**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Foreign Languages

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A., Foreign Languages, TL | 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, TL | 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. Do you have any indirect measures to round out your assessment data? It looked like you were using the exit survey for the teacher licensure students as well as the majors without teaching. So, you could list that exit survey here as well with the appropriate objectives. |
| **Expectations** | Level 3, B.A., Foreign Languages, TL | The ACTFL Proficiency guidelines certainly set the expectations for proficiency at the various levels. Expectations have been established for your rubrics as well. |
| **Results** | Level 2-3, B.A., Foreign Languages, TL | 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. You are also looking at the results and the various educational experiences of your candidates to determine what helps with language proficiency, so that is a very multi-faceted plan. I hope your excellent results continue with the new iteration of the content area test. |
| **How Results Will be Used** | Level 3, B.A., Foreign Languages, TL | 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. |

This plan is advanced enough to move into a 2-year reporting cycle, so your next assessment report will be due June 15, 2020 although assessment collection and analysis should be on-going throughout the two-year period.

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)