

**CALIFORNIA STATE UNIVERSITY, SAN BERANRDINO**  
**OUTCOMES ASSESSMENT PLAN**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES**

I. SPEAKING/ LISTENING

1. GOAL

Students graduating from CSUSB and majoring in a language are expected to have achieved at least an Advanced level in speaking, listening, reading, writing, and cultural knowledge. "Advanced" is equivalent to level 3 on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

In oral proficiency, "Advanced" means that the student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They must be able to discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is expected to be quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth that they rarely have to grope for a word; their accent may be obviously foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker.

Students who plan to teach the language must be able to demonstrate their knowledge of grammar. They must not only be able to apply the language, but also to explain its basic structures, and be able to use them correctly in speaking.

2. OBJECTIVES: Speaking

ACTFL Advanced level speaking is characterized by the 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.
- (e) Students demonstrate use of conversational skills by:
  - 1. interacting with a fluent speaker on everyday topics
  - 2. exchanging factual information
  - 3. providing information on an event
- (f) Students describe and provide information using a variety of discourse strategies

- (g) Students narrate an event that has already taken place

## 2. OBJECTIVES: Listening Comprehension

ACTFL Advanced level listening is characterized by the ability to

- (a) understand most speech in a standard dialect
- (b) understand main ideas and details on a variety of topics beyond the immediate situation; and
- (c) understand description and narration, including interviews, short lectures on familiar topics and news items and reports dealing with factual information.
- (d) Students demonstrate ability to understand a variety of spoken texts on familiar topics:
  - 1. Current events--familiar topics joined together, continuous speech when points of reference are changed (time, place, perspective).
  - 2. Understand normal speech (of a fluent speaker) on most general topics, casual current events, everyday survival topics.

## 3. OUTCOMES CRITERIA (HOW WILL STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES)

Students will demonstrate their listening and speaking abilities by (a) satisfactory completion of those courses dedicated specifically to developing listening and speaking skills; (b) successful completion of all major courses; (c) successful completion of the speaking/ listening comprehension portion of the junior and senior assessment examinations.

## 4. ASSESSMENT METHODS AND MEASURES TO BE USED

Since the acquisition of listening and speaking skills is integral to any foreign language major's outcomes, this skill is assessed at every stage of the educational process. At the beginning levels, students are continuously assessed during class time, within each test and at the end of each course. As soon as feasible, students are required to conduct interviews of native speakers or to mimic real life situations. In the remaining intermediate and advanced courses, all lectures and activities conducted in the target language must be understood by the students in order for them to successfully complete the requirements. In general, then assessment used include: (a) Examination/s for of each course; (b) junior assessment examination using the Video Oral Proficiency Instrument [VOPI], a profession wide, nationally-normed comprehension exercise; (c) advanced VOPI speaking/listening test.

## 5. TIME FRAME (WHEN WILL THE ASSESSMENT BE DONE?)

- (a) Each quarter, including final examination at the end of course

- (b) Sophomore-Junior year: French 295/Spanish 395 in connection with the respective advanced composition course (French 310, Spanish 302)
- (c) Senior year: French 395 and Spanish 496 are the senior assessment courses which students must take prior to completing the last twelve units before graduation.

#### 6. WHO WILL DO THE ASSESSMENT, COLLECT AND ANALYZE DATA?

Individual instructors routinely assess students on a quarterly basis. The instructors of French 310 and Spanish 302 are responsible for administering the speaking/listening section of the junior assessment examination. The section coordinator administers the speaking/listening section of the senior assessment. The section coordinator is in charge of collecting and analyzing the data, while the department chair informs students of both their junior and senior assessment results.

#### 7. TYPE OF FEEDBACK (DATA)

The department chair informs students of their assessment results. While students are considered ultimately responsible for their own educational decisions, each one is assigned a faculty advisor who suggests appropriate remediation and guidance based on individual assessment results.

#### 8. HOW WILL DATA BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA?

Results will be used to determine the strengths and weaknesses in the area of listening/speaking abilities and to identify needs for changes in or improvements of the curriculum.

## II. WRITING

### 1. GOAL

Students graduating from CSUSB and majoring in a language are expected to have achieved at least an Advanced level in speaking, listening, reading, writing, and cultural knowledge. "Advanced" is equivalent to level 3 on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

In writing, students are expected to use accurate spelling and punctuation (including diacritical marks), and not use incorrect conversational spellings and grammatical forms. Students must also be able to use MLA format for research papers, including bibliographical references and notes. They are able to employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They should demonstrate good control of grammar, so that their errors do not interfere with understanding. Strong knowledge of the syntax of the language of their specialty with little influence of English syntax is required.

Students who plan to teach the language must be able to demonstrate their knowledge of grammar. They must not only be able to apply the language, but also to explain its basic structures, and be able to use them correctly in writing.

### 2. OBJECTIVES: Writing

ACTFL Advanced level writing is characterized by the ability to:

- (a) write routine social correspondence, cohesive summaries, and resumes as well as narratives and descriptions;
- (b) take notes
- (c) write on a variety of topics, including informational business correspondence
- (d) Students demonstrate use of integrative skills by being able to:
  1. Recount or report an incident or event in broad outline
  2. Compose a note or simple letter consisting of several paragraphs based on oral or written instructions

### 3. OUTCOMES CRITERIA (HOW WILL STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES?)

Students will demonstrate their writing ability by successfully completing the coursework outlined in the major, compiling a portfolio, and passing the writing portion of the junior and senior assessment examinations.

#### 4. ASSESSMENT METHODS AND MEASURES TO BE USED

Examinations in connection with each core course; (b) junior assessment examination including a holistically graded essay; (c) senior assessment examination including a writing sample testing ability to hypothesize; (d) evaluation of cumulative student portfolio.

#### 5. TIME FRAME (WHEN WILL THE ASSESSMENT BE DONE?)

- (a) On a quarterly basis
- (b) Sophomore-Junior Year: French 295, Intermediate Assessment, is linked to the course French 310 (Advanced French Composition); Spanish 395, Junior Assessment has its co-requisite in Spanish 302 (Theory and Practice in Composition). The corresponding assessment is administered during the third week of the quarter each time that these courses are offered.
- (c) Senior Year: French 395 and Spanish 496 are the senior assessment courses which students must take prior to completing the last twelve units before graduation.
- (d) The student portfolio is evaluated in conjunction with the senior assessment

#### 6. WHO WILL DO THE ASSESSMENT, COLLECT AND ANALYZE DATA?

The instructors of French 310 and Spanish 302 administer the writing section of the junior year assessment examination. The section coordinator is responsible for administering the writing section of the senior year assessment examination. The section as a whole supervises evaluation of the student portfolio. The section coordinator is responsible for collecting and analyzing the data, while the department chair informs students of both their junior and senior assessment results.

#### 7. TYPE OF FEEDBACK (DATA)

The department chair informs students of their assessment results. While students are considered ultimately responsible for their own educational decisions, each one is assigned a faculty advisor who suggests appropriate remediation and guidance based on individual assessment results.

#### 8. HOW WILL DATA BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA?

Results will be used to determine the strengths and weaknesses in writing skills and to identify needs for changes in or improvements of the curriculum.

### III. READING

#### 1. GOAL

Students graduating from CSUSB and majoring in a language are expected to have achieved at least an Advanced level in speaking, listening, reading, writing, and cultural knowledge.

"Advanced" is equivalent to level 3 on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

In reading, students are expected to understand written language that varies in level of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and some technical texts such as medical or legal, if students are specializing in one of those fields.

#### 2. OBJECTIVES: Reading

ACTFL Advanced level reading is characterized by the ability to:

- (a) understand main ideas and facts of longer texts, including simple short stories, news items, personal correspondence and simple technical material written for general readers;
- (b) follow essential points in ideas of special interest or knowledge; and
- (c) comprehend facts in texts, such as those mentioned above, and make appropriate inferences
- (d) Students demonstrate accurate reading comprehension of material of a cultural and/or literary nature; answer content questions in target language
- (e) Students demonstrate awareness of strategies for vocabulary expansion.
- (f) Topical/semantic areas of vocabulary include: Time concepts
  - \*Family members
  - \*Descriptions
  - \*Motions and states
  - \*Forms of greeting
  - \*General feelings and characteristics
  - \*Food/food rituals
  - \*Common entertainment and sports, games, hobbies
  - \*Daily activities/routines
  - \*Measurements
  - \*Basic geographical terminology
  - \*Numbers, dates, years
  - \*Professions and occupations
  - \*Transportation

- \*Weather
- \*Important events, celebrations
- \*Shopping
- \*Travel arrangements
- \*Simple business transactions
- \*Traditions, customs, habits
- \*Basic literary terms
- \*Visual and verbal arts
- \*History and civilization
- \*Basic linguistic terminology

### 3. OUTCOMES CRITERIA (HOW WILL STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES?)

Students will demonstrate their reading ability by successfully completing the coursework outlined in the major, and by passing the reading portion of the junior and senior assessment examinations.

### 4. ASSESSMENT METHODS AND MEASURES TO BE USED

Examinations in connection with each core course; (b) junior assessment examination, with multiple choice questions in the target language; (c) senior assessment examination with literary reading sample.

### 5. TIME FRAME (WHEN WILL THE ASSESSMENT BE DONE?)

- (a) On a quarterly basis
- (b) Sophomore-Junior Year: French 295, Intermediate Assessment, is linked to the course French 310 (Advanced French Composition); Spanish 395, junior Assessment has its co-requisite in Spanish 302 (Theory and Practice in Composition). The corresponding assessment is administered during the third week of the quarter each time that these courses are offered.
- (c) Senior Year: French 3935 and Spanish 496 are the senior assessment courses which students must take prior to completing the last twelve units before graduation.

### 6. WHO WILL DO THE ASSESSMENT, COLLECT AND ANALYZE DATA?

The instructors of French 310 and Spanish 302 administer the reading section of the junior year assessment examination. The section coordinator is responsible for administering the reading section of the senior year assessment examination. The section coordinator collects and analyzes the data, while the department chair informs students of both their junior and senior assessment results.

## 7. TYPE OF FEEDBACK (DATA)

The department chair informs students of their assessment results. While students are considered ultimately responsible for their own educational decisions, each one is assigned a faculty advisor who suggests appropriate remediation and guidance based on individual assessment results.

## 8. HOW WILL DATA BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA?

Results will be used to determine the strengths and weaknesses in writing skills and to identify needs for changes in or improvements of the curriculum.

## IV. CULTURAL KNOWLEDGE

### 1. GOAL

Students are expected to demonstrate cultural knowledge of the regions where the target language is spoken. This include the following:

- (a) Knowledge of geography
- (b) Knowledge about the cultural background and the phonetic characteristics of the language of specialty.
- (c) Familiarity with regional dialects spoken in different areas.
- (d) Integrated historical knowledge of important periods, figures, social trends, artistic movements, political leaders and events.
- (e) Knowledge of current events, including governments, political figures, social conditions, tensions, economics, and foreign relations.
- (f) Knowledge of trends and important figures in the arts, including visual arts, music, film and dance, of the regions where the students' language of specialty is spoken.
- (g) Knowledge of literary trends and important literary figures. Familiarity with important literary works.
- (h) Familiarity with regional customs including forms of address, religious practices, cuisine, time schedules, cultural values and attitudes, leisure activities, family relationships, etc.
- (i) Experience in a foreign country where the language of specialty is spoken. A minimum of one month is suggested.

### 2. OBJECTIVES: Cultural Knowledge

Students will be able to demonstrate an understanding of the culture where the target language is spoken at the advanced level, as defined by ACTFL guidelines characterized as follows:

- \*Conceptual understanding of the culture
- \*Sustained control of observable culturally appropriate behaviors

In terms of general knowledge of culture, students will demonstrate:

- (a) knowledge pertaining to the patterns of daily life, social institutions (e.g., government, religion, the economic and educational systems, and leisure activities), class structure, and socially sanctioned values;

- (b) the ability to obtain useful and varied sources of information about the societies and cultures of the target language;
- (c) a general understanding of the historical roots of the society and an awareness of how its culture has developed;
- (d) ability to recognize signs of cultural diversity within the society as they pertain to historical, political, geographical, and artistic phenomena
- (e) an understanding of the preconceptions which they may have about the target culture and society as well as how such preconceptions may hamper or otherwise influence their language learning and study of the society and its culture;
- (f) a general knowledge which enables them to comprehend and interpret various phenomena within the context of the target society and culture. Such a knowledge results from their ability to:
  1. observe, compare, and inquire about cultural phenomena;
  2. analyze and hypothesize about cultural phenomena;
  3. synthesize and generalize--without stereotyping--about cultural phenomena

### 3. OUTCOMES CRITERIA (HOW WILL STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES?)

Students will demonstrate their cultural knowledge by successfully completing the coursework outlined in the major, participating in target language/culture immersion, wherever possible, and by passing the cultural knowledge portion of the junior and senior assessment examinations.

### 4. ASSESSMENT METHODS AND MEASURES TO BE USED

Examinations in connection with each core course; (b) junior assessment examination, with multiple choice objective format; (c) senior assessment examination, with multiple choice objective format.

### 5. TIME FRAME (WHEN WILL THE ASSESSMENT BE DONE?)

- (a) Each quarter at the end of course.
- (b) Junior year: French 295, Intermediate Assessment, is linked to the course French 310 (Advanced French Composition); Spanish 395, Junior Assessment has its co-requisite in Spanish 302 (Theory and Practice in Composition). The corresponding assessment is administered during the third week of the quarter each time that these courses are offered.
- (c) Senior year: French 395 and Spanish 496 are the senior assessment courses which students must take prior to completing the last twelve units before graduation.

#### 6. WHO WILL DO THE ASSESSMENT, COLLECT AND ANALYZE DATA?

The instructors of French 310 and Spanish 302 administer the cultural knowledge section of the junior year assessment examination. The section coordinator administers the cultural knowledge section of the senior year assessment examination. The section coordinator collects and analyzes the data, while the department chair informs students of both their junior and senior cultural knowledge assessment results.

#### 7. TYPE OF FEEDBACK (DATA)

The department chair informs students of their assessment results. While students are considered ultimately responsible for their own educational decisions, each one is assigned a faculty advisor who suggests appropriate remediation and guidance based on individual assessment results.

#### 8. HOW WILL DATA BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA?

Results will be used to determine the strengths and weaknesses in cultural knowledge and to identify needs for changes in or improvements of the curriculum.