

Student Learning Outcomes (SLOs) Report for Accredited Programs (updated 9/17/24)

Program Type: **Accredited Program**

Program Name: World Languages and Cultures

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Submission Date: October 28, 2024

Review Cycle:

- xEven Year
- Odd Year

Review Round and Instructions

- **xRound A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report. **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

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 and German

Candidates will...

1. Demonstrate an oral proficiency level of Intermediate-Low (as defined by ACTFL Proficiency Guidelines) at the conclusion of WLS/F/G 2202G (intermediate level course)
2. Demonstrate an oral proficiency level of Advanced-Low (as defined by ACTFL Proficiency Guidelines) before their Student Teaching semester.
3. Demonstrate an understanding of the multiple content areas that comprise the field of foreign language studies (Culture; Linguistics; Literatures).
4. Demonstrate an understanding of the interrelatedness in a culture of the perspectives, products, and practices that comprise the cultural framework.
5. Demonstrate an understanding of the principles of second language acquisition and the *World-Readiness Standards for Learning Languages (W-RSLL)* in their instructional planning.
6. Demonstrate an understanding of the principles of second language acquisition and the *World-Readiness Standards for Learning Languages (W-RSLL)* in their instructional practice.
7. Demonstrate knowledge and skills in content and pedagogy to implement teaching their language of concentration.
8. Demonstrate dispositions appropriate to their future profession.
9. Demonstrate effective advocacy for their profession.

SPA for World Languages: American Council on the Teaching of Foreign Languages (ACTFL) .
<https://www.actfl.org/sites/default/files/caep/PreparingACTFLCAEPProgramReportFeb2016.pdf>

ACTFL/CAEP Report Guidelines

<https://www.actfl.org/assessment-research-and-development/actfl-assessments/actfl-postsecondary-assessments/oral-proficiency-interview-opi>

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.</p> <p>It helps us...</p> <ul style="list-style-type: none"> --Assess if major is on track to achieve an oral proficiency level of AL (target for teacher education candidates) upon graduating. --Advise which course to take next. --Advise which study abroad experience (program; length) will be most beneficial. <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 **Advanced Low (sublevel of Advanced Low as described in the ACTFL Proficiency Guidelines). ACTFL 1 COMMUNICATION 1.1. Interpersonal Communication: Speaking.</p> <p>Demonstrate a proficiency level of Advanced Low² (as defined by ACTFL Proficiency Guidelines) before student teaching.</p>	<p>Official ACTFL OPI/ OPIc A rating of Advanced Low is required for ACTFL/CAEP accredited institutions. <i>ACTFL 1 a. Speak in the interpersonal mode of communication at a minimum level of “Advanced Low.”</i> Candidates submit evidence of an “Advanced Low” rating after taking the official ACTFL OPI/OPIc before their student teaching semester. The exam rates performance in the domains Language Functions, Context/Content, Text Type, and Accuracy. Format: The OPI exam is a 20 to 30-minute interview with an external tester provided by Language Testing International (LTI). The interview takes place over the phone, or over the computer (OPIc). The interview is double rated. Candidate receives an official ACTFL OPI certificate that specifies the achieved proficiency level. Candidates who do not meet Advanced Low undergo remediation (for example, by taking WLS/F/G 3502 Advanced</p>	<p>Target: Advanced Low</p> <p>Results:</p> <p>Met: 75% Not Met: 25%</p> <p>Those who met: 25% exceeded the expected rating (AM). 75% either reached AL at first attempt or after a second attempt (after taking WLS 3402 Advanced Oral Proficiency.</p>	<p>Speaking and Listening. Responsible Citizenship.</p>
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	<p>Oral Proficiency) and retake the exam. Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>		
<p>Goal 3. Demonstrate understanding of the multiple content areas that comprise the field of foreign language studies (Culture; Linguistics; Literatures).</p>	<p>Literature paper/ or oral presentation on a literary topic/s or text/s. Item in Culture Portfolio. Culture portfolio is submitted before student teaching. During their coursework, candidates choose two papers or presentations for inclusion in their Culture Portfolio. One artifact needs to focus on literature, and one needs to focus on culture. To qualify for inclusion in the portfolio, the literature paper/presentation is assessed with a rubric (8-criteria/3-level rubric) that is aligned with <i>ACTFL Standard 1 a. Demonstrating Language Proficiency</i>. Target: *Advanced-Low in writing and speaking. <i>ACTFL Standard 2 b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.</i></p>	<p>Culture Portfolio: Candidates can <u>only</u> include a paper or presentation (from their coursework) that has met a minimum of 2 (Meets) in each criterion.</p> <p>Assessing performance helps us --Ensure that candidates' writing skills and oral skills (presentational mode) are progressing towards AL. --Ensure that candidates will be able to pass the Illinois Licensure Exam. --Revise and improve courses.</p> <p>Results: Meets: 100%</p> <p>Lower scores in the three subareas pertaining to form (accuracy), compared to content-related criteria.</p>	<p>Speaking and Listening. Writing. Responsible Citizenship. Critical Thinking.</p>

	<p>Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>		
<p>Goal 3. Demonstrate understanding of the multiple content areas that comprise the field of foreign language studies (Culture; Linguistics; Literatures).</p>	<p>Culture paper, or oral presentation (with PowerPoint) on a cultural topic/s or text/s Item in Culture Portfolio. Culture portfolio is submitted before student teaching. During their coursework, candidates choose two papers or presentations for inclusion in their Culture Portfolio. One artifact needs to focus on literature, and one needs to focus on culture. To qualify for inclusion in the portfolio, the culture paper/presentation is assessed with a rubric (7-criteria/3-level rubric) that is aligned with <i>ACTFL Standard 1a Demonstrating Language Proficiency</i>. Target: *Advanced-Low in writing and speaking. <i>ACTFL Standard 2a. Demonstrating Cultural Understandings. ACTFL Standard 2b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.</i></p>	<p>Culture Portfolio: Candidates can <u>only</u> include a paper or presentation (from their coursework) that has met a minimum of 2 (Meets) in each criterion.</p> <p>Assessing performance helps us --Ensure that candidates' writing skills and oral skills (presentational mode) are progressing towards AL. --Ensure that candidates will be able to pass the Illinois Licensure Exam. --Revise and improve courses.</p> <p>Results: Meets: 100%</p> <p>Lower scores in the subarea pertaining to form (accuracy), compared to content-related criteria.</p>	<p>Speaking and Listening. Writing. Responsible Citizenship. Critical Thinking.</p>

	<p>Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>		
<p>Goal 4. Demonstrate an understanding of the interrelatedness in a culture of the perspectives, products, and practices that comprise the cultural framework (<i>World-Readiness Standards for Learning Languages</i>).</p>	<p>Reflection, or Journal, on study abroad or immersion experience</p> <p>Candidates write and submit a reflection on a study abroad or other immersion experience. The reflection (or journal) and the examples given need to prove understanding of the target culture as a system in which cultural perspectives are reflected through practices and products.</p> <p>The reflection is assessed with a rubric (6-criteria/3-level rubric) that is aligned with <i>ACTFL Standard 1a</i> (Target: Advanced-Low in writing and speaking). <i>ACTFL Standard 2a. Demonstrating Cultural Understandings.</i></p> <p>Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP</p>	<p>Culture Portfolio: Candidates can <u>only</u> include a reflection that has met a minimum of 2 (Meets) in each criterion.</p> <p>Assessing performance helps us --Ensure that candidates' writing skills and oral skills (presentational mode) are progressing towards AL. --Ensure that candidates will be able to pass the Illinois Licensure Exam. --Revise and improve courses.</p> <p>Results: Meets: 100%</p> <p>Lower scores in the subarea pertaining to form (accuracy), compared to content-related criteria.</p>	<p>Writing. Responsible Citizenship. Critical Thinking.</p>

	Accreditation Review Report.		
Goal 5. Demonstrate an understanding of the principles of second language acquisition and the <i>World-Readiness Standards for Learning Languages (W-RSLL)</i> in their instructional planning.	<p>Unit Plan Assessed by Methods Instructor in WLE 3400 through a foreign-language specific rubric (as required by ACTFL) that is aligned with <i>ACTFL Standards 2,3,4,5</i>. 11-criteria/3-level rubric.</p> <p>Results are shared with Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>	<p>Candidates take Methods at the beginning of their junior year, before Practicum. Assessing performance helps us ensure candidates</p> <ul style="list-style-type: none"> -- Will be able to perform in Practicum --Will be able to pass the Illinois Licensure Exam. --Will be adequately prepared for Student Teaching and edTPA (if required) <p>Does not meet: 10% Meets: 80% Exceeds: 10%</p>	<p>Writing. Responsible Citizenship. Critical Thinking.</p>
Goal 6. Demonstrate an understanding of the principles of second language acquisition and the <i>World-Readiness Standards for Learning Languages (W-RSLL)</i> in their instructional practice.	<p>Student Teaching Evaluation 47 subareas/3-level rubric. Co-operating teachers complete a program-specific evaluation of candidates and return it directly to the Department Chair. The evaluation/rubric was developed by the Department in accordance with ACTFL guidelines. <i>ACTFL Standards 1, 2, 3, 4, 5, 6.</i> This departmental evaluation form is in addition to the general teaching evaluation form that co-</p>	<p>Assessing performance helps us</p> <ul style="list-style-type: none"> --Ensure that we prepare candidates appropriately for success in student teaching and edTPA (if required). --Revise and improve courses. <p>Note: Some gaps in data 2022-2024 due to some CTs not returning our form. However, candidates are also assessed through COE's instrument and have all met expectations for student teaching (100%).</p>	<p>Speaking and Listening. Writing. Responsible Citizenship.</p>

	<p>operating teachers return to the College of Education.</p> <p>Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>		
<p>Goal 7. Demonstrate knowledge and skills in content and pedagogy to implement teaching their language of concentration.</p>	<p>Illinois State Licensure Test for Spanish/French/German Five subareas:</p> <ul style="list-style-type: none"> • Interpretive Listening • Interpretive Reading • Language Acquisition and Instruction • Presentational Writing • Presentational Speaking <p>ILTS Test description: 65 multiple choice questions. 2 constructed response assignments. Total score required: 240 or above, to be admitted to student teaching. AS ISBE outlines: Candidate's raw score is converted to a scaled score ranging from 100 to 300. A scaled score of 240 suggests that the candidate answered enough questions to meet the score requirement of 240.</p>	<p>Scores are reported to us by the College of Education after candidate has taken the exam.</p> <p>Comparing subarea scores helps us --Determine strengths and areas for improvement. --Revise and improve courses.</p> <p>Results: 75% Met (240+ total, scaled). 25% Not Met</p> <p>Those who met: 50% at first attempt 50% after two attempts.</p> <p>Comparing scores of the individual subareas, we noticed the highest scores in subareas 4 and 5, and somewhat lower scores in subarea 3.</p>	<p>Speaking and Listening. Writing. Responsible Citizenship.</p>

	<p>The IL State Licensure test is aligned with ACTFL standards.</p> <p>Results are reported to the program chair by COE. Subareas are analyzed to determine strengths and weaknesses. Candidates who do not pass at first attempt are advised on further coursework and learning strategies.</p> <p>Note: edTPA exam during Student Teaching has been paused but will resume in 2025 (ISBE).</p> <p>Results of licensure test (and edTPA when implemented) are shared by COE with the Department Chair. Chair shares results with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>		
<p>Goal 8. Demonstrate dispositions appropriate to their future profession.</p>	<p>Departmental Dispositions Assessment of candidates. 10-criteria/4-level rubric. <i>ACTFL 6. Professional Development, Advocacy, and Ethics</i></p> <p>Candidates provide instructors in all 3000/4000</p>	<p>The assessments are turned in every semester. Therefore, areas for improvement can be determined early and remediated.</p> <p>Results:</p> <p>Does not meet:</p>	<p>Speaking and Listening. Writing. Responsible Citizenship.</p>

	<p>level courses that are taken in our department and count towards the major with the departmental Dispositions assessment form. The form is completed by the instructor at the end of the course and submitted to Chair. Rating of “average” and “below average” in any of the 10 areas will lead to a meeting with candidate and remediation.</p> <p>Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>	<p>10% (in progress to Meets) Meets: 60% Exceeds: 30%</p>	
<p>Goal 9: Demonstrate effective advocacy for their profession.</p>	<p>Professional Record. 6-criteria/3-level rubric. Developed by the Department in accordance with ACTFL guidelines. Candidates document participation in professional development opportunities, collaboration with others and building of communities of learners outside the classroom. Professional Record includes these items: Reflection paper on ICTFL conference participation, Essay: Rationale for Foreign</p>	<p>Assessing performance helps ensure candidates --Are prepared to actively participate in their professional community --Are able to network --Are prepared for their job interviews</p> <p>Results: 2022-2024: Meets 50% Exceeds: 50%</p> <p>Note: ICTFL attendance paused in 2023 due to national ACTFL taking place in Chicago. Due to cost, most</p>	<p>Writing. Responsible Citizenship. Critical Thinking.</p>

	<p>Language Learning; Statement of Plans for Future Professional Development; Participation Record in Program Activities. <i>ACTFL 6 a.b.c.: Professional Development, Advocacy, and Ethics</i> Submitted before student teaching. Results are shared with the Assessment Committee, ISBE through report as needed, and ACTFL/CAEP Accreditation Review Report.</p>	<p>candidates participated in a webinar instead. ICTFL resumed in 2024.</p>	
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¹ ULG 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.

²Advanced Low is the target proficiency level for teacher licensure candidates in World Languages to obtain licensure (as stipulated by ACTFL for CAEP accredited institutions).

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

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).

Candidates who graduated 2022-2024:

While the effects of the pandemic seem to be waning, the pandemic impacted our 2022-2024 graduates in that it delayed their study abroad semester or shortened it to a summer. A semester of full immersion is still the most effective way to ensure our candidates' proficiency level is at Advanced Low, as stipulated by ACTFL/CAEP. Overall, we are satisfied with our results. Our course Advanced Oral Proficiency course has proven effective in preparing our candidates who were unable to reach the required score at first attempt for a retake.

Current candidates:

We are satisfied with our candidates' progress in all goal areas. Study abroad has fully resumed, and candidates are taking advantage of full-semester study abroad programs.

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 WLS 3000 Grammar in Context in the department, not as part of their Study Abroad program. A grammar-oriented course taken abroad will transfer in as WLS 3961.
Note: ACTFL/CAEP report submitted in Spring 2022. National recognition received June 2022. Attached to SLO report Fall 2022 (after IBHE review).		

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-Teacher Licensure continues to generate good data that gives strong indicators of sound pedagogy and thorough preparation for the profession. SLOs are well-connected to the University Learning Goals. Clear, well-founded rubrics are evident throughout the SLOs, and the results show several at 100% meeting their target at the points of collection, and the others mostly meeting or exceeding their targets. The Department notes they are concerned with form and also increasing scaffolding in the writing process, and thus have directed efforts to address those areas. They also express hope that the study abroad programs will continue their post-COVID growth, as they are greatly helpful for students to reach their needed levels of proficiency. We certainly agree.


Dean or designee

12/6/24
Date

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

VPAA or designee

Date