**Assessment 2015-2016**

The department notified all graduating senior in both fall and spring semesters of the graduation requirement of the Senior Portfolio. Given Prof. Karam’s retirement, Dr. Ledford-Miller took over the review of the Simulated Oral Proficiency Interview for Spanish.

We asked Senior majors and double majors to produce a Senior Portfolio. The Portfolio does not earn credit or a grade, so we count on student good will. We had four First majors and six Second majors. Six students produced the complete Senior Portfolio as requested: three of the first majors and three of the second majors, or 60% of total majors. Perhaps the most interesting aspect of these portfolios was the letter of introduction in which they provided a reflection on their language-learning career here. Students also did a self-assessment of their language proficiency, using either the ACTFL self-assessment used in the United States, or the LinguaFolio self-assessment used in the European Union. All portfolios received are scanned and saved on Xythos. One student asked that his portfolio be returned to him, something we wish others would do, as the contents might prove useful for future job or graduate school applications.

Seven students (70% of majors) took the ACTFL SOPI (the American Council on the Teaching of Foreign Languages; Simulated Oral Proficiency Interview), with the results indicated in this table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language | Intermediate Low | Intermediate High | Advanced Low | Advanced High |
| French |  |  | 1 | 1 |
| Spanish | 1 | 1 | 2 | 1 |

Though Intermediate High is the target in our PLO grid, the national standard for graduating majors, particularly future teachers, is Advanced Low. 70% of students achieved Advanced Low or above and 30% below. 43% of those taking the SOPI scored at the national target, 28.5% above the national target, and 28.5% below that target. The lowest scoring student isa heritage speaker who did not have a study abroad semester, so the results are not surprising. The highest scoring French student had the most recent study abroad, just returning from a semester abroad in the fall 2015 semester. All of our courses in these majors are taught in the target language only, but we cannot control all parameters of student experience. In the fall semester, department members will discuss how to increase students’ speaking time in and out of class.

The relevant target language faculty also assess each portfolio according to the rubric at the end of this narrative. Results ranged from 11/16 to 16/16.

We would like to increase the percentage of students who take the SOPI and complete the Portfolio. I will once again process a non-credit bearing Portfolio item to be placed on the CAPP as an ungraded requirement for graduation. I did so some time ago, but the paperwork apparently disappeared. At any rate, if students can see that requirement from the beginning, that might help. However, an additional issue is that second majors do not have to meet all the requirements of first majors, in terms of cognate requirements for example, so such majors may still choose not to comply with the Department’s request.