

Department/Program: Modern Languages	Chair/Director: Adrián M. García	Assessment cycle/year:
	Email address: agarcia@iun.edu	2011-12

Mission/Purpose

The Department designs its curriculum and pedagogy to meet the State of Indiana’s Standards for Foreign Language Learning, which derives from the National Standards for Foreign Language Learning. These standards are organized around five goal areas, commonly termed “the five C’s of foreign language education”: *Communication, Cultures, Connections, Comparisons, and Communities.*

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

COMMUNICATION. Communicate in Languages Other Than English

Standard 1. Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2. Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 3. Presentational Communication: Students present information, concepts, and ideas to an audience of listeners.

CULTURES. Gain Knowledge and Understanding of Other Cultures

Standard 4. Practices of Culture: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 5. Products of Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS. Connect with Other Disciplines and Acquire Information

Standard 6. Interdisciplinary Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7. Accessing Information: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS. Develop Insight into the Nature of Language and Culture.

Standard 8. Language Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 9. Culture Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES. Participate in Multilingual Communities at Home and Around the World.

Standard 10. Language Within and Beyond School: Students use the language both within and beyond the school setting.

Standard 11. Lifelong Learning: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Which Student learning outcomes (Goals) did you assess this year?

All of these outcomes were assessed in myriad ways, including oral and written evaluations, review of teaching performance and of syllabi, and exit questionnaires for graduating majors in Spanish and French. Nonetheless, the following objectives were given particular importance.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>

1. Increase effectiveness of part-time language instructors	Full-time faculty did teaching observations for all part-time teachers.	Results were satisfactory, overall. Nevertheless, the observers met with the teachers to discuss areas for improvement.	We plan to continue and increase the observations each school year.
2. Meeting IU Northwest's General Education cultural and historical goals for our basic language sequence courses.	We conducted a detailed statistical assessment of the SPAN S100 Elementary Spanish I course sections.	In general, the goals are being met. Yet the course coordinators need to meet with part-time teachers more often in order to share ideas and provide more guidance with regard to creating lesson plans centering on cultural and historical topics.	Our course coordinators will meet more often with teachers each semester.
3. Increasing our students' knowledge of languages and cultures via teaching in our state-of-the-art languages and cultures classroom/lab.	Teachers met various times to discuss how to improve our utilization of the lab.	We agreed that we needed paid part-time lab assistants, given the large number of vital tasks related to planning and maintaining the lab.	With the assistance of the Dean and Associate Dean of the College of Arts and Sciences, we obtained the majority of the language lab fee funds collected on an annual basis, and we now have hired hourly employees as lab assistants. In addition, our secretary has been reclassified, and this entails her providing more assistance in her duties as a lab assistant. The results have been very positive, and teachers now have more ready access to lab assistants as needed.
4. Maintain a high standard for teaching in our language and culture courses.	Student numerical and written evaluations.	The performance of our full-time and part-time instructors is excellent on the whole in our department. There were, however, several part-time instructors who had areas for improvement, especially concerning the degree of use of the target language in class.	The chairperson and other course coordinators met with several instructors, emphasizing the need to stay with the target language in class. As a result, subsequent observations and also student evaluations are showing an improvement.

Analysis Questions

Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?

We will increase the frequency of our teaching observations and have closer communication among course coordinators and part-time instructors. Also, the chairperson and other full-time faculty will work closely with the part-time lab assistants, and part-time faculty, to plan for ways to increase the use and effectiveness of our classroom/lab. The chairperson will monitor closely student evaluations to ensure that several teachers continue making progress in areas that were marked as needing improvement.