

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: World Languages and Cultures

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Submission Date: October 15, 2024

Review Cycle:

- xEven Year
- Odd Year

Review Round:

- xRound A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: World Languages and Cultures: Spanish, French, German.

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. Content: Majors access and evaluate information and diverse perspectives that are available through the language and its cultures.

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

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

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

<p>Student Learning Outcome (SLO)</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
<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>Modified OPI (Oral Proficiency Interview) 8-criteria/3-point rubric. 16 points: Intermediate Low. Time: Exit interview in WLS/WLF/WLG 2202G. The interview and rubric follow ACTFL proficiency guidelines and check for performance in the domains Global Tasks & Functions; Context & Content; Accuracy; Text Type. Faculty submit rubric data at the conclusion of 2202G.</p>	<p>Assessing performance at this point helps ensure student progress. Our 2202G course is the final course in our intermediate sequence. Most majors (due to prior high school studies) take 2202G at the end of their freshman year. It helps us... --Assess if major is on track to achieve an oral proficiency level of IH upon graduating. --Advise which course to take next. --Advise which study abroad experience (program; length) will be most beneficial.</p> <p>16 points: Intermediate Low. Results 2022-2024: Does Not Meet: 0% Meets: 100%</p> <p>Note: Some majors, esp. heritage speakers, start at 3000-level. These students skip 2202G.</p>	<p>Speaking and Listening. Responsible Citizenship.¹</p>

<p>Goal 2: Majors will achieve an oral proficiency level of **Intermediate High (sublevel of Intermediate as described in the ACTFL Proficiency Guidelines). ACTFL 1 COMMUNICATION 1.1. Interpersonal Communication: Speaking.</p>	<p>Modified OPI (Oral Proficiency Interview). 8-criteria/3-point rubric. 16 points: Intermediate High. Time: Exit interview at the end of the semester before graduating. The interview and rubric follow ACTFL proficiency guidelines and check for performance in the domains Global Tasks & Functions; Context & Content; Accuracy; Text Type. Faculty submit rubric data in the student's final semester before graduation.</p>	<p>Assessing performance at this point helps us --Ensure that Majors are able to achieve our proficiency goal—IH. --Evaluate the effectiveness of different study abroad programs. --Revise and improve courses.</p> <p>16 points: Intermediate High.</p> <p>Results 2022-2024 Does not Meet: 20% Meets: 30% Exceeds: 50% We have seen a noticeable improvement in “Meets” after students were able to study abroad again. Students being rated above target IH (Exceeds) have increased as well.</p>	<p>Speaking and Listening. Responsible Citizenship.</p>
<p>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.</p>	<p>Oral presentations in 3000+-level content courses. Rubric: Submissions are assessed with a 4-level /15-criteria rubric.</p> <p>Faculty submit rubric data from their 3000/4000 level courses.</p> <p>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</p>	<p>Assessing oral performance in courses at the upper-division level helps us --Ensure that Majors speaking skills (presentational mode) are at least at the IM (Intermediate Mid) level. --Ensure that Majors are able to achieve our proficiency goal—IH in speaking—by the time they graduate. --Revise and improve courses.</p> <p>Presentation needs to receive a minimum total of 45 of 60 pts total. (4-level /15-criteria rubric) to meet.</p> <p>Results 2022-2024: Does not meet: 11% Meets: 49%</p>	<p>Speaking and Listening; Critical Thinking; Responsible Citizenship.</p>

	of the cultural framework of products, practices and perspectives, critical thinking, organization and delivery.	Exceeds: 40% Improvement in Exceeds since last evaluation cycle. Performance varies since some students have studied abroad at this point, others have not.	
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. <i>ACTFL COMMUNICATION</i> 1.3 Presentational Communication: Writing	Papers (essays) 3000+-level courses. Rubric: Submissions are assessed with a 4-point/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.	Assessing performance in writing in courses at the upper-division level helps us --Ensure that Majors writing skills (presentational mode) are at least at the IM (Intermediate Mid) level. --Ensure that Majors are able to achieve our proficiency goal in writing—IH—by the time they graduate. --Revise and improve courses. Assessing performance Paper needs receive a minimum total of 45 of 60 pts total. (4-level /15-criteria rubric) to meet. Results 2022-2024: Does not meet: 14% Meets: 54% Exceeds: 32% Performance varies since some students have studied abroad at this point, others have not.	Writing and Critical Reading; Critical Thinking; Responsible Citizenship.
Goal 5: Majors demonstrate an understanding of the	Oral presentations in 3000/4000 level courses.	Assessing performance of cultural understandings in oral presentations	Speaking and Listening; Writing and Critical

<p>interrelationships between cultural perspectives, practices, and products of the cultures they studied. ACTFL CULTURES 2.1. <i>Majors use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</i> ACTFL 2.2 <i>Majors use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</i> ACTFL COMMUNICATION 1.3 Speaking and Writing.</p>	<p>Papers in 3000/4000 level courses. Rubric: Submissions are assessed with a 4-level/15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses.</p>	<p>or written papers in courses at the upper-division level helps us... --Ensure that Majors convey understanding of the cultural framework of products, practices, and perspectives. --Revise and improve courses.</p> <p>Oral presentation or paper needs to receive a minimum total of 45 of 60 pts total. (4-level /15-criteria rubric) to meet.</p> <p>Results 2022-2024: Does not meet: 12% Meets: 52% Exceeds: 36%</p> <p>Performance varies since some students have studied abroad at this point, others have not.</p>	<p>Reading; Critical Thinking; Responsible Citizenship.</p>
<p>Goal 6: Majors access and evaluate information and diverse perspectives that are available through the language and its cultures. ACTFL CONNECTIONS 3.2 ACTFL COMMUNICATION 1.3 Speaking and Writing.</p>	<p>Oral presentations in 3000/4000 level courses. Papers in 3000/4000 level courses. Rubric: Submissions are assessed with a 4-level/15-criteria rubric. Faculty submit rubric data from their 3000/4000 level courses.</p>	<p>Assessing performance in demonstrating content knowledge in oral presentations and written papers in courses at the upper-division level helps us... --Ensure that Majors are able to access and evaluate information and diverse perspectives that are available through the language and its cultures. --Revise and improve courses.</p> <p>Oral presentation or paper needs to receive a minimum total of 45 of 60 pts total. (4-level /15-criteria rubric) to meet.</p>	<p>Speaking and Listening; Writing and Critical Reading; Critical Thinking; Responsible Citizenship.</p>

		Results 2022-2024: Does not meet: 12% Meets: 52% Exceeds: 36%	
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¹ Responsible Citizenship: 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.

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

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) 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?
- Focus on form. Spanish majors will be advised to take WLS 3000 Grammar in Context (a prerequisite for upper-division content courses) in the department. Grammar-related courses taken abroad can transfer in as WLS 3961.
 - Align our rubrics with the revised ACTFL Proficiency Guidelines (2024).
 - Increase scaffolding (clear rubrics; formative feedback) during writing process.
- B. 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).

Areas that need improvement:

Even though we are pleased with the overall performance, we noticed uneven performance within the criteria in our measures that assess performance in the presentational communication mode in writing and speaking. Form-related criteria (those pertaining to organization, style, accuracy) in both writing assignments (papers; essays) and oral presentations are showing distinctly lower scores than content-related criteria. Students have reported challenges in writing well-argued papers and organizing their essays. Faculty are reviewing basic composition techniques and have increased in-class writing assignments and scaffolding throughout the writing process.

Areas that show improvement:

After Study Abroad has resumed following the pandemic, the oral proficiency level (interpersonal communication mode) of our majors has again increased. It supports our observation that study abroad is highly effective in bringing our majors to the IH (target), often AL and even AM proficiency level. Students who do not identify as heritage speakers reach the IH or AL proficiency typically after a full semester abroad, or two short-term study abroad programs in summer. If a student has not studied abroad, our intensive language-practice course WLS/F/G 3402 Advanced Oral Proficiency has proven effective in raising our majors' proficiency level.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

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).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Fall 2023 and 2024 Department meeting	Department (all faculty)	Spanish majors will take the course WLS 3000 Grammar in Context in the department (not as part of their Study Abroad experience). A grammar-oriented course taken abroad will be articulated as WLS 3961.

Dean Review and Feedback

Reflecting recent revisions to assessment measures in order to harmonize with the new ACTFL Proficiency Guidelines, the assessment structure for the BA continues to generate good data that gives strong indicators of sound pedagogy. Clear, well-founded rubrics are evident throughout the SLOs, and the results show mostly meeting or exceeding targets at their points of collection. In fact, the number of “exceeding” has demonstrably increased since the last report, which of course we are delighted to see. Across the structure, good connections to University Learning Goals are evident. The Department notes they are concerned with the indicators of presentational communication, form, and paper-writing and are concentrating efforts to address those areas. Furthermore, they express hope that the study abroad programs will continue their post-COVID growth, as they are greatly helpful for students to reach or exceed the targets. We certainly agree.



Dean or designee



Date

VPAA Office Review and Feedback (for “Round B” SLO report only)

VPAA or designee

Date

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

ACTFL Proficiency Guidelines 2012—Speaking

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest. Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven. Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

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

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

****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

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

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

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

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.