

**Department of Modern Languages & Literatures
Student Learning Outcomes and Assessment Plan**

I. Student Learning Outcome and Assessments:

The learning goals are in alignment with the American Council of Teachers of Foreign Languages' Standards for Foreign Language Learning for the 21st Century.

A. Goals for student learning: All majors in French / Spanish . . .

1. Will be able to communicate in the language on a variety of topics. They will be able to communicate information, emotions, and opinions. They will also be able to understand and interpret written and spoken communications and will be able to present information and ideas to others. (ACTFL "Communication" Standard)
2. Will have an understanding of the relationship among the practices, products (both material and intellectual), and perspectives of these cultures of the French / Spanish speaking world. (ACTFL "Cultures" Standard)
3. Will have an understanding of the nature of language and culture as compared to their own. (ACTFL "Comparisons" Standard)
4. Will develop knowledge of other disciplines through the target language and an understanding of the multiplicity of viewpoints only evident through the target language and its cultures. (ACTFL "Connections" Standard)
5. Will be encouraged to engaged in authentic language communities whether through study abroad programs, internships, or exchanges with native speakers. (ACTFL "Communities Standard)

B. Description of method to assess goals

Assessment Tool	Goals assessed by this tool	Rubric available
ACTFL Oral Proficiency Exam	SLO number 1	ACTFL evaluates exam
Oral Presentation	SLO numbers 1, 2, 4	Yes
Analytical Paper	SLO numbers 1, 2,	Yes
Interview w/ native speaker	SLO number 3	Yes
PLER	SLO number 5	Yes
Power Point presentation about study abroad experience*	SLO numbers 3, 5	No*
Specific assignment in course such as phonetics, linguistics, stylistics, and translation*	SLO number 3	No*
Specific assignment in "culture and civilization" courses*	SLO number 4	No*
Internships	SLO number 5	No*

*to be developed

II. Assessment Plan:

A. Timeline:

In the final meeting of the academic year, the Assessment Committee (see section B) will identify the learning goal to be assessed in the following academic year. Faculty teaching courses encompassing that goal, will draft their syllabus incorporating both the specific goals and the assessment tools within the work to be required (whether it is exams, interviews, assignments, etc).

Faculty will assess the goal and gather data, mainly in the Fall. Faculty will also separate data pertaining to Adolescence Education Candidates. In the Spring, faculty will give the Assessment Committee a copy of their assessment tool, the evaluation criteria used, the data gathered and analysis*of data. The committee will gather the data from both programs, will consult with individual faculty about any questions, will make suggestions to individual faculty as to what is working or not, and will prepare a report (*not to exceed two pages*) to be presented to the department in the last meeting of the academic year. The chair will then incorporate it in the department's annual report, using the appropriate template.

B. Assignments of Responsibility

The department will have a committee on assessments to be composed of two faculty (one in French and one in Spanish). The members will serve for two or three years. The new members will be elected in the May meeting of the third year term. The committee will be charged with identifying the learning goal(s) to be assess each academic year, to provide samples of assessment tools and evaluation criteria (rubrics), to collect the data from faculty and to prepare a final report. The committee should also be available during the year to answer questions and provide guidance to individual faculty.

As the committee prepares the final report, it will also be their responsibility to make and discuss recommendations for curriculum changes, based upon the data gathered. (see section D).

C. Record-keeping

The committee will gather the individual faculty assessment reports together with the annual one and will storage them electronically on ANGEL, with the secretary, with themselves, and with the chair.

D. Processes for using assessment results to improve learning

At the last meeting of the academic year, the committee will present their summary findings of how are students meeting the learning goals. The committee will guide discussion then as to recommendations for changes in the curriculum and/or in the assessment process. The department will resume that discussion in their first meeting of the next academic year to formulate any formal proposals of curriculum changes to be submitted to Academic Affairs, CCC, and/or PEU Council for their approval.

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approved by department May 16, 2008, section I added December 2011.