***STUDENT LEARNING ASSESSMENT PROGRAM***

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

**Degree and**

**Program Name: Foreign Languages**

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**PART ONE (Note: 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.Teacher Certification Candidates will, in their language of concentration, achieve a proficiency level of Intermediate-Low in 2202G. TeacherCertification Candidateswillachieve (in their final year) **Advanced-Low** 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** administered by faculty once after completion of second year sequence (end of 2202G). (2) **Official ACTFL OPI**: During the last two semesters of study, candidates take an official ACTFL OPI (Oral Proficiency Interview). The OPI is administered by an ACTFL certified OPI tester and arranged with LTI (Language Testing International). Candidates who do not attain the required proficiency level of Advanced Low in the interview will be required to undergo a remediation process involving intensive oral proficiency training (for example, take/retake FLS/G/F 3402) and/or participation in an approved study abroad program. When remediation is complete, candidates will be re-evaluated as to oral proficiency level. Candidates then take a second official ACTFL OPI (after a minimum of 90 days, as stipulated by ACTFL). (3)Presentational speaking artifacts in **Culture Portfolio**: 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 **Culture Portfolio**One component (either Component 4 or Component 5) must be an oral presentation. Components 4 and 5 of the Culture Portfolio are assessed by faculty using the rubric for the component. Component 4 (Literature artifact) is scored in 8 criteria. Candidates need a minimum score of 7 in each area for Meets Standard (56 points total). Maximum for Exceeds Standard is 80. Component 5 (Culture artifact) is scored in 6 criteria. Candidates need a minimum score of 7 in each area for Meets Standard (42 points). Maximum for Exceeds Standard is 60. If a candidate's work is rated below 7 in any subarea, candidate has to revise and resubmit in order to complete the Culture Portfolio.We revised our Culture Portfolio in 2015 to strengthen the presentational language component as suggested by ACTFL/CAEP reviewers (see Part 2) Data will be collected and evaluated by Dept. Assessment Committee | ACTFL Proficiency Guidelines (revised 1999).Expected at the end of FLS/F/G2202G: Intermediate Low (at least). Expected in final semester: Advanced-Low. AL proficiency level is mandatory for completion of the program, and recommendation for licensure. Candidates will be expected to document the achievement through appropriate performance on a formal ACTFL OPI interview. If the Advanced-Low level is not reached in the first attempt, candidates undergo remediation and retake the official OPI. 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 (ACTFL: Interpersonal Communication Mode). 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 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 (ACTFL: Presentational Communication Mode) | In 2016-2017, three (3) modified OPIs were administered to Teacher Certification candidates at conclusion of 2202G. Candidates were in Spanish and French. **Result:** Intermediate Low: 3 (Meets) Two (2) official ACTFL OPI were set up for candidates in their final year of study. All two (2) candidates were in Spanish. **Results:** Advanced-Mid: 1 (Exceeds)Advanced-Low: 1 (Meets)\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Program completers were in Spanish, so the only portfolio submitted in 2016-2017 came from a candidate in Spanish. The other candidate was post-bac and had already completed coursework for BA earlier.One (1) presentation from TC candidate in upper division courses was assessed in Culture PortfolioSpanish– 1**Results:**Exceeds Standard: 1Subarea scores were in the 9-10 range (9: Meets Standard; 10 Exceeds Standard).  | Interview after completion of second year sequence intended as diagnostic with intent of guiding students toward (1) Appropriate upper division courses geared to increase oral and listening proficiency (such as conversation and/or phonetics courses, and FLF/G/S 3402 (2) Appropriate Study Abroad programs. Formal ACTFL OPI is a condition for program completion; failure to meet proficiency standard of AL will require remediation or departure from program.Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees. |
| 2. Teacher Certification Candidates will, in their language of concentration, achieve a proficiency level of Intermediate-High in reading and writing as defined by ACTFL Proficiency Guidelines. See \*\* below. **Undergraduate learning goals:**-Writing & Critical Reading-Critical Thinking-Responsible Citizenship  | **Writing samples (in the language of concentration) from Culture Portfolio:** Submitted prior to student teaching experience. Data are collected and evaluated by the Dept. Assessment Committee.Writing samples represent work from upper division, writing intensive courses, and also include a reflection on Study Abroad. See Part 2 for details on Culture Portfolio. Either Component 4 or Component 5 is a paper (the other an oral presentation, see Point 1 above)  | ACTFL Proficiency Guidelines (revised 1999). Candidates will document ability to sustain coherent written discourse on a chosen subject for at least 1000 words. 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. | Program completers were in Spanish, so the only portfolio submitted in 2016-2017 came from a candidate in Spanish. The other candidate was post-bac and had completed coursework for BA earlier.One (1) paper from TC candidate in upper division courses was assessed in Culture Portfolio. Spanish– 1**Results**:Exceeds Standard: 1 | Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees. |
| 3. Teacher Certification Candidates will demonstrate manners, customs, and ranges of cultural expression including the literatures of those who speak their language of concentration.In addition, they 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  | Candidates submit artifacts in their **Culture Portfolio** prior to their student teaching experience. Artifacts include work from courses on culture and literature (as specified in Undergraduate Catalog) and a reflection (journal or paper) on Study Abroad. For details and contents of Portfolio see Part 2. Evaluation of artifacts will take into consideration a candidate’s ability to analyze, evaluate and synthesize appropriate material.Artifacts submitted in the portfolio should be representative of experiences across all years of a candidate’s student career.If an artifact in one or more elements is rated below 7, candidate has to revise and resubmit.  | ACTFL Standards (see reference citation 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. | One (1) Study Abroad reflection was assessed as part of candidates’ Culture Portfolio. **Results:**Exceeds Standard: 1 | Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees. |
| 4. A Teacher Cert. Candidate will demonstrate mastery of the principles of second language acquisition by developing competency in instructional planning, teaching methodologies and evaluation techniques.**Undergraduate learning goals:**--Writing & Critical Reading-Critical Thinking | Teacher Certification Candidates will, during their Methods Class (FLE 3400) submit a separate **Instructional Portfolio**, which includes their Unit Plan, and a paper (Topic: Rationale for Foreign Language Learning). Portfolios submitted to the Dept Chair for approval to student teach. Portfolios evaluated by the Dept Assessment Committee. The unit plan is also assessed in LiveText.FLE 3400 where the Instructional Portfolio is submitted has been affected by two changes (see Part 2)  | All artifacts associated with the Teaching Portfolio will have been previously deemed appropriate and adequate by the faculty members assigned to teach methods and supervise Cadet Teaching. The final evaluation of the portfolio will occur in consultation between these faculty members and the Department Chair. | Five (5) Instructional Portfolios (in Spanish) were submitted in FA2016 in FLE 3400. **Results:**Unit Plan submitted in LiveText (11 subareas; 4= Occasionally Exceeds; 5=Exceeds). Most subareas (all candidates) were rated Exceeds (5). Total scores were between 52 and 55. Occasionally Exceeds (4) ratings were found in Instructional Strategies (3 candidates) and Monitoring Student Progress (4 candidates)  | Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees. |
| 5. Candidates will show adequate professional training by taking the state licensure test in French/German/Spanish.**Undergraduate learning goals:**-Speaking and Listening -Writing and Critical Reading -Critical Thinking -Responsible Citizenship  | As of SU 2004 students are required to take and pass the **Content Area Test** prior to Student Teaching. Data will be received by Department Chair and passed to Dept. Assessment Committee for evaluation. All six subarea scores are examined (Subareas: Listening Comprehension; Reading and Vocabulary; Language Structures and Acquisition; Cultural Knowledge; Written Expression; Oral Expression). Candidate strengths and weaknesses determined, trends in all three languages compared, scores related to candidates' study abroad experiences (frequency and duration) and candidate OPI results.  | A passing score on the exam will be determined by the ISBE. | In 2016-2017 results for Content Area exams for two (2) candidates were reported (Spanish).**Results:**Passed: 2 (100%) | Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees. |
| 6. Teacher Certification candidates will consistently exhibit dispositions appropriate to their future profession.**Undergraduate learning goals:**-Speaking and Listening -Writing and Critical Reading -Critical Thinking -Responsible Citizenship | Candidates are assessed in 10 **Dispositional Areas** in all 3000 and 4000 level classes they take in the Department. Forms are reviewed every semester. Also, upon completion of Methods (FLE 3400), the Methods instructor assesses candidates’ dispositions in LiveText.The five primary dispositional areas identified for EIU educator candidates are:-Interactions with Students (IWS)          -Professional Ethics and Practices (PEP)-Sensitivity to Diversity and Equity (SDE)-Effective Written and Oral Communication (EC)  -Planning and Teaching for Student Learning (PTSL). | A rubric for the evaluation is applied in each of the ten dispositional areas identified for evaluation during coursework as well as those specifically identified for evaluation during methods training. Candidate performance is expected to fall within the rubric definitions of “acceptable” and “exemplary.” (Evaluation rubric available upon request to Department of Foreign Languages.) For the purposes of this summary, data is condensed into three categories of standard achievement:Meets = acceptableExceeds = exemplaryDoes not meet = unacceptable. | For the assessment period dispositions data were collected and condensed for five (5) candidates taking FLE 3400 in fall 2016. **Results:**Exemplary (5)   | Candidates submit evaluation forms to each of their instructors. Instructor returns form to Chair/Designee.Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees.  |
| 7. Teacher licensure candidates will demonstrate effective advocacy for their profession. They will participate in professional development opportunities, collaborate with others and build communities of learners outside the classroom. (see Part 2)**Undergraduate learning goals:**-Responsible Citizenship | Candidates submit a **Professional Record** in the final semester before student teaching. The record is scored with a rubric.Professional Record (written in English) includes evidence of ICTFL membership, ICTFL Conference participation, participation in language clubs, conversation tables, EIU Undergraduate Research, Scholarship, and Creative Activities Conference, Foreign Language Week, outreach events in area schools, and a statement of future plans for professional development.   | Acceptable (Meets Standard) 7-9 points requires membership in one professional community/ organization and participation in at least one foreign language conference/workshop; active participation in presenting the profession to the community; regular participation in activities designed to build community with other language learners; developing goals that include key benefits of foreign language learning; stating plans for future professional involvement.  | One (1) Professional Record submitted by 1 program completer (Spanish) in 2016-2017. **Results:**Exceeds Standard: 1 | Review and revision responsibility of Chair, Dept. Assessment and Curriculum Committees.  |

**\* Advanced Low**

**Speaking/Listening:** 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.

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, 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.

**\*\* Intermediate High**

**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:** 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.

\*\*\* *World-Readiness Standards for Learning Languages* (formerly*: Standards for Foreign Language Learning in the 21st Century*)

Five Goal Areas and 11 Supporting Standards

**COMMUNICATION**

***Communicate in Languages Other Than English***

* **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
* **Standard 1.2:**Students understand and interpret written and spoken language on a variety of topics
* **Standard 1.3:**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**CULTURES**

***Gain Knowledge and Understanding of Other Cultures***

* **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
* **Standard 2.2:**Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

**CONNECTIONS**

***Connect with Other Disciplines and Acquire Information***

* **Standard 3.1:**Students reinforce and further their knowledge of other disciplines through the foreign language
* **Standard 3.2:**Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**COMPARISONS**

***Develop Insight into the Nature of Language and Culture***

* **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
* **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**COMMUNITIES**

***Participate in Multilingual Communities at Home & Around the World***

* **Standard 5.1:** Students use the language both within and beyond the school setting
* **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.”

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary

**PART TWO**

(1)Comments

Study Abroad/Immersion: OPI results again support our finding that Study Abroad/immersion experiences effectively prepare candidates for meeting the AL proficiency level. All program completers in 2016-2017 had spent planned time abroad (one candidate spent a whole semester abroad, another candidate spent two summers abroad). Since all candidates scored at the required ACTFL proficiency level or above in their first attempt, no further remediation was needed. We also compare Study Abroad data and OPI results with candidates' scores on the Illinois Content Area Test. We analyze and interpret the six subarea scores. The two most challenging subareas (as in prior years) are Subarea III Language Structures and Language Acquisition, and Subarea IV Cultural Knowledge. Subarea III is a “mixed” subarea. Objectives relate to ACTFL Standards 1, 3, 4, 5. It includes four objectives (0007-0010), with 0007-0009 focusing on language structures (ACTFL 1a,b), and only 0010 focusing on language acquisition (ACTFL 3). In short, the subarea focuses on testing a candidate’s knowledge of grammar. A lower score in this subarea is mostly due to a candidate’s performance on “language structures” (grammar) than “language acquisition” (teaching approaches and methods). Candidates also score somewhat lower in Subarea IV Cultural Knowledge. If we compare results over the past several years as well as the different languages, this lower score in the Culture subsection is more noticeable in Spanish than French and German. The Culture section seems to be more demanding for candidates in Spanish due to the number of Spanish-speaking countries. Still, candidates who study abroad (all languages) usually score higher in all sub-areas (especially in the challenging subareas III and IV) than candidates who had not yet studied abroad but had chosen to take the test.

Culture Portfolio: We revised our Culture Portfolio in 2015 to strengthen the presentational language component as suggested by ACTFL/CAEP reviewers. The Culture Portfolio has 6 components (see details below), a total of 25 criteria (old: 21) aligned with ACTFL Standards. The four (4) additional criteria pertain to presentational language (vocabulary, grammar, and sentence structure), as sugggested by ACTFL reviewers in spring 2015. We have also revised the wording in the rubrics to make the criteria more specific and less subjective. Candidates were assessed using the new 25-criteria rubric. Culture Portfolio artifacts (in the target language)--(oral presentations and papers) show that the most challenging sub-areas were target language use (control of vocabulary, grammatical structures, and cohesive devices). Compared to other sub-areas, these sub-areas often receive somewhat lower scores in the "Meets Standard" range (7-9).

Contents of the Culture Portfolio: It includes 6 components total that are assessed with rubrics. Rubrics consider the 5 C's (and their 11 supporting standards) of the *World-Readiness Standards for Learning Languages*. See \*\*\* for a summary. Component 1 keeps track of a candidate's study abroad or immersion experience. Candidate "meets standard" if candidate spent planned time of at least 8 weeks to one full semester in the target culture or community. Candidate "exceeds standard" if study abroad/immersion was longer than one semester. Component 2 is a paper or journal reflecting a Study Abroad or other Immersion experience (10-12 pages, double-spaced, typed, in the target language). The reflection is completed after a Study Abroad experience of (usually) one semester during candidates' junior year. Before their experience, candidates receive guidelines to help them reflect and effectively write on the cultural framework of Products, Practices, and Perpectives (the three P's of the Culture Standard of the *National Standards for Foreign Language Learning*). Component 3 is the Unit Plan/ Learning Segment (developed in FLE 3400). Component 4 (presentation/ paper) comes from courses with a focus on literature. Component 5 (presentation/paper) comes from courses with a focus on cultural topics. Component 6 is a List of Literary and Cultural Texts (for teaching) that is submitted in FLE 3400.

Instructional Portfolio: A key component of the Instructional Portfolio is the Unit Plan/Learning Segment. With initial edTPA data having become available to us, we will adjust our preparation of candidates to allow for further practice in the three tasks (planning for instruction; instructing and engaging students in learning; assessing student learning). FLE 3400 where the Instructional Portfolio is submitted has been affected by two changes: (1) edTPA requirement took effect in fall 2015, which has led to changes to our unit plan to prepare our candidates for edTPA (planning, implementing, reflection). (2) The sequence of courses for all teacher education candidates has changed. Candidates took our departmental Methods class (FLE 3400) in their final semester before student teaching. Candidates following the new sequence take Methods during Junior year. Methods will precede (and will be a prerequisite for) Practicum (SED4330/SED3330). Therefore, the instructional portfolio will also move up. In Fall 2016, we had one candidate in FLE 3400 who followed the old sequence. All others are following the new sequence.

Professional Record: In Part I, we have now also listed candidates' Professsional Record (see Part I, Point 7), which we also submitted in our ACTFL/CAEP program review to meet the Professionalism Standard. The Record requires candidates to submit evidence of ICTFL membership, ICTFL Conference participation, participation in language clubs, conversation tables, EIU Undergraduate Research, Scholarship, and Creative Activities Conference, Foreign Language Week, outreach events in area schools, and a statement of future plans for professional development. The record is scored with a rubric.

(2) Response to CASA Director’s comments from 2014

**Learning Objectives:** We are continually revising our rubrics to align our program with ACTFL/CAEP standards for teacher education programs. We have successfully submitted our program review in March 2016 and are a nationally recognized teacher education program. During this process, we have also expanded (strengthed) 4 of 5 EIU learning goals, but are still discussing ways to integrate the fifth (Quantitative). Our revised Culture Portfolio inludes added criteria to assess candidates in the presentational communication mode.

**How, Where and When Assessed:** In Part II (see above), we have clarified what our Culture Portfolio requires candidates to submit. The Director suggested a portfolio "outside of a course." Our Culture Portfolio is assembled by the candidate outside of a course and submitted in the final semester before student teaching. It includes artifacts that come from different courses but the candidate decides which ones to include and have assessed for the portfolio. One component is a substantial writing sample that is not connected to a particular course: Reflection on study abroad (see above), which is completed after a Study Abroad is concluded and not connected to any particular course taken. The Director also suggested that a portfolio could include evidence of skills and experiences for future employers. The OPI Certificate is usually part of a candidate's application portfolio, submitted to future employers. While the Advanced Low is assumed (requirement for license), candidates who test at Advanced Mid or above will show that their skills to be above the required level. We are currently discussing other "certificates" that our program itself could issue. 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.

**Expectations:** Since we undergo ACTFL/CAEP review, we continually collect data and analyze and compare them (Content Area Scores in all subareas, OPI scores, related to study abroad frequency and duration). While OPI results fluctuate and rarely are at 100% pass rate for all candidates in their first attempt, we clearly see a dramatic improvement since first collecting OPI data in 2008. We have had no candidate test at ACTFL Intermediate Mid since 2009. Comparing results over the past decade, we see the following development in pass rate: From 15% pass rate in 2008 (when we first gathered data to prepare the OPI), it rose to 50% in 2012, and to 100% in 2015-2016 and 2016-2017. While the most recent results are certainly an exception, our remediation is effective in that (on average) 85% of our candidates (all languages) pass the OPI at AL in their second attempt. 15% require another round of remediation. As a teacher education program nationally recognized by CAEP, we maintain the standard firmly at the Advanced –Low level, as set and defined by ACTFL.

**Results:**

We have refined rubrics in the process of our recent ACTFL/CAEP program review. The Culture portfolio has now 25 criteria.

**How results will be used:**

We discuss our data regularly during Department Meetings. All faculty are involved in assessment and are aware of the rubrics and expectations since they regularly evaluate components of the Culture Portfolio, dispositions of candidates (in 3000 and 4000 level courses), conduct OPI practice with candidates (FLS/F/G 3402), and also proctor the official telephonic OPI. We also communicate our findings during our annual orientation meeting for new students (usually fall of every year). For example, we share our rubrics for the portfolio. We share descriptions of the Advanced Low oral proficiency level and the range of abilities and tasks speakers at that level can handle. We share our finding that candidates (all languages) who spent a full semester abroad (and take the OPI immediately upon their return) usually pass the OPI at their first attempt. We also let students know how study abroad will benefit subarea scores on the content area exam (especially in challenging subareas III and IV).

**PART THREE**

We continue to push our students toward study abroad. Study abroad remains crucial for meeting the Advanced-Low oral proficiency level and this requirement remains our candidates’ most prevalent stumbling block. While university-wide fewer students may have studied abroad, all teacher candidates in Foreign Languages study abroad. Candidates who identify as heritage speakers or are immersed in Spanish-speaking communities within the US often choose shorter study abroad programs (such as summer programs). Our other candidates study abroad for a full semester, or participate in two summer programs (in consecutive years). This year’s group of candidates shows a 100% pass rate for the OPI (first attempt). Both candidates had studied abroad for an extended time. Offering a good variety of affordable programs, including faculty-led programs or customized programs, will benefit our students. Therefore, in summer 2017, we are offering a new 4-week, 6-credit Study Abroad program in Costa Rica, which shows good enrollment.

Monitoring and recognizing trends has led us to

(1) Revise our Culture Portfolio. For example, to improve the quality of candidates' reflection on their study abroad experience (required are 10-12 pages), we have added new guidelines that help candidates in their reflection on the cultural framework. We list sample topics, with questions that help candidates demonstrate their understanding of the relationship between the products, practices, and perspectives of the culture studied. They are encouraged to cite key examples that show the target culture as a system in which cultural perspectives are reflected through practices and products and to account for the dynamic nature of culture.

(2) Strengthen and expand study abroad options to increase accessibility. Study abroad greatly benefits all our candidates as it impacts many assessments (OPI scores, Culture Portfolio, Content Area Test). A faculty member from our Department has developed a new summer program in Costa Rica. Our annual short-term faculty-led program (spring break in Guatemala) is an intensive language and culture experience (as well as affordable) and usually has quite a few participants, some of them having participated twice. We have found that candidates who participate in shorter faculty-led or customized (1 to 4-week) programs first will often study abroad for a semester or more the following year.

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.