**Department of Modern Languages**

**Assessment Plan: Fall 2016 to present**

Department mission: The mission of the Department of Modern Languages is to promote languages and cultures as an integral part of liberal education. By fostering language proficiency and cultural literacy, we cultivate our student's intellectual capacities so that they may effectively participate in a multilingual, global society.

| **Associations** (CWEOs) new **ULO’s** | **Student Learning Outcome / Objective** (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective. | **Measure** (Method to gauge achievement of expected results. A measure can relate to multiple outcomes) | **Target** (Overall level for satisfactory performance on a Measure- Outcome/Objective combination.) | **Timeline** (How often will measure/data be collected?) | **Finding** (Assessment results for comparison of actual vs. expected achievement level.) | **Action Plan** (Based on your findings, what are your plans to improve or maintain the level of accomplishment?) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.1 **(2)**. Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise | \* SWBA to identify relevant Historical (Political, religious and economic) events in the geographical areas in which the target language is spoken.  \* SWBA to describe Cultural trends for the geographical areas in which the target language is spoken.  \* SWBA to recognize syntactic phonetic structures in the target language.  \* SWBA to define important literary periods and genres. | CHIN 201, 300’s,  major electives;  FRENCH 206, 300’s, 400’s; GERM 206, 300’s;  SPAN 206, 300’s | Exams, essays or presentations depending on the course. | 85% of students will demonstrate an understanding of these points | Collected yearly and assessed every third year  Last reported in 2015 | 2016-17- not reported  2017-18 – \* |  |
| 4.2 **(4)**. Students will become proficient in the **scholarship** of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | \* SWBA to engage in purposeful reading and textual interpretation of literary and informational texts in the target language  \* SWBA to find, assess and utilize secondary sources  \* SWBA to engage in literary analysis and critical interpretation of texts in the target language  \* SWBA to document according to MLA standards  \* SWBA to write thesis driven essays about topics pertaining to language, literature, linguistics and culture. | CHIN 320  FREN 320  GERM 300’s  SPAN 300’s | Thesis driven essays | 85% of students will achieve a score of at least 80% | Collected yearly and assessed every third year  Last reported in 2014 | 2016-17 –Not reported  2017-18- \* |  |
| 4.3 **(4).** Students will become proficient in the scholarship of their discipline and demonstrate specialized **skills** needed to pursue a career and/or graduate school | \* SWBA to communicate in spoken form with native speakers of the target language  \* SWBA to communicate in written form with native speakers of the target language | GERM 300’s,  FREN 300’s & FREN 400’s,  CHIN 300’s  SPAN 300’s | No oral production measure available.  Writing samples—final essays in 300 level courses assessed with writing rubric. | 100% of students will be in the range of moderate proficient to proficient in a 0-3 scale where 3 is proficient and 2 is moderate proficient. | Collected yearly, analyzed every third year  Last reported in 2012 | 2016-17 – **Spoken**: Did not collect samples this cycle  2016-17 - **Written**:  CHIN302-100% (Spr’17)  FREN 320- 100% (Spr’16)  SPAN 306 -100% (Spr‘17  SPAN 331 -100% (Spr’17)  (50% of students ranked as moderate proficient, 50% of students ranked as moderate proficient)  2017-18- | Develop rubrics to assess oral production proficiency (Stella and Sheila)  Review existing rubric to assess writing production proficiency (Gladys and Heather) |
| 4.4 **(5).** Students will gain awareness of identity, character, and vocational calling | \* SWBA to Identify and locate career options and opportunities  \* SWBA to identify and locate employment options and opportunities  \* SWBA to identify and locate continuing education options and opportunities as graduate programs | LANG 493 &  LANG 320 | ? | ? | Collected yearly and assessed every third year  Last reported in spring 2016-Lang Biography | 2016-17 – Not reported  2017-18 – | The “language biography” assignment was removed from the Measure column. At this time the instructor provided a list of resources of graduate programs and other professional opportunities. In the assessment it was agreed that there was a need for an assignment where the students could show ability to identify graduate programs and professional opportunities for themselves. The instructor will therefore design a new activity that will better deliver measurable data on the objectives beginning fall of 2016. |
| 4.5 **(3).** Students will develop informed and mature convictions about Christian faith and practice | \* SWBA to articulate the integration of their Christian Faith with the academic and professional field of Foreign Languages. | LANG 493 | Short Essay test | ? | ? New as of 2017-18 | 2016-17- Not reported  2017-18- |  |