**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Foreign Languages

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A., Foreign Languages, TC | Objectives are programmatic and measurable. Responsible citizenship, writing, critical thinking, and speaking have been adopted by the program.  |
| **How, Where, and When Assessed** | Level 2-3, B.A. Foreign Languages, TC | Your plan has multiple direct measures with your coursework and test results. The rubrics you are applying to written pieces and oral presentations seem to be working well, and you have revised those to assure more objectivity and assessment of key objectives. Dio you have any indirect measures to round out your assessment data? |
| **Expectations** | Level 2-3, B.A., Foreign Languages, TC | The ACTFL Proficiency guidelines certainly set the expectations for proficiency at the various levels. Expectations have been established for your rubrics as well. Your remediation plans are clearly working given the increase in pass rates you have since 2008. |
| **Results** | Level 2-3, B.A., Foreign Languages, TC | Results are being collected for all measures outlined. The department is using results in order to meet standards set by the field and the state of Illinois for teacher candidates. |
| **How Results Will be Used** | Level 3, B.A., Foreign Languages, TC | Feedback loop is established with data shared and discussed at the annual faculty planning meeting. The study abroad data compared to test results is very compelling. Your faculty are all involved in the assessment plan, so that’s a very good practice. You are also sharing rubrics and findings with students, who are at the heart of assessment, but are not always included in the findings and how you use data, so that’s a positive move as well. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)