

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	MODERN LANGUAGES
Degree/Program	Bachelor of Arts
Date Prepared	May 9, 2014
Date Revised	Updated to New Form (6/22/15); July 9, 2015 (modified wording in Program Mission and in PSLOs);

PROGRAM MISSION

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Consistent with the mission of the University, the Department of Modern Languages serves as the main source for studying world cultures in their own languages, thus preparing students to communicate in other languages and be knowledgeable about other cultures, so they can compare and connect their culture to others and become engaged citizens in the global community. Faculty members and language instructors, trained in humanities and linguistics studies, strive to share their knowledge and understanding of diverse cultures. The department collaborates with many other units, such as Music, History, Business, Education, and the Honors program to offer a vast array of opportunities to students wanting to bridge discipline boundaries. Through study abroad programs, and service opportunities within the community and at the international level, the department continues to support the mission of the university in developing skilled, engaged and informed global citizens. Our department reaches out to the community by inviting guest speakers to campus and by fostering a relationship with local schools and other community engagement groups. The department offers a minor in International Studies, majors and minors in French, German, and Spanish, and maintains course offerings in Japanese and Chinese.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	Demonstrate the ability to understand, interpret, discuss and explain a wide variety of written and oral communications in the target language.
PSLO 2	Apply the ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language and to compare these usages with English.
PSLO 3	Demonstrate the ability to explain, compare, and contrast the the institutions, history, social practices, and artistic and literary tradition(s) of the countries and culture(s) in which the language is spoken in their socio-historical background and/or their cultural significance.
PSLO 4	Utilize strategies for independent and continuing learning of the target language.

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CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4
FR/GE/SP311	T	X	T	T
FR/GE/SP312	T	X	T	T
FR/GE/SP331	X	X	X	X
FR/GE/SP400	T	A	A	X

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4
DIRECT				
Portfolio	X	X	X	X
Performance Assessment (Art, Music, Theatre, etc.)				
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)				
Professional Credentialing Exam				
Major Field Test or National Exam				
Course Embedded Assignment	X	X	X	X
Project Evaluation (e.g. research)				X
Course Grades	X	X	X	X
Other ~ PRAXIS exam for students going into teaching	X	X	X	
INDIRECT				
Surveys				
Exit Interviews/Focus Groups				X
Other (Describe)				

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THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

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PSLO	MEASURE	THRESHOLD
1	Portfolio	>75% at the "Good" level on our Major Portfolio Assessment Form
	Course Embedded Assignment	
	Course Grades	
	PRAXIS Exam	
2	Portfolio	>75% at the "Good" level on our Major Portfolio Assessment Form
	Course Embedded Assignment	
	Course Grades	
	PRAXIS Exam	
3	Portfolio	>75% at the "Good" level on our Major Portfolio Assessment Form
	Course Embedded Assignment	
	Course Grades	
	PRAXIS	
4	Portfolio	>75% at the "Good" level on our Major Portfolio Assessment Form
	Course Embedded Assignment	
	Project Evaluation	
	Course Grades	
	Exit Interview	

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

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	Frequency of Data Collection
PSLO 1	Y
PSLO 2	Y
PSLO 3	Y
PSLO 4	Y

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ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.
Cycle will repeat after Year 6.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4
Year 1/2013-14	X	X	X	X
Year 2/2014-15	X	X	X	X
Year 3/2015-16	X	X	X	X
Year 4/2016-17	X	X	X	X
Year 5/2017-18	X	X	X	X
Year 6/2018-19	X	X	X	X

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

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STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

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Faculty are in charge of assessing in their language of expertise the "Major Portfolio Assessment Form" for graduating students. They rank the portfolios on a three-tier scale (Excellent, Good and Fair). The goal of the unit is that every student graduates at the "Good" level which corresponds with the Intermediate High Level on the ACTFL scale. This level of ranking is comparable with what most other higher learning institutions are doing. If in any given year, we notice a significant drop in the general performance of the graduating class, we meet to examine what the problem is and how to address it in the way we teach future courses. We do share annually the outcomes at our Faculty Retreat.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15		
Year 3/2015-16		
Year 4/2016-17		
Year 5/2017-18		
Year 6/2018-19		