



# Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: World Languages

Programs: BA French, BA Japanese, BA Russian, BA Spanish

Revised Fall 2015

| Student Learning Outcome (performance, knowledge, attitudes)   | Related CWU Strategic Outcome(s)<br><a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>   | 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 listening skills in target language at the intermediate level on the American Council on Teaching Foreign Languages (ACTFL) proficiency scale<br><br>All Languages | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews | All majors (Ellensburg campus)                           | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program. | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.<br><br>Some courses such as FR 341: Advanced Oral and Written Composition or SPAN 343: Spanish Conversation target this specific SLO. |
| 2. Development of speaking skills in target language at the intermediate level on the American Council on Teaching Foreign Languages (ACTFL) proficiency scale                       | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews | All majors (Ellensburg campus)                           | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and               | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.   |

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|--|---|--|--|--|--|
| All Languages  |   |  |  | post-program.  | Some courses such as FR 341: Advanced Oral and Written Composition or SPAN 343: Spanish Conversation target this specific SLO.   |
| 3. Development of reading skills in target language at the intermediate level on the American Council on Teaching Foreign Languages (ACTFL) proficiency scale<br><br>All Languages | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation. | All majors (Ellensburg campus)                           | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program. | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.<br><br>A number of courses such as SPAN 449: Spanish Golden Age Literature and similar courses in the other majors are reading intensive and target this specific SLO.   |
| 4. Development of writing skills in target language at the intermediate level on the American Council on Teaching Foreign Languages (ACTFL) proficiency scale<br><br>All Languages | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation. | All language majors (Ellensburg campus)                  | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program. | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.<br><br>All of the majors include and/or require at least one, but usually two, courses with a special focus on writing and translation. Examples of courses that target this specific SLO include: RUSS 441: Advanced Composition and Grammar, JAPN 442: |

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|--|---|--|--|--|--|
|  |   |  |  |  | Translation and Interpretation.  |
| 5. Development of pronunciation skills in the target language and metalinguistic terminology that describes oral production.                                   | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation. | All language majors (Ellensburg campus)                  | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program. | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.<br><br>Some of the majors include a specific course that targets this SLO such as SPAN 385: Spanish Phonetics or FR 385: French Phonetics.   |
| 6. Development of grammatical and metalinguistic competence in accordance with the American Council on Teaching Foreign Languages (ACTFL)<br><br>All Languages | 1.1.1 Students will achieve programmatic learning outcomes.<br><br>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum. | Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation. | All language majors (Ellensburg campus)                  | Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program. | Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.<br><br>Examples of courses that target this specific SLO include: RUSS 441: Advanced Composition and Grammar, JAPN 363: Composition, Grammar, and Conversation III, and SPAN 341: Spanish Composition and Grammar I. |

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|---|--|---|--|---|--|
| <p>7. Students will acquire an overview of historical and cultural features of the country/countries in which the target language is spoken.</p> <p>All Languages</p>   | <p>1.1.1 Students will achieve programmatic learning outcomes.</p> <p>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.</p> | <p>Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation.</p> | <p>All language majors (Ellensburg campus)</p>           | <p>Assessment data collected spring quarter every year and targets students at mid-point, end-of-program, and post-program.</p> | <p>Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.</p> <p>All majors include courses that target this SLO (with a focus on civilization and cultures of places where the target languages are spoken) such as FR 353 - French Civilization III: Contemporary France.</p> |
| <p>8. Students will demonstrate critical thinking skills. To ensure that students acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.</p> <p>All Languages</p> | <p>1.1.1 Students will achieve programmatic learning outcomes.</p> <p>2.3.2 Increase the inclusion and integration of international cultural perspectives in the curriculum.</p> | <p>Exams, quizzes, compositions, oral presentations, and interviews. Senior surveys administered post-graduation.</p> | <p>All language majors (Ellensburg campus)</p>           | <p>Fall, Winter, Spring, and Summer Quarters</p>  | <p>Upper-division courses in all four majors integrate at least seven, but usually all eight, SLOs and require students to use the target language at the intermediate level on the ACTFL proficiency scale in order to pass. The departmental requirement that all students maintain a 3.0 GPA within their major is a way to ensure that this standard of mastery is maintained.</p>   |

\*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) and modality (e.g. online, face-to-face, hybrid)

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

**Assessment Cycle**

Analysis and Interpretation: December

Improvement Actions: Completed by June

Dissemination: Completed by June

| Year | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|------|-------|-------|-------|-------|-------|-------|
| SLOs |       |       |       |       |       |       |
| 1    | X     |       |       |       |       |       |
| 2    |       | X     |       |       |       |       |
| 3    |       |       | X     |       |       |       |
| 4    | X     | X     | X     | X     | X     | X     |
| 5    |       |       |       | X     |       |       |
| 6    |       |       |       |       | X     |       |
| 7    |       |       |       |       |       | X     |
| 8    |       |       |       |       |       | X     |

**Assessment Oversight**

| Name            | Department Affiliation        | Email Address     | Phone Number |
|-----------------|-------------------------------|-------------------|--------------|
| Laila Abdalla   | Chair of World Languages      | abdallal@cwu.edu  | x 3533       |
| Michael Johnson | Assessment Committee<br>Chair | mijohnson@cwu.edu | x 3559       |