

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan – Modern Languages*

**Department Name:** Department of Modern Languages

**Date Submitted and Academic Year:** 10/14/ 2011 *for AY* 2011-20102

**Department Mission Statement:**

- To serve the students of SUNY Potsdam at large, as well as to serve those students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students' lives and work experiences.**
  - a) To contribute to the College's General Education and Teacher Education programs by offering courses, both required and elective, that will build language skills, awake appreciation for cultural achievements, and instill sensitivity to variation among individuals and societies.
  - b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**
  - c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.
  - d) To promote other structured program options; e.g., minors that permit students to integrate preparation in modern languages with the study of diverse subject matters to meet educational objectives.
  
- To otherwise support and sustain the central educational function of the College.
  - a) To assume and maintain a central position on campus, as a department whose *raison d'être* is the appreciation and **advancement of linguistic and cultural diversity.**
  - b) To explain and promote the several cultures transmitted by the languages we teach to students, faculty and staff of the college.
  - c) To collaborate with the other schools, departments, and divisions in **promoting curricular and extra-curricular learning, improvement of instruction, and applications of technology.**
  
- To serve the Northern New York community through instructional outreach, research, and other services appropriate to our training and talents.
  - a) To seek opportunities and resources that will allow us to meet the learning needs of special populations beyond the campus.
  - b) To enhance awareness and understanding of the linguistic and cultural history of our region, with particular attention to developing insight and respect for differences arising out of those histories.
  - c) **To work cooperatively with sister colleges and with schools of the region to promote learning in the modern languages.**
  - d) To maintain and assure a set of conditions in which the Department's faculty members can continue to increase their expertise, improve their teaching, and contribute in meaningful ways to research, scholarship and creative endeavors.
  - e) To encourage exchanges of information among members of the department, and between them and colleagues at the College and elsewhere.
  - f) To establish and apply measures of accountability which ensure and demonstrate high performance standards.

**Faculty Member Completing this Form:** Dr. Céline Philibert

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***Update on prior years’ “Application of Assessment Results:***

Since the spring 2008 the Department has been working on identifying, reviewing assessment goals and criteria to come up with a workable assessment plan for Arabic, French and Spanish. Our French and Spanish programs are in place and will be fully implemented this academic year.

Samples in reading and listening comprehension, in writing and speaking as well as assessment criteria and grids have been included in our majors and minors folders (these folders are filed in Carson 215 for instructor perusal in order to review student’s progress).

The assessment criteria are adapted from the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines, and the assessment grids were agreed upon following a list of rubrics and criteria that will enable us to quantify assessment results. Assessment criteria and measuring grids (out of five points) have been used in our assessment of Student learning Outcomes in French and Spanish.

Assessment has been and will be conducted in every French course, as it will become part of a regular and continuous assessment, to insure that student progress is effectively measured.

Assessment has been and will be conducted in SPAN 204 (entry level student learning outcomes assessment) and SPAN 462 or SPAN 461 (exit level student learning outcomes assessment), which are the two/three courses identified for the assessment cycle.

The Department completed its first SLOA Plan for the year 2010-2011. This is our 2011-12 SLOA Plan.

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***Intended Student Learning Outcome #1***

Departmental minors and majors will demonstrate competency in their *reading* abilities by reaching the targeted ACTFL competency level of **Intermediate High**, or the targeted level of **Advanced Low**, at graduation time. **“Students will be able to understand some main ideas and information from texts featuring description and narration though structural complexity may interfere with comprehension.”** (ACTFL) They will also demonstrate an understanding and appreciation of literary expressions and cultures by exploring diverse topics, and critically engaging with articles germane to these topics.

***Connection to Univ/Dept Mission***

This intended Student Learning Outcome # 1 addresses the first goal of the Modern Language Department Mission:

- To serve students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, and or a minor in Arabic **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students’ lives and work experiences.**
  - a) To contribute to the College’s General Education and Teacher Education programs by offering courses, both required and elective, which build language skills, awake appreciation for cultural achievements, and instill sensitivity to variation among individuals and societies.
  - b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**
  - c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.

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**Links with other programs/departments**

- Gen Ed Component  
The Department serves the students of SUNY Potsdam at large by offering General Education courses:
  - a) A 103 course bearer of the ML General Education identifier in Arabic, Chinese, French, Mohawk, and Spanish.
  - b) Cutting-edge courses on European cultures and “Francophonía,” and Hispanic and Latin American cultures that explore the notions of “culture(s),” “identity” and “identities.” LANG 292(XC) and LANG 296 (WC).
  
- Related Courses  
The Department serves the First Year Interest Group interdisciplinary program by offering a Modern Language FIG (Freshman Interest Group) in the fall. The FIG consists of LANG 292, COMP 101, and a Language and Culture course appropriate to the level of incoming students in their second language study (ML 103, 203 or 213 courses).

**Measurable Criteria and Assessment Method(s)**

- 1) French:  
Assessment modifications are being implemented in Fall 2011 200-level courses and will be implemented in the 200 and 300-level courses scheduled in the spring 2012 (10 texts representing the agreed upon reading selection; course syllabi featuring 3 of the 10 texts, as per instructor’s selection). The 400-level courses will be fully integrating the assessment methods and measurable criteria pertaining to the five goals in the fall 2012.

In the fall 2011:

Students in FREN 203 (regular section), in addition to the readings included in the textbook, Bravo, will read the lyrics of the song, *L’Auvergnat* de Georges Brassens, an African short story, and a magazine article on “Cell phone etiquette.”

Students in FREN 203 (Honors section), in addition to the readings included in the textbook, Bravo, will read two chapters of *Les Malheurs de Sophie*, by XIXth century writer, la Comtesse de Ségur, the contemporary political text, Stéphane Hessel’s *Indignez-vous*, and a selection of XXth century poems by Jacques Prévert. In the first five weeks, students will also watch the animated film (adaptation of *Les Malheurs de Sophie*, covering exactly the two chapters assigned as reading activities).

Subsequent to three sample readings (as identified for SLO assessment purposes), reading comprehension questions will be completed by students, and measured by means of the revised grid (see attached).

In the spring 2012:

Students in FREN 301, second introductory course to FREN 203, will read three chapters of *Les Malheurs de Sophie* by XIXth century writer, la Comtesse de Ségur, an article on where France is heading economically and socially, and two poems by Victor Hugo.

In FREN 315, French Composition, students will read Honoré de Balzac’s text (for modeling descriptive texts), Emile Zola’s « *J’accuse* » (for modeling persuasive texts) and a short story by De Maupassant (for narrating events/news) .

In FREN 303, Contemporary France, students will read three texts on the integration of immigrants in France, the Dom Tom (overseas territories), and on the French Baccalauréat.

Subsequent to three sample readings (as identified for SLO assessment purposes), reading comprehension questions will be completed by students, and measured by means of the revised grid (see attached).

In both semesters, FREN 103 students will be assessed with an Oral Proficiency Interview in December 2011 and May 2012, and a short essay question/ response written in French (included in an end-of-semester exam) will assess students’ learning outcomes in Culture.

- 2) Spanish:  
SPAN 204 students will read a short text from the *Enfoques* textbook and will respond to a set of questions. SPAN 462 students will read a short story and will respond to a set of questions based on it.

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**Data Source/Results & Analysis**

The following data was gathered upon the completion of the 2010-11 academic year :  
Out of 17 graduating seniors (7 in French and 10 in Spanish), 10 (3 French, 7 Spanish) exceeded expectations, 4 (2.2) met expectations, 3 (2, 1) approached expectations. Our students appear to have had enough aural experience to score successfully in their listening comprehension activities.

General Education program (ML/XC/WC) assessment of the SLO # 1 is not part of our assessment cycle.

**Application of Results/Action Plan for Improvement**

French:

In order to provide students with additional reading opportunities:

A list of additional texts has been added to the use of the regular course textbook (three to be selected by the instructor who teaches the class). Such a list will be added to all courses in the French Major and Minor programs (as part of the French program revision). The identification of texts is being carried out by faculty-discussion of expected reading competency levels at each course level in order to address student reading challenges. Three texts will be drawn from a pool (short stories, poetry, articles covering contemporary economic, political, and social issues).

- Fall 2011 FREN 203 (two sections) includes such three texts. Reading comprehension activities assessing students reading of those three texts will be included in students portfolios by the end of the semester. The number of accurate answers will determine students' progress in their reading competency. This assessment will represent the benchmark to which these students will be assessed in the 300 and 400 level courses.
- Spring 2012 FREN 301, 315 and 303 will include three texts as additional reading opportunities, and SLO will be assessed accordingly.

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**Intended Student Learning Outcome #2**

Departmental minors and majors will demonstrate competency in their *listening* abilities by reaching the ACTFL level of **Intermediate High** or the targeted level of **Advanced Low** at the time of graduation. Students ***“will be able to sustain understanding over somewhat long stretches of connected discourse on a number of topics pertaining to different times and places.”*** (ACTFL)

**Connection to Univ/Dept Mission**

This intended Student Learning Outcome # 2 addresses the first goal of the Modern Language Department Mission:

- To serve students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, and or a minor in Arabic **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students' lives and work experiences.**
  - a) To contribute to the College's General Education and Teacher Education programs by offering courses, both required and elective, which build language skills, awake appreciation for cultural achievements, and instill sensitivity to variation among individuals and societies.
  - b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**
  - c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.

**Links with other programs/departments**

- Gen Ed Component  
The Department serves the students of SUNY Potsdam at large by offering General Education courses:

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- a) 103 courses bearing the ML General Education identifier in Arabic, Chinese, French, Mohawk and Spanish.
  - b) “Cutting-edge” courses on European cultures and “Francophonía,” and Hispanic and Latin American cultures that explore the notions of “culture(s),” “identity,” and “identities.” Taught in English, LANG 292(XC) and 296 (WC) are strongly recommended to our majors and minors. They are listed as “cognate courses” in the departmental program brochure.
- ***Related Courses and Other Programs/Departments***  
The Department serves the First Year Interest Group interdisciplinary program by offering a Modern Language FIG (Freshman Interest Group) in the fall. The FIG consists of LANG 292 (XC), LANG 296 (WC), COMP 101 (FW), and a Language and Culture course appropriate to the level of incoming students in their second language study (ML103, 203, and or 213 courses (in French)). LANG 292 is also offered as a stand alone course in the spring.

**Measurable Criteria and Assessment Method(s)**

- 1) French:  
Listening Comprehension activities (at least 2 that consist of texts read by the instructor, oral version of written texts, and/or video screenings, and questions to be completed subsequent to listening, will be included in all courses and assessed by using the revised Measurable Criteria grid.
- 2) Spanish:  
SPAN 204 students will listen to a dialogue and answer a number of questions included in Enfoques, the current textbook used at the entry level of the Spanish program. SPAN 461/462 students will listen to an essay and will answer a set of questions. They will also watch a video of Carlos Fuentes: “Parte 1. Creación Literaria.” <http://www.youtube.com/watch?v=rSEQdJJe7wo>

**Data Source/Results & Analysis**

The following data was collected at the end of the 2010-11 academic year :  
Out of 17 (7 in French, 10 in Spanish) assessed students, 11 (4 French, 7 Spanish) students exceeded expectations, 2 (S) met expectations, 2 approached expectations (1 F, 1 S) and 2 (F) did not meet expectations.

Although the results are satisfactory in Spanish, 2 graduating students in French (out of 7) were assessed below the expected listening comprehension level.

**Application of Results/Action Plan for Improvement**

**French:**

- The French program instructors will try to use the target language as much as they can, including outside class, as well as introducing listening comprehension activities at least once every two weeks.
- Aural material in every level will be gathered and compiled on our lists of ‘additional texts’ for each course in the academic year 2011-1012.
- A French table (in company of a French instructor) will start right after the fall break (upon request of students in FREN 203 Honors section) every Monday from 3:30 to 5:00 in Morey 224 (the Lounge). The opportunity to join the group will be provided to all minors and majors. Such an opportunity is expected to give students additional practice in listening and speaking skills.

**Spanish:**

90% of students in the 2010-2011 assessment cycle demonstrate that they have had sufficient experiences in listening, as they met or exceeded the set learning outcome.

- Students will be encouraged and provided with opportunities to study abroad.
  - The Spanish program will explore additional listening and speaking opportunities in an “authentic” environment with native speakers via social media.
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## Intended Student Learning Outcome #3

Departmental minors and majors will demonstrate competency in their *writing* abilities by reaching the ACTFL equivalent level of **Intermediate High**, or the targeted level of **Advanced Low**, at the time of graduation.

Students in French will have developed their writing skills by completing writing samples and appropriate revisions all across the 100 (103 ML Gen. Ed. credit bearing), 200 (5 page papers), 300 (5-8 page papers) and 400 levels, (10-12 page paper or a series of short essays whose aggregated length amounts to 10-12 pages).

Students in Spanish will “**demonstrate an ability to describe and narrate in paragraphs and meet most practical writing needs and limited social demands.**” (ACTFL) The instructor at the 204 class will collect an essay of at least two pages in length. At the 462 level, we will collect essays of at least five pages in length.

### Connection to Univ/Dept Mission

This intended Student Learning Outcome # 3 addresses the first goal of the Modern Language Department Mission:

- To serve students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, and or a minor in Arabic **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students’ lives and work experiences.**
  - a) To contribute to the College’s General Education and Teacher Education programs by offering courses, both required and elective, and build language skills, awake appreciation for cultural achievements, and instill sensitivity to variation among individuals and societies.
  - b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**
  - c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.

### Links with other programs/departments

- Gen Ed Component

The Department serves the students of SUNY Potsdam at large by offering General Education courses:

  - 1) 103 courses bearing the ML General Education identifier in Arabic, Chinese, French, Mohawk and Spanish.
  - 2) “Cutting-edge” courses on European cultures and “Francophonía,” and Hispanic and Latin American cultures that explore the notions of “culture(s),” “identity,” and “identities.” Taught in English, LANG 292(XC) and 296 (WC) are strongly recommended to our majors and minors. They are listed as “cognate courses” in the department program brochure. (Because of a lack of line replacement in French, LANG 296 may not be offered in the future...)
- Related Courses and Other Programs/Departments

The Department serves the First Year Interest Group interdisciplinary program by offering a Modern Language FIG (Freshman Interest Group) in the fall. The FIG consists of LANG 292 (XC), LANG 296 (WC), COMP 101 (FW), and a Language and Culture course appropriate to the level of incoming students in their second language study (ML103, 203, or 213 courses). LANG 292 is also offered as a stand alone course, in the spring.

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**Measurable Criteria and Assessment Method(s)**

The following data was gathered from the SLO assessment conducted in the 2010-11 academic year :  
Out of 17 (7 in French and 10 in Spanish) graduating seniors whose Learning Outcomes have been assessed, 7 (2 F, 5 S) exceeded expectations, 8 (4 F, 4 S) met expectations, 1 French student did not meet expectations. No data was collected for one of the 10 graduating seniors in Spanish.

French students developed their writing skills by completing writing samples and appropriate revisions all across the 200, 300 and 400 levels, and by successfully writing a 10-12 page paper or a series of short essays whose aggregated length amounts to 10-12 pages, in the 400-level courses.

Spanish students were presented with different levels of texts in their courses (from simpler to more complex writing pieces), starting with SPAN 204 and culminating with SPAN 461/462.

**Data Source/Results & Analysis**

The results are quite satisfactory as 15 out of 17 graduating seniors exceeded and met the learning outcome expectations. There was only one French student who did not meet expectations.

**Application of Results/Action Plan for Improvement**

French:

As part of the upcoming revision of the French Studies Major and Minor programs, additional courses at the 200 and 300 levels will be scheduled so that students review and further their knowledge of the target language before taking upper-level courses.

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**Intended Student Learning Outcome #4**

Departmental minors and majors will demonstrate competency in their *speaking* abilities by reaching the ACTFL equivalent level of **Intermediate High** or the targeted level of **Advanced Low** at the time of graduation.

- 1) Students at the French 200, 300 and 400 levels will demonstrate the expected competency levels in speaking (as stated in the Measuring Grid), by presenting the results of their research as already provided in writing, in the classroom, and for seniors, at the 400 level, at one of the Pi Delta Phi events.
- 2) Students in Spanish ‘will be able to handle successfully most uncomplicated communicative tasks and social situations though limited vocabulary may elicit errors, hesitations, and unexpected circumlocutions.’(ACTFL)
- 3) Students at large will demonstrate ML competency by completing Arabic, Chinese, French, Mohawk and Spanish 103. They are to reach the ACTFL competency level of **Novice High** (Arabic, Chinese, Mohawk), or the targeted level of **Intermediate Low** (French and Spanish).

**Connection to Univ/Dept Mission**

This intended Student Learning Outcome # 4 addresses the first goal of the Modern Language Department Mission:

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- To serve students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, and or a minor in Arabic **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students’ lives and work experiences.**
  - a) To contribute to the College’s General Education and Teacher Education programs by offering courses, both required and elective, which build language skills, awake appreciation for cultural achievements, and instill sensitivity to variation among individuals and societies.
  - b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**
  - c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.
  - d) To promote other structured program options; e.g., minors that permit students to integrate preparation in modern languages with the study of diverse subject matters to meet educational objectives.

**Links with other programs/departments**

The department provides its majors and minors with several opportunities (overseas programs) and venues to develop their speaking skills: French Table, French Club, school visits within the framework of our Partnership between the St Lawrence county High Schools and SUNY Potsdam departments of Modern Languages. Majors and minors will further develop their communication skills and professionalism by interacting with students at foreign institutions students in the target language (by means of webcams and the internet).

**Measurable Criteria and Assessment Method(s)**

- 1) French:  
Students in FREN 200, 300 and 400-level courses completed a **20 minute** Oral Proficiency Interview (Students in FREN 101, 102 and 103 completed a **15 minute** OPI).
- 2) Spanish:  
SPAN 204 and SPAN 462 students will be interviewed by the instructor for **five minutes**. Faculty will speak to help students continue addressing the topic at hand as much as possible. In SPAN 204, the following situation will be presented to students in order to lead them to talk: “You will be living with a host family next year. You call the family, introduce yourself, and ask several questions in order to learn more about them.” At the 400 level, the following situation will be used: “You missed an important exam and have made an appointment with the professor. Explain what happened and try to arrange for a make-up exam.” Student oral performance will be videotaped.

**Data Source/Results & Analysis**

The following data comes from the assessment conducted in the 2010-11 academic year:  
Out of 17 students (7 in French and 10 in Spanish), 6 (3 F, 3 S) exceeded expectations, 6 (1 F, 5 S) met expectations, 4 (2 F, 2 S) approached expectations, and 1(F) did not meet expectations.

80 % of students in Spanish, by exceeding and meeting expectations, demonstrate that they had sufficient experience in speaking.

Only 1 student out of 7 in French did not meet expectations. This situation can be explained by the following: this student has not studied abroad, one student has just returned from a semester of study in France, and five students were francophone. Since this situation may not repeat itself, additional students

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not meeting expectations in speaking are highly probable at the end of next year assessment. The following plan reflects the measures that the faculty plans to implement.

**Application of Results/Action Plan for Improvement**

French:

- The upcoming revision of the French program will include additional offerings each semester to allow students with difficulties to remain at the 200 level in order to solidify the linguistic foundations and enhance their four communication skills.
- Courses will be conducted solely in the target language (with recourse to English when the need for comprehension becomes necessary).
- Students will be encouraged to use the target language when speaking in and outside class (meeting with their instructors in their offices and outside the office and classroom)
- The French Club will include activities where French is used to appeal to more students (as requested by our majors and minors).
- Majors and minors will further develop their communication skills and professionalism by interacting with students/faculty/experts at foreign institutions in the target language (by means of webcams and the internet), as part of the Departmental Undergraduate Research program and/or via individual course communication expectations.
- Students will be strongly encouraged to spend some time overseas in a study abroad program. Both 2012 Winterim travel courses to France (Paris, Corsica and French Riviera) and Tunisia will provide them with additional linguistic and cultural opportunities.

Spanish:

- Students will be encouraged to take SPAN 213 (elective course that currently does not count towards the Major and Minor).
- The inclusion of SPAN 213 as an elective or a required course in the curriculum will be discussed this year.

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**Intended Student Learning Outcome # 5**

French:

Majors and minors will develop self-confidence in using the target language in a professional setting such as writing and presenting the results of their research (within the framework of independent studies, internships and/or classroom teaching assistants).

Spanish:

Culture: “Students will demonstrate recognition of key cultural features and historical events and characters pertaining to Spanish-speaking countries.”

Majors who are seeking a teaching certification will acquire an **Advanced Low** competency level in their target language(s),” a theoretical understanding of their subject matter and the instructional skills necessary to become effective, self-motivating and evolving teachers.” (Departmental Mission)

**Connection to Univ/Dept Mission**

This intended Student Learning Outcome # 5 addresses the first and second goals of the Modern Language Department Mission:

- To serve students who choose to pursue a baccalaureate with a major or minor in Spanish and/or French, and or a minor in Arabic **by providing an intellectual, linguistic and technical formation that will foster success and satisfaction in students’ lives and work experiences.**
  - a) To contribute to the College’s General Education and Teacher Education programs by offering courses, both required and elective, and build language skills, awake

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appreciation for cultural achievements, and instill sensitivity to variation among individual and societies.

b) To assure that majors who earn teaching certification acquire the mastery of expression, **the theoretical understanding of their subject matter, and the instructional skills necessary to become effective, self-motivating and evolving teachers.**

c) To provide majors with the breadth and depth of education to permit continued study in Hispanic or Francophone letters at the graduate level, or to earn credentialing through graduate study in a variety of professional and career fields.

d) To promote other structured program options; e.g., minors that permit students to integrate preparation in modern languages with the study of diverse subject matters to meet educational objectives.

- II c) To collaborate with the other schools, departments, and divisions in promoting curricular and extra-curricular learning, improvement of instruction, and applications of technology.

**Links with other programs/department**

N/A

**Measurable Criteria and Assessment Method(s)**

This goal needs further discussion so that programs in Arabic, French and Spanish include pertinent measurable criteria and assessment methods for this goal. Revision is expected so that all our programs are able to complete their planned assessments and assessment data accurately represent the expectations the faculty have for students in Modern Languages.

**Data Source/Results & Analysis**

N/A

**Application of Results/Action Plan for Improvement**

N/A

**GENERAL DEPARTMENT PLAN**

- 1) A matrix is to be established to chart progress of students in the Modern Languages Department across the 200, 300 and 400-levels.
- 2) Collected assessment data that are already charted by the Office of Institutional Effectiveness, will need to be also charted at the ML Department level, so that the graphed assessment data effectively guide the faculty during the academic year, so that students with difficulties can be identified and adequately advised as to which courses to take in the following semester.
- 3) Further discussions on how to best interpret and integrate the most salient and measurable points of the Department's mission are to be considered, so that the Learning Outcomes Assessment Goals and the Department Mission match.
- 4) Further discussion on Student Learning Outcome # 5 is to be considered, as a differential gap seems to be implemented.  
SLO # 5 pertains to assessing culture (Spanish), and to assessing student development as cultural agents demonstrating sensitivity to cultural differences, understanding and appreciation, as well as professionalism (French). There has been no departmental discussion about adding SLO # 6, assessing grammar at this point. Grammar: "The student will identify key syntactical, morphological, and lexical components that give shape to the Spanish language grammar." (as per Spanish section SLO Assessment Plan). Departmental discussions are expected to take place at some point this year.

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Excerpted from the Spanish Assessment Cycle plan:

“The four first outcomes will be assessed based on four different grids that correspond to levels of proficiency attained at SPAN 204, and SPAN 461 o SPAN 462....The fifth and sixth outcomes will be assessed based on a set of 50 questions students will respond to at SPAN 204, and SPAN 461 or SPAN 462.”

Students will meet the expectations for the cultural and the grammar learning outcomes at these levels if their score represents 60-80 % of correct answers.”

“At SPAN 204 students will meet outcome expectations at the intermediate-low level of proficiency. At SPAN 461 or SPAN 462 will meet outcome expectations at the intermediate-high level of proficiency.”

“The 2010-2011 assessment cycle plan will include a comparison between 200 and four level assessment results to describe and reflect on value added to college education of students in our program.”