

Year 2 2020
Non-Accredited Programs Only
Student Learning Outcomes (SLOs) for Academic Programs

Major: BA in World Languages & Cultures: Spanish or French or German

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Target Language Proficiency: Majors will achieve an oral proficiency level of *Intermediate-Low.
2. Target Language Proficiency: Majors will achieve an oral proficiency level of **Intermediate High.
3. Presentational Communication: Speaking.
Majors will be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
4. Presentational Communication: Writing.
Majors will be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
5. Cultural Understandings: Majors demonstrate an understanding of the interrelationships between cultural perspectives, practices, and products of the cultures they studied.
6. Majors access and evaluate information and diverse perspectives that are available through the language and its cultures.
7. Majors use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.
8. Majors use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Outcomes are aligned with the 5 ACTFL Goal Areas and supporting Standards (*italics*).

Measures and instruments are composed or conducted in the target language (Spanish, French, German).

Overview of Measures/Instruments

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
<p>Goal 1: Majors will achieve an oral proficiency level of *Intermediate-Low (sublevel of Intermediate as described in the ACTFL Proficiency Guidelines).</p> <p><i>ACTFL 1 COMMUNICATION 1.1. Interpersonal Communication: Speaking. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i></p>	<p>Responsible Citizenship. Explanation: Effective, meaningful oral communication in a second language requires not only accurate use of linguistic elements but also the application of communicative customs 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.</p>	<p>Modified OPI (Oral Proficiency Interview). Time: Exit interview in WLS/WLF/WLG 2202G. The interview follows ACTFL proficiency guidelines and checks for performance in the domains Language Functions, Context/Content and Text Type. Faculty submit rubric data at the conclusion of 2202G.</p>	<p>Expected: 70% Intermediate Low (Meets); 20% at Intermediate Mid or above (Exceeds), 10% Novice High or below (Does not Meet). Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.</p>
<p>Goal 2: Majors will achieve an oral proficiency level of **Intermediate</p>	<p>Responsible Citizenship.</p>	<p>Modified OPI (Oral Proficiency Interview).</p>	<p>Expected: 70% Intermediate High</p>

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High (sublevel of Intermediate as described in the ACTFL Proficiency Guidelines). ACTFL 1 COMMUNICATION 1.1. Interpersonal Communication: Speaking.	(for explanation see above)	Time: Exit interview at the end of the semester before graduating. The interview follows ACTFL proficiency guidelines and checks for performance in the domains Language Functions, Context/Content and Text Type. Faculty submit rubric data at the conclusion of a 3000/4000 level course in the student's final semester before graduation.	(Meets); 20% Advanced Low or above (Exceeds), 10% Intermediate Mid or below (Does not Meet). Results will vary (depending on study abroad experience, other immersion experience, or no study abroad). Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.
Goal 3: Majors will be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ACTFL 1 COMMUNICATION 1.3 Presentational Communication: Speaking.	Speaking and Listening; Critical Thinking; Responsible Citizenship.	Oral presentations in 3000+-level courses. Rubric: Submissions are assessed with a 4-level /15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses. Majors demonstrate the ability to communicate effectively in an oral presentation at the intermediate proficiency level. Speaking is evaluated, in addition to linguistic accuracy, for understanding of the cultural	For inclusion in the World Language Major Portfolio (senior year), a presentation needs to have received a minimum total of 45 of 60 pts total. (4-level /15-criteria rubric). Expectations are that 80% of presentations fall into the top two levels (Meets and Exceeds). Performance varies since some students have

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		framework of products, practices and perspectives, critical thinking, organization and delivery.	studied abroad at this point, others have not. Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.
Goal 4: Majors will be able to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ACTFL COMMUNICATION 1.3 Presentation Communication: Writing	Writing and Critical Reading; Critical Thinking; Responsible Citizenship.	Papers (essays) 3000+-level courses. Rubric: Submissions are assessed with a 4-level /15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses. Majors demonstrate the ability to sustain coherent written discourse on a chosen topic at the intermediate proficiency level. Writing is evaluated, in addition to linguistic accuracy, for presence and quality of reflection, critical depth and analysis, effectiveness of expression and organization of thought.	For inclusion in the World Language Major Portfolio (Senior year), a paper needs to have received a minimum total of 45 of 60 pts total. (4-level/15-criteria rubric). Expectations are that 80% of presentations fall into the top two levels (Meets and Exceeds). Performance varies since some students have studied abroad at this point, others have not. Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.

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<p>Goal 5: Majors demonstrate an understanding of the interrelationships between cultural perspectives, practices, and products of the cultures they studied. <i>ACTFL CULTURES 2.1. Majors use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> <i>ACTFL 2.2 Majors use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> <i>ACTFL COMMUNICATION 1.3 Presentational Communication: Speaking and Writing.</i></p>	<p>Speaking and Listening; Writing and Critical Reading; Critical Thinking; Responsible Citizenship.</p>	<p>Oral presentations at 3000/4000 level. Papers at 3000/4000 level. Rubric: Submissions are assessed with a 4-level/15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses.</p>	<p>For inclusion in the World Language Major Portfolio (Senior year), a paper or presentation needs to have received a minimum total of 45 of 60 pts total. (4-level/15- criteria rubric). Expectations are that 80% of presentations fall into the top two levels (Meets and Exceeds). Performance varies since some students have studied abroad at this point, others have not. Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.</p>
<p>Goal 6: Majors access and evaluate information and diverse perspectives that are available through the language and its cultures. <i>ACTFL CONNECTIONS 3.2</i></p>	<p>Speaking and Listening; Writing and Critical Reading; Critical Thinking; Responsible Citizenship.</p>	<p>Oral presentations at 3000/4000 level. Papers at 3000/4000 level. Rubric: Submissions are assessed with a 4-level/15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses.</p>	<p>For inclusion in the World Language Major Portfolio (Senior year), a paper or presentation needs to have received a minimum total of 45 of 60 pts total. (4-level/15- criteria rubric).</p>

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ACTFL COMMUNICATION 1.3 <i>Presentational Communication: Speaking and Writing.</i>			<p>Expectations are that 80% of presentations fall into the top two levels (Meets and Exceeds). Performance varies since some students have studied abroad at this point, others have not. Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.</p>
<p>Goal 7: Majors use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.</p> <p>ACTFL COMPARISONS</p> <p><i>4.1 Language Comparisons</i></p> <p><i>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>ACTFL 4.2. Cultural Comparisons</p>	<p>Writing and Critical Reading; Critical Thinking; Responsible Citizenship.</p>	<p>Senior Portfolio: Reflection on a Study Abroad experience (Topic 1) or Reflection on other Cultural Immersion (Topic 2). Rubric: Submissions are assessed with a 4-level/10- criteria rubric. Students are given reflection guidelines, with examples of cultural topics. Faculty submit rubric data from the Senior Portfolio.</p> <p>Majors demonstrate (while documenting intermediate proficiency level) knowledge of manners, customs, and ranges of</p>	<p>We expect 100% majors to score in the top two categories (Meets and Exceeds). Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.</p>

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<i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i> ACTFL COMMUNICATION 1.3 <i>Presentation Communication: Writing.</i>		cultural expression of those who speak the target language. Through reflection and critical analysis, evaluation, and synthesis they will demonstrate knowledge of connections between their own culture and community and the cultures and communities in which the target language is spoken.	
Goal 8: Majors use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. ACTFL COMMUNITIES <i>5.1 School and Global Communities</i> <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i>	Responsible Citizenship.	Senior Portfolio: Professional Record. Rubric: 4-level /2- criteria rubric. Assessment Committee evaluates senior portfolios and issues recommendation to Chair.	We expect 100% majors to score in the top two categories (Meets and Exceeds). Assessment Committee shares results at first departmental meeting of each year as part of annual planning process.

Senior Portfolio (in progress): We modeled this portfolio on the Culture Portfolio that our teacher licensure candidates submit before student teaching. It is one of our program's assessment pieces for ACTFL/CAEP accreditation. For our regular majors, the portfolio includes seven (7) components. Majors submit their portfolio in their semester before graduation.

- Two (2) presentations
 - Two (2) papers from courses on culture and literature taken in our program.
 - One (1) reflection paper on study abroad experience, or (if no study abroad experience) paper reflecting on service learning or other cultural experiences both on and off campus.
 - One (1) Professional Record that documents participation in cultural events (guest speaker events, conversation tables, language clubs, outreach etc.) on and off campus.
 - One (1) Modified OPI (Exit interview)
- Time: Portfolio is submitted in the semester before graduation. Assessment Committee evaluates senior portfolios and issues recommendation to Chair.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).
3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Program revisions and other factors affecting assessment

- (1) Program Revision: In 2019, we revised our major, eliminating Selections I-IV. We no longer require our majors to study a second foreign language for a minimum of two semesters. Consequently, we eliminated the assessment of the modified OPI in the second foreign language at the end of a 1102 course. The study of a second or third foreign language counts as elective credit. Our revised major requires majors to earn 9 elective credits from courses with an international or multicultural focus. These courses may be taken in other departments (History, Political Science, Health, Anthropology Geography etc.) and need to be approved by chair.

- (2) Study Abroad Cancellations: Our majors usually study a full semester abroad. As we noted in 2018, study abroad was increasing at slower rate for our regular majors than for our teacher licensure candidates (for whom an official ACTFL OPI rating at Advanced Low is required to attain licensure). Due to the COVID pandemic, majors have not been able to study abroad in fall 2020 and will not be able to study abroad in spring 2021. Also, short term programs in 2020 and 2021 (at this point, until Summer 2021) were cancelled, such as our faculty-led Spring Break program in Mexico. This in turn will affect the senior portfolio since reflection papers are based on study abroad experience as well as cultural events on and off campus, which have also been reduced due to the COVID crisis.
- (3) Chinese 1101 and 1102 cancelled (2020-2021). For the time being, majors are not able to take Chinese 1101 and 1102 to use towards their elective credits.
- (4) Latin American Studies Minor: Many of our Spanish majors are LAS minors. They take, for example, History, Geography or Communication Studies courses relating to Latin America and Latinx Studies. With fewer faculty (in History, Geography and Communication Studies) who are experts in that field our Spanish majors have fewer opportunities to deepen their knowledge and understanding of the cultural framework.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
In progress.	Departmental Assessment Committee	

Dean Review & Feedback

Dean or designee

Date

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

ACTFL Proficiency Guidelines 2012—Speaking

INTERMEDIATE Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

***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

Intermediate Mid (...)

**** Intermediate High** Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives,

although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

ACTFL Proficiency Guidelines 2012—Writing

INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate Low Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

Intermediate Mid (...)

Intermediate High Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

