Modern Languages Department
MULTI-YEAR ASSESSMENT PLAN

Program Learning Outcomes	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Means of Assessment, and Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
1. Critical Thinking		**Gather & Analyze Data**	**Close the loop**				Amend to our needs the AACU rubric and our departmental rubric. Benchmarks to be determined.	Chair	Curriculum or course adjustments will take place after data analysis.
2. Articulate how their modern language studies informs faith				**Gather & Analyze Data**	**Close the loop**		Written evaluation. A rubric and course prompts to be determined.	Chair	
3. Competency in writing			**Gather & Analyze Data**	**Close the loop**			Use departmental rubric	Chair	
4. Self-Study Planning	**X**								
5. Writing the Program Review						**x**			
Key Questions							**Means of inquiry and evaluation**	**Who is in charge?**	**Data-guided recommendations**
1. Create and implement a capstone course by the end of six-year cycle		**x**	**x**	**x**	**x**	**x**	Year #1 & 2: Gather information from other institutions; review models Year #3: design and draft course proposal Year #4: Approval Year #5: Implementation	Entire department	

Goal							Strategy/Method	Responsible	Notes
2. Student academic re-integration after OCP experience		x	x	x	x	x	Assess students' performance upon return from an abroad experience. Departmental writing rubric with LiveText or data management system. Comparison of pre-program and post-program writing.	Entire depart ment	Implement once-a-semester "Best Practices for Teaching ML" meeting to share successful pedagogy.
3. Continue new policy of checking student registrations into lower division	x	x	x	x	x	x	Check language class rosters after initial registration. Require students with appropriate experience to re-register for correct level.	Eliane get info from registra r. Mary C for French; Rotatio n for Spanish Dinora, Mary, Leonor. Chair writes letters to student s and registra r.	
4. Funds and time commitment for conference attendance: PLO assessment and tool development.		x		x		x	NACFLA, ACTFL, LiveText Training, Oral Proficiency Interview Training. Travel funds and registration for professional conference, specifically dedicated to	Entire depart ment	

							Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
							language acquisition and assessment practices.		
5. Curriculum update	x	x	x	x	x		Concurrent work with #1. See work schedule for capstone course.		Our outside reviewer recommended an update of course requirements in order to include other areas of studies besides literature.
GE Assessment							**Means of inquiry and evaluation**	**Who is in charge?**	**Data-guided recommendations**
1. Within each course, we test the four language skills: reading, writing, listening, and speaking.	x	x	x	x	x	x			
2. For Program Review					x				
3.									

Comments/Reflections:
• Course rotations will be implemented for Fall 2014

Departmental Program Review Retreats			
Date	**Agenda**	**Decisions made**	**Participants**
5/14	• Student Registrations for Fall according to HS transcripts. • Multi-Year Assessment Plan,	• Changed Program Goals • Outlined the Multi-Year Assessment Plan • Key questions	Mary Collier, chair Dinora Cardoso Mary Docter Leonor Elías

	• New Program Learning Outcomes		
5/15	• Program Learning Outcomes • Continue multi-year assessment plan	• Key question development	
5/19	• Multi-Year Assessment Plan	• Rationale for	

1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional assessment whenever possible: e.g., if your department has the Critical Thinking outcome among your Program Learning Outcomes, it is recommended to assess this outcome in the 2013-2014 academic year unless your department assessed this particular outcome in 2012-2013. If your department has the outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.