

Weber State University
Annual Assessment of Evidence of Learning

Department of Foreign Languages
2016-2017

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Department Assessment Committee

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I. Verification of Information

A. Introductory Statement:

The information online is current and correct.

B. Mission Statement

The information online is current.

C. Student Learning Outcomes

The Department has established five learning outcomes and made some changes to them in 2013-14; they are presented below with expected student documentation:

Student Learning Outcomes	Evidence
Graduating majors will:	Students will:
1. Demonstrate speaking and listening proficiency in the language they are studying.	Take an oral test administered on a computer.
2. Demonstrate writing ability, including a command of grammar and appropriate usage to express their ideas.	(This skill will be evaluated based on documents submitted for outcomes 3, 4 and 5).
3. Demonstrate the ability to write in different styles.	Submit at least three documents written in at least three different styles. Students will label each document with their determination of its style.
4. Write an analysis or a literary or cultural work in the language.	Submit a written analysis of a literary or cultural work. (What qualifies as a "literary work" may be interpreted broadly).
5. Describe and explain aspects of the culture(s) of the language being studied.	Submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.

D. Curriculum Grid

Gaining proficiency in a foreign or second language is largely a matter of guided exposure and practice; therefore, each of our upper-division courses includes assignments and activities that focus on several of our Student Learning Outcomes.

	Course		Outcomes				
			1: Oral	2: Grammar	3: Styles	4: Analysis	5: Culture
Core	3060	Grammar & Comp	x	x	x		x
	3160	Into to Literature	x	x	x	x	x
Lang.	3220	Phonetics & Phonology	x	x			x
	3360	Advanced Grammar	x	x	x		
	4220	Topics in Linguistics	x	x			x
Culture	3550	Cultural Heritage I	x	x	x		x
	3560	Cultural Heritage II	x	x	x		x
	3570	Topics in Culture	x	x	x		x
Literature	3610	Lit. Survey I	x	x	x	x	
	3620	Lit. Survey II	x	x	x	x	
	3630	Lit. Genres	x	x	x	x	
	3650	Lit. Periods	x	x	x	x	
	3670	Lit. Authors	x	x	x	x	
	3690	Topics in Lit.	x	x	x	x	
	4620	Survey of Lit. I	x	x	x	x	
	4630	Survey of Lit. II	x	x	x	x	
Specific Purposes (business, community engagement, medical, translation, etc.)	4690	Topics in Lit.	x	x	x	x	
	3320	Applied Language	x	x			x
	3710	Business Lang. I	x	x	x	x	x
	3720	Specific Purposes I	x	x			x
	3730	Specific Purposes II	x	x			x
	3740	Trans/Interp I	x	x			x
Study Abroad	4710	Business Lang. II	x	x	x	x	x
	4740	Trans/Interp II	x	x			x
Study Abroad	3850	Study Abroad	x	x			x
	4850	Study Abroad	x	x			x

E. Assessment Plan

Assessment of Majors

The Department of Foreign Languages began assessment of our Student Learning Outcomes in 1999 and established FL 4990 “Senior Assessment” in Fall 2000.

Plans for the future include the following:

- The Assessment Committee has begun the search for an online portfolio that is accessible to students after declaring a major so that they may upload documents to be assessed as they are completed, rather than a last-minute search during their last semester. It is hoped that individual instructors can help guide students in uploading excellent and relevant documents to the intended category in order to avoid a null-submission for any given category.
- The department’s Assessment Committee began partnering with the department’s Curriculum Committee to create common course objectives and outcomes for the courses required across language majors (3060 & 3160).

General Education Assessment

The only General Education course regularly taught in the Department of Foreign Languages is FL HU2020 (in French, German, Japanese, Spanish, ASL and Chinese). At the end of Spring Semester 2015, 2016, and 2017 the Department of Foreign Languages administered two tasks to FL 2020 students enrolled in French, German, Japanese and Spanish.

Despite asking instructors to require this assessment, many did not. As a result, during the Fall Semesters 2105 & 2017, faculty reviewed the responses and rated the students on each of the Humanities Gen Ed Outcomes. Of note, however, is that the instructor for German 2020 did not complete the assessment in 2017, for this reason data is included for 2016.

II. Results of 2016-17 Assessment

F. Major Courses

EVIDENCE OF LEARNING

The Department has established five learning outcomes. For each outcome we have listed the expected documentation that each student must provide, a description of the rubric or method used to evaluate student proficiency and the level (standard) that we expect our graduating majors to meet. Our departmental goal (threshold) is that, on each learning outcome, at least 75% of our students will meet or exceed our standard.

First Outcome

Evidence	Assessment	Standard
1. Students will demonstrate speaking and listening proficiency in the language they are studying.		
Students will take an oral test administered on a computer while enrolled in FL 4990.	Tests will be rated using the ACTFL Oral Proficiency Guidelines. These ratings are: Novice-Low Novice-Mid Novice-High Intermediate-Low Intermediate-Mid Intermediate-High Advanced-Low Advanced-Mid Advanced-High Superior All full-time faculty in the department are trained by our national professional organization in the use of the Proficiency Guidelines.	Students will have met the department standard if they rate an Advanced-Low or higher.

Second Outcome

2. Students will demonstrate writing ability, including a command of grammar and appropriate usage, to express their ideas.
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<i>(This outcome involves the documents submitted for Outcomes 3, 4 and 5.)</i>	Documents will be rated using the ACTFL Proficiency Guidelines Papers; however, attention is focused on grammar as well as on text type or function.	Students will have met this standard if they demonstrate the usage of an Advanced Low speaker/writer.
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Third Outcome

3. Students will demonstrate the ability to write in different styles.		
While enrolled in FL 4990, students will submit at least three documents written in at least three different styles; they will label each document with their determination of its style. Generally, these will be documents they have prepared while completing the courses required for the major.	Writing styles will be tallied if students demonstrate a basic understanding of the styles they have submitted.	The standard will be met if the student submits three different documents written in different styles and shows a basic understanding of the styles submitted.

Fourth Outcome

4. Students will write an analysis of a literary or cultural work in the language.		
While enrolled in FL 4990, students will submit a written analysis of a literary work or cultural product. (What qualifies as a “literary work” may be interpreted broadly).	Raters will check for the following: <input type="checkbox"/> Thesis or main idea <input type="checkbox"/> Support of defense of the main idea with evidence <input type="checkbox"/> Summary of a plot or idea presented in the work	The standard will be met with two of the criteria.

Fifth Outcome

5. Students will describe and explain aspects of the culture(s) of the language being studied.		
While enrolled in FL 4990, students will submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.	Raters will check for at least two of the following: <input type="checkbox"/> Description of a cultural product <input type="checkbox"/> Description of a cultural practice <input type="checkbox"/> Explanation of cultural perspective: how the product or practice connects to a larger social context.	The standard will be met with two of the criteria.

INTERPRETATION OF FINDINGS

For each of our outcomes, the threshold level we aim for is 75%; that is, we hope that at least 75% of our graduating majors will meet the standard. For visual reference, threshold outcomes not met are highlighted in grey. We did not have any French majors graduate in this academic year, and there were two Spanish majors who did not upload any files. They are not included in the overall number of Spanish graduates, as they would have been required to upload these files in order to graduate. Under each table is a graph that shows overall scores for the past five years.

Outcome 1:

During the in 2016-17 academic year, majors in German and Spanish reached or exceeded our 75% threshold. Overall, 98% of our students met this standard. The only student who did not meet our standard did not submit oral proficiency files to be assessed. Last year 97% of students met our goal for this outcome and we are pleased to see this continuation.

	French			German			Spanish			Total		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%
Oral proficiency	0		%	2	2	100%	51	50	98%	53	52	98%

Outcome 2:

This year, majors in German and Spanish met or exceeded our standard. The only student who did not meet our standard did not submit written proficiency files to be assessed.

	French			German			Spanish			Total		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%
Writing proficiency	0		%	2	2	100%	51	50	98%	53	52	98%

Outcome 3:

This year, majors in German and Spanish met or exceeded our standard.

	French			German			Spanish			Total		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%
Writing in different styles	0		%	2	2	100%	51	45	88%	53	47	89%

Outcome 4:

Overall, we met the threshold for this outcome.

	French			German			Spanish			Total		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%
Written analysis	0	0	%	2	2	100%	51	40	78%	53	42	79%

Outcome 5:

Overall, we did not meet the threshold for this outcome. Our assessment of this outcome is that students may need better instruction as to what “products, practices, and perspectives” are, in order to submit better representations of the skills they have worked on and possess.

	French			German			Spanish			Total		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%
Description or explanation of culture	0	0	%	2	2	100%	51	34	67%	53	36	70%

Action Plan

In the coming years, the Department will work on improving the percentage of majors who meet standards for Outcome 5. We do not believe that there are serious or systemic problems with the experiences our students are having in classes nor in the way we are approaching the teaching or assessment of our outcomes.

Because Outcome 5 are not consistently being met, the Department Assessment Committee will recommend that the Department Chair schedule a training session to review outcomes and assessment rubrics and to encourage instructors to help their students gain the proficiencies needed to meet each outcome's standard.

B. **High-impact Learning Courses**

The five learning objectives of the Department of Foreign Languages do not vary significantly across courses. Our objectives are proficiency based; that is, their goal is to increase spoken and written proficiency in the language being studied as defined by the American Council on the Teaching of Foreign Languages (see the ACTFL Proficiency Guidelines here: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>).

Although we have a number of courses listed as Community Engaged Learning, we do not evaluate or assess our departmental learning objectives differently in these courses. However, the faculty teaching these courses are collecting data which will likely be included in next year's assessment report.

C. Evidence of Learning: General Education Courses

Evidence of Learning: General Education, Humanities Courses

Course FL 2020HU Assessment data came from French, German, Japanese and Spanish 2020HU

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results																
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.	<p>Learning Outcome 1.</p> <p>Students will demonstrate their understanding (of the knowledge goal area) by responding in writing to two separate prompts for about 15 minutes each.</p> <p>Prompt 1: Students where shown a number of photographs of related cultural activities and asked to respond to questions about the activities</p>	<p>Measure 1: Spring 2015</p> <p>Ratings were made using the following rubric:</p> <p>0 Not observed 1 Does not meet expectation 2 Developing mastery 3 Approaching mastery 4 Meets expectation 5 Exceeds expectation</p>	<p>65% threshold measured in two ways:</p> <p>1. Using the average rating on the rubric overall and for each language. A class rating of less than 3.25 (65% of 5) indicates goals have not yet been met.</p> <p>2. The percentage of students per language who received a rating of 4 “Meets expectation” or better, again with 65% as our goal.</p>	<p>Measure 1: Spring 2015</p> <p>1-1. Average ratings</p> <table border="1" data-bbox="1180 651 1442 781"> <tr><td>FRCH 2020</td><td>4.10</td></tr> <tr><td>GRMN 2020</td><td>3.91</td></tr> <tr><td>SPAN 2020</td><td>3.81</td></tr> <tr><td>Overall</td><td>3.89</td></tr> </table> <p>1-2. Percentage of students</p> <table border="1" data-bbox="1180 873 1442 1003"> <tr><td>FRCH 2020</td><td>85%</td></tr> <tr><td>GRMN 2020</td><td>64%</td></tr> <tr><td>SPAN 2020</td><td>68%</td></tr> <tr><td>Overall</td><td>71%</td></tr> </table>	FRCH 2020	4.10	GRMN 2020	3.91	SPAN 2020	3.81	Overall	3.89	FRCH 2020	85%	GRMN 2020	64%	SPAN 2020	68%	Overall	71%	<p>Measure 1:</p> <p>According to the average ratings, all three languages assessed (French, German, and Spanish) are meeting the goals for Humanities General Education.</p> <p>According to the percentage of students, the overall score meets our expectations, even though German narrowly missed our threshold.</p>	<p>Measure 1:</p> <p>Our findings for the knowledge goal area from Spring 2015 indicate that our students are meeting General Education expectations for Humanities courses.</p>
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<p>Prompt 2: Students read a text (one page) in the target</p>	<p>Measure 2: Spring 2017</p> <p>Ratings were made using the following rubric:</p>	<p>65% threshold measured in two ways:</p> <p>1. Using the average rating on the rubric for each language. A class rating of less</p>	<p>Measure 2: Spring 2017 *German 2016</p> <p>1-1. Average ratings</p> <table border="1" data-bbox="1180 1325 1442 1419"> <tr><td>FRCH 2020</td><td>4.20</td></tr> <tr><td>GRMN 2020</td><td>4.00</td></tr> <tr><td>JPNS 2020</td><td>2.80</td></tr> </table>	FRCH 2020	4.20	GRMN 2020	4.00	JPNS 2020	2.80	<p>Measure 2:</p> <p>According to the average ratings, three languages (French, German, and Spanish) are meeting the goals for Humanities</p>	<p>Measure 2:</p> <p>Our findings for the knowledge goal area from Spring 2017 reveal that Japanese ratings were far behind</p>											
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GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
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<p>Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p>	<p>Students will demonstrate their understanding (of the analysis goal area) by responding in writing to two separate prompts for about 15 minutes each.</p> <p>Prompt 1: Students where shown a number of photographs of related cultural activities and asked to respond to questions about the activities</p> <p>Prompt 2: Students read a text (one page) in the target language and were asked to respond to a number of questions</p>	<p>Measure 1: Spring 2015</p> <p>Ratings were made using the following rubric:</p> <p>0 Not observed</p> <p>1 Does not meet expectation</p> <p>2 Developing mastery</p> <p>3 Approaching mastery</p> <p>4 Meets expectation</p> <p>5 Exceeds expectation</p>	<p>65% threshold measured in two ways:</p> <p>1. Using the average rating on the rubric for each language. A class rating of less than 3.25 (65% of 5) indicates goals have not yet been met.</p> <p>2. The percentage of students per language who received a rating of 4 “Meets expectation” or better, again with 65% as our goal.</p>	<p>Measure 1: Spring 2015</p> <p>1-1. Average ratings</p> <table border="1"> <tr><td>FRCH 2020</td><td>4.05</td></tr> <tr><td>GRMN 2020</td><td>3.91</td></tr> <tr><td>SPAN 2020</td><td>3.81</td></tr> <tr><td>Overall</td><td>3.89</td></tr> </table> <p>1-2. Percentage of students</p> <table border="1"> <tr><td>FRCH 2020</td><td>80%</td></tr> <tr><td>GRMN 2020</td><td>64%</td></tr> <tr><td>SPAN 2020</td><td>71%</td></tr> <tr><td>Overall</td><td>65%</td></tr> </table>	FRCH 2020	4.05	GRMN 2020	3.91	SPAN 2020	3.81	Overall	3.89	FRCH 2020	80%	GRMN 2020	64%	SPAN 2020	71%	Overall	65%	<p>Measure 1:</p> <p>According to the average ratings, all three languages assessed (French, German, and Spanish) are meeting the goals for Humanities General Education.</p> <p>According to the percentage of students, the overall score meets our expectations, even though German narrowly missed our threshold.</p>	<p>Measure 1:</p> <p>Our findings for the analyze goal area from Spring 2015 indicate that our students are meeting General Education expectations for Humanities courses.</p>		
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GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan																
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Students will demonstrate their understanding (of the communication goal area) by responding in writing to two separate prompts for about 15 minutes each. Prompt 1: Students where shown a number of photographs of related cultural activities and asked to respond to questions about the activities	Measure 1: Spring 2015 Ratings were made using the following rubric: 0 Not observed 1 Does not meet expectation 2 Developing 3 Approaching mastery 4 Meets expectation 5 Exceeds expectation	65% threshold measured in two ways: 1. Using the average rating on the rubric for each language. A class rating of less than 3.25 (65% of 5) indicates goals have not yet been met. 2. The percentage of students per language who received a rating of 4 “Meets expectation” or better, again with 65% as our goal.	Measure 1: Spring 2015 1-1. Average ratings <table border="1"> <tr> <td>FRCH 2020</td> <td>3.75</td> </tr> <tr> <td>GRMN 2020</td> <td>3.73</td> </tr> <tr> <td>SPAN 2020</td> <td>3.84</td> </tr> <tr> <td>Overall</td> <td>3.77</td> </tr> </table> 1-2. Percentage of students <table border="1"> <tr> <td>FRCH 2020</td> <td>40%</td> </tr> <tr> <td>GRMN 2020</td> <td>55%</td> </tr> <tr> <td>SPAN 2020</td> <td>68%</td> </tr> <tr> <td>Overall</td> <td>65%</td> </tr> </table>	FRCH 2020	3.75	GRMN 2020	3.73	SPAN 2020	3.84	Overall	3.77	FRCH 2020	40%	GRMN 2020	55%	SPAN 2020	68%	Overall	65%	Measure 1: According to the average ratings, three languages (French, German, and Spanish) courses are meeting the goals for Humanities General Education. According to the percentage of students, the overall score meets our expectations, even though German narrowly missed our threshold.	Measure 1: Our findings for the communication goal area from Spring 2015 indicate that our students are meeting General Education expectations for Humanities courses.
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	<p>Prompt 2: Students read a text (one page) in the target language and were asked to respond to a number of questions</p>	<p>Ratings were made using the following rubric:</p> <p>0 Not observed 1 Does not meet expectation 2 Developing 3 Approaching mastery 4 Meets expectation 5 Exceeds expectation</p>	<p>1. Using the average rating on the rubric for each language. A class rating of less than 3.25 (65% of 5) indicates goals have not yet been met.</p> <p>2. The percentage of students per language who received a rating of 4 “Meets expectation” or better, again with 65% as our goal.</p>	<p>*German 2016</p> <p>1-1. Average ratings</p> <table border="1" data-bbox="1182 318 1430 480"> <tr><td>FRCH 2020</td><td>4.60</td></tr> <tr><td>GRMN 2020</td><td>3.40</td></tr> <tr><td>JPNS 2020</td><td>2.40</td></tr> <tr><td>SPAN 2020</td><td>4.00</td></tr> <tr><td>Overall</td><td>3.89</td></tr> </table> <p>1-2. Percentage of students</p> <table border="1" data-bbox="1182 574 1430 737"> <tr><td>FRCH 2020</td><td>100%</td></tr> <tr><td>GRMN 2020</td><td>40%</td></tr> <tr><td>JPNS 2020</td><td>40%</td></tr> <tr><td>SPAN 2020</td><td>80%</td></tr> <tr><td>Overall</td><td>65%</td></tr> </table>	FRCH 2020	4.60	GRMN 2020	3.40	JPNS 2020	2.40	SPAN 2020	4.00	Overall	3.89	FRCH 2020	100%	GRMN 2020	40%	JPNS 2020	40%	SPAN 2020	80%	Overall	65%	<p>According to the average ratings, (French, German, and Spanish) courses are meeting the goals for Humanities General Education, <i>while Japanese is not. However, concerns have been raised about interrater reliability within that language and will be addressed in future assessments.</i></p> <p>In 2017, French and Spanish have met percentage of students’ goal, while German and Japanese are further away (40%). However, the sample size was small in 2017, as a result of a lack of enforcement of completing the assessment.</p>	<p>Our findings for the communication goal area from Spring 2017 reveal that Japanese ratings were far behind other languages, and German also did not meet the percentage of students goal. We attribute these shortcomings not only to those cited above, but that results could be complicated by the fact that all questions <i>were administered in target languages</i> (i.e., in German, Japanese, etc.). The Foreign Service Institute (FSI) ranks languages along a difficulty scale for English speakers based on an approximate number of hours of study they require. The FSI ranks French and Spanish as Category I languages, German as a Category II</p>
FRCH 2020	4.60																									
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						<p>language, and Japanese as a Category V language, meaning that it takes approximately four times as long to acquire the level same proficiency in Japanese as in Spanish or French. That said, we strongly believe that Japanese 2020 is an effective GenEd Humanities course. <i>In future GenEd assessments, we will explore the possibility of assessing in English, to ensure that possible discrepancies in proficiency do not complicate results.</i></p>
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*At least one measure per objective must be a direct measure.

III. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Six student recordings. These are responses to written prompts in the language of study.	Outcome 1: Oral proficiency	As an exam administered during FL 4990—Senior Assessment.	In Canvas
Three or more samples reflecting different writing styles.	Outcome 3: Writing in different styles	Saved by students as work done in several classes. Submitted during FL 4990.	In Canvas
A written analysis of a literary or cultural work.	Outcome 4: Literary or Cultural Analysis	Saved by students as work done in at least two course. Submitted during FL 4990.	In Canvas
A written description of a cultural product or practice	Outcome 5: Appreciation of Culture	Saved by students as work done in several courses. Submitted during FL 4990.	In Canvas

IV. Responses to questions

A. Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Data from the past four years, representing our students' performance on our five Learning Outcomes, are represented in the table below. For each outcome, data are also broken down to represent the languages in which our students can major. Outcomes with fewer than 75% our graduating majors met the standard are shaded in grey.

		1: Oral			2: Written			3: Styles			4: Analysis			5: Culture		
		N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%
2010	French	1	0	0%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
-11	German	8	7	88%	7	4	57%	7	7	100%	7	3	43%	7	7	100%
	Spanish	24	18	75%	24	18	75%	25	21	84%	25	18	72%	22	19	86%
	ALL	33	25	76%	32	23	72%	33	29	88%	33	22	67%	30	27	90%
2011	French	0			0			0			0			0		
-12	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	23	23	100%	21	21	100%	21	21	100%	20	16	80%	20	18	90%
	ALL	25	25	100%	23	23	100%	23	23	100%	22	18	82%	22	20	91%
2012	French	7	4	57%	6	5	83%	7	6	86%	7	5	71%	7	6	86%
-13	German	6	2	33%	6	3	50%	6	6	100%	6	4	67%	6	6	100%
	Spanish	27	24	89%	27	20	74%	27	25	93%	27	13	48%	27	25	93%
	ALL	40	30	75%	39	28	72%	40	37	93%	40	22	55%	40	37	93%
2013	French	6	5	83%	6	6	100%	6	6	100%	6	4	67%	6	5	83%
-14	German	5	2	40%	6	6	100%	6	5	83%	6	6	100%	6	6	100%
	Spanish	35	27	77%	36	34	94%	36	35	97%	33	24	73%	36	25	69%
	ALL	46	34	74%	48	46	96%	48	46	96%	45	34	76%	48	36	75%
2014	French	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
-15	German	2	0	0%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	41	37	90%	42	42	100%	42	34	81%	42	36	86%	42	25	60%
	ALL	45	39	87%	46	46	100%	46	38	83%	46	40	87%	46	29	63%

2015	French	6	5	83%	6	6	100%	6	6	100%	6	6	100%	6	5	83%
-16	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	34	34	100%	34	34	100%	34	30	88%	34	31	86%	34	29	85%
	ALL	42	41	97%	42	42	100%	42	38	90%	42	39	93%	42	36	86%
2016	French	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
-17	German	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Spanish	51	50	98%	51	50	98%	51	45	88%	51	40	78%	51	34	67%
	ALL	53	52	98%	53	52	98%	53	47	89%	53	42	79%	53	36	70%

No clear trend is visible. However, it is encouraging that the department is continually meeting or exceeding our threshold on almost all measures.

B. With whom did you share the results of the year's assessment efforts?

This report will be shared with all faculty in the Department of Foreign Languages, with the Dean of the Telitha E. Lindquist College of Arts and Humanities, and with the University Office of Institution Effectiveness.

C. Based on your program's assessment findings, what subsequent action will your program take?

To remediate the weaknesses seen in Outcome 5, we recommend that the Department schedule some time, before student portfolios are next evaluated, to review the standards' rubrics and encourage instructors to help their students gain the proficiencies needed to meet each outcome's standard.

Appendix

Information about the full-time and adjunct faculty contracted by your department: 2016-17

Faculty	
With Doctoral Degrees	13
Full-time Tenured	7
Full-time Non-Tenured (includes tenure-track)	4
Part-time	1
With Master's Degrees	14
Full-time Tenured	-
Full-time Non-Tenured	3
Part-time	11
With Bachelor's Degrees	3
Full-time Tenured	-
Full-time Non-tenured	-
Part-time	3
Total Headcount Faculty	30
Full-time Tenured	7
Full-time Non-tenured	7
Part-time	15