***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2017-2018***

**Degree and Program Name: BA in Foreign Languages**

**Submitted By: Christiane Eydt-Beebe**

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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). See ACTFL guidelines below.  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 ACTFL guidelines 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. | Ten (10) modified OPI interviews were given to 4th semester students (2202G) chosen at random (Spanish- 4; German-3; French-3).  **Results**:  Exceeds Expectation: 3 Meets Expectation: 6  Does Not Meet: 1  Six (6) modified OPI assessment interviews were given to graduating seniors (majors and double majors) (Spanish-5; French-1)  **Results**:  Exceeds: 2  Meets: 4  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  Note: We are still finetuning our rubric for the presentational mode assessment.  8 presentations from upper division courses were assessed (Spanish-4; French –2; German–2).  **Results:**  Exceeds: 2  Meets: 5  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. | We are in the implementation stage of requiring a writing portfolio.  7 writing samples from upper division FLF/FLG/FLS courses were evaluated (Spanish-3; French-2; German-2)  **Results:**  Exceeds: 2  Meets: 5 | 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 MOPI (see above) 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 fully phased in.  Study Abroad Experience:  During the assessment period (Su 2017-Spr 2018) 10 majors (including double majors) completed study abroad experiences. 5 Spanish majors in summer programs (4 majors, summer in Costa Rica; 1 major, summer in Salamanca); 1 Spanish major (Spring Break Guatemala); 3 Spanish majors (1semester in Costa Rica; 1 semester in Malaga; 1semester in Salamanca); 1 French major (summer in France) | 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 (1101 and 1102) of study in a language other than the language of concentration. Exit Interview at end of 1102: Novice-High.  See ACTFL Guidelines below. | See ACTFL Proficiency Guidelines (revised 1999).  Exit Interview at end of 1102: Novice-High.  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. | 8 majors (1 French, 7 Spanish) successfully met the proficiency level of Novice –High in a language other than their language of concentration.  Exceeded: 4  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.

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely. Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

2017-2018 saw stabilization in number of faculty and office staff. With all faculty assuming additional responsibilities in recruitment (EIU Spanish Summer Camp; Culture Days for high schools; Illinois GlobalFest, which was hosted for the first time at EIU), full implementation of our Foreign Language Major portfolio (modeled on the portfolios we require our teacher licensure candidates to submit) is still in process. In the case of teacher candidates, the portfolio material is collected from students before being admitted to student teaching (requirement for departmental approval to student teach). For regular majors, the portfolio will need to be submitted in their final semester. We plan to have the portfolio fully online by the end of the next assessment period, with the help of ITS.

We have specified that students will demonstrate Novice-High proficiency level at the end of 1102 (in a language other than their language of concentration).

We have added ACTFL descriptions of Intermediate-Low and Novice-High to this report since they are benchmarks at the end of 2202 and 1102.

We are discussing a certificate option. We are running this option by our Majors—for their feedback-- in our new FLG Major Exit Interview.

Foreign Language Major Exit Interview (new instrument attached)

This is a new instrument to be used over the next year. We will gather feedback from our majors in regard to the coursework taken here as well as abroad. Rationale: Many of our majors earn 12-18 credits abroad (per semester abroad), which is commendable. However, courses taken abroad are usually language skill courses, ranging from the intermediate to advanced level. These courses tend to focus on conversational skills, not writing or reading. They rarely yield presentations or papers appropriate for the portfolio. Therefore, over the next year, we are asking our majors in this survey to self-assess their progress in courses taken abroad as well as here, with regard to their oral skills but also their critical thinking and writing skills. This exit survey is important as we are revising our course offerings and course sequence but also our program requirements. For example, in order to help students progress in all skills—and assemble their portfolio-- we need to determine which courses—and how many courses--need to be taken in the department.

Contents of the Major Portfolio:

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**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

After a hiatus of several years, we have offered Chinese 1101 and 1102 again. Expanding our language offerings is strengthening 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. In 2017-2018, 2 FLG majors took advantage of Chinese 1101 and 1102. We expect this interest to grow.

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 been increasing at a slower rate. We actively encourage our majors (as well as minors) to study abroad for a semester. Our partner universities (especially, Salamanca, Spain; Angers, France; Würzburg, Germany; San Jose, Costa Rica) have been popular among students choosing a semester abroad.

Those who hesitate to study abroad cite time constraints and financial issues as the primary impediment. We have addressed this as follows: We have developed new, short-term study abroad programs (customized and/or faculty-led) to make study abroad more accessible to majors and minors, and we also continued to offer our already established programs:

1. In Summer 2017, Dr. Vanesa Landrus offered a new 4-week program in Costa Rica. Enrollment was 11 total; 4 majors.
2. Dr. Kristin Routt and Dr. Carlos Amaya again offered our one-week customized Guatemala program (Spring Break 2018), which is led by our faculty every year and enjoys good enrollment (2018:10 total; 1 major).
3. Dr. Ryan Schroth offered a new one-week Study Abroad program in Quebec (Spring Break 2018), which unfortunately did not reach the required number of participants but was close (8 of 10 required minimum).
4. Dr. Christiane Eydt-Beebe (FLG) and Dr, Sace Elder (History) offered their co-led three-week program “History and Memory in the New Germany” in May 2018, which unfortunately did not reach the required number of participants.
5. Current summer: Dr. Vanesa Landrus’s 4-week program in Argentina (planned for June/July 2018) was cancelled. We had planned to alternate this summer program with our Costa Rica program. We will gauge student interest in fall 2018 (during Study Abroad Fair) to see which program has the better chance of running next summer.

The cancellation of many faculty-led programs due to low enrollment is a current problem across campus. We hope that with stabilizing and increasing enrollment these programs will again thrive. While most of the participants in short-term programs are Minors, they also draw Majors who prefer participating in a short-term program first (usually in their sophomore year), before committing to a whole semester abroad (usually in their junior year). 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:

Our regular majors (unlike our teacher licensure candidates) are not required to attain an official ACTFL OPI certificate that certifies their level of proficiency. However, we are discussing certificates for regular majors. Official language certification (for example from ACTFL, or recognized language institutes) could lead to increased job opportunities and professional advantage in a global marketplace. The exams/certificates offered by these institutes cover A1 to C2 levels and follow the guidelines of the Common European Framework of Reference for Languages-CEFR. We have integrated this question in our new exit survey to gather student feedback over the next year. The Department Assessment Committee has been tasked with examining different certificates (such as the certificates issued by the Goethe Institut for German, or the Instituto Cervantes for Spanish) and their cost.