

Department of Literature, Journalism and Modern Languages									
Bachelor of Arts in Romance Languages									
National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes	
American Council of Foreign Language Teachers (ACFL)	1998-1999 and 2004-2005	1. TEACH: Majors will be able write a brief essay in Spanish and in French without significant errors of grammar, spelling, or vocabulary	website, syllabi	Preliminary writing assessment in the first semester of the junior year (according to ACTFL standards)	70% will achieve advanced level in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2001-2006, yearly, junior year			
				Senior exit writing assessment in second semester of the senior year (according to ACTFL standards)	70% of graduating seniors will achieve advanced level in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2001-2006, yearly, senior capstone	2002 students wrote at 72.5% on ACTFL scale	Consideration of adding a semester-long third year skills course in the French program	
		2. TEACH: Majors will be able to understand the main idea and some details of connected oral discourse by a native speaker on a variety of topics in both French and Spanish	website, syllabi	Preliminary assessment in listening, first semester of the junior year	70% of students will achieve advanced level in listening in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, junior year			French program builds strong listening skills; greatest weakness is in vocabulary recognition; address in program review recommendations
				Exit assessment in listening, second semester of the senior year	70% of graduating seniors will achieve advanced level in listening in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, senior capstone	2002 100% of students achieved above the 80% level		
		3. SHAPE: Majors will be able to converse in a participatory fashion with a native or near-native speaker using a variety of language strategies to convey meaning in either French or Spanish (ACTFL advanced proficiency level)	website, syllabi	Preliminary assessment in speaking, first semester of the junior year	70% of students will achieve advanced level in speaking in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, junior year			
				Exit assessment in speaking, second semester of the senior year	70% of graduating seniors will achieve advanced level in speaking in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, senior capstone	2002 50% of students functioned above 80%; 50% functioned at 75%, adequate for second language	French program does a strong job with speaking and listening	
		4. SEND: Majors will be able to read mature literature (letters, literature, newspapers) with comprehension of the basic idea and main supporting ideas in both French and Spanish	website, syllabi	Preliminary assessment in reading, first semester of the junior year	70% of students will achieve advanced level in reading in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, junior year			
				Exit assessment in reading, second semester of the senior year	70% of graduating seniors will achieve advanced level in reading in one language (80% on ACTFL) and intermediate high level in the second language (75% on ACTFL)	2002-2006, yearly, senior capstone		French program is strong in speaking and listening	
		5. SEND: Graduating seniors will have a French accent that would be pleasant and comprehensible to a native or near-native speaker	website, syllabi	Preliminary assessment in speaking, first semester of the junior year	70% of students will make no more than 3 major pronunciation errors in a prepared piece; no one pronunciation element will be missed by more than 50% of the students	2002-2006, yearly, junior year			
				Exit assessment in speaking, second semester of the senior year	70% of students will make no more than 3 major pronunciation errors in a prepared piece; no one pronunciation element will be missed by more than 50% of the students	2002-2006, yearly, senior capstone	2002 Students functioned at 81% as a whole; 100% attained correctness above 80% on simple sound production; results ranged from 50% to 0% on supra-segmental features (intonation, tension and stress pattern)	French students are hampered by upper division courses offered in summer only and the lack of opportunity to practice during the school year	