

POINT LOMA NAZARENE UNIVERSITY

# Department of Literature, Journalism and Modern Languages

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End of the Year Report for Languages

Professor Jacque Mitchell

2012-2013

## **Assessment Plan Description:**

### **1. Program Mission Statement:**

Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

### **2. Program Learning Outcomes (PLOs):**

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. Interpret target language texts according to their cultural, literary, and /or linguistic content.
5. Display knowledge of the nature and structure of language.
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

3. **Curriculum Map:** Please see the Assessment Wheel.

4. **Multi-Year Assessment Plan:** Please see the Assessment Wheel.

### **Assessment Activities (Key Assignments):**

*PLO 1. Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio Reflective Writing Piece.*

*PLO 2 . Oral Proficiency Interview as per ACTFL standards.*

*PLO 3 . Oral Proficiency Interview as per ACTFL standards.*

*PLO 4. Written Literary Analysis from Portfolio.*

*PLO 5. Exit Assessment through Standardized Grammar Exam, SATII Subject Test in Spanish.*

*PLO 6 . Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing Prompt and included in the Portfolio.*

**5. Methods of Assessment :**

**Rubrics for Key Assignments**

1. ACTFL Writing Rubric: Attached
- 2/3. OPI ACTFL Standards
- 4/6. ACTFL Writing Rubric: Attached
5. SATII Subject Test in Spanish: SATII scoring guidelines.

**ACTFL Key (corresponds to proficiency levels for oral and writing abilities):**

| <b>NOVICE</b>    | <b>INTERMEDIATE</b> | <b>ADVANCED</b> | <b>SUPERIOR</b>        |
|------------------|---------------------|-----------------|------------------------|
| <b>LOW= 50%</b>  | <b>LOW=65%</b>      | <b>LOW=80%</b>  | <b>95% &amp;HIGHER</b> |
| <b>MID=55%</b>   | <b>MID=70%</b>      | <b>MID=85%</b>  |                        |
| <b>HIGH= 60%</b> | <b>HIGH=75%</b>     | <b>HIGH=90%</b> |                        |

**ACTFL WRITING RUBRIC:**

**ACTFL Proficiency Guidelines – Writing (Revised 2001)  
ASSESSMENT CRITERIA CHART**

| Proficiency Level   | Tasks and Functions   | Context/Content  | Text Type   | Accuracy  |
|---------------------|---|--|---|---|
| <b>Superior</b>     | Can write most correspondence (memos, letters, summaries, reports)<br><br>Can write in detail and explain complex matters, state opinions, present supporting arguments and compose hypotheses and conjectures.   | Most formal and informal settings.<br><br><i>Practical, professional and social topics treated both concretely and abstractly.</i>   | Writes a clearly organized and articulated text that can extend from several paragraphs to pages.   | Demonstrates no patterned errors in basic structures, vocabulary, punctuation, or spelling. Some occasional errors may occur, particularly in low-frequency structures, which rarely disturb the native reader.     |
| <b>Advanced</b>     | Can write informal and some routine formal correspondence and reports that require simple narratives, descriptions, and summaries of a factual nature.<br><br>Can narrate and describe in major time frames, at times uses paraphrase and elaboration to provide clarity. | Informal settings and some routine formal settings on familiar topics.<br><br><i>Topics of personal and general interest.</i>  | Writes a connected, cohesive text of at least a paragraph in length. Can extend to two or more paragraphs in length on familiar topics.                   | Expresses meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used basic structures and punctuation. |
| <b>Intermediate</b> | Can meet practical writing needs, i.e., notes, simple messages, and requests for information. Can ask and respond to straightforward questions.   | Routine informal settings and limited tasks involving the exchange of simple information<br><br><i>Predictable, familiar topics related to self and daily routines and activities.</i> | Writes a loosely connected text made up of a collection of primarily discrete sentences that may or may not be presented in the semblance of a paragraph. | Expresses meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.   |
| <b>Novice</b>       | Can write words, lists and notes and limited formulaic information to communicate the most basic information  | The most common informal settings.<br><br><i>Most common aspects of self and daily life.</i>   | Words, lists, phrases and some limited formulaic information.   | May be difficult to comprehend, even for readers accustomed to dealing with non-native writers.   |

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**Criteria for Success:**

All of the data collected has been analyzed using the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), the College Board SATII Language Exam, and the Language Section of the LJML Department. All of the assessments were conducted as part of the requirements for SPA485 Senior Seminar. The assessment for the Portfolio Writing was carried out by the Full Time Language faculty. The Oral Proficiency Interviews were conducted

by Professor Scott Bennett, and the SATII Exam was graded according to the College Board instructions by Professor Bennett as well.

The criteria set by the Department follows ACTFL Standards of proficiency. The Department decided to set the mean at 70% of graduating students considering this would then represent the average student. The average student then is expected to achieve in the 80<sup>th</sup> percentile according to ACTFL, the Advanced Low Level. The rationale is that, according to ACTFL standards, for language proficiency to be sufficient for use in the work place, it should be at least at an Advanced Low Level.

**PLO 1.** Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio of Reflective Writing. The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered as a score of 80%. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards. **PLO's 2-3.** Oral Proficiency Interview: The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the ACTFL standards.

**PLO 4.** Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio of Reflective Writing. The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered as a score of 80%. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards.

**PLO 5.** Exit assessment through the SATII Subject Test in Language. The criteria set by the Department establish that 70% of graduating students will achieve the Advanced Low Level (80%) as set by ACTFL standards, and will be at least at the 80<sup>th</sup> percentile of all those tested nation-wide.

**PLO 6.** Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing Prompt and included in the Portfolio. The criteria set by the Department establish that 70% of graduating seniors will successfully make connections between their own culture and the cultures represented by the target countries.

**6. Summary of Data Collected:**

| <b>WASC REQUIRED GRADUATION PROFICIENCIES</b>    | <b>ASSIGNMENT</b>                    | <b>MEANS OF ASSESSMENT</b>   | <b>Student #1</b>   | <b>Student #2</b>  | <b>Student #3</b>   | <b>Student #4</b>   |
|--|--------------------------------------|--|---------------------|--------------------|---------------------|---------------------|
| <b>QUANTITATIVE REASONING</b>                    | <b>SATII SUBJECT TEST IN SPANISH</b> | <b>SATII SCORING GUIDELINES (800 PTS POSSIBLE)</b>   | <b>710</b>          | <b>700</b>         | <b>770</b>          | <b>800</b>          |
| <b>ORAL COMMUNICATION</b>                        | <b>ORAL PROFICIENCY IINTERVIEW</b>   | <b>OPI ACTFL STANDARDS</b>   | <b>ADV HIGH 90%</b> | <b>ADV MID 85%</b> | <b>ADV HIGH 90%</b> | <b>SUPERIOR 95%</b> |
| <b>WRITTEN COMMUNICATION/ CRITICAL THINKING</b>  | <b>PORTFOLIO</b>                     | <b>ACTFL WRITING RUBRIC:<br/>1)TASKS &amp; FUNCTIONS<br/>2)CONTEXT &amp;CONTENT<br/>3)TEXT TYPE<br/>4)ACCURACY</b> | <b>ADV MID 85%</b>  | <b>ADV LOW 80%</b> | <b>ADV HIGH 90%</b> | <b>SUPERIOR 95%</b> |
| <b>INFORMATIONAL LITERACY/ORAL COMMUNICATION</b> | <b>ORAL PRESENTATION</b>             | <b>ACTFL WRITING RUBRIC:<br/>1)TASKS &amp; FUNCTIONS<br/>2)CONTEXT &amp;CONTENT<br/>3)TEXT TYPE<br/>4)ACCURACY</b> | <b>ADV HIGH 90%</b> | <b>ADV LOW 80%</b> | <b>ADV HIGH 90%</b> | <b>SUPERIOR 95%</b> |
| <b>WRITTEN COMMUNICATION/ CRITICAL THINKING</b>  | <b>FINAL ESSAY</b>                   | <b>ACTFL WRITING RUBRIC:<br/>1)TASKS &amp; FUNCTIONS<br/>2)CONTEXT &amp;CONTENT<br/>3)TEXT TYPE<br/>4)ACCURACY</b> | <b>ADV HIGH 90%</b> | <b>ADV LOW 80%</b> | <b>SUPERIOR 95%</b> | <b>SUPERIOR 95%</b> |

| <b>PROGRAM LEARNING OUTCOMES</b>  | <b>ASSIGNMENT</b>                            | <b>MEANS OF ASSESSMENT</b>   | <b>Student #1</b>      | <b>Student #2</b>     | <b>Student #3</b>      | <b>Student #4</b>      |
|---|--|--|------------------------|-----------------------|------------------------|------------------------|
| 1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.             | <b>PORTFOLIO: Literary Analysis</b>          | <b>ACTFL WRITING RUBRIC:</b><br>1)TASKS & FUNCTIONS<br>2)CONTEXT &CONTENT<br>3)TEXT TYPE<br>4)ACCURACY | <b>ADV MID</b><br>85%  | <b>ADV LOW</b><br>80% | <b>ADV HIGH</b><br>90% | <b>SUPERIOR</b><br>95% |
| 2. Comprehend the main idea and most details of connected oral discourse by a native speaker on variety of topics.                                    | <b>ORAL PROFICIENCY IINTERVIEW</b>           | <b>OPI ACTFL STANDARDS</b>   | <b>ADV HIGH</b><br>90% | <b>ADV MID</b><br>85% | <b>ADV HIGH</b><br>90% | <b>SUPERIOR</b><br>95% |
| 3. Converse in a participatory fashion with a native speaker using a variety of language. strategies to convey meaning.                               | <b>ORAL PROFICIENCY IINTERVIEW</b>           | <b>OPI ACTFL STANDARDS</b>   | <b>ADV HIGH</b><br>90% | <b>ADV MID</b><br>85% | <b>ADV HIGH</b><br>90% | <b>SUPERIOR</b><br>95% |
| 4. Interpret target language texts according to their cultural, literary, and/or linguistic content.  | <b>PORTFOLIO: Literary Analysis</b>          | 1)TASKS & FUNCTIONS<br>2)CONTEXT &CONTENT<br>3)TEXT TYPE<br>4)ACCURACY                                 | <b>ADV MID</b><br>85%  | <b>ADV LOW</b><br>80% | <b>ADV HIGH</b><br>90% | <b>SUPERIOR</b><br>95% |
| 5. Display knowledge of the nature and structure of language.   | <b>SATII SUBJECT TEST IN SPANISH</b>         | <b>SATII SCORING GUIDELINES (800 PTS POSSIBLE)</b>   | <b>710</b>             | <b>700</b>            | <b>770</b>             | <b>800</b>             |
| 6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities. | <b>PORTFOLIO: Cultural Connections Essay</b> | 1)TASKS & FUNCTIONS<br>2)CONTEXT &CONTENT<br>3)TEXT TYPE<br>4)ACCURACY                                 | <b>ADV MID</b><br>85%  | <b>ADV LOW</b><br>80% | <b>ADV HIGH</b><br>90% | <b>SUPERIOR</b><br>95% |

## **7. Use of Results:**

The results gathered demonstrate the Program is working effectively in all areas of proficiency. All of the graduating seniors attained or exceeded the desired levels of proficiency. Since the targets set were met, no changes in the assessment process are needed at this time. The Language Faculty met and assessed all of the writing components using the ACTFL Writing Rubric. The Language Faculty as a whole designated the levels and scores according to the criteria established by the rubric. This year the Department ensured Key Assignments were in alignment with the Program Learning Outcomes and the WASC Required Graduation Proficiencies. All assignments were administered as part of the Capstone Course. Since all of the PLOs were being targeted in that course, the Spanish Faculty did not see a need for assessing other courses. All of the Language Programs utilize the SATII Subject Test in Language in order to assess general grammar and reading skills. These are scored according to strict College Board Guidelines. In the area of Oral Proficiency, all of the Language programs administer the ACTFL Oral Proficiency Interview. With support from the Department and the University, Dr. Bennett and Dr. Lescart both received training in order to administer and score the Oral Proficiency Interview. This made it possible to assess students in both French and Spanish for the first time. In the future, our goal is to have all of the Language Faculty trained, as this will not only facilitate the assessment process, but will also assist in consistent expectations throughout the Program.

During the academic year, the Language Faculty reviewed the Program Learning Outcomes and Course Learning Outcomes and ensured their alignment. We changed the CLOs for five courses in order to better reflect the curriculum and the goals of the PLOs. We redesigned an Alumni Survey for all Language Majors in order to gather more data regarding the Program, including employment preparation and success. We launched the survey at the end of the Spring



semester to all graduates within the last ten years. We are looking forward to receiving that data and utilizing it to better our Program. In addition, the Foreign Language Faculty met as a Learning Community, with support from the Center for Teaching and Learning, in order to improve collaboration and foster collegiality. As a result, we created a Languages Folder on the Network where all Language Faculty could place and access teaching materials to share. One area of concern for the Language Faculty has been cultural integration. To this end, we continue to improve and create more cultural exposure for students. All Language Faculty are now requiring students to attend and participate in cultural activities, in order to engage in local/living culture. This also marks the second summer the Department is offering Spanish 101 and 102 in Costa Rica. This is the beginning of what we hope to expand into a Department Study abroad Program. We believe this would be an excellent way to promote cultural awareness and curiosity in the Program. From the assessment process, the need for a Capstone Course in French is clear. Next year the Department plans to bring a course proposal to APC so that all Language students can be assessed uniformly. Also, as part of The Department's Program Review, we have been reviewing our curriculum and will continue that process in the Fall semester. We are currently considering some curricular changes and would bring those proposals next year.

The Foreign Language Faculty will meet and discuss the results of assessment at the first meeting of the Department. As we continue with our Program Review process, we will have the opportunity to study our program further and fill in gaps.

Default Question Block

What year did you graduate from the department?

What was your concentration within the major?

- French
- Spanish
- Romance Languages

How have your studies in language affected various aspects of your life?

|  | Very negative effect  | Somewhat negative effect | No effect             | Somewhat positive effect | Very positive effect  |
|--|-----------------------|--------------------------|-----------------------|--------------------------|-----------------------|
| My degree in language has affected the quality of my life.           | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| My attitude towards other cultures around the world.                 | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| My appreciation for artistic creation, either literary or otherwise. | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| My language studies broadened my understanding of faith in God.      | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| My studies deepened my global and social engagement in the world.    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |

How many hours per week do you use your language skills?

- 0
- 1-8
- 9-15
- 16-20
- 21 or more

In what kinds of activities do you engage in order to keep and improve your language skills?

Please list any recent travel (within the past 12 months) where you were able to use your target language.

How often do you engage in the following activities during the course of a year? Note that marking twelve indicates monthly involvement. Marking 13 indicates more than monthly.

|   | 0 | 1 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|----|----|----|
| See a target language film.                           |   |   |   |   |   |   |   |   |    |    |    |
| Have a cultural interaction with the target language. |   |   |   |   |   |   |   |   |    |    |    |
| Read a book in target language.                       |   |   |   |   |   |   |   |   |    |    |    |
| Read a magazine/journal/news in target language.      |   |   |   |   |   |   |   |   |    |    |    |
| Visit museums/galleries                               |   |   |   |   |   |   |   |   |    |    |    |
| Attend cultural activities/events                     |   |   |   |   |   |   |   |   |    |    |    |
| Provide services in target language                   |   |   |   |   |   |   |   |   |    |    |    |

Has your study of language improved your overall understanding of language grammar?

- Yes
- No

How important is the use of your target language in your life?

|                          | Not important at all  | Not very important    | Neutral               | Somewhat important    | Very important        |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My target language is... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you currently, or have you ever, held a job that required the use of your target language?

- Yes
- No

What position did you hold?

How long have you worked /did you work in that position?

How well did your language degree prepare you to be a language professional?

|          | Very poorly prepared  | Somewhat underprepared | Average               | Somewhat well prepared | Very well prepared    |
|----------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|
| I was... | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

Have you every been employed, or are you employed now, as a language teacher?

- Yes
- No

When you took your first language job, how prepared were you to teach in relation to other new teachers?

|   | Very poorly prepared  | Somewhat poorly prepared | Average preparation   | Somewhat well prepared | Very well prepared    |
|---|-----------------------|--------------------------|-----------------------|------------------------|-----------------------|
| Knowledge of language to be taught                      | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Ability with spoken language                            | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Preparation for teaching writing in the target language | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Knowledge of language grammar                           | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Knowledge of culture                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

When you took your first language job, how prepared were you to teach language in relation to the needs of the classroom?

|   | Very poorly prepared  | Somewhat poorly prepared | Average preparation   | Somewhat well prepared | Very well prepared    |
|---|-----------------------|--------------------------|-----------------------|------------------------|-----------------------|
| Knowledge of language to be taught                      | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Ability with spoken language                            | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Preparation for teaching writing in the target language | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Knowledge of language grammar                           | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| Knowledge of culture                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

When you took your first language job, how prepared were you to understand and relate to the emotional needs of people of other cultures?

|  | Very poorly prepared  | Somewhat poorly prepared | Average preparation   | Somewhat well prepared | Very well prepared    |
|--|-----------------------|--------------------------|-----------------------|------------------------|-----------------------|
| In relation to emotional needs, I was... | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

Do you plan to live in a French or Spanish speaking country for an extended period?

- Yes, I will be going within the next 18 months.
- No, never.
- I hope to someday, but have not pursued it.
- Yes, I live there now!

Do you plan to pursue (or have you pursued) post-baccalaureate education?

- Yes
- No

Have you completed an M.A.?

- Yes
- No

Where did you study for you M.A. ?

Have you started, or completed, a Ph.D. program?

- Yes
- No

Where are you studying for you doctorate?

Please rate the preparation you received at Point Loma for your graduate work.

|                             | Very poorly prepared  | Somewhat poorly prepared | Average preparation   | Somewhat well prepared | Very well prepared    |
|-----------------------------|-----------------------|--------------------------|-----------------------|------------------------|-----------------------|
| For graduate work, I was... | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

In relation to any career, how well did your degree prepare you for the job you now hold? If you are teaching, please skip this question.

|                              | Very poorly prepared  | Somewhat poorly prepared | Average preparation   | Somewhat well prepared | Very well prepared    |
|------------------------------|-----------------------|--------------------------|-----------------------|------------------------|-----------------------|
| For my current job, I am.... | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

How important are the following skills to your current job?

|                          | Not important at all  | Somewhat unimportant  | Average importance    | Click to write Scale point 6 | Somewhat important    |
|--------------------------|-----------------------|-----------------------|-----------------------|------------------------------|-----------------------|
| Speaking skills          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| Writing skills           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| Critical thinking skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |
| Research skills          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/> |

When you started your first job, how well developed were your critical thinking skills?

|                                     | Very poorly developed | Somewhat poorly developed | Average               | Somewhat well developed | Very well developed   |
|-------------------------------------|-----------------------|---------------------------|-----------------------|-------------------------|-----------------------|
| My critical thinking skills were... | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

What was the best aspect of your major/minor in language at PLNU?

How could the LJML department better serve the needs of its language students better?

How could the language minor/major be improved?

What was the best thing that your degree in language provided for you?

How much did your Study Abroad experience improve your language skills?

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