

CWU Student Learning Outcome Assessment Plan Preparation Form
 Department World Languages
 Program Bachelor of Arts Spanish Teaching Major

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”	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) Written and oral/aural testing and written papers will form the majority of assessment opportunities for language skills	All teaching majors (Ellensburg campus)	Fall, Winter, Spring, and Summer Quarters	All students must earn at least a 2.3 in all major coursework
2. Students will develop critical thinking competencies	Goal 5 – “To encourage students to acquire and	“Develop students’ intellectual and practical	Goal 6 - “Foster and promote a stimulating and	Written analyses of cultural and literary texts Alumni survey	All teaching 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

	develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments”	skills”	intellectually rigorous community”	Exit survey			evaluation scale)
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”	ACTFL 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	All teaching majors (Ellensburg campus)	Fall, Winter, and Spring Quarters	All students must earn at least a 2.3 in all major 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 passing score on ACTFL proficiency tests.

				Alumni survey				
4. All majors are encouraged to 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 target language(s)”	“Increase student participation in study-abroad activities and internships”	Goal 1 – “Integrate international experiences and global education in curricular and co-curricular initiatives”	End of program survey after study abroad experience Grades from coursework taken abroad Alumni survey Exit survey	All teaching majors (Ellensburg campus)	Fall, Winter, Spring, and Summer Quarters	All students must earn at least a 2.3 in all major coursework 80% of survey respondents rate their “satisfaction with [their] experience abroad” as “very good” or “excellent” (A or B on Study Abroad 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 teaching majors	Fall, Winter, Spring, and Summer Quarters	100% of majors must earn a 2.3 in 310 (Culture and Civilizations) course 90% of students rate understanding of culture and history on exit survey a 4 or 5.	
6. Majors will demonstrate knowledge of language acquisition theory and of current best teaching practices	“Develop students’ intellectual and practical skills”	“Develop students’ intellectual and practical skills”	“Enhance student success by continually improving the curricular, co-curricular, and extracurricular	Coursework in FNLA 481, and 482 or 483. Alumni survey Exit survey	All teaching majors	Fall and Winter Quarters	All teaching majors must pass FNLA 481 and 482 or 483 with a 3.0 or better. 90% of students rate knowledge of language acquisition and teaching methods on exit survey a 4 or 5.	

	<p>“To offer students opportunities to engage in meaningful experience within their target language(s)”</p> <p>“To encourage students to acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments”</p> <p>“To offer quality undergraduate</p>		<p>programs”</p>					<p>5. 100% of students pass West E exam.</p>
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	<p>programming that engages students in effective learning communities, thus preparing them for professional careers or advanced study”</p>						
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*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)