***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2016-2017***

**Degree and**

**Program Name: BA in Foreign Languages**

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**PART ONE (Note: that text in red represents changes in the current plan from past years.)**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Mid-program bench-mark: Majors in Foreign Languages will, in their language of concentration, achieve a proficiency level of **Intermediate-Low** in speaking and listening as described in the ACTFL Proficiency Guidelines by the end of the Intermediate course sequence (FLF/FLG/FLS 2202G).  Foreign Languages Majors will, in their language of concentration, achieve a proficiency level of **Intermediate-High** in speaking, and listening as described in the ACTFL Proficiency Guidelines. See below.  In addition, Majors will demonstrate an ability to communicate orally in presentational mode as defined in *ACTFL Standards for Foreign Language Learning in the 21st Century* (p.38). See “What are the expectations?”  **Undergraduate learning goals**:  -Speaking and Listening  -Responsible Citizenship | (1) **Modified Oral Proficiency Interview** based on ACTFL structured OPI interviews administered by faculty once after completion of second year sequence (2202G)  (2) Second **Modified Oral Proficiency Interview** based on ACTFL structured OPI interviews administered by faculty during the last two semesters of study, preferably in second semester of senior year.  (3) **Presentational speaking:**  Opportunities for communication in a presentational mode context are regularly integrated into most 2000, 3000 and 4000 level courses. Majors will select presentations to be incorporated into their Major Portfolio.  The rubric includes 14 criteria and 4 levels (56 points total possible). “Meets Expectation” minimum is 42. | ACTFL Proficiency Guidelines (revised 1999).  After completing 2202G: Intermediate Low.  Second semester of senior year: Intermediate High.  Effective, meaningful oral communication in a second language requires not only accurate use of linguistic elements but also the application of communicative customs and mannerisms appropriate to the cultures and communities in which the language is spoken. As a result, students will be expected to interact with the interviewer in manners appropriate to the culture associated with the language being evaluated. In this sense, the successful application of cultural knowledge exhibited in an oral communicative context is an indicator of the ability to “function as a responsible global citizen.”  Majors will communicate effectively in their second language in a context such as an oral presentation or speech given in a one-to-many mode where there is no direct or immediate opportunity for the active negotiation of meaning between the speaker and the audience. | Six (6) modified OPI interviews were given to 4th semester students (2202G) chosen at random (Spanish- 4; German-1; French-1).  **Results**:  Exceeds Expectation: 3 Meets Expectation: 2  Does Not Meet: 1  Eight (8) modified OPI assessment interviews were given to graduating seniors (majors and double majors) (Spanish-6; German-2)  **Results**:  Exceeds: 4  Meets: 4  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  The following data again should be interpreted as tentative. We are still in the implementation stage of using our new rubrics for presentational mode data.  9 presentations from upper division courses were assessed (Spanish-5; French –2; German–2).  **Results:**  Exceeds: 2  Meets: 6  Does Not Meet: 1 | Departmental Assessment Committee and chair are responsible for communicating these results to the department as a whole. The results are shared in detail at our first departmental meeting of each year as part of our annual planning process. |
| 2. Foreign Languages Majors will, in their language of concentration, achieve a proficiency level of Intermediate-High in reading and writing as defined by ACTFL Proficiency Guidelines.  **Undergraduate learning goals**:  -Writing & Critical Reading  -Critical Thinking  -Responsible Citizenship | **Writing samples** in the language of concentration randomly selected from upper division courses (upon instructor approval from 2000-level courses) will be evaluated in accordance with ACTFL Proficiency Guidelines and a departmentally developed rubric formulated as a hybrid tool incorporating elements of both the ACTFL Standards and EIU Undergraduate Learning Goals. Evaluations of individual essays will be accomplished by faculty teaching the appropriate courses. Summary data will be collected and evaluated by the Dept. Assessment Committee.  Since a significant source of data for this assessment will come from the Foreign Language Major Portfolio, majors will have the opportunity to participate to a greater degree in the selection of artifacts for this assessment. | ACTFL Proficiency Guidelines (revised 1999). See below.  Artifacts selected will document ability to sustain coherent written discourse on a chosen subject for at least 250 words at the intermediate level and 500-1000 words at the upper division. Writing samples will, in addition to linguistic accuracy, be evaluated for presence and quality of reflection, critical depth and analysis, effectiveness of expression and organization of thought. | Again these data are tentative. We are still in the implementation stage of requiring a writing portfolio.  10 writing samples from upper division FLF/FLG/FLS courses were evaluated (Spanish-5; French-2; German-3)  **Results:**  Exceeds: 3  Meets: 6  Does Not Meet: 1 | See above. |
| 3. Majors will demonstrate understanding of the interrelationships between cultural perspectives, practices and products of the communities associated with their chosen language of concentration.  **Undergraduate learning goals**:  -Critical Thinking  -Responsible Citizenship | The Foreign Language **Major Portfolio** (see Part 2) submitted by Majors during the senior year, includes artifacts from the following categories:  - Two (2) presentations and two (2) papers from courses on culture and literature as specified in Undergraduate Catalog  -Reflection  Majors who studied abroad will use Topic 1: Reflective journal, or paper documenting immersion experiences through study abroad.    Majors who did not study abroad will use Topic 2: Reflective journal, or paper documenting service learning or other immersion/cultural experiences both on and off campus.  Evaluation of artifacts will take into consideration a candidate’s ability to analyze, evaluate and synthesize appropriate material.  These artifacts will be assessed by means of appropriately designed rubrics.  -Participation Record: Majors will also document attending a minimum of 20 cultural events related to their language of concentration including film screenings, plays, language club meetings, cultural presentations, guest speakers, conversation tables, etc.  -Exit interview (score sheet with result Intermediate High) | ACTFL Standards (see reference below)  Students will demonstrate knowledge of manners, customs, and ranges of cultural expression including but not restricted to the literatures, films, music visual arts and popular culture of those who speak their language of concentration. Through reflection and critical analysis, evaluation and synthesis they will, in addition, demonstrate knowledge of connections between their own culture and community and the cultures and communities in which their language of concentration is spoken.  (*Standards for Foreign Language Learning in the 21st Century, 47-52)* | We are still working out the logistics of requiring the full portfolio. Study Abroad reflection (paper) and Participation Record are not phased in.  Study Abroad Experience:  During the assessment period (2016-2017) 7 majors (including double majors) and 10 minors completed study abroad experiences. | See above. |
| 4. Foreign Languages majors will achieve a proficiency level of at least **Novice-High** in one language other than their language of concentration (Selection I).  **Undergraduate learning goals**:  -Speaking and Listening  -Writing & Critical Reading  -Responsible Citizenship | Successful completion of at least two semesters of study in a language other than the language of concentration. | See ACTFL Proficiency Guidelines (revised 1999).  We expect majors to finish coursework with a minimal grade of C for all semesters of second foreign language study.  As in all foreign language classes, these lower division courses impose learning and performance standards that require functioning in five standard areas: speaking, listening, reading, writing and culture. Instances of speaking and writing in level appropriate presentational mode contexts are incorporated into most lower division courses though they are not specifically or separately assessed for the purposes of this plan. | 7 majors (French, German, Spanish) successfully completed work at or above the 1102 level in a language other than their language of concentration  Exceeded: 3  Met: 4 | See above. |

**ACTFL Proficiency Guidelines**

**Intermediate High**

**Speaking/Listening** : 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.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

**Reading:** Intermediate-High readers are 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. Can get 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. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

**Writing:** Intermediate –high writers are able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

**Culture:** Performance standards are synthesized from Standards 2.1, 2.2 (Cultures), 4.1, 4.2 (Comparisons) and 5.1 (Communities) found in *Standards for Foreign Language Learning in the 21st Century*, Lawrence: Allen Press.

**PART TWO**

Comments:

2016-2017 was another challenging year due to staff reduction, several retirements, and all faculty assuming additional responsibilities. Our new Foreign Language Major portfolio, which had been modeled on the portfolios we require our teacher licensure candidates to submit, has not been fully phased in. In the case of teacher candidates, compliance is less of an issue because the portfolio material is for the most part collected from students at the end of their Methods class (old course sequence), or before being admitted student teaching (new course sequence). There is no such course at the end of the career of a regular major that could be used.

Contents of the Major Portfolio (as planned): The Major Portfolio contains 7 items. Item 1 is a presentation (preferably technology-enhanced) of a culture-related topic. Item 2 is a presentation (preferably technology-enhanced) on a literature or film-related topic. Items 4 and 5 are writing samples (500 words minimum each) that come from courses on culture, literature, and film. Item 5 is a Culture Reflection: All Foreign Language Majors must submit evidence that they sought out cultural experiences OUTSIDE the classroom and are able to reflect on them (through sorting, evaluating, and interpreting). They will submit a reflection of 1000 words in the target language. Majors who studied abroad (four or more weeks) reflect on their Study Abroad experience (Topic 1). Before their experience, majors receive guidelines to help them reflect on the cultural framework of Products, Practices, and Perspectives. Topic 2 is only for majors who have not studied abroad. They will reflect on their cultural experiences outside of their coursework. They gain these experiences either through their involvement with international students, or service to the Hispanic community (for example, in “Amigos and Friends”), or through their work as advocates for foreign language learning (on or off campus). Item 6 is a Participation Record. Majors must actively participate in Conversation Tables, Club Activities, Honor Society events, film nights, and other events (on or off campus) pertaining to their language and culture. Evidence of tutoring or translation services may be used as partial substitute. Item 7 is the completed rubric after their Modified OPI in the semester they graduate. The expected level is Intermediate High (ACTFL Proficiency Guidelines).

**PART THREE**

After a hiatus of several years, we will be offering Chinese 1101 in fall 2017. Chinese was taught from 2011 to 2015 but discontinued due to cost and enrollment. Expanding our language offerings will strengthen the program (as all FLG majors have to take 2 semesters of another language), attract students from other programs (such as Business) and support and expand EIU’s new China initiative.

Study abroad: Even though significant progress has been made in recent years with our teaching candidates (due to the OPI being a requirement for licensure), study abroad among our regular majors has increased at a slower rate. As part of our regular advisement process, we actively encourage our majors (as well as minors) to study abroad. Most frequently, time constraints and financial issues are cited as the primary impediment. We have addressed this as follows: We have developed new, short-term study abroad programs to make study abroad more accessible to majors (and minors). Often, after participating in these short-term programs, our majors (and minors) are motivated to study abroad again, for a longer period. Dr. Vanesa Landrus has developed a new 4-week program in Costa Rica (offered for the first time in summer 2017). Every spring, we offer our 1-week customized Guatemala program (spring break), which is led by our faculty and enjoys very good enrollment. We also have recently submitted a proposal for a one-week Study Abroad program in Quebec (to be offered in 2018). We are hopeful that these shorter-term programs will serve as incentives and increase study abroad participation by our majors (and minors), which will allow us to bring the required oral proficiency level in line with the level required of our Teacher Licensure candidates (ACTFL Advanced Low). While heritage speakers (most frequently in Spanish) among our regular majors frequently reach the level of Advanced Low without a full semester abroad, most others require an immersion experience of a full semester or more to reach ACTFL Advanced Low.

Certificates: Since our regular majors (unlike our teacher licensure candidates) are not required to attain an official ACTFL OPI certificate, we are currently discussing certificates that our program could issue as evidence to employers what skills our majors possess. This appears to tie into the current (academia-wide) discussion of the impact of issuing certificates (while a student progresses through courses) on student motivation and retention.

We are also planning on developing an assessment site with CATS in order to make portfolio material more accessible to all faculty members and to eliminate the need for paper based portfolios. Such a site would also allow for the efficient uploading of video and audio files for evaluation. Monitoring which students have done what would also be facilitated through such a site.