

Major/Program: French and Spanish

Annual ASSESSMENT of the Major/Program

Fall 2021-Spring 2022

What are the student learning outcomes in the **major/program**?

We are trying to prepare our students better in terms of speaking and general communication since feedback from them has indicated that this is a desired outcome. Thus, in all courses, we have shifted our focus to much more speaking, with each outcome shown below:

- Function at the **Advance-high level in speaking**. For example, speakers at the Advanced-high sublevel are consistently able to explain in detail and narrate fully and accurately in all time frames. They perform these tasks with linguistic ease, confidence, and competence. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.
- Function at the **Advance-high level in listening**. At the Advanced-high sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced-high sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences.
- Function at the **Advance-high level in reading**. At the Advanced-high sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts..
- Function at the **Advance-high level in writing**. Writers at the Advanced-high sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced-high writers can narrate and describe in the major time frames, with solid control of aspect. They have good control of a range of grammatical structures and a fairly wide general vocabulary.

Which outcome(s) did you assess this academic year?

We are trying to prepare our students better in terms of speaking and general communication since feedback from them has indicated that this is a desired outcome. We are also changing our overall curriculum (including new textbooks) in order to address this outcome more effectively.

How did you assess the learning outcomes this academic year?

Our immediate objective was to study the *Cultures* learning outcome, especially in terms of speaking output.

In order to measure the level of achievement of our departmental goals in the major, a questionnaire was sent to French and Spanish majors who had graduated in the previous five years. Ten students responded. The questionnaire asked them how well they believed they had achieved each learning goal, what aspects of the program helped them the most, and what suggestions they had for improvement. The results showed that the great majority of students feel they perform extremely well or very well in the following standards for foreign language learning:

- Cultures (“Gain Knowledge and Understanding of Other Cultures”): 80%
- Comparisons (“Develop Insight into the Nature of Language and Culture”): 90%
- Connections (“Connect with other Disciplines and Acquire Information”): 70%

As well, we are having constant conversations in our courses with our students.

Please summarize the data you have collected this academic year.

Our service courses (100, 150, 200, 250) provide a valuable world languages education to BA/BS majors, preparing them for a world and a workplace where multiculturalism and multilingualism is increasingly becoming the reality. We have decided that we are going to change out the textbook for all introductory classes in both Spanish and French.

The majors in French and Spanish have a broad and well-balanced curriculum. Our alumni have been successful in gaining admission to graduate school and in pursuing careers in fields like health and human services, education, and business.

As a Department, we have traditionally been and we continue to be one of the strongest advocates for study abroad on campus. One faculty member is the representative of the IU Study Abroad Office on campus, and for the last 10 years IU Northwest students have travelled to Bilbao, Spain every summer in a program created and coordinated by one of our faculty.

The small size of our programs in French and Spanish is an asset from the pedagogical perspective, but it also represents a key area for improvement. We want to do more to realize the potential for a larger number of majors and a higher and more consistent graduation rate. The initiatives for recruitment outlined in this document are a response to that need.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).

We are doing very well, but we need to improve student communication, as denoted above. We are giving the Spanish and French majors a complete overhaul which includes the switching textbooks.

Please report on the progress of your **action steps** reported in 2021-2022. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

On the previous report, it was noted: *“The results suggest that more class time should be dedicated to reading activities in the course, especially ones with narratives that contain cultural information. In evaluating the content and level of difficulty of all eight exercises given, as well as the mean scores, it appears that generally our S/F/G100 courses did succeed in achieving equally all three learning outcomes listed above for Cultural and Historical studies at IU Northwest. This is because in our estimation each of the eight exercises relate to all three learning outcomes.”*

Since that time, we have added more activities (oral, written, and cultural) to our work in our state of the art language lab. We have conducted many in-house trainings for our professors and instructors as to make sure that they are incorporating more cultural activities into their lessons, which includes a more visual sort of curricula. We believe that all of this has been helpful in terms of increasing cultural cognizance.

****Note:** Please use this template to provide the responses to the prompts above.**