

Annual Goals for Foreign Languages

2010-2011

Title:	Reconfiguration/expansion of course sequences
Description:	To reconfigure Spanish/Latin American literature courses as a sequence of survey courses.
Budget:	0.00
University Goals:	1
Strategic Goals:	299
Responsibility:	Dr. Christy, Chair
Participation:	All Department faculty
Results:	Action was taken on this goal in the form of submitting curriculum proposals. The proposed re-sequencing of Spanish and Latin American --as well as German-- literature courses was approved by the University Curriculum Committee. These changes are now reflected in the University's 2011-2012 Catalog.
Actions:	
Improvements:	

Title:	Expansion of Chinese language program
Description:	To work with the Office of International Affairs to attract a Confucius Institute to campus by first hosting a Chinese scholar who would teach Chinese language and culture in the Department. Efforts will be made to stimulate interest in the Chinese language by hosting cultural events and pairing local students with international students from China.
Budget:	0.00
University Goals:	1
Strategic Goals:	299

Responsibility: Dr. Christy, Chair

Participation: Dr. Zhang, Vice Provost

Results: Through the generosity of the Hanban Office of the Chinese Ministry of Education, a Chinese teacher was provided the University free of charge.

Actions: Through a combination of teaching classes in first and second year Chinese, and offering numerous cultural programs (music, dancing, calligraphy, tea, food), the Chinese teacher was successful in raising interest and enrollments in Chinese, and her contract was accordingly renewed for a second year.

Improvements:

Title: Increasing participation in study abroad

Description: To increase the number of Majors or Minors who study abroad. Efforts will be made to expand study abroad opportunities.

Budget: 0.00

University Goals: 1

Strategic Goals:

Responsibility: Dr. Christy, Chair

Participation: All Department faculty

Results: Overall the Department realized a (statistically insignificant) net gain of 1 Major participating in Study Abroad. It should be noted, however, that there was no study abroad to Spain in 2010-2011, though a new program to Peru was offered in Summer 2011. While every effort will continue to be made to encourage more participation in available study abroad venues, given the relatively small University/Department student body, and in light of economic considerations, it may prove difficult to raise the participation rates dramatically.

Actions: The new trip to Peru was designed with a view to keeping costs minimal, and thus, hopefully, attracting more students. With 4 Majors and 1 Minor participating, the Department felt this was an excellent start for a brand new program. The more expensive Costa Rica trip, which offered the possibility of earning more credits, attracted 8 Majors and 8 Minors. Future planning will take this consideration into account.

Improvements:

Title:	Making study abroad the focus of a general education course
Description:	To develop a 200-level course, potentially for general education credit that would prepare students for study abroad.
Budget:	0.00
University Goals:	1
Strategic Goals:	
Responsibility:	Dr. Christy, Chair
Participation:	All Department faculty
Results:	A curriculum proposal for a new course, FL 201 "Global Perspectives through Study Abroad", was submitted and approved by the University Curriculum Committee.
Actions:	This course was successfully offered for the first time during the May intersession in conjunction with a study abroad trip to Peru, where it served well to engage students in hands-on learning experiences within this culture. This course was also submitted to the Alabama General Studies/STARS Committee for consideration as an Area II General Education course. It is currently being reviewed for approval as, instead, an Area IV General Education course, in light of its emphasis on areas typically associated with social science.

Improvements:

Student Learning Outcomes for Foreign Languages

2010-2011

Title:	Outcome #3 for all 3 Options
Description:	3. Should be able to understand the spoken target language. This outcome is measured by the MOPI Exam and by the Listening Exit Exam, both administered at the end of FL 498 'Senior Seminar', the capstone class taken by all Majors during their final semester.

Budget: \$0.00

Core Competencies: 1,3,4

25% Online:

50% Online:

Core Competencies: 1,3,4

How Often: Per semester

Assessed this Year? Yes

Responsibility: Dr. Christy, Listening Exit Exam

Participation: Department Faculty (MOPI exam)

Direct Assessments

University of Wisconsin Listening Comprehension Test

Students consult with their Department advisor after each of 6 diagnostic exams administered over the semester. In this context their speaking performance is also evaluated throughout the semester.

Indirect Assessments

Results: Of 6 students evaluated in the 2010-2011 cycle, 4 performed at the ACTFL Advanced level, with the other 2 at ACTFL Intermediate Low. This represents an After much review and discussion, the faculty still believe that Advanced is the appropriate target level of achievement for graduating seniors. This corresponds to expectations at other universities as well.

Curriculum: The curriculum in FL 498 has been modified to enhance the development of listening skills (see attached Fall Semester 2010 course syllabus). Specifically, students are to "listen to assigned audio materials in the Language Lab (in weeks with no diagnostic test) in preparation for the

Departmental Exit Exam (listening component)". Also, "a link to an inventory of available audio resources is given at: <http://www.una.edu/foreign-languages/fl498.html>". In place of simply making audio materials available, students must now log 15 hours in the Language Lab as a component (15%) of their overall grade. It is expected that listening scores will improve.

Actions: The overall poor performance on the Listening Exam suggests that the Department is taking the correct approach in emphasizing, as a long-term strategic goal, oral proficiency. This effort is being supported with the ongoing acquisition of lab materials to assist students in improving their listening skills.

Improvements:

Title:	Outcome #4 for all 3 Options
Description:	4. Should have developed sensitivity to components of culture and cultural difference. This outcome is measured by performance in FL 302, Cross-Cultural Interaction, a required course for the Major.
Budget:	\$0.00
Core Competencies:	1,2,4,5
25% Online:	
50% Online:	
Core Competencies:	1,2,4,5
How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Dr. Christy, Chair
Participation:	All Department faculty (through related material in associated civilization and culture courses)
Direct Assessments	

Performance/Project Assessment: Each student must give a PowerPoint presentation on a topic from the course text which addresses sensitivity to

components of culture and cultural difference.

**Indirect
Assessments**

Results: Of 16 students enrolled in Fall 2009 (not offered in Spring semesters), 13 scored in the A/B range. The students who scored C, D, & F, respectively, were those who had high numbers of absences, and thus were not sufficiently exposed to the material of the course.

Curriculum:

Actions: The importance of attendance/participation has been underscored in the syllabus (attached).

Improvements:

Title: Outcome #2 for all 3 Options

Description: 2. Should be able to read and write coherently in the target language. This outcome is measured by class performance and through reading/writing proficiency assessment tests in FL 498.

Budget: \$0.00

Core Competencies: 1,2,3,4,5

25% Online:

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: Dr. Christy, Chair

Participation: All Departmental faculty

Direct

Assessments

Diagnostic tests of reading comprehension and ability to write in the language

Indirect Assessments

- Results:** In Fall 2009 8 students were enrolled in FL 498, the capstone course for the FL Major. The results of the reading/writing diagnostic tests were as follows: 3 students scored in the 85-95 range; 4 students scored in the 60-75 range; and 1 student scored in the 40 range (and failed the course). In Spring 2010 3 students were enrolled. The results of the reading/writing diagnostic tests were as follows: 1 student scored in the 85-95 range and 2 students scored in the 60-75 range
- Curriculum:** A new course, SP 411W was developed which requires a significant number of essays in the target language. For French and German, additional writing assignments will be added to existing courses.
- Actions:** Faculty will incorporate more reading/writing elements into all language classes. Students already get significant writing exercise in all courses designated 'W'.

Improvements:

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- Title:** Outcome #1 for all 3 Options
- Description:** 1. Should be performing at ACTFL Level Advanced in speaking.* This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student. This testing is part of the Senior Seminar capstone course, FL 498. A passing score in this course is a requirement for graduation in the Major. The OPI and MOPI Exams are recognized nationally and internationally, were developed by ACTFL, and conform to its guidelines and achievement benchmarks. *The American Council on the Teaching of Foreign Languages (ACTFL) has established achievement benchmarks that are recognized nationally and internationally. Achievement at the Advanced Level represents the following specific abilities: (1) Listening: Able to understand main ideas and most details of

connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text. (2) Speaking: The Advanced level is characterized by the speaker's ability to: (a) converse in a clearly participatory fashion; (b) initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events (c) satisfy the requirements of school and work situations; and (d) narrate and describe with paragraph-length connected discourse. Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence, but not with facility, complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Budget:	\$0.00
Core Competencies:	1
25% Online:	
50% Online:	
Core Competencies:	1
How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dr. Christy, Chair
Participation:	All Departmental faculty
Direct	

Assessments

ACTFL-based MOPI exam

Indirect Assessments

Results:	In Fall 2009 8 students were enrolled in FL 498, the capstone course for the FL Major. The results of the Listening and Speaking MOPI Exam (Modified Oral Proficiency Interview Exam) were as follows: Advanced: 3 Intermediate High: 4 Intermediate Low: 1 (this student failed the course) All students fared less well in speaking than in listening.
Curriculum:	A new course, FL 201 Global Perspectives through Study Abroad, was developed to help get more students abroad to improve their overall language performance, and to give them more direct practice with speaking in the target language. A new course, SP 360 Introduction to Hispanic Literature, was developed, and will be taught *entirely* in Spanish to promote listening and speaking skills. A new course, SP 411W, Survey of Latin American Literature II, was developed to afford students an additional venue for practice in the target language.
Actions:	All faculty have agreed to incorporate more oral-based elements in their language classes to promote improvement in students' speaking performance.
Improvements:	

Title:	Outcome #5 for Option 1
Description:	5. Should show evidence of readiness to take on graduate level work. This outcome is measured by student's ability to research and write effectively in 400-level courses.
Budget:	\$0.00
Core Competencies:	1,2,3,4,5
25% Online:	

50% Online:

Core Competencies: 1,2,3,4,5

How Often: Per semester

Assessed this Year? Yes

Responsibility: All faculty teaching courses designated "W" (Writing-intensive) courses

Participation:**Direct Assessments**

: Evaluation of students' required research papers is conducted in the respective classes. Performance is reflected in course grade.

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Indirect Assessments

Results: Since students taking 400-level writing-intensive courses are, with few exceptions, Foreign Language Majors, they have 'self-selected' to perform well and tend to do so. Nevertheless, final research paper grades, though overwhelmingly in the A/B range, did include some Cs. A sample 400-level syllabus is attached by way of clarifying the focus on the research paper.

Curriculum: A new course, SP 411W has been developed to provide yet another writing-intensive venue.

Actions: While the results were largely positive, faculty have agreed to incorporate, beginning with 202-level courses, additional writing exercises.

Improvements:

Title: Outcome #6 for Option 1

Description:	6. Should be performing at ACTFL Level Intermediate-Mid* in a second foreign language. This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student. This testing is conducted in the Senior Seminar capstone course, FL 498. *ACTFL Level Intermediate Mid is defined as follows: Listening: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven. Speaking: Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Budget:	\$0.00
Core Competencies:	1
25% Online:	
50% Online:	
Core Competencies:	1
How Often:	Every year
Assessed this Year?	Yes
Responsibility:	Dr. Christy, Chair
Participation:	All department faculty (as appropriate, by language)
Direct Assessments	

MOPI Exam

Indirect Assessments

Results: No students in the 2009-2010 cycle were graduating under Option I. Options II (Commercial Language; requires business Minor) and III (Professional; requires second Major) attract the most students. These Options are outlined in the Undergraduate Catalog (attached in excerpt).

Curriculum:

Actions: A new course, SP 411W, was developed.

Improvements:

Title: Outcome #5 for Option 2

Description: 5. Should be able to function effectively using business terminology in the target language. This outcome is measured by class grade in FR/GR/SP 403, and by performance on a MOPI Exam administered at the end of this course in advanced commercial language.

Budget: \$0.00

**Core
Competencies:** 1

25% Online:

50% Online:

**Core
Competencies:** 1

How Often: Every 2 years

**Assessed this
Year?** No

Responsibility: Dr. Lindley, Professor of French

Participation: Other faculty, as appropriate for the language

**Direct
Assessments**

**Indirect
Assessments**

Results:

Curriculum:

Actions:

Improvements:

Title: Outcome #5 for Option 3

Description: 5. Should, in addition to fulfilling the requirements of a second Major, show ability to research and write effectively, as measured by performance in 400-level courses. This achievement may also be measured by performance on the Praxis Exam.

Budget: \$0.00

**Core
Competencies:** 1,2,3,4,5

25% Online:

50% Online:

**Core
Competencies:** 1,2,3,4,5

How Often: other

**Assessed this
Year?** No

Responsibility: Dr. Christy, Chair

Participation: All Departmental faculty

**Direct
Assessments**

Performance in 400-level courses

Performance in 400-level courses

**Indirect
Assessments**

Results:

Curriculum:

Actions: The faculty are considering possibly taking the Praxis Exam (see attached information) themselves as a means of providing insights into the material students must master.

Improvements: