

# Foreign Languages B.A. Degree

# College of Liberal Arts

**Table 4.1 Outcomes Assessment Implementation Summary**

Complete a separate table for each degree and certificate program (will be updated through 2009-10 for Accreditation)

	Academic Year		
	2007-08	2008-09	2009-10
<b>Assessment information collected</b>	1) Exit Surveys/Interviews of graduating students to assess student satisfaction with the program, courses and instruction. 2) Student performance in capstone (400-level) courses.	1) Exit Surveys/Interviews of graduating students to assess student satisfaction with the program, courses and instruction. 2) Student performance in capstone (400-level) courses.	1) Exit Surveys/Interviews of graduating students to assess student satisfaction with the program, courses and instruction. 2) Student performance in capstone (400-level) courses.
<b>Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions</b>	1) Similar to prior years, exit surveys indicate general satisfaction with the programs, but a desire for a greater variety in course offerings, particularly at the 300-and 400-levels. 2) Instructors of capstone courses report that for the most part, students are adequately prepared to use their language skills upon graduation. Similar to previous years, highest skill levels were reported in listening and reading, with speaking and writing lagging behind. Writing is singled out as the one area where most improvement is needed.	1) Surveys were distributed, but no exit surveys were returned. 2) Some languages feel the need for further assessment of students' language skills before graduation, perhaps through exit testing.	1) Two exit surveys were returned. Graduates expressed a great deal of satisfaction with the Russian and Spanish programs and faculty.

Submitted by: Michelle Strickland

Curricular changes resulting from conclusions drawn above	A new distance-delivered course was added (SPAN 394), focused on composition writing, to further address the perceived lack of writing abilities.	We are pursuing the options for proficiency testing in certain languages (particularly Japanese).	None
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