

CWU Department/Program Assessment Plan Preparation Form

Department: Foreign Languages

Program: Foreign Language Majors

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. To ensure that students acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.	“Develop students’ intellectual and practical skills” “Enhance students’ civic knowledge and engagement, locally and globally”	Goal 6 – “Ensure that all members of the university community are provided equitable opportunities for intellectual development, growth, success, and reward”	Exams, quizzes, compositions, oral presentations, and interviews	Current majors	End of program	All students maintaining 3.0 GPA in major coursework
2. To offer quality undergraduate programming that engages students in effective learning communities (such as involvement with LLAS or APS), thus preparing them for professional careers or advanced study.	“Enhance inter-departmental collaboration”	Goal 6 – “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation”	Exams, quizzes, compositions, analytical papers, oral presentations, and interviews	Current majors	Entry into, mid-, and end of program	Alumni acceptance into graduate programming Students maintaining 3.0 GPA in major coursework 10% of Spanish, Japanese, or Chinese majors also pursuing a LLAS or APS minor
3. To offer students opportunities to engage in local or global service experience within their target language(s).	“Enhance students’ civic knowledge and engagement, locally and	Goal 1 – “Integrate international experiences and global education in	Journals, end of program report(s)	Current majors	Mid-program, end of program	70% of students studying abroad in countries where target language is spoken 25% student participation in service learning and community

	globally”	curricular and co-curricular initiatives.”				service activities requiring significant use of the target language
4. To provide advising and support services (clubs, tutoring, etc.) that will aid students in academic and career planning.	“Develop students’ intellectual and practical skills”	Goal 2 – “Deliver student services that respond to the interests and desires of the student body”	Alumni surveys, exit interviews, exit surveys	Departmental graduates/alumni	End of and post-program	35% student participation in clubs 90% of alumni and exit survey respondents evaluate advising as “good” or “very good” (4 or 5 on evaluation scale)
5. Department will maintain contact with alumni through periodic correspondence.	“Improve visibility of the college”	Goal 4 - “Build mutually beneficial partnerships”	Graduate/alumni database Online surveys	Departmental graduates/alumni	End of and post-program	Establishment of database with contact information for graduates from the past five years (from 2002-present) 10% alumni participation in data gathering (surveys, etc.)

CWU Student Learning Outcome Assessment Plan Preparation Form

Department: Foreign Languages

Program: Foreign Language Majors and Minors

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Development of reading, writing, speaking and listening skills in target language in accordance with the American Council on Teaching Foreign Languages (ACTFL) guidelines.	Goal 3 – “To offer students opportunities to engage in meaningful experience within their target language(s)”	“Develop students’ intellectual and practical skills” “Improve knowledge of human cultures”	Goal 1 - “Integrate international experiences and global education in curricular and co-curricular initiatives”	Courses within the department are generally sequential; the acquisition of foreign language skills is cumulative. In most cases, a major’s completion of the program requirements will show adequate development of these skills (at each level of the program in accordance with ACTFL guidelines)	All majors (Ellensburg campus)	Fall, Winter, Spring, and Summer Quarters	All students must maintain a 3.0 GPA in major coursework
2. Students will develop critical thinking competencies	Goal 5 – “To encourage students to acquire and develop disciplined habits of critical thinking and creative expression,	“Develop students’ intellectual and practical skills”	Goal 6 - “Foster and promote a stimulating and intellectually rigorous community”	Alumni survey Exit survey	All majors (Ellensburg campus)	Fall, Winter, Spring, and Summer Quarters	70% of survey respondents evaluate the department’s effect on their critical thinking skills as good or very good (4 or 5 on evaluation scale)

	thus enabling students to make and communicate enlightened judgments”						
3. Students will achieve pragmatic communicative competency in their respective target languages.	Goal 2 – “To offer quality undergraduate programming that engages students in effective learning communities, thus preparing them for professional careers or advanced study”	“Develop students’ intellectual and practical skills”	Goal 6 - “Embrace diversity, equity, social justice, and cultural responsiveness across the university”	Praxis exam (for language teaching majors) Courses within the department are generally sequential; the acquisition of foreign language skills is cumulative. In most cases, a major’s completion of the program requirements will serve as an indicator of reasonable communicative competency Alumni survey	All majors (Ellensburg campus)	Fall, Winter, and Spring Quarters	Student must maintain a 3.0 GPA in major/minor coursework 80% of survey respondents rate the department’s ability to prepare them to communicate in the target language as good or very good (4 or 5 on evaluation scale) 100% of language education majors receiving a score of 160 or better (passing) on Spanish or German Praxis exam and 158 or better (passing) on French Praxis exam (and passing scores for any other language we offer).
4. All majors should study abroad for one semester (or equivalent) in a country where the language is spoken.	Goal 3 – “To offer students opportunities to engage in meaningful experience within their	“Increase student participation in study-abroad activities and internships”	Goal 1 – “Integrate international experiences and global education in curricular and co-curricular	End of program survey after study abroad experience Grades from coursework taken abroad Alumni survey	All language majors (Ellensburg campus)	Fall, Winter, Spring, and Summer Quarters	Students must maintain a 3.0 GPA for all coursework taken abroad 80% of survey respondents rate their “satisfaction with [their] experience abroad” as “very good” or “excellent” (A or B on Study Abroad

	target language(s)”		initiatives”	Exit survey			Program Evaluation scale)
5. Majors will acquire an overview of historical and cultural features of the country/countries in which the target language is spoken.	Goal 3 – “To offer students opportunities to engage in meaningful experience within their target language(s)”	“Improve knowledge of human cultures”	Goal 1 – “Integrate international experiences and global education in curricular and co-curricular initiatives”	Alumni survey Coursework in 310: Civilization and Culture course Exit survey	All language majors	Fall, Winter, Spring, and Summer Quarters	100% of majors must earn a 3.0 GPA for 310 courses 90% of students rate understanding of culture and history on exit survey a 4 or 5.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)