:

- Students will be able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. This includes the ability to write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives, descriptions of a factual nature, argumentative and analytical essays.
- The tools used for measuring these behaviors include exams, quizzes, writing assignments, and the TFI.

3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? See attached assessment map 4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.

Objective 1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL proficiency guidelines.

a. The principal method for measuring progress toward this objective is the MOPI. To reiterate, the MOPI is based on the OPI, a nationally recognized tool for measuring oral proficiency in a given language. (4/26/06: LM)

b. MOPIs are administered during French 3311 by professors who have received training on how to conduct the interview. In addition, each semester we review the procedures for conducting the interviews to insure reliability and validity across raters, class sections, and time. The departmental exit exams also include a MOPI to assess whether students have attained Intermediate-High Oral Proficiency in French, according the ACTFL guidelines. This interview is conducted by Dr. Mary Anne Garnet, who has received extensive training in administering the OPI.

c. Students' progress toward this objective is measured during the 3000-level skills courses and prior to graduating through the administering of MOPIs.

d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty

members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals. Objective 2.2: Students will acquire Intermediate-High listening proficiency according to the TFI proficiency descriptors. a. The methods for measuring this objective include exams, quizzes, in- class activities, computer-related activities, and the TFI. b. The TFI is administered to students upon completion of the French skills courses, 3310, 3311, and 3312, and prior to graduation. c. This objective is measured every year by the TFI. d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals. Objective 3.3: Students will acquire Intermediate-High reading proficiency according to the TFI proficiency descriptors. (4/26/06: LM) a. The methods for measuring this objective include exams, quizzes, in- class activities, computer-related activities, and the TFI. b. The TFI is administered to students upon completion of the French skills courses, French 3310, 3311, and 3312, and prior to graduation. c. This objective is measured yearly by the TFI. d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals. . Outcome 4.4: Students will acquire Intermediate-High writing proficiency according to the ACTFL proficiency guidelines for writing. a. The methods for measuring this objective include homework assignments, in- class writing activities, and writing assignments. b. DISLS will consider implementing a writing proficiency exam at the end of French 3311, Communication: The Interpersonal Mode, a course that focuses extensively on writing. Using the ACTFL proficiency guidelines for reading, French faculty familiar with the guidelines will design a writing proficiency exam for 3311. Dave McAlpine and Stephanie Dhonau, both of whom have ample experience with the ACFL Guidelines, will provide training for French faculty to insure reliability and validity across class sections and raters. Training on how to interpret the results of the exam will be reviewed each year

to insure reliability over time. c. DISLS will have designed this exam by the beginning of fall 2007 and will begin collecting data at the end of fall 2007. d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty (4/26/06: LM) analyze the results of the tests and look into the possible need for any changes to the learning goals. (4/26/06: LM) (4/26/06: LM) Appendix 1 Below are the ACTFL proficiency levels for speaking, listening, reading, and writing, as defined by ACTFL. Speaking: Intermediate-High 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. Listening: Intermediate-High Students will be able to sustain understanding over long stretches of connected discourse on a number of topics pertaining to different times and places. These topics frequently involve description and narration in different time frames. Writing: Intermediate-High Students will be 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. Students will also connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated. They will write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives. Reading: Intermediate-High Students will be able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Students will be able to understand some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Students will have some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. 3. Objectives Curriculum Assessment Map Goal 1: Oral proficiency Goal 2: Listening proficiency Goal 3 Reading proficiency Goal 4 Writing proficiency Course and activities How outcomes are addressed and assessed Outcome 1: Achieve Intermediate-High speaking proficiency Outcome 2: Achieve Intermediate-High

listening proficiency Outcome 3: Achieve Intermediate-High reading proficiency  
Outcome 4: Achieve Intermediate-High writing proficiency Fren 1311 Emphasis  
Assessed Somewhat Routine activities, exams, quizzes Somewhat Routine  
activities, exams, quizzes Somewhat Routine activities, exams, quizzes  
Somewhat Routine activities, exams, writing assignments Fren 1312 Emphasis  
Assessed Somewhat Routine activities, exams, quizzes Somewhat Routine  
activities, exams, quizzes Somewhat Routine activities, exams, quizzes  
Somewhat Routine activities, exams, quizzes Fren 2311 Emphasis Assessed  
Somewhat Routine activities, exams, quizzes Somewhat Routine activities,  
exams, quizzes Somewhat Routine activities, exams, quizzes Somewhat Routine  
activities, exams, quizzes Fren 3310 Emphasis Assessed Extensive Oral  
Presentations Somewhat Exams, projects Somewhat Exams, quizzes,  
assignments Extensive Exams, quizzes, writing assignments Fren 3311 Emphasis  
Assessed Extensive Exams, Activities, Projects, MOPI Extensive Listening  
Activities None Somewhat Exams, quizzes, writing assignments Fren 3312  
Emphasis Assessed none Extensive Exams, quizzes, activities Extensive Exams,  
quizzes, activities Extensive Exams, quizzes, and writing activities and  
assignments French exit exam Emphasis Assessed Extensive MOPI Extensive TFI,  
MOPI Extensive TFI None