

World Languages BA

World Languages BA Program Mission Statement

Mission Statement (Full Description):

Preparing World Changers through Multilingual and Intercultural Learning:

The **World Languages BA at SMU** prepares students to become globally competent, multilingual professionals through advanced study of one language and intermediate proficiency in a second. Rooted in SMU's commitment to teaching, research, and service, the program fosters linguistic fluency, cultural literacy, and global awareness. Students engage deeply with literature, culture, film, history, and politics while applying their skills through internships, study abroad, and independent research. Graduates are equipped for impactful careers and graduate study in fields that demand cross-cultural communication and global perspective.

The **Bachelor of Arts in World Languages at Southern Methodist University (SMU)** prepares undergraduate students to become culturally competent, linguistically proficient global citizens equipped to lead, serve, and innovate in an increasingly interconnected world. Rooted in SMU's commitment to world-class **teaching, research, and service**, the program fosters **linguistic fluency, cultural literacy, and global awareness**, aligning seamlessly with the university's mission to shape world changers.

Students majoring in World Languages develop **advanced proficiency in reading, writing, listening, and speaking in one language**, and **intermediate proficiency in writing and speaking in a second language**. This dual-language focus cultivates flexible communication skills and a comparative perspective essential for cross-cultural engagement.

Through coursework spanning **communication, literature, linguistics, history, film, culture, politics, and business**, students gain a deep understanding of diverse linguistic traditions and global perspectives. Experiential learning is central to the program, with opportunities including **language-based internships, faculty-led study abroad programs, and independent research**, enabling students to apply their knowledge in real-world contexts and empowering them for leadership in a complex, multicultural society.

Students choose from **Arabic, Chinese, French, German, Italian, Russian, or Spanish** as a primary language and complete at least **23 credit hours** beyond the first-year sequence. A secondary language is selected with a minimum of **17 credit hours** beyond the first-year sequence. This **flexible, interdisciplinary structure** allows students to personalize their path based on career aspirations and academic interests.

Graduates of the program pursue diverse pathways in **international relations, law, education, translation and interpretation, global health, public service, and business**, as well as in **competitive fellowships and graduate programs**. They emerge with a skillset that includes **critical thinking, intercultural skills, and global competency**—qualities vital for contributing meaningfully to society.

Commented [BG1]: Exemplary overall report! Recommend paring down information throughout to reduce redundancy, highlight key components, results, findings, and actions, and shorten the report (50 pages!). You can always copy and paste in depth contextual details into a Word document and then upload as additional evidence.

Maybe focus on 1-2 program goals instead of 4 depending on manageability.

Commented [BG2]: Suggested concise revision:

The Bachelor of Arts in World Languages at Southern Methodist University (SMU) prepares students to be multilingual, culturally competent global citizens who lead, serve, and innovate in an interconnected world. Grounded in SMU's commitment to teaching, research, and service, the program fosters advanced proficiency in one world language, intermediate proficiency in a second, and the intercultural awareness needed for meaningful global engagement. Through coursework in language, literature, culture, and related disciplines, along with study abroad, internships, and research, students integrate academic knowledge with real-world experience. Graduates are equipped for diverse careers and advanced study in fields such as international relations, education, law, public service, and business, reflecting SMU's core values of excellence, integrity, and diversity, and a shared mission to shape world changers.

The program reflects SMU's institutional values of **excellence, integrity, intellectual freedom, and diversity**, and is committed to **continuous improvement** through faculty innovation, assessment-informed curricular development, and deep engagement with communities both locally and globally.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

Yes

During which academic year were students first enrolled in this program?:

Prior to AY2023-2024

Progress:

Complete

Proficiency in Primary Language (Language 1)

Step 1A: SLO Number:

1

Step 1C: SLO Statement (Full Description):

By the end of the program, students will demonstrate **Advanced Low proficiency** in their primary language (Language 1) across both **interpersonal and presentational speaking and writing**, as defined by **ACTFL proficiency guidelines**. Proficiency will be measured using the **AVANT STAMP 4S assessment**, a nationally recognized third-party tool that evaluates all four language skills and provides **normed, comparative data across higher education institutions**. Students will complete the STAMP 4S in their final year, and **at least 80%** will score at or above the **Advanced Low benchmark** in both speaking and writing. Assessment results will be reviewed **annually** to inform curriculum design, ensure instructional effectiveness, and maintain alignment with national proficiency standards and peer institution performance.

Commented [BG3]: Suggested revision:

Students will demonstrate Advanced Low proficiency in their primary language (Language 1) in both interpersonal and presentational speaking and writing, as defined by ACTFL proficiency guidelines.

Step 2A: Measure:

To assess whether students in the World Languages BA program have achieved **Advanced Low proficiency** in speaking and writing in their primary language (Language 1), we will use the **Avant STAMP 4S (Standards-based Measurement of Proficiency – 4 Skills) assessment**. This is a **computer-based, adaptive language proficiency test** that evaluates learners in **four skill areas: Reading, Writing, Listening, and Speaking**. The STAMP 4S test is administered during students' final year in the program, typically in an upper-division course designated for capstone assessment (e.g., *WL 4385: World Languages Internship* or *WL 4390: Advanced Language Proficiency Seminar*).

Commented [BG4]: Excellent contextual information. Perhaps pare down to essential elements to streamline reporting?

Student achievement of **Advanced Low proficiency** in **speaking and writing** for their primary language (Language 1) will be assessed using the **Avant STAMP 4S (Standards-based Measurement of Proficiency – 4 Skills)**, a nationally recognized, ACTFL-aligned, computer-based adaptive proficiency test evaluating Reading, Writing, Listening, and Speaking. The assessment is administered during students' final year in a designated capstone course (e.g., **WL 4385** or **WL 4390**).

Avant STAMP 4S is a **third-party, nationally recognized assessment instrument** designed around **real-world, everyday communication scenarios**. Unlike traditional academic exams, STAMP tasks simulate authentic situations where language is used spontaneously and functionally. Because the test is **adaptive**, it adjusts the difficulty of questions in real time based on the test taker's responses, producing a more accurate measure of actual proficiency. Student responses are scored using **ACTFL-aligned rubrics** and are externally rated by certified assessors, ensuring consistency and objectivity in evaluation.

STAMP 4S results provide both students and faculty with detailed feedback on each skill area and assign a **proficiency level** (e.g., Intermediate Mid, Advanced Low) that maps directly onto the **ACTFL Proficiency Guidelines**. This alignment allows SMU to **benchmark student performance against national standards** and to compare aggregate results with peer institutions that use the same tool. The external validity and comparability of this instrument make it an appropriate, direct measure for evaluating whether students have achieved the targeted outcome.

Results are collected and reviewed **annually** by the assessment coordinator and faculty committee. We aim for **at least 80% of graduating students to achieve Advanced Low or higher in both Speaking and Writing**, the two primary modes of output in the target language. These data are used to monitor program effectiveness, guide curricular decisions, and ensure that the program remains aligned with professional expectations in language education.

Rubric:

The AVANT STAMP 4S scoring rubric uses three main criteria to evaluate student responses in the Speaking and Writing sections: **text type**, **vocabulary use**, and **language control**. The most important of these is **text type**, which looks at the length, structure, and connectedness of the student's response. At the beginner levels, students might only use single words or short phrases. As they progress, they are expected to produce full sentences, link ideas together, and eventually write or speak in organized paragraphs that include transitions and clear development of thought. The second criterion, **vocabulary use**, focuses on how broad and appropriate the student's word choices are. Lower-level responses tend to rely on basic or repetitive vocabulary, while more advanced students use a wider range of words that are more precise and well-suited to the topic. The final criterion, **language control**, measures how accurately the student uses grammar, sentence structure, and (in writing) spelling or (in speaking) pronunciation. While some mistakes are acceptable, especially at higher levels, the overall message should remain clear and understandable.

Together, these criteria help raters determine a student's **benchmark level**—ranging from Novice-Low to Advanced-Mid—as well as a **language control rating** (Low, Average, or High). This structured approach allows teachers and schools to get a clear picture of a learner's ability to communicate in a second language and track their progress over time.

Attached Files

[ACTFL Proficiency Guidelines 2024.pdf](#)

[STAMP Scoring Rubric Avant Assessment.pdf](#)

Step 2B: Type of Measure (check all that apply):

Essay exam, Qualifying exam

Commented [BG5]: Suggest copying and pasting this into an a Word document as supplemental information on the exam for reference.

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

By the end of the program, **at least 80% of graduating students** will demonstrate **Advanced Low or higher proficiency** in both **speaking and writing** in their primary language (Language 1), as measured by the **Avant STAMP 4S assessment**. This benchmark is aligned with the **ACTFL Proficiency Guidelines** and reflects the level of functional communication expected of graduates entering fields requiring professional language use. ~~The STAMP 4S will be administered during the final semester in a designated upper-division course, ensuring data are collected at the point of degree completion. This target supports SMU's mission of developing globally competent graduates and aligns directly with the World Languages BA program's goal of fostering advanced communicative competence in real-world contexts.~~

The Advanced Low benchmark is aligned with expectations for language majors at peer institutions and reflects the threshold at which students can **sustain paragraph-level communication** with **grammatical control, topic-specific vocabulary**, and the ability to handle both **narration and description** in various time frames. The 80% success rate accounts for diverse learner backgrounds while ensuring that the **majority of graduates** meet or exceed nationally recognized standards. Use of the third-party STAMP 4S also provides **comparative benchmarking data** and ensures consistency in scoring across cohorts and languages.

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

This Student Learning Outcome (SLO) was formally established during the final semester of the current academic year as part of the program's expanded assessment strategy. While faculty had previously discussed the adoption of the AVANT STAMP 4S assessment tool, this year marked the first time it was implemented as a standardized, program-wide measure of primary language proficiency. The faculty collaborated during the spring term to define the expected proficiency level, align the outcome with national ACTFL benchmarks, and coordinate the administration of the STAMP assessment across languages. One area identified for continued improvement is integrating assessment more intentionally into the curriculum and better preparing students throughout the program to meet oral proficiency benchmarks. Moving forward, assessment practices will be reviewed annually to ensure alignment between instructional goals and expected outcomes.

Student Learning Outcome 1 (SLO 1) measures student proficiency in **Speaking and Writing** in the primary language using the **AVANT STAMP 4S** assessment. The program's benchmark is that **80% of students** will score at or above **Advanced Low (Level 7)** in both domains.

Assessment Results:

Of the five graduating seniors assessed:

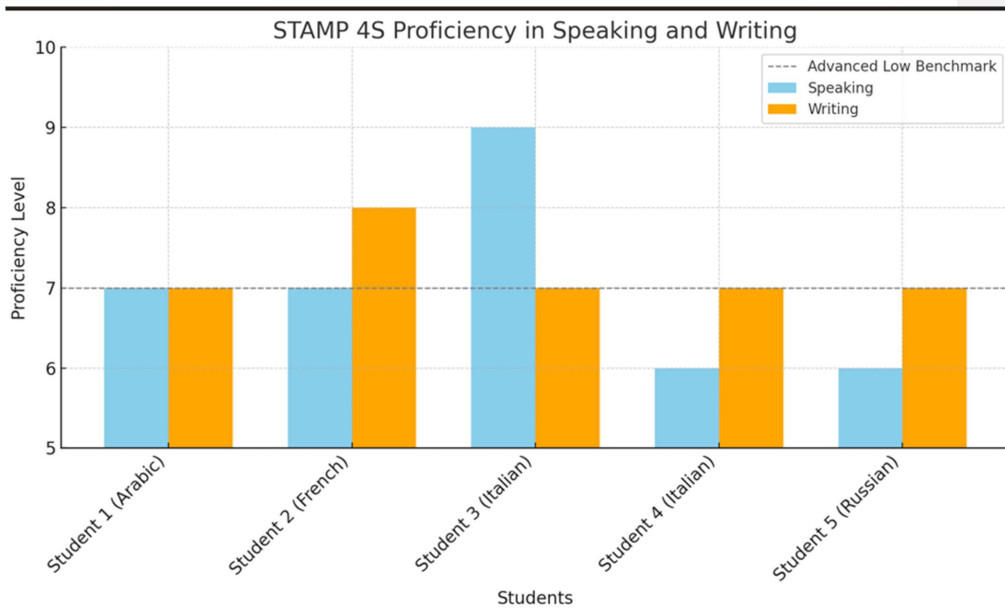
- **3 of 5 students (60%)** met or exceeded the **Advanced Low benchmark in both Speaking and Writing**:
 - Student 1 (Arabic): Speaking 7, Writing 7
 - Student 2 (French): Speaking 7, Writing 8

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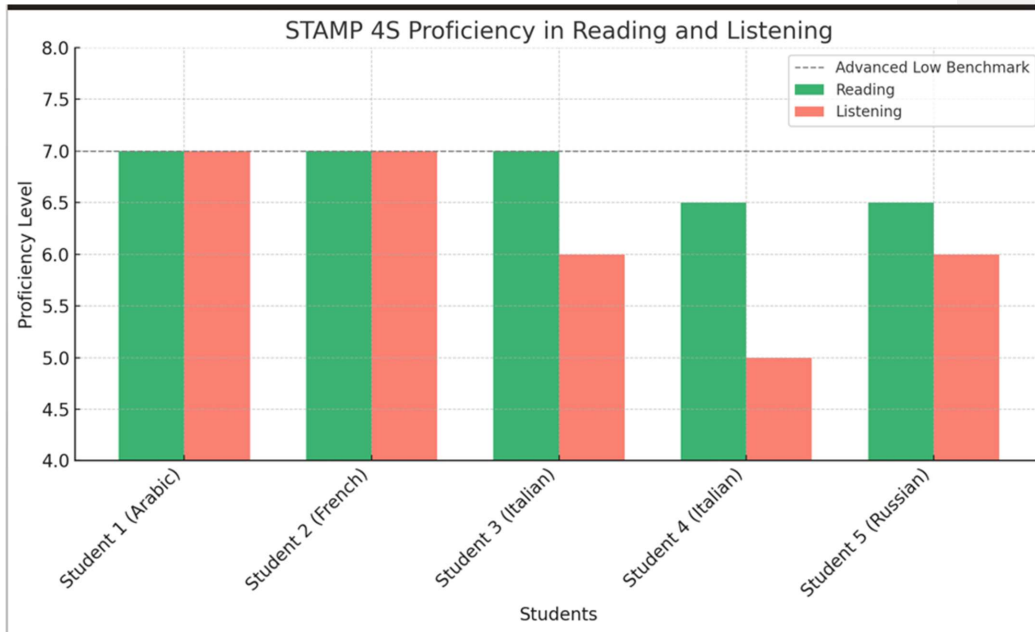
At least 80% of graduating students will demonstrate Advanced Low or higher proficiency in both speaking and writing in their primary language (Language 1) on the Avant STAMP 4S assessment, administered during the final semester in an upper-division course. This benchmark aligns with ACTFL Proficiency Guidelines and reflects the level of professional functional communication expected of language majors at peer institutions.

Commented [BG7]: Suggest moving to Step 4C.

- Student 3 (Italian): Speaking 9, Writing 7
- **2 of 5 students (40%)** did not meet the benchmark in Speaking, although both scored a 7 in Writing:
 - Student 4 (Italian): Speaking 6, Writing 7
 - Student 5 (Russian): Speaking 6, Writing 7



All five students scored between 6.5 and 7 in Reading, suggesting strong interpretive skills. Listening scores ranged from 5 to 7, indicating more variability and a potential area for curricular reinforcement in aural comprehension.



- All five students scored **at or near the benchmark in Reading** (6.5 to 7), reflecting **strong interpretive skills** across languages.
- **Listening scores varied** more widely, from **5 to 7**, indicating an area for **targeted instructional improvement**—particularly for Students 3, 4, and 5.

Attached Files

- [Avant □ Class Report KUCINA RUSSIAN.pdf](#)
- [Avant □ Class Report KING FRENCH.pdf](#)
- [ITAL Sarti Spring 2024.pdf](#)
- [ITAL Busljeta Spring 2024.pdf](#)
- [Listening Rubric Arabic-Graybill.docx](#)
- [Reading Rubric Arabic-Graybill.docx](#)
- [Speaking Rubric Arabic-Graybill.docx](#)
- [Writing Rubric-Arabic-Graybill.docx](#)

Step 4C: Interpretation of Results:

Data Quality and Relevance:

This assessment cycle marks the first formal implementation of SLO 1, which evaluates students' interpersonal and presentational proficiency in their primary language using the AVANT STAMP 4S assessment. The data collected is highly relevant and methodologically sound, as it was gathered through a nationally normed, third-party tool that aligns with ACTFL proficiency

Commented [BG8]: Excellent.

guidelines. Speaking and Writing scores were the primary focus for this SLO, with Reading and Listening included as supporting indicators of interpretive and receptive skills. The structured rubrics used in STAMP scoring (based on text type, vocabulary, and control) ensure reliable and valid measurements of student language proficiency.

Analysis and Interpretation:

Of the five graduating seniors assessed, 3 students (60%) met or exceeded the Advanced Low benchmark in both Speaking and Writing. All five students met the Writing benchmark, but 2 students (40%) did not reach the benchmark in Speaking. This confirms a program strength in writing instruction, where students consistently produce coherent, paragraph-length responses with appropriate vocabulary and grammatical control. However, speaking remains an area for improvement, likely due to reduced opportunities for sustained interpersonal speaking practice in the curriculum. Supporting data from Reading (all students scoring 6.5 or above) suggests solid comprehension and interpretive capacity, while Listening scores (ranging from 5 to 7) reflect greater variability and signal a need for more intentional exposure to authentic spoken input across the curriculum.

This is the first year this SLO has been articulated and measured program-wide. While faculty have used STAMP informally in the past, the 2024–2025 academic year marks the inaugural integration of this outcome into the program’s formal assessment cycle. This allowed the faculty to not only define clear performance targets but also to begin establishing baseline cohort data for future comparison and continuous improvement.

Presentation and Communication:

The data has been clearly disaggregated by student and domain, and visualized in two comparative charts to enhance understanding. The distinction between skill areas (productive vs. interpretive) was made explicit, supporting a meaningful interpretation of where students are succeeding and where targeted interventions could be most impactful. The inclusion of detailed individual scores ensures transparency and facilitates replication in future cycles.

Impact and Action Planning:

These results provide actionable insights for improving oral language instruction. Based on the findings, the program will explore embedding additional speaking assessments into mid- and upper-level courses, increase the use of ACTFL-aligned rubrics for oral production, and design scaffolded speaking tasks that align with the STAMP benchmarks. Faculty have also proposed piloting a mid-program oral diagnostic to provide earlier feedback to students and enable timely support. Results from this initial cohort will be used as a baseline for trend analysis in the next two assessment cycles, supporting long-term curricular planning and the refinement of instructional strategies in both spoken and aural communication.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Use of Results for Seeking Improvement (Action Plan)

Although the STAMP 4S data has been collected and analyzed at the program level, the faculty has not yet formally reviewed the results. During the upcoming academic year (2025–2026), the results will be shared with program leadership, Area Chairs, and language faculty during scheduled departmental and area meetings. These conversations will initiate a collaborative review of speaking and writing proficiency outcomes in relation to instructional practices, student readiness, and curriculum design.

As part of this process, the faculty will consider the following potential actions:

1. **Embedding speaking-focused assignments** aligned with ACTFL benchmarks in upper-division language courses to strengthen paragraph-length oral production skills.
2. Coordinating a **pedagogy workshop** through the Pedagogy Committee focused on strategies to support students in achieving Advanced Low proficiency in speaking.
3. Piloting a **mid-program diagnostic speaking assessment** in selected 3000-level courses to provide earlier feedback and monitor student progress ahead of graduation.
4. Developing a shared **rubric calibration session** to improve inter-rater consistency when preparing students for the STAMP assessment criteria.

These exploratory steps will be refined based on faculty input and further analysis of student performance across multiple cohorts. Final decisions and implementations will be tracked through meeting documentation and reassessed following the next STAMP administration in Spring 2026, with the goal of strengthening instructional alignment and improving speaking proficiency outcomes.

Step 5B: Type of Action:

Additional activities or assignments, Redesign of activities or assignments, Course redesign, Curriculum revision, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Committee, Faculty

Step 5D: Evidence of Dialogue:

Faculty engagement has been central to the development of the newly redesigned assessment plan for the World Languages BA program. Throughout the 2024–2025 academic year, faculty contributed actively to the creation of four new Student Learning Outcomes (SLOs) and a full set of program-level goals. This overhaul was developed collaboratively through two formal committee meetings and multiple working sessions.

While the assessment tools have been implemented and baseline data collected, the program faculty have not yet reviewed or discussed the results of the first cycle under the new framework. To close this loop, the department has scheduled a minimum of two dedicated faculty meetings in Fall 2025 for full review and interpretation of findings. These meetings will be used to analyze cohort performance, identify instructional implications, and refine the assessment process for the next academic cycle. Agendas, minutes, and documentation of those discussions will be maintained to support transparency and continuous improvement.

Step 5E: Type of other Improvements (check all that apply):

APR recommendations, Other

Step 5F: Other Improvements (Full Description):

These changes reflect a **strategic shift toward a more outcomes-driven and assessment-informed curriculum**, and will be monitored over the next two academic cycles to evaluate their impact on student preparedness and proficiency growth. Together, these enhancements represent a systemic approach to strengthening academic rigor, transparency, and alignment with both institutional learning goals and global competency standards.

Commented [BG9]: Excellent.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Commented [BG10]: Excellent.

During the previous assessment cycle, the World Languages BA program committed to overhauling its academic assessment framework by designing and implementing four new Student Learning Outcomes (SLOs), including one focused on primary language proficiency. This major action item has been fully completed. Over the course of two formal faculty committee meetings and several pedagogy workshops in Spring 2025, faculty developed measurable outcomes aligned with ACTFL standards, selected a third-party benchmarked assessment tool (AVANT STAMP 4S), and designed accompanying rubrics and data review protocols. This work has now been fully embedded into program operations, and the first round of results from graduating seniors has been collected and analyzed. Initial findings indicate that 60% of students met or exceeded the Advanced Low proficiency benchmark in both speaking and writing, while the remainder demonstrated strengths in writing but underperformed in speaking. These outcomes have directly informed the upcoming action plan, which will focus on curriculum scaffolding, increased speaking practice, and faculty calibration around expectations for oral proficiency. The results have also shaped planning for Fall 2025, when faculty will formally review and interpret the assessment findings and identify adjustments for instruction and program support. This continuity between prior actions and next steps represents a strategic, evidence-based progression toward long-term program improvement and student achievement. Looking ahead, the program will prioritize several targeted actions in response to the first-year assessment results. These include piloting enhanced oral communication modules in upper-division language courses, expanding the use of formative speaking assessments across the curriculum, and integrating additional faculty training on ACTFL-aligned proficiency expectations. The faculty will also refine student preparation for the STAMP 4S assessment through instructional alignment and advising support. These actions will be reassessed in Spring 2026 following the next administration of the STAMP 4S, ensuring continuous improvement through an iterative, data-driven approach.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Proficiency in Secondary Language (Language 2)

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

By the end of the program, students will demonstrate at least **Intermediate Mid proficiency** in their secondary language (Language 2) in both **interpretive communication (reading and listening)** and **basic interpersonal communication**, following **ACTFL proficiency guidelines**.

Commented [BG11]: Suggested revision:

Students will demonstrate at least Intermediate Mid proficiency in their secondary language (Language 2) in interpretive (reading and listening) and interpersonal communication, as defined by ACTFL proficiency guidelines.

This outcome will be measured using the **AVANT STAMP 4S assessment**, a nationally normed, third-party tool that enables valid and reliable comparison with peer institutions in higher education. Students will complete the STAMP 4S during their final year, and **at least 80%** will score at or above the **Intermediate Mid benchmark** in both interpretive and interpersonal skills. Results will be evaluated **annually** to guide curricular refinement, enhance instructional support, and ensure alignment with national standards and programmatic goals.

Commented [BG12]: Move to or combine with measure.

Step 2A: Measure:

To assess whether students in the World Languages BA program have attained **Intermediate Mid proficiency** in their secondary language (Language 2), we will use the **Avant STAMP 4S** assessment. This is a **computer-based, adaptive proficiency exam** that evaluates student performance in **Reading, Writing, Listening, and Speaking** through tasks rooted in real-life communication scenarios. Students complete the STAMP 4S during their final year, typically in an upper-division course designated for proficiency benchmarking, such as *WL 4385: World Languages Internship* or *WL 4390: Advanced Language Proficiency Seminar*.

Commented [BG13]: Excellent contextual information. Perhaps pare down to essential elements to streamline reporting?

STAMP 4S is a **nationally normed, third-party assessment** that uses performance tasks based on **authentic, everyday situations**, providing an accurate, real-world measure of language ability. Its **adaptive design** means that the difficulty of the test automatically adjusts to each student's performance, offering a precise snapshot of their current proficiency level. Responses, particularly in Speaking and Writing, are evaluated by certified raters using **rubrics aligned with the ACTFL Proficiency Guidelines**, ensuring consistency and eliminating internal scoring bias.

Student attainment of Intermediate Mid proficiency in their secondary language (Language 2) will be assessed during the senior year using the Avant STAMP 4S, a computer-based, adaptive, nationally normed proficiency exam that evaluates Reading, Writing, Listening, and Speaking through ACTFL-aligned, real-world communication tasks scored externally by certified raters.

Because STAMP results are benchmarked to **ACTFL levels**, they provide objective evidence of whether students have met the **Intermediate Mid target** for both **interpretive communication** (Listening and Reading) and **interpersonal communication** (Speaking and Writing). This allows faculty to **compare student outcomes with national standards and peer institutions** using the same assessment, increasing the transparency and credibility of our evaluation. The department collects and analyzes STAMP 4S results **annually**, using the data to evaluate program effectiveness and curricular alignment. Our goal is for **at least 80% of graduating students to meet or exceed the Intermediate Mid level** in all four skills, with particular focus on interpersonal and interpretive modes. These findings are used to inform curriculum development, identify areas for instructional support, and ensure that graduates are meeting nationally recognized benchmarks in language proficiency.

Rubric:

The AVANT STAMP 4S scoring rubric uses three main criteria to evaluate student responses in the Speaking and Writing sections: **text type**, **vocabulary use**, and **language control**. The most important of these is **text type**, which looks at the length, structure, and connectedness of the student's response. At the beginner levels, students might only use single words or short phrases. As they progress, they are expected to produce full sentences, link ideas together, and eventually write or speak in organized paragraphs that include transitions and clear development of thought. The second criterion, **vocabulary use**, focuses on how broad and appropriate the student's word choices are. Lower-level responses tend to rely on basic or repetitive vocabulary, while more advanced students use a wider range of words that are more precise and well-suited to the topic. The final criterion, **language control**, measures how accurately the student uses grammar, sentence structure, and (in writing) spelling or (in speaking) pronunciation. While some mistakes

are acceptable, especially at higher levels, the overall message should remain clear and understandable.

Together, these criteria help raters determine a student's **benchmark level**—ranging from Novice-Low to Advanced-Mid—as well as a **language control rating** (Low, Average, or High). This structured approach allows teachers and schools to get a clear picture of a learner's ability to communicate in a second language and track their progress over time.

Attached Files

[ACTFL Proficiency Guidelines 2024.pdf](#)

[STAMP Scoring Rubric - Avant Assessment.pdf](#)

Step 2B: Type of Measure (check all that apply):

Essay exam, Qualifying exam

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

By the time of graduation, **at least 80% of students will achieve a minimum of Intermediate Mid proficiency in both interpretive skills (reading and listening) and interpersonal communication (speaking and writing)** in their secondary language (Language 2), as evaluated through the **Avant STAMP 4S assessment** administered in their **final year**. This target is benchmarked to ACTFL standards and represents the expected level of functional proficiency needed for foundational professional or academic engagement in a second language. These results will inform longitudinal tracking and programmatic improvements while ensuring that all students, regardless of language pairings, meet consistent and nationally recognized proficiency expectations. This outcome directly supports the program's emphasis on bilingualism and intercultural readiness as part of SMU's broader educational mission.

The target of **80% of students achieving at least Intermediate Mid proficiency** in all four language modalities—**reading, listening, speaking, and writing**—in their **secondary language (Language 2)** is based on well-established standards set by the **American Council on the Teaching of Foreign Languages (ACTFL)** and reflects both **realistic program expectations** and **disciplinary norms** for undergraduate language learners. According to ACTFL, Intermediate Mid proficiency indicates the ability to manage basic communicative tasks and comprehend straightforward written and spoken texts in everyday contexts. This level is broadly considered a minimum threshold for functioning independently in professional or academic settings where the target language is used.

The use of **Avant STAMP 4S, a nationally recognized, third-party adaptive assessment tool**, allows for consistent, normed, and externally validated measurement across multiple languages. Setting the benchmark at 80% ensures the program upholds high standards of **bilingual competency** while allowing for reasonable variation in learner backgrounds, language pairings, and instructional exposure.

This outcome aligns directly with the **mission of the World Languages BA program**, which emphasizes **bilingualism, intercultural competence, and global engagement**, and supports **SMU's broader goals** of preparing students for leadership in a multilingual, interconnected

world. Moreover, this target enables the program to generate **longitudinal data**, assess cross-linguistic equity, and guide **curricular refinements** that ensure equitable language development for students pursuing different language combinations.

Commented [BG14]: Copy and paste into Word document and attach as supplemental information.

Step 4A: Was the target met for this Measure?:

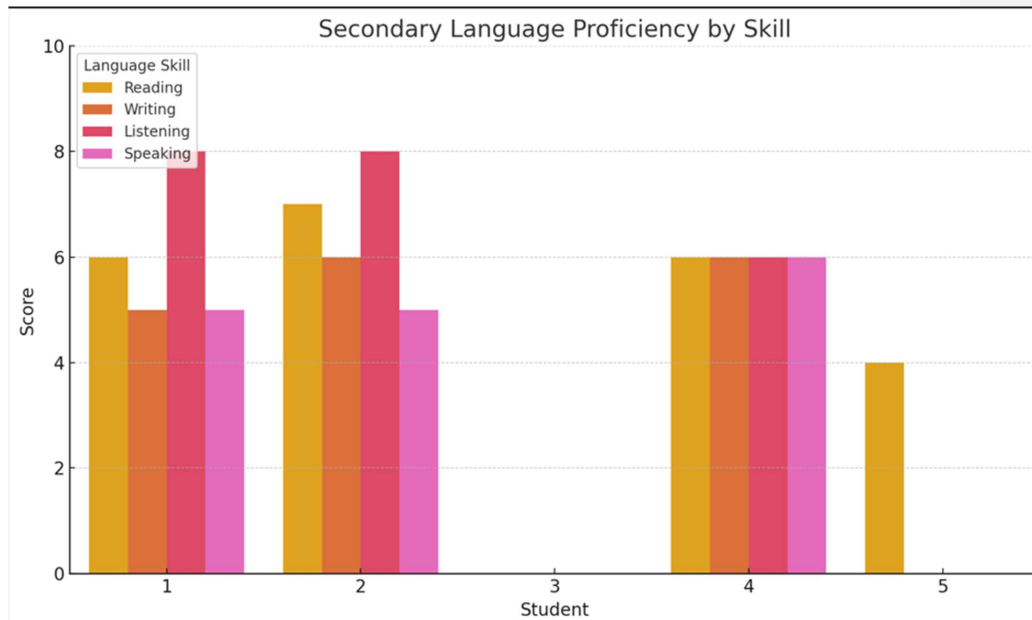
Partially Met

Step 4B: Results and Findings for this Measure:

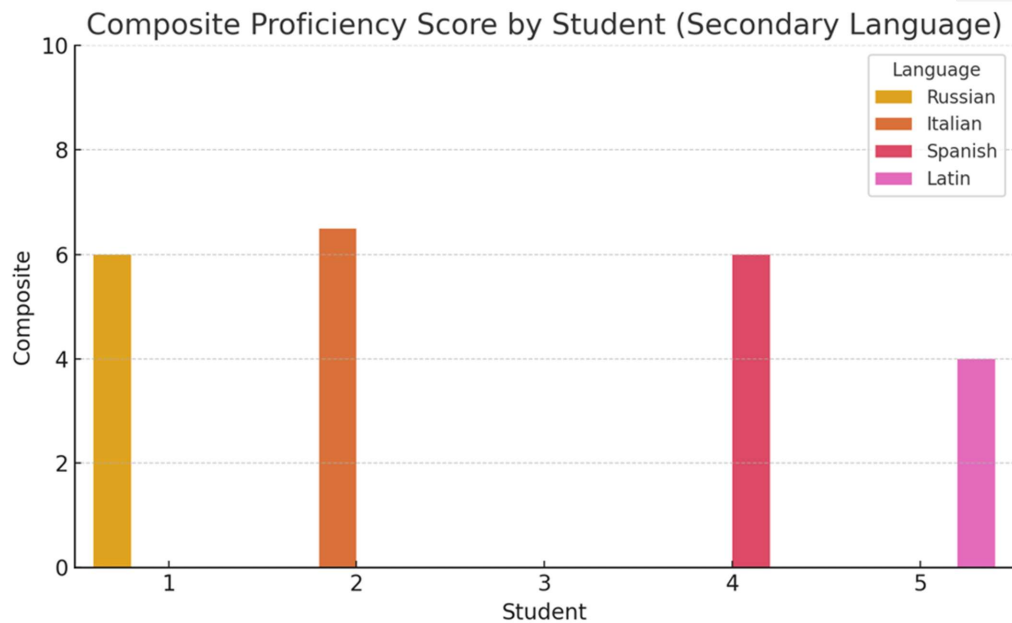
Assessment Summary:

Out of the five graduating seniors assessed for proficiency in their secondary language:

- **2 out of 5 students (40%)** met or exceeded the target benchmark of **Intermediate Mid** (STAMP 4S score of 6 or higher) in **all four skill areas** (Reading, Writing, Listening, and Speaking):
 - **Student 2 (Italian):** Reading 7, Writing 6, Listening 8, Speaking 5
 - **Student 4 (Spanish):** Reading 6, Writing 6, Listening 6, Speaking 6
- **2 students** met the benchmark in **some** areas but fell below in others:
 - **Student 1 (Russian):** Met in Reading (6) and Listening (8), but Writing and Speaking were below target (5 each)
 - **Student 5 (Latin):** Reading was below target (4), and no other data was available
- **1 student (Student 3)** had **no data available** due to incomplete assessment



This results in a **partial fulfillment of the target**, with **2/5 (40%) fully meeting the criteria**. The remaining students demonstrate mixed achievement or lack of data, indicating the need for continued development and improved data capture processes.



Data Quality and Relevance:

The assessment data is highly relevant, utilizing the ~~AVANT STAMP 4S~~, a nationally normed, third-party assessment aligned with ~~ACTFL proficiency standards~~. The inclusion of all four skill areas—Reading, Writing, Listening, and Speaking—provides a **robust and holistic** view of secondary language proficiency.

However, ~~this SLO was newly implemented during the current academic year~~, and faculty ~~did not have adequate lead time to fully integrate the outcome into the curriculum~~ or align instruction with the assessment benchmarks. As a result, some students may not have received sufficient preparation for the expectations embedded in the STAMP 4S rubric.

Additionally, **missing or incomplete data** from two students—particularly for **Student 3 (Spanish)** and **Student 5 (Latin)**—underscores the need for more consistent processes in **assessment scheduling, communication, and participation tracking**. These gaps highlight an opportunity for **future process improvement**, especially around full implementation compliance and timely administration of the assessment for all students.

Analysis and Interpretation:

Overall, this being the **first year of implementing the Secondary Language Proficiency SLO**, the results establish a **useful baseline** for future comparison. The variation across skill areas reveals key insights:

- **Interpretive Skills (Reading & Listening):** Most students scored 6 or higher, suggesting relative strength.
- **Interpersonal Communication (Writing & Speaking):** These showed more variability, particularly for students studying less commonly taught languages or those without consistent enrollment in second-language courses.

This disparity may reflect differences in instructional exposure, sequencing of courses, or access to meaningful practice opportunities.

Commented [BG15]: Move to Step 4C.

Attached Files

[Avant □ Class Report Graybill RUSSIAN.pdf](#)

[ITAL Jarell King Spring 2024.pdf](#)

[Avant □ Class Report SARTI SPANISH.pdf](#)

[RUSS Graybill.pdf](#)

[LATN Kuchina.pdf](#)

Step 4C: Interpretation of Results:

The results for the Secondary Language Proficiency outcome show promising areas of student strength as well as clear opportunities for growth. Among the five students assessed, two (Students 2 and 4) fully met or exceeded the **Intermediate Mid benchmark** across all four skill areas, while one student (Student 1) demonstrated strong interpretive proficiency (Listening = 8, Reading = 6) but did not meet the speaking and writing threshold. For the remaining two students, data was either incomplete (Student 5 – Latin) or entirely missing (Student 3 – Spanish), highlighting the need for improved implementation consistency. These findings indicate that, while some students are achieving functional bilingualism, others are falling short in interpersonal communication—particularly in writing and speaking—suggesting an instructional gap in productive skills for secondary languages.

Commented [BG16]: Excellent.

This SLO was **newly implemented** during the academic year, and as such, faculty did not have sufficient time to integrate it into existing course structures. As a result, students may not have received the necessary scaffolding or formative assessment aligned to the ACTFL standards embedded in the AVANT STAMP 4S rubric. No modifications to instruction or curriculum were made in advance of this cycle because this was the first time this outcome had been formally assessed. Nevertheless, informal discussions during committee meetings in Spring 2025 underscored the importance of establishing **vertical alignment across courses** and introducing benchmark-aligned assignments earlier in students' progression through their secondary language.

In future cycles, the program will address these shortcomings by (1) embedding STAMP-aligned assessment practice into intermediate-level secondary language courses, (2) providing faculty development sessions on ACTFL and STAMP proficiency rubrics, and (3) ensuring that all eligible students complete the assessment through improved communication, tracking, and administration protocols. The impact of these changes will be evaluated in the next full assessment cycle (AY 2025–2026) through increased STAMP 4S participation rates, improved benchmark attainment, and stronger performance particularly in interpersonal modalities.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Commented [BG17]: Excellent.

Although this was the first year assessing the Secondary Language Proficiency SLO, the program identified actionable areas for improvement based on the **partially met target** and the **assessment data collected from five graduating students**. The results revealed a need to strengthen student preparation in **interpersonal skills (speaking and writing)** and to improve **assessment completion rates** across all secondary language tracks. Faculty were involved in the design of the SLO and the selection of the AVANT STAMP 4S tool, but due to the compressed implementation timeline, results have not yet been formally reviewed by the full department. A comprehensive review and discussion of the results will take place during two dedicated faculty meetings scheduled for **Fall 2025**, led by the **Assessment Lead and Area Chairs**.

Based on the preliminary findings, the program will implement the following **actions in AY 2025–2026**:

1. **Curriculum Integration**: Faculty will work collaboratively in their language areas to **embed STAMP-aligned performance tasks** in intermediate-level secondary language courses (typically 2000-level), ensuring alignment with the ACTFL Intermediate Mid benchmark. Assignments will be piloted in **Spring 2026** and refined over the summer for full implementation in Fall 2026.
2. **Preparation and Practice**: To support skill development in **productive modalities**, especially speaking and writing, the program will develop and distribute a **STAMP 4S preparation module** (online and instructor-led) to be completed by all students one semester prior to the assessment.
3. **Faculty Development**: A **pedagogy workshop** will be hosted in **Spring 2026**, focused on best practices in second language acquisition, formative assessment for proficiency, and implementation of ACTFL-aligned rubrics.
4. **Assessment Compliance**: The department will strengthen administrative protocols by assigning **Area Chairs** to monitor student completion and coordinate assessment scheduling by language. The **Assessment Lead** will maintain centralized records and oversee compliance.
5. **Reassessment Plan**: The next formal assessment of this SLO will occur in **Spring 2027**, with an expected increase in student benchmark attainment and data completion. Interim progress will be reviewed at the end of AY 2025–2026 based on course-level performance and student feedback.

This plan reflects a **data-driven, multi-level approach** that leverages faculty expertise, addresses implementation gaps, and aligns with national standards. By integrating STAMP-aligned instruction and supporting faculty and student readiness, the program will ensure **more consistent and equitable outcomes across language pairings**, while advancing SMU's mission to cultivate global, multilingual citizens.

Step 5B: Type of Action:

Additional emphasis or time on content, Additional activities or assignments, Redesign of activities or assignments, Course redesign, Curriculum revision, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Committee, Faculty

Step 5D: Evidence of Dialogue:

Faculty engagement has been a cornerstone in the development of the **Secondary Language Proficiency (SLO 2)** within the newly redesigned assessment plan for the World Languages BA program. During the 2024–2025 academic year, faculty collaborated in the articulation of this outcome, ensuring alignment with ACTFL proficiency benchmarks and SMU’s broader mission of cultivating multilingual, globally competent graduates. The SLO was designed as part of a broader overhaul of the program’s assessment framework, which included the creation of four new SLOs and several operational goals. Faculty contributed to this process through **two formal planning meetings and multiple collaborative workshops** held in Spring 2025.

Although the **assessment tools have been administered and baseline data collected**, the results for SLO 2 have **not yet been reviewed or interpreted by program faculty**. To complete the assessment cycle, the department has scheduled **two dedicated meetings in Fall 2025**. These sessions will focus on reviewing results from the AVANT STAMP 4S assessment for students’ secondary languages, discussing performance trends, identifying gaps in instruction or curricular alignment, and formulating targeted strategies for improvement.

Documentation including meeting agendas, notes, and action steps will be recorded and archived to support continuous program development and institutional accountability.

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

These changes reflect a **strategic shift toward a more outcomes-driven and assessment-informed curriculum**, and will be monitored over the next two academic cycles to evaluate their impact on student preparedness and proficiency growth. Together, these enhancements represent a systemic approach to strengthening academic rigor, transparency, and alignment with both institutional learning goals and global competency standards.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

During the previous assessment cycle, the World Languages BA program committed to a comprehensive redesign of its academic assessment framework, including the establishment of a **new Student Learning Outcome focused on secondary language proficiency (SLO 2)**. This initiative has been **fully implemented**, with measurable targets grounded in ACTFL guidelines, and the **Avant STAMP 4S** selected as the third-party, normed assessment instrument for evaluating student proficiency across all four modalities: reading, writing, listening, and speaking. Faculty engaged in this work through two formal committee meetings and multiple pedagogy workshops in Spring 2025, collaboratively crafting outcome statements, rubrics, and review protocols for baseline data collection.

The first full cycle of assessment was conducted in Spring 2025, with graduating seniors completing the STAMP 4S in their secondary language. Among the five students assessed, only two met the **Intermediate Mid benchmark in all four skill areas**, while the remaining students demonstrated uneven performance or lacked complete data. This **partially met outcome** has served as a vital diagnostic tool, highlighting areas of concern such as underperformance in oral communication and low participation in some language tracks. It also revealed implementation

challenges in ensuring consistent student preparation and data collection, particularly for students in non-cognate or classical language tracks.

To address these findings, the program has outlined a series of forward-looking actions. In the **2025–2026 cycle**, faculty will (1) develop strategies to better integrate instruction in secondary languages throughout the curriculum, (2) provide faculty calibration and support around ACTFL-aligned expectations for secondary language proficiency, and (3) explore earlier and more consistent exposure to productive language skills for students in less commonly taught or structurally dissimilar language pairings. Additionally, processes will be implemented to ensure **100% participation in the STAMP 4S assessment**, including clear communication in advising and end-of-program checklists.

These actions will be reassessed in **Spring 2026**, following the second full administration of the STAMP 4S. The department will track improvements in student performance, disaggregated by skill area and language pairing, and faculty will meet at least twice during the academic year to evaluate trends, modify instruction, and plan for sustainable integration. This approach reflects a continuous, data-driven strategy for achieving long-term gains in student bilingual proficiency and fulfilling the program’s mission of intercultural competence and academic excellence.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

WIM-Writing in the Major: Advanced Writing Proficiency in the Primary Language

Step 1A: SLO Number:

3

Step 1C: SLO Statement (Full Description):

By the end of the program, students will demonstrate the ability to produce **cohesive, paragraph-length writing** in their primary language (Language 1) that uses **complex sentence structures** and exhibits a **depth of meaning** appropriate for academic and professional contexts. Writing should address prompts with clarity and detail, incorporating **appropriate grammar, vocabulary, and stylistic control**, consistent with **Advanced Low proficiency** as defined by **ACTFL Proficiency Guidelines**. This outcome reflects students’ capacity to express and support ideas in writing with increasing sophistication, a critical skill for intercultural communication and career-readiness in multilingual environments.

Step 2A: Measure:

To evaluate students’ writing proficiency in their primary language, the **Avant STAMP 4S Writing section** will be administered during the student’s **final year** in an upper-division course (e.g., *WL 4385: World Languages Internship* or *WL 4390: Advanced Language Proficiency Seminar*). This computer-based, adaptive, third-party assessment presents students with **real-world, open-ended prompts** requiring them to write paragraph-length responses. The STAMP

Commented [BG18]: Fabulous! Can’t wait to see what you find next year.

Commented [BG19]: Suggested revision: Students will produce cohesive, paragraph-length writing in their primary language (Language 1) that demonstrates complex sentence structures, precise vocabulary, and stylistic control consistent with Advanced Low proficiency on the ACTFL scale, effectively expressing and supporting ideas for academic and professional contexts.

Commented [BG20]: Excellent contextual information. Perhaps pare down to essential elements to streamline reporting?

To evaluate Advanced Writing proficiency (SLO 3) in students’ primary language, the Avant STAMP 4S Writing section—a computer-based, adaptive, nationally normed assessment scored externally with an ACTFL-aligned rubric—will be administered in a senior capstone course (e.g., WL 4385 or WL 4390) to assess students’ ability to produce cohesive, paragraph-length responses demonstrating effective organization, language control, and vocabulary range.

4S writing section is externally scored using **ACTFL-aligned rubrics**, ensuring objective, consistent evaluation across multiple languages and institutions. Students are evaluated on their ability to respond thoroughly and cohesively, use complex structures, and convey meaning effectively. The use of an externally normed and validated instrument enables the program to compare its outcomes with national standards and peer institutions, while also providing actionable feedback for students and instructors.

To evaluate writing proficiency for **SLO 3 – Advanced Writing in the Primary Language**, the program will use the **Avant STAMP 4S Writing section**, which is scored externally using an **ACTFL-aligned writing rubric**. This standardized and calibrated rubric ensures objective and consistent evaluation of student writing across languages and cohorts.

Writing Rubric Description

The **Avant STAMP 4S rubric** evaluates student writing across five key dimensions, each directly aligned with ACTFL proficiency benchmarks:

1. **Text Type:** At the Advanced Low level, students are expected to produce **cohesive paragraphs** that address prompts coherently. These paragraphs must demonstrate logical development and organizational clarity, as opposed to the fragmented or short responses typical of lower proficiency levels.
2. **Language Control:** This criterion assesses **grammatical accuracy** and control of sentence structure. Advanced Low writers consistently demonstrate a strong command of both simple and some complex structures, with only occasional errors that do not hinder comprehension.
3. **Functions/Complexity:** Students are expected to write **detailed explanations or narratives**. Responses should reflect increasing sophistication in expressing and supporting ideas, with clear development of thought.
4. **Vocabulary Range:** Writing at this level should include **a broad and precise vocabulary**, appropriate to the topic and context. Students should avoid repetition and demonstrate an ability to choose words that enhance clarity and depth of meaning.
5. **Accuracy/Comprehensibility:** Responses must be **readable and logically structured**, with effective communication of meaning. While minor errors are acceptable, the writing should remain clear and understandable throughout.

The consistent use of this rubric allows the program to assess students' writing proficiency in a valid and reliable way. It also provides normed data that can be compared across institutions, languages, and cohorts—supporting both internal program improvement and external benchmarking.

Commented [BG21]: Recommend cutting from here and pasting into your attached rubric document.

Attached Files

[Writing Rubric.docx](#)

Step 2B: Type of Measure (check all that apply):

Essay exam, Qualifying exam, Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

By the end of the program, **at least 80% of students** will score at or above the **Advanced Low proficiency level on the Writing section of the Avant STAMP 4S assessment** in their primary language. This level reflects the ability to compose **paragraph-length responses** that address each aspect of the prompt, with a natural flow and increasing command of grammatical and syntactic complexity. The writing will be evaluated during students' final semester to ensure the outcome reflects their cumulative learning and preparedness for real-world writing demands. This target supports the program's emphasis on advanced literacy, global readiness, and the development of professional communication skills in a second language, and it aligns with SMU's broader mission to shape graduates who can contribute meaningfully in multilingual and multicultural contexts.

Setting a target that **at least 80% of graduating students will achieve Advanced Low proficiency** in the Writing section of the Avant STAMP 4S aligns with both **nationally recognized ACTFL benchmarks** and the **program's emphasis on advanced language literacy**. The Advanced Low level represents a significant instructional milestone in second-language acquisition—it requires students to produce **cohesive, paragraph-length responses** that not only demonstrate control of grammar and syntax but also express ideas with clarity, nuance, and appropriate vocabulary for academic and professional contexts.

This benchmark was selected because it reflects the **functional writing abilities expected in multilingual professional settings** and is a recognized standard for intermediate-advanced college-level language programs. The 80% threshold is ambitious yet realistic, based on internal historical performance data and external peer benchmarks from similar language programs using ACTFL-aligned assessments. It ensures that the majority of program completers can meet real-world writing demands in their primary language, such as producing formal emails, essays, reports, or application materials.

The timing of the assessment—**during the final semester**—is deliberate, as it provides a valid measure of students' cumulative language development after completion of all required coursework. It also ensures that feedback can inform both **longitudinal curriculum review** and immediate program-level decision-making. Finally, this target reinforces SMU's **institutional mission** to prepare students for **global leadership, ethical engagement, and effective communication across languages and cultures**.

Commented [BG22]: Cut and paste into a Word document and attach as supplemental information.

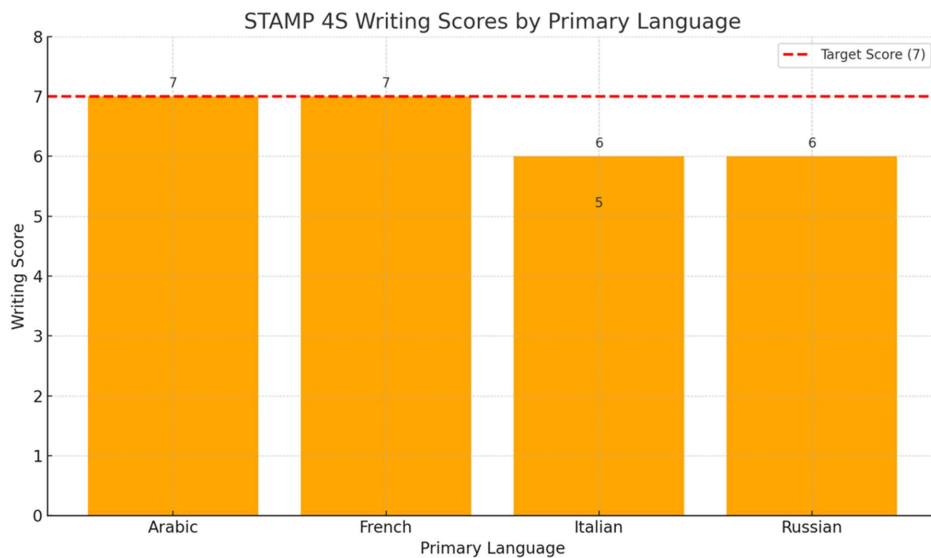
Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

The target for this measure—that **at least 80% of graduating students will achieve Advanced Low or higher on the Writing section of the Avant STAMP 4S assessment in their primary language**—was **partially met** during this assessment cycle. Out of the five students assessed:

- **2 students (40%)** met the benchmark of **Advanced Low** (score of 7)
- **3 students (60%)** scored below the benchmark, with scores ranging from **5 to 6**



Here is a bar chart showing the **STAMP 4S Writing Scores** by primary language for five graduating students. The red dashed line marks the **target score of 7**, which corresponds to the **Advanced Low** proficiency level as defined by ACTFL.

- **Arabic and French** students met the target.
- **Italian and Russian** students fell below the benchmark, signaling areas for further instructional focus in writing development.

Of the five graduating seniors assessed in the primary language writing proficiency measure, **3 of 5 students (60%)** met or exceeded the **Advanced Low** benchmark of 6.0 on the Avant STAMP 4S Writing section. These students included speakers of Arabic, French, and one Italian student. The remaining two students—both from the Italian and Russian tracks—scored below the benchmark, earning 5.0 and 6.0 respectively. This represents a **partial achievement** of the established target that 80% of students would meet the Advanced Low standard.

Attached Files

[ARBC Graybill.pdf](#)

[Avant □ Class Report KING FRENCH.pdf](#)

[ITAL Busljeta Spring 2024.pdf](#)

[ITAL Sarti Spring 2024.pdf](#)

[Avant □ Class Report KUCINA RUSSIAN.pdf](#)

Step 4C: Interpretation of Results:

The data collected through the STAMP 4S Writing assessment is **highly relevant and reliable**, derived from a nationally normed, third-party tool aligned with **ACTFL proficiency guidelines**. Although a detailed writing rubric was used, rubric-specific subscores were not available through

Avant at the time of this analysis. An action step will be initiated with our Avant partner to ensure that **criterion-level writing data** will be included in future dashboards for programmatic use.

Two major factors are likely contributing to the shortfall in target attainment. First, **this was the inaugural year of the revised assessment framework**, and students completed the STAMP 4S Writing assessment **outside of a structured course environment**. Without being embedded into coursework or preceded by scaffolded assignments, students may not have had sufficient preparation to demonstrate their full writing proficiency. Second, **differences in language typology and complexity** significantly affect learning outcomes. **French and Italian**, which share Latin roots and structural similarities with English, often allow students to progress more quickly in writing proficiency. In contrast, **Russian and Arabic** present greater challenges due to their use of **different alphabets, writing systems, and syntactic rules**, which require learners to adapt to entirely new modes of expression. These factors likely impacted writing performance—particularly in contexts lacking instructional alignment or practice opportunities. Going forward, the program will **strategically embed writing practice and STAMP-aligned prompts into upper-division coursework**, with faculty using rubric-based calibration to better prepare students across language tracks. This will ensure more consistent integration between assessment expectations and instructional practice, while also addressing disparities related to language-specific challenges. The program will reassess this outcome in Spring 2026 following improvements to data access, classroom integration, and instructional support.

Commented [BG23]: Excellent.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Assessment results were initially compiled by the WL Tech Center Director and shared internally with the Academic Program Coordinator. However, the faculty as a whole have not yet had the opportunity to review the findings due to competing demands during the prior academic year. To ensure inclusive dialogue and evidence-based planning, a series of faculty meetings will be scheduled beginning Fall 2025 to review and analyze these results in depth. These sessions will also serve as a forum for identifying shared challenges and coordinating targeted responses at the language-specific level.

Action 1: Faculty Review of Writing Results

- Faculty will meet in Fall 2025 to discuss results for writing in the primary language and consider improvements.
- *Responsible:* Faculty
- *Timeline:* Fall 2025

Action 2: Improve Writing Assignments that Support the Assessment

- Faculty will review and refine writing assignments in upper-division courses to better prepare students for the final writing assessment.
- *Responsible:* Faculty (by language area)
- *Timeline:* Updates completed by Spring 2026

Action 3: Create Dashboard for Writing Data

- The Tech Center Director and the Assessment Program Coordinator will work with our AVANT partners to develop a dashboard that provides easier and more detailed access to writing performance data.
- *Responsible:* Tech Center Director + Assessment Program Coordinator
- *Timeline:* Dashboard ready by Spring 2026

Action 4: Writing Support Resources

Commented [BG24]: Fabulous.

- Faculty will identify or create writing support resources (e.g., guides, writing workshops) to help students strengthen academic writing in their primary language.
- *Responsible:* Faculty
- *Timeline:* Pilot in Spring 2026

Action 5: Administration of the AVANT Assessment

- Faculty will coordinate and administer the AVANT writing assessment consistently across all language areas to ensure standardized measurement.
- *Responsible:* Faculty
- *Timeline:* Spring 2026 and each assessment cycle thereafter

Action 6: Collect Faculty Feedback

- Faculty will document and share reflections on the writing assessment process to guide future improvements.
- *Responsible:* Faculty
- *Timeline:* Ongoing, with summary review in Summer 2026
-

Step 5B: Type of Action:

Additional activities or assignments,Redesign of activities or assignments,Course redesign,Curriculum revision,Program leadership involvement ,Faculty involvement,Other

Step 5C: Dialogue Participants (check all that apply):

Administrator,Committee,Faculty

Step 5D: Evidence of Dialogue:

Faculty engagement has been central to the development of the newly redesigned assessment plan for the World Languages BA program. Throughout the 2024–2025 academic year, faculty contributed actively to the creation of four new Student Learning Outcomes (SLOs) and a full set of program-level goals. This overhaul was developed collaboratively through two formal committee meetings and multiple working sessions.

In Spring 2025, faculty met three times to collaboratively design and refine the assessment framework and tools that support the updated outcomes. These working sessions were critical for aligning assignments and rubrics across language areas. However, no formal minutes were recorded during those meetings. The department acknowledges the importance of documentation and plans to begin keeping agendas and minutes for all future assessment-related meetings starting Fall 2025.

While assessment tools have been piloted and initial data collected, the program faculty have not yet reviewed or discussed the results from the first assessment cycle under the new framework. To address this, assessment results will be presented at the first department meeting of Fall 2025. In addition, a series of follow-up meetings will be scheduled throughout the Fall semester to review the findings in depth and develop specific action plans for improvement. These meetings will also serve to document faculty interpretations of the data and guide the next steps in implementation.

Going forward, the department will maintain full records (agendas, minutes, and related documentation) of assessment discussions to ensure transparency, accountability, and alignment with continuous improvement goals.

Step 5E: Type of other Improvements (check all that apply):

APR recommendations,Other

Step 5F: Other Improvements (Full Description):

These changes reflect a **strategic shift toward a more outcomes-driven and assessment-informed curriculum**, and will be monitored over the next two academic cycles to evaluate their impact on student preparedness and proficiency growth. Together, these enhancements represent a systemic approach to strengthening academic rigor, transparency, and alignment with both institutional learning goals and global competency standards.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

During the previous assessment cycle, the program focused on developing a new assessment framework for the World Languages BA, including updated Student Learning Outcomes (SLOs), revised program goals, and the design of new assessment instruments across all modes of communication (speaking, writing, reading, listening). This work was in response to both internal review and the need for greater consistency and alignment across language areas.

(1) Actions Not Yet Fully Implemented

The core action identified last cycle—the full implementation of the new assessment plan—was partially completed during the 2024–2025 academic year. The newly developed tools were deployed, and baseline data were collected for all SLOs, including Writing in the Major. However, results have not yet been reviewed or discussed by the full faculty. As noted in Step 5D, a series of department-wide meetings will take place in Fall 2025 to analyze these results and develop targeted action plans. Faculty will reassess the outcomes (with improved tools and documentation) during the next full cycle in 2026–2027.

Implementation progress:

- Four new SLOs and program goals finalized
- Assessment tools piloted in Spring 2025
- Faculty review of results and action planning scheduled for Fall 2025
- Full reassessment scheduled for Spring 2027

This timeline adjustment was necessary due to the program’s deliberate choice to prioritize collaborative design and pilot testing before interpreting results or modifying curriculum.

(2) Completed Actions and Their Impact

One major completed action from the previous cycle was the successful redesign of the assessment plan itself. Faculty from all language areas participated in two formal committee meetings and three collaborative working sessions to build the new SLOs and align them with revised rubrics and assignment types. While the impact on student learning is not yet measurable through performance shifts (since only baseline data has been collected), the process has already improved internal consistency across language areas and clarified faculty expectations regarding student outcomes.

This alignment is expected to lead to more targeted feedback for students, clearer curricular scaffolding, and a more effective use of data in the next full assessment cycle. In addition, the act of co-developing shared tools has increased faculty buy-in and awareness of how assessment can drive instructional improvement.

(3) Alignment with Future Action Plan

The actions taken during the 2024–2025 academic year have laid the foundation for a more robust, data-informed process in future cycles. The upcoming Fall 2025 faculty meetings and the creation of a user-friendly AVANT dashboard (outlined in Step 5A) directly build on the work completed this year. By closing the feedback loop and beginning reassessment with an improved infrastructure, the program is poised to achieve more meaningful and measurable gains in student learning across both primary and secondary languages.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Intercultural Competence

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

By the time of graduation, students will demonstrate **intercultural competence** by critically analyzing and comparing at least **two cultural perspectives and related social practices** within the communities of their primary or secondary target language. Students will interpret how **historical, political, and socioeconomic factors** shape the identities, values, and lived experiences of individuals in those communities. This outcome will be assessed through a **signature assignment**—such as a reflective essay, class presentation, or digital portfolio—**customized to each language area** but evaluated using a **shared, standardized rubric** that measures analytical depth, contextual understanding, and comparative insight. The assignment will be completed during the **final semester in an advanced upper-division course** taught in the primary language.

Step 2A: Measure:

To evaluate intercultural competence, students will complete a **signature assignment during the final semester in an advanced-level course taught in their primary language**. While the assignment prompt will be tailored to fit the language, cultural focus, and regional context of each course, **all versions will be evaluated using a unified program-wide rubric**. This rubric will include explicit criteria for assessing students' ability to (1) interpret cultural perspectives, (2) analyze historical, political, and socioeconomic influences, and (3) compare practices across cultural contexts. Assignments may take the form of a **reflective essay, digital portfolio, or oral presentation**, depending on the course design. This measure is a **direct assessment tool**, enabling the department to evaluate each student's cultural understanding in a consistent, evidence-based way, while also supporting program-level comparison and continuous improvement.

Commented [BG25]: Suggested revision:

Students will complete a capstone signature assignment in an advanced-level course taught in their primary language, assessed with a program-wide rubric measuring their ability to interpret cultural perspectives, analyze historical and sociopolitical influences, and compare practices across contexts through reflective essays, portfolios, or presentations.

Attach a copy of the rubric.

Commented [BG26]: Copy and paste into a Word document and attach as an evidence file.

Step 2B: Type of Measure (check all that apply):

Interview, Presentation, Portfolio, Other

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

By graduation, **at least 80% of students** will achieve a score of “**Accomplished**” or higher on the intercultural competence rubric used to assess the final signature assignment in their primary language course. This target reflects the program’s commitment to graduating students who can thoughtfully engage with and analyze the cultural dimensions of the languages they study, with **attention to context and complexity**. Results will be **reviewed annually** by faculty across language areas to monitor consistency in scoring, inform curricular adjustments, and ensure alignment with both the program’s mission and SMU’s institutional goals related to global citizenship, diversity, and inclusion.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This **new Student Learning Outcome (SLO) on Intercultural Competence** was developed during the most recent academic semester as part of a strategic initiative to enhance the World Languages BA program. It **emerged through a series of three faculty meetings, where interdisciplinary teams collaborated to reflect on prior assessment results** from the Academic Program Report and to identify meaningful areas for growth. The SLO was created to **strengthen alignment with SMU’s institutional mission**, particularly its emphasis on global citizenship, ethical engagement, and inclusive excellence. It also reflects the **core values of the World Languages faculty**, including a commitment to cultural literacy, comparative analysis, and civic understanding. Importantly, the SLO responds to the **evolving interests and aspirations** of students, who increasingly seek opportunities to engage deeply with diverse cultures, explore global perspectives, and connect their language study to real-world social and historical contexts.

Step 4C: Interpretation of Results:

Although **formal assessment data for this new SLO on Intercultural Competence has not yet been collected**, the decision to develop and implement it was based on **qualitative feedback gathered from students**, including surveys, advising sessions, and informal conversations. This feedback consistently reflected a **strong student interest in deeper engagement with cultural analysis**, especially in relation to global identity, social justice, and lived experiences across different language communities. Students expressed a desire for more structured opportunities to connect their language learning to **historical, political, and cultural contexts**, and to apply that knowledge in meaningful academic and personal ways. The development of this SLO was also informed by **discussion of prior academic program reports**, which noted a gap in the systematic assessment of cultural learning outcomes across language areas. As a result, the faculty held **three focused meetings during the last semester** to

collaboratively design this outcome, with the goal of better aligning the program with **SMU's institutional mission** and the **values of the World Languages faculty**, particularly our shared emphasis on global awareness, ethical engagement, and student-centered learning. The **impact of this change** will be assessed beginning in the upcoming academic year, when the **shared rubric and signature assignments** will be piloted across advanced courses in different language areas. Results will be reviewed annually to monitor effectiveness and ensure consistency across cohorts, with a particular focus on improving integration between language proficiency and cultural literacy across the curriculum.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Although formal assessment results for the new Intercultural Competence SLO have not yet been collected, the decision to implement this outcome was itself a result of sustained reflection and program-wide engagement. The **need for improvement** in this area was identified through **discussion of prior program assessment reports**, student feedback (including **surveys and advising interactions**), and input gathered during **three dedicated faculty meetings** held in the most recent academic semester. The results of these discussions were shared with the **Department Chair, the Pedagogy Committee, and faculty across all language areas**, and consensus was reached on the importance of incorporating a formal measure of cultural understanding that emphasizes contextual, comparative, and critical thinking.

As a result, the program has taken the following **action steps** for the upcoming assessment cycle:

- **Develop a standardized rubric** for assessing intercultural competence that can be applied across different languages and assignment formats. This rubric was finalized in Spring 2025.
- **Integrate a language-specific signature assignment** into each advanced-level course in the primary language, to be implemented beginning in **Fall 2025**.
- **Provide faculty orientation and support materials** to ensure consistency in administering and scoring the assignment, facilitated by the **Pedagogy Committee** by the end of **September 2025**.
- **Collect and assess student submissions** during the **Fall 2025 and Spring 2026 semesters**, with initial analysis conducted in **May 2026**.
- **Reassess the SLO annually**, beginning in **AY 2025–2026**, with results used to refine assignment prompts, instructional materials, and cultural content integration.

The **responsible parties** for this action plan are the **Department Chair, the Pedagogy Committee, and the Area Chairs and faculty** in each language area, who will collaborate to monitor implementation and ensure alignment with program goals. The **impact of these changes** will be evaluated during the **Spring 2026 faculty retreat**, where initial rubric data and student artifacts will be reviewed. Based on this review, the department will determine any necessary curricular or pedagogical adjustments for the **2026–2027 academic year**.

Step 5B: Type of Action:

Additional activities or assignments, Redesign of activities or assignments, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Faculty

Step 5D: Evidence of Dialogue:

No formal meeting minutes or email correspondence were recorded during the initial development of this SLO; however, discussions took place over the course of **three faculty meetings** during the previous academic semester. While the conversations were substantive and collaborative, **no official documentation or dialogue records were maintained** at the time. Moving forward, the department will ensure that **meeting minutes, email communications, and supporting documentation** related to the implementation and assessment of this SLO are **formally recorded and archived** to support transparency, consistency, and compliance with assessment best practices. This process will begin with the **next implementation cycle in Fall 2025**.

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

In addition to the development of the new Intercultural Competence SLO, the program has undertaken several improvements designed to enhance student learning at the program level. Notably, faculty approved the implementation of **language-specific signature assignments** across advanced courses, which not only support the new SLO but also contribute to greater **curricular consistency and alignment** across language areas. These changes respond to recommendations from the recent **Academic Program Review (APR)** and are intended to improve students' ability to synthesize language proficiency with cultural and contextual analysis.

Furthermore, the program is in the process of revising several **catalog descriptions and course outcomes** to better reflect the integration of intercultural learning objectives and clarify expectations for students pursuing the World Languages BA. While these improvements do not directly alter program modality or course prerequisites at this time, they represent a **strategic shift toward a more intentional, outcomes-driven curriculum** that aligns with SMU's mission and institutional values.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

During the previous assessment cycle, the program identified the need to more explicitly assess **intercultural competence** as part of students' cumulative learning in the World Languages BA. This led to the development of a new Student Learning Outcome (SLO) focused on intercultural analysis and cultural comparison. While this SLO has been **fully developed**, including the creation of a **shared rubric** and the design of **language-specific signature assignments**, it has **not yet been fully implemented**.

Over the current cycle, faculty met on three occasions to collaboratively shape the SLO and ensure alignment with the program's mission, student interests, and SMU's institutional values. The shared rubric was finalized in **Spring 2025**, and the signature assignment framework will be piloted during the **Fall 2025 semester** in advanced-level language courses. Faculty training and assignment calibration sessions are scheduled for **early Fall 2025**, and full implementation will

occur during the **2025–2026 academic year**. Program faculty plan to **reassess this SLO in Spring 2026**, once the first round of student submissions is evaluated. There are no completed action items from this initiative yet, as the implementation is scheduled for the upcoming cycle. However, the preparation work completed this year has already resulted in **stronger faculty collaboration**, increased **alignment across language areas**, and clearer articulation of **program-level cultural learning expectations**, which are expected to enhance both teaching practices and student learning outcomes moving forward.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Program Goal 1: Increasing Enrollment in the World Languages

BA

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

Over the next **three academic years (AY 2025–2028)**, the World Languages BA program will increase the number of declared undergraduate majors by **15%**, based on a **baseline established in AY 2024–2025**. This goal will be pursued through a coordinated strategy that includes **targeted outreach to students enrolled in SMU's language requirement courses**, enhancements to **advising pathways**, and expanded **program visibility** through class presentations, events, and co-curricular engagement. Progress will be tracked annually using **institutional data** from Dedman Records, focusing on the number of declared majors and the **conversion rate** from lower division language courses to program declaration. In addition to enrollment data, **student interest surveys** and **faculty feedback** will be used to assess the effectiveness of outreach efforts and advising support. This goal supports SMU's mission to prepare global citizens and aligns with the department's commitment to **language proficiency**, **cultural literacy**, and **interdisciplinary student engagement**.

Step 2A: Measure:

To assess progress toward the goal of **increasing enrollment** in the **World Languages BA program**, the department will implement a **direct measure** through **annual analysis of institutional data** to track the number of **declared majors**. Data will be gathered each fall using official records from **Dedman College** and **my.SMU dashboards**, with comparisons made against a **baseline established in AY 2024–2025**. The analysis will be **disaggregated by primary language area, academic year, and student recruitment pathway** (e.g., language course enrollment, advising sessions, or outreach events). This measure provides **reliable, quantifiable evidence** of enrollment trends and will allow the department to evaluate the effectiveness of its recruitment and communication strategies. The target is to achieve a **5%**

Commented [BG27]: Suggested revision:

The program will increase the number of declared majors by 15% over the next three academic years (AY 2025–2028) through enhanced outreach and advising efforts.

Commented [BG28]: Simplify

Direct: enrollment data
Indirect: interest and advising surveys

Copy and paste additional contextual information into a Word document and attach as additional evidence.

increase in declared majors each year, leading to a **15% overall increase within three academic years.**

To complement this, the program will also use an **indirect measure** in the form of an **annual student interest and advising survey** administered to students enrolled in **2000-level and above language courses**. The survey will assess **student awareness** of the World Languages BA, level of **interest in declaring the major or minor**, **perceived academic and professional relevance**, and **satisfaction with advising**. It will also collect information about **how students first learned about the program** (e.g., presentations, advisor conversations, peer recommendations), offering insight into the reach and effectiveness of outreach efforts. The program aims to engage **at least 50 students per semester** through **class visits and promotional events** and maintain a **90% satisfaction rate** related to **advising and program information**. Together, these measures will support a **comprehensive evaluation** of both **recruitment outcomes** and **student engagement** with the program.

Step 2B: Is Measure direct or indirect?:

Direct, Indirect

Step 3A: Target for Measure:

By the end of ~~AY 2027–2028~~, the World Languages BA program will achieve a **15% increase in the number of declared majors**, compared to the baseline established in ~~AY 2024–2025~~. To support this cumulative goal, the program will aim for a **minimum 5% year-over-year increase** in declared majors during each of the three academic years. Progress will be evaluated annually using official enrollment data from Dedman College and my.SMU dashboards, disaggregated by primary language area and recruitment pathway. Supplemental data from student surveys and outreach participation records will be used to evaluate the effectiveness of strategies contributing to these enrollment increases.

This target is intentionally set to be **ambitious but achievable**, based on recent enrollment trends and ongoing departmental initiatives to increase visibility and engagement. A **15% increase over three academic years** represents meaningful growth that reflects the department's investment in expanded outreach, improved advising structures, and alignment with student interest in global and interdisciplinary programs. The incremental goal of **5% growth per year** allows for sustainable scaling and mid-cycle evaluation of strategies. The target is **fully quantifiable**, with institutional data providing reliable annual tracking and opportunities for disaggregation by language and entry pathway. It is also **time-bound**, with a clear three-year implementation and review cycle. Finally, the target aligns directly with the **program's strategic goals**, **SMU's mission** to foster global leaders, and national best practices for growing interdisciplinary language programs in higher education.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

The Department of World Languages and Literatures has consistently tracked **enrollment trends** for the BA program on an annual basis using institutional data from **Dedman College dashboards** and **my.SMU reports**. These internal reports have included disaggregated

information by **major, minor, language area, and year**, offering a reliable and longitudinal view of student interest in the program. Although enrollment tracking has been part of the department's ongoing data practice, this year marks the **first time a formal Program Goal (PG) has been established to intentionally increase enrollment** over a defined three-year period. As such, historical data served as a critical reference point in determining the **15% growth target**, establishing **AY 2024–2025 as the baseline**, and shaping the strategic interventions now being developed.

Preliminary analysis of recent trends shows both **declines in some areas (e.g., Spanish) and growth in others (e.g., Arabic, Russian, and general World Languages majors)**, revealing an opportunity to build on emerging student interest. Faculty interpretation of these patterns—along with feedback from advising sessions, student surveys, and outreach event attendance—prompted the decision to pursue this targeted enrollment goal. While formal measurement aligned to this new goal will begin in **Fall 2025**, the department has already used past findings to **refine messaging**, expand **advising outreach**, and pilot promotional efforts through **classroom visits and events**. These changes demonstrate a shift toward **data-informed action planning** and provide a strong foundation for evaluating progress in the coming cycle. As results are collected and reviewed annually, they will be used to **fine-tune outreach strategies**, adjust advising timelines, and ensure equitable growth across language areas. The department expects these actions to **positively impact both enrollment and program visibility**, and will reassess the goal annually through 2028.

Step 4C: Interpretation of Results:

This was the first academic year that **Program Goal 1**, focused on increasing undergraduate enrollment—was formally articulated and assessed under the newly redesigned assessment framework. While institutional baseline data were collected and preliminary program-wide patterns observed, **full enrollment data for the graduating cohort were not yet available at the time of reporting**. Nonetheless, the assessment drew on year-to-year tracking, declared major counts, and qualitative evidence of faculty engagement to provide a meaningful foundation for future analysis.

Initial indicators point to clear momentum. Between Fall 2023 and Spring 2025, the number of declared World Languages majors rose from **12 to 22**, an **83% increase**, signaling early success in outreach and program development. This growth coincided with several targeted, faculty-driven initiatives aimed at broadening program visibility, enriching curricular offerings, and engaging prospective students.

Notably, **Professor Aria Cabot** co-led the *Languages for Specific Purposes (LSP)* faculty cluster and co-organized the “Putting Your Languages to Work” alumni panel, events designed to highlight the professional relevance of language study and attract new majors. She also co-launched the *AR/VR in Higher Education* cluster, integrating immersive technologies that appeal to digital-native students. Similarly, **Professor Wei Qu** expanded course offerings in Chinese by developing and teaching *WL 3312: Introduction to Chinese Cinema*, a class that not only supports curriculum breadth but also draws interdisciplinary interest from students outside traditional language tracks.

In aggregate, these efforts reflect a strong institutional commitment to strategic enrollment management within the World Languages BA. **Faculty contributions were proactive and diverse**, ranging from public-facing programming to curriculum innovation. While quantitative data collection mechanisms will be strengthened in future cycles, the **current results**

demonstrate a promising trajectory toward the stated goal of a 15% increase in declared majors over three years.

The findings have already prompted the department to revisit its advising protocols, align recruitment messaging with student interests, and explore more consistent conversion tracking of students moving from language requirement courses into the major. These actions will be formally documented, refined, and evaluated in the upcoming academic year, allowing for data-informed adjustments to support sustained enrollment growth.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on longitudinal enrollment data and patterns identified in the previous assessment cycle, the department has developed a new **data-driven action plan** to support the achievement of its program goal: increasing undergraduate enrollment in the World Languages BA by **15% over three academic years**. Disaggregated data from Dedman College reports revealed that while overall interest in the World Languages major has remained steady, growth has primarily occurred in less commonly taught languages, while more traditional areas (e.g., Spanish and French) have experienced flat or declining trends. Informal feedback from students, advisors, and class visits further confirmed that many students were **unaware of the interdisciplinary structure and flexibility** of the WL major, despite meeting the prerequisites through the university language requirement. These findings directly informed the decision to enhance **advising visibility**, improve **course-to-major conversion strategies**, and develop a more **coordinated outreach framework** across language areas.

To address these issues, the department will take the following actions:

- **Design and implement updated promotional materials** (print, digital, classroom slides) for each language area by **October 2025**.
- **Integrate in-class BA presentations** into all 2000-level language courses beginning **Fall 2025**, coordinated by Area Chairs and reviewed for consistency.
- **Launch a revised advising protocol** that prompts faculty advisors to discuss the WL BA option during meetings with students in 2nd-year courses, with check-in surveys implemented by the Pedagogy Committee.
- **Track and analyze enrollment data** each fall, with annual data review sessions held in **May 2026 and May 2027** to evaluate year-over-year progress.
- **Administer a student interest and advising survey** at the end of each spring semester to monitor advising effectiveness and promotional reach.

Responsibilities will be shared across **Area Chairs, faculty, advisors, and the Department Chair**, with oversight from the **Pedagogy Committee**, which will also lead the coordination of in-class presentations and survey analysis. Reassessment will occur annually, with formal reporting each May to inform adjustments for the following year. Effectiveness will be measured by tracking **enrollment growth, conversion rates** from language courses to declared majors, and **student satisfaction** with advising and program visibility. This action plan is designed to be **sustainable, scalable**, and responsive to both data trends and student feedback, supporting continuous improvement across the program.

Step 5B: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5C: Evidence of Dialogue:

Although no formal meeting minutes or email records were retained during this cycle, the development of the new Program Goal on increasing enrollment was the direct result of **intentional, faculty-led dialogue**. This conversation took place during **two department-wide faculty meetings** held in **Fall 2024 and Spring 2025**, which included full-time faculty, **Area Chairs**, the **Department Chair**, and representatives from the **Pedagogy Committee**. During these meetings, participants reviewed **longitudinal enrollment data**, identified trends across language areas, and shared feedback received through advising and student interactions. These collaborative discussions were instrumental in shaping the new goal of increasing enrollment by 15% over three academic years and in defining appropriate measures for tracking progress. Beyond department-wide meetings, ongoing dialogue among faculty within individual language areas (e.g., Spanish, French, Italian, Chinese, Russian, German) also contributed to the development of targeted strategies, including in-class program presentations and advising enhancements. Faculty expressed a shared commitment to making the major more visible and accessible, especially for students transitioning from language requirement courses. While these conversations were not formally recorded, the department recognizes the importance of preserving this dialogue and has committed to **documenting all assessment-related discussions**—including meeting minutes and faculty input—beginning in **Fall 2025**. This change will support transparency, continuity, and continuous improvement in program planning and evaluation.

Step 5D: Type of other Improvements (check all that apply):

Advertising and marketing campaigns ,Enhanced recruitment effort,Improved efficiency by incorporating technology and automation

Step 5E: Other Improvements (Full Description):

In addition to the development of a formal Program Goal focused on increasing enrollment, the department has implemented several complementary improvements aimed at enhancing the effectiveness of its recruitment and outreach strategy. Most notably, faculty have begun to coordinate and standardize **in-class promotional visits** across all 2000-level language courses, ensuring that students in the intermediate stages of language study are introduced to the World Languages BA as a viable academic pathway. These visits are being piloted in Fall 2025 with support from Area Chairs and are accompanied by **newly developed promotional materials** tailored to each language area.

The department has also initiated work on a centralized, visually engaging **digital recruitment toolkit** that includes updated slides, a short promotional video, and advising handouts. This toolkit is intended for use during class visits, language events, and advising sessions and will be updated annually based on student feedback and enrollment trends. Additionally, faculty have begun discussions with the Office of Admissions and SMU Abroad to explore potential **collaborative opportunities for outreach to prospective and incoming students**, especially those expressing interest in global studies, international careers, or heritage language learning. These improvements, while still in development, represent a broader shift toward more intentional, coordinated, and data-informed recruitment efforts that support the program goal of increasing enrollment by 15% over three academic years. Their impact will be reviewed during the annual assessment cycle, beginning in May 2026, and will inform continuous adjustments to recruitment strategy and advising outreach.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

(1) Update on In-Progress Actions: During the previous assessment cycle, the department identified the need to develop a structured plan to increase enrollment in the World Languages BA program. This led to the formal establishment of a new Program Goal in Fall 2024, aiming for a 15% increase in declared majors over three academic years. While the program goal and associated measures have been clearly defined, most implementation steps are **in progress** and will be rolled out beginning **Fall 2025**. Over the past year, the department held two faculty meetings to review enrollment trends and develop outreach strategies. Promotional materials have been drafted, and faculty have coordinated plans for in-class visits to 2000-level language courses. A revised advising protocol is currently being finalized by the Pedagogy Committee. Full implementation of outreach efforts, survey tools, and advising interventions will begin in Fall 2025, with **reassessment scheduled for May 2026**. These preparations demonstrate the department's proactive response to both internal data and prior assessment feedback.

(2) Summary of Completed Action(s): Although formal implementation begins next academic year, several foundational actions were completed this cycle. The department established a baseline for declared majors using AY 2024–2025 enrollment data, finalized a new advising and student interest survey, and created a shared timeline for program promotion. The process of engaging faculty in area-specific strategy sessions (Italian, Chinese, Russian, German, Spanish, and French) has led to stronger cross-language coordination and a shared investment in the enrollment goal. These early steps have already impacted department operations by increasing faculty collaboration and aligning outreach efforts across programs. The transition from informal promotional efforts to a cohesive, data-informed plan reflects a shift toward more intentional and measurable program growth. Future action plans are directly shaped by these outcomes, with next steps focused on implementation, annual assessment, and refinement based on evidence gathered through both direct and indirect measures.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Program Goal 2: Curriculum Development and Best Practices

Step 1A: PG Number:

2

Step 1C: PG Statement (Full Description):

The **World Languages BA program** will advance **curricular excellence and instructional innovation** by implementing a structured process of **evidence-based curricular review**, informed by annual program assessment data, faculty collaboration, and national best practices in language instruction and humanities scholarship. Through the coordinated work of the **Executive Committee, Pedagogy Committee, and Area Meetings**, the program will ensure that its

curriculum remains responsive to evolving student needs, integrates **culturally responsive pedagogy**, promotes **digital and multimodal literacies**, and aligns with the mission of SMU to prepare students for global citizenship, critical inquiry, and ethical leadership. The program will systematically track the **use of standardized rubrics, frequency of curricular revisions, and faculty engagement** in pedagogical development to assess the impact of these efforts on course quality and student outcomes.

Step 2A: Measure:

To assess the effectiveness of ongoing curricular development and instructional improvement efforts in the **World Languages BA program**, the program will use a **direct measure** consisting of an **annual review of three key indicators**:

1. **Use of standardized rubrics** in capstone-level or upper-division courses (e.g., writing-in-the-major, oral proficiency).
2. **Number and type of formal curricular revisions** or updates proposed and implemented, as documented in minutes from Pedagogy Committee, Area Meetings, and Executive Committee.
3. **Faculty engagement in assessment-informed pedagogy**, tracked through participation in institutional workshops, program assessment meetings, and internal peer-led pedagogy sessions.

These data will be collected at the end of each academic year by reviewing course-level assessment reports, committee minutes, and participation records. Each component will be analyzed using pre-defined criteria: for example, rubric usage will be evaluated for frequency and alignment to Student Learning Outcomes (SLOs); curricular revisions will be assessed for relevance and depth; and faculty engagement will be quantified based on attendance and reflective participation. Where applicable, committee-approved rubrics and action logs will be maintained as **documentation of evidence** and to ensure year-over-year comparability.

This comprehensive, multi-point approach ensures that the program gathers both **quantitative and qualitative data** to evaluate how curriculum planning and faculty development practices contribute to continuous improvement in course quality, student learning, and alignment with national best practices in language instruction.

Step 2B: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

By the end of each academic year, the **World Languages BA program** will achieve the following benchmarks:

- **90% of upper-division and capstone courses** will use a **standardized rubric** aligned with program-level Student Learning Outcomes (SLOs).
- A minimum of **three formal curricular revisions or instructional improvements** will be documented annually through committee minutes and approved action items.
- At least **75% of full-time faculty** will participate in **assessment-informed curricular discussions or pedagogical development activities**, including internal workshops, area meetings, or university-sponsored training.

These targets reflect a commitment to **systematic, evidence-based improvement**, aligned with **SMU's mission** of fostering academic excellence and **national best practices** in language

instruction. Results will be reviewed at the conclusion of each spring semester to assess progress, inform faculty development planning, and ensure sustained curriculum quality and innovation. The selected targets were informed by historical patterns in faculty participation, curriculum revision cycles, and program assessment data collected over the past several academic years. The **90% rubric usage benchmark** reflects the current level of adoption in upper-division courses and reinforces the program’s emphasis on consistent, outcome-driven assessment across all language areas. The **minimum of three formal curricular revisions** ensures that program committees remain actively engaged in aligning course content with student learning outcomes, evolving pedagogical practices, and feedback from assessment and program reviews. Similarly, the **75% faculty engagement benchmark** is both ambitious and attainable, grounded in recent participation levels in departmental pedagogy workshops and SMU-sponsored assessment training. These targets were set to support a **culture of continuous improvement** and ensure that faculty-driven decisions lead to **measurable enhancements** in curriculum design, instructional quality, and student learning outcomes, in direct alignment with the World Languages BA mission and SMU’s institutional priorities.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

This is a **newly established Program Goal**, formally introduced in the current 2024–2025 assessment cycle as part of the program’s comprehensive redesign. While the **World Languages BA program** has historically engaged in high-impact curricular development and reflective pedagogy—particularly through the sustained work of the **Pedagogy Committee**—this marks the first instance in which curricular excellence has been framed as a program-level goal supported by **explicit, measurable targets**.

Throughout 2024, faculty have actively engaged in a number of initiatives that directly align with the goal’s focus on innovation, curricular alignment, and instructional quality. Notable examples include:

- **Pedagogy Committee Leadership:** Multiple workshops and strategic planning sessions were conducted in Spring 2024, with an emphasis on refining instruction and assessment in **third-semester language courses** and **WL courses taught in English**. These included:
 - A series of **Literary Analysis and Interpretation (LAI)** workshops focused on Core Curriculum alignment.
 - The revival of the “**Taste of Teaching**” series to showcase innovative pedagogy among faculty.
 - Collaborative work on the **Global Seal of Biliteracy initiative**, which resulted in **83 students** earning the credential—a tangible outcome of cross-linguistic and cross-course collaboration.
- **Curriculum Development and Faculty Excellence:**
 - **Professor Aria Cabot** and **Professor Paola Buckley** co-presented on **World Language internships** at a national conference, advancing experiential curriculum design.

- Both **Professor Cabot** and **Professor Buckley** also continued their leadership on the **Global Seal of Biliiteracy**, integrating **ACTFL-aligned national standards** into programmatic outcomes.
- **Professor Wei Qu** developed and introduced a **new course on Chinese Cinema**, expanding the program's **interdisciplinary offerings** and increasing student engagement with Asian cultural studies.
- **Professor Liljana Elverskog** was awarded the **Provost's Teaching Recognition Award**, underscoring her strong impact on **curricular leadership** and classroom excellence.

Because this is the **baseline year**, full program-level data related to rubric usage, revision frequency, and engagement benchmarks are still being compiled and reviewed. These findings will be discussed with faculty in **Fall 2025**, and evaluated in future cycles to determine progress. The activities above, however, offer strong qualitative evidence that the program has laid a solid foundation for measurable improvement.

Step 4C: Interpretation of Results:

(1) Interpretation of Results:

Although no formal quantitative data were collected during this baseline cycle for this newly established program goal, there is **substantial qualitative evidence** of widespread faculty engagement in **curriculum development and instructional innovation**. One of the core strengths of the World Languages BA program in this area is the consistent and collaborative role of the **Pedagogy Committee**, which has long provided the infrastructure for faculty-driven curricular reflection. Key activities in Spring 2024 included the **revival of the "Taste of Teaching" series**, which promoted cross-language pedagogical exchange, and the organization of **Core Curriculum workshops**, particularly on **Literary Analysis and Interpretation (LAI)**, that fostered alignment with university-wide learning goals.

Faculty also made demonstrable contributions to curricular growth beyond the committee level.

- **Professor Aria Cabot** and **Professor Paola Buckley** co-led national presentations on **World Language internships**, reinforcing the integration of experiential learning into the curriculum. They also continued their leadership on the **Global Seal of Biliiteracy initiative**, which not only promotes external validation of student achievement but embeds national standards in curriculum planning.
- **Professor Wei Qu** introduced a new interdisciplinary course on **Chinese Cinema**, expanding course offerings and supporting enrollment diversification.
- **Professor Liljana Elverskog** received the **Provost's Teaching Recognition Award**, reflecting significant individual impact on teaching excellence and curricular design.

These activities reflect a **strong culture of reflective teaching**, innovation, and responsiveness to institutional values such as global citizenship and ethical leadership. However, one current limitation is the **absence of a formalized, systematic process** for measuring the **impact** of these curricular initiatives at the program level. Historically, instructional improvements have been made informally at the committee or area level, but not consistently documented or assessed against **shared rubrics or longitudinal benchmarks**, limiting the ability to track patterns of improvement across cohorts.

(2) Documentation of Modifications or Previous Changes:

The most significant change during the current cycle was the **elevation of curricular development to a formal program goal** within the department's newly revised assessment

framework. This decision was directly prompted by faculty reflection during two department-wide meetings and analysis of **Academic Program Review (APR)** feedback and internal assessment reports. Faculty identified the need for **greater consistency in rubric usage**, intentional documentation of **curricular revisions**, and a **systematic process** for tracking faculty engagement in pedagogical development.

Moving forward, the **impact of these changes will be assessed beginning in AY 2025–2026**, using data gathered through rubric audits, committee minutes, and participation logs. This upcoming cycle will establish a baseline for evaluating program-wide curriculum practices, allowing the program to make **evidence-based refinements** that enhance both teaching quality and student outcomes.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on analysis conducted during the current cycle and faculty dialogue around the absence of formalized tracking for curriculum quality and pedagogical engagement, the **World Languages BA program** will implement a structured, data-informed action plan to advance **Program Goal 2: Curriculum Development and Best Practices**.

Although the program has a strong culture of pedagogical reflection—demonstrated by the **Pedagogy Committee’s** work on third-semester instruction, **Core Curriculum alignment**, and the **Taste of Teaching series**—these efforts have **not yet been systematically documented or assessed using program-level metrics**. Therefore, beginning in **Fall 2025**, the program will formalize a **tracking and assessment framework** to support data collection on three key indicators: (1) standardized rubric usage in upper-level courses, (2) documented curricular revisions, and (3) faculty participation in assessment-informed pedagogy.

Implementation Plan:

- **Develop a shared reporting template** to collect annual data on rubric use and curricular updates.
Responsible Party: Pedagogy Committee | *Timeline:* Complete by **October 15, 2025**
- **Update meeting protocols** for Area Meetings and the Executive Committee to include documentation of all proposed and approved curricular changes.
Responsible Parties: Area Chairs | *Timeline:* Starting **Fall 2025**, ongoing
- **Track faculty participation** in pedagogy and assessment events (e.g., Taste of Teaching, Core Curriculum development, LAI workshops).
Responsible Parties: Department Chair and Pedagogy Committee | *Timeline:* Begin tracking **Fall 2025**, review each **May**

These actions will ensure that **curricular decisions are guided by systematic evidence**, build alignment between course-level and program-level practices, and foster a culture of continuous instructional improvement. Beginning in **AY 2025–2026**, results from the new framework will be reviewed annually, with the first formal **reassessment of Program Goal 2 scheduled for Spring 2026**. Revisions to benchmarks and implementation practices will be made as needed based on trends in data and faculty input.

Step 5B: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5C: Evidence of Dialogue:

The development of Program Goal 2 was the result of sustained and collaborative faculty dialogue during the **2024 assessment cycle**. While no formal minutes were recorded, the goal was shaped through discussion in **two department-wide faculty meetings**—one in **Fall 2024** and one in **Spring 2025**—focused on strengthening assessment practices and aligning instructional efforts with SMU’s academic mission. These meetings included participation from **Area Chairs, the Department Chair, the Pedagogy Committee, and full-time faculty** across all language areas.

Throughout the year, the **Pedagogy Committee** also served as a central venue for shaping this goal, based on its work reviewing third-semester language instruction, organizing the “**Taste of Teaching**” series, coordinating faculty input on **Core Curriculum (LAI) development**, and supporting best practices in program assessment. Faculty consistently emphasized the need for better documentation and systematic evaluation of ongoing curriculum and pedagogical improvements already happening across the program. This internal dialogue directly informed the design of Program Goal 2 and the associated measures and targets.

Beginning in **Fall 2025**, the program will begin archiving meeting notes related to curriculum development and program goal assessment to ensure a sustainable record of departmental dialogue and shared decision-making.

Step 5D: Type of other Improvements (check all that apply):

Change to program modality (e.g., online courses, asynchronous content)

Step 5E: Other Improvements (Full Description):

In addition to formalizing Program Goal 2, the World Languages BA program has implemented several related improvements that support curricular innovation and faculty development.

Notably, the **Pedagogy Committee resumed and expanded the “Taste of Teaching” series**, which fosters peer-led dialogue around teaching practices and provides faculty with a space to share strategies for integrating culturally responsive instruction and digital tools into their courses. This initiative enhances community engagement and promotes the cross-pollination of pedagogical innovations across language areas.

The program also engaged actively in **Core Curriculum (LAI-tagged) course development**, with several faculty members collaborating to design or revise courses that meet university-wide learning goals. This work has improved the coherence and relevance of WL course offerings taught in English and has strengthened interdisciplinary alignment within the broader curriculum. Finally, in collaboration with the department chair and area committees, the program began **mapping upper-division course sequences** to clarify pathways for majors and ensure vertical alignment between language proficiency, cultural analysis, and writing in the major. While these actions were not initially framed as part of this program goal, they directly support its success by enhancing course quality, curricular clarity, and faculty engagement in instructional improvement.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

(1) Update on Actions Not Yet Fully Implemented:

During the previous cycle, the World Languages BA program identified the need to establish a structured and measurable framework for tracking curriculum development and faculty engagement in pedagogical improvement. While the Pedagogy Committee had long played an

active role in these areas, this was the first time these efforts were articulated as a formal program goal with defined metrics. As of the current cycle, the program has completed the goal definition process and established performance indicators (rubric use, curricular revisions, and faculty participation). However, **data collection has not yet begun**, as the first full cycle of implementation is scheduled for **AY 2025–2026**. This year, the program focused on designing the framework, finalizing benchmarks, and preparing faculty to begin tracking in Fall 2025. The first reassessment of this goal will take place in **Spring 2026**, following one full year of implementation and data collection.

(2) Summary of Completed Actions and Impact:

Although formal tracking has not yet begun, several foundational activities were completed this year that support the program’s capacity to achieve this goal. These include the revival and expansion of the **Taste of Teaching series**, targeted **pedagogy workshops** on third-semester instruction, and increased faculty collaboration on **Core Curriculum (LAI-tagged) course design**. These actions have helped re-center pedagogy as a shared departmental priority and improved the alignment between course-level innovations and program-level learning outcomes. While the impact of these activities has not yet been formally assessed through the new measures, faculty participation and engagement have increased, and there is stronger consensus around the need for curricular consistency and innovation. These developments set a strong foundation for the launch of formal data collection in the coming year and the program’s long-term efforts toward curricular excellence and evidence-based teaching.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Program Goal 3: Enriching the Student Experience through Co-Curricular Engagement

Step 1A: PG Number:

3

Step 1C: PG Statement (Full Description):

The **World Languages BA program** will enhance the **student experience** by providing a diverse, faculty-led portfolio of **co-curricular opportunities** that promote global awareness, intercultural competence, and community belonging. These initiatives—such as **faculty-directed study abroad programs, language and culture clubs, international film festivals, and residential learning partnerships**—will be intentionally integrated into the academic mission of the program and guided by shared learning goals. The program will systematically track **student participation, event engagement, and reflective learning outcomes** to ensure that experiences outside the classroom complement in-class instruction, foster cultural literacy, and create inclusive spaces for personal and intellectual growth. By the end of **AY 2025–2026**, the program aims for **at least 75% of World Languages majors and minors** to participate in one

or more co-curricular experiences annually, with **90% of surveyed students reporting high satisfaction** with their engagement, sense of belonging, and cultural learning.

Step 2A: Measure:

To evaluate the effectiveness of its efforts to enhance the **student experience**, the **World Languages BA program** will implement a comprehensive set of **direct and indirect assessment measures**. **Student participation** in co-curricular activities will be tracked through verified **attendance logs, sign-in sheets, club rosters, and study abroad enrollment records**. The program aims for at least **75% of World Languages majors and minors** to participate in one or more **faculty-led co-curricular events** annually, such as **cultural festivals, language clubs, or study abroad**. Attendance at core **signature events**, including the **international film festival** and **Faculty-in-Residence cultural nights**, will also be monitored to ensure minimum **participation benchmarks** are consistently met or exceeded.

To assess the **quality and impact** of these experiences, students engaged in **immersive programs** (e.g., study abroad, film festivals, cultural events) will submit brief **written or multimedia reflections**. These submissions will be evaluated by faculty using a **department-approved rubric** that examines **depth of cultural insight, personal connection, and learning outcomes**. At least **80% of submissions** are expected to demonstrate **meaningful engagement** and **critical reflection**. Complementing this, faculty will submit **structured observations** each semester documenting **student engagement** across co-curricular activities, with the goal of sustaining or increasing participation levels **year over year**.

Additional insight will be gathered from **digital engagement data**. The department will monitor **social media interactions** (likes, shares, comments) and **newsletter click-through rates** to evaluate **student interest** in and exposure to programming, with a target of a **10% annual increase** in online engagement. Finally, students living in SMU's **Engage Living-Learning Communities** will be surveyed each semester about the impact of the **Faculty-in-Residence** experience on their **sense of belonging** and **cultural awareness**. At least **85% of respondents** are expected to report a **positive impact** from this engagement. Together, these measures will ensure that the program not only tracks participation, but also meaningfully evaluates the **educational value** and **student-perceived outcomes** of its **co-curricular initiatives**.

Step 2B: Is Measure direct or indirect?:

Direct, Indirect

Step 3A: Target for Measure:

By the end of **AY 2025–2026**, the World Languages BA program will achieve the following targets:

- At least **75% of declared majors and minors** will participate in **one or more faculty-led co-curricular experiences**, including but not limited to study abroad, student organizations, the international film festival, or Faculty-in-Residence cultural events.
- Major co-curricular events such as the **international film festival** and language clubs will meet or exceed **established attendance thresholds** (e.g., 100 attendees for large-scale events, sustained engagement in clubs and residential programs).

- A minimum of **80% of reflection submissions** from students who participate in immersive experiences (study abroad, cultural nights, etc.) will be rated as demonstrating **meaningful engagement**, based on a faculty-calibrated rubric.
- At least **10% annual growth** will be recorded in **student digital engagement** with the program's co-curricular content (e.g., likes, comments, shares, click-through rates).
- A minimum of **85% of students** participating in **Faculty-in-Residence programs** will report a **positive impact** on their cultural learning and sense of belonging, as captured through end-of-semester surveys.

These targets reflect both current participation levels and the program's strategic ambition to **broaden access to transformative co-curricular experiences**. The 75% participation benchmark is grounded in recent internal data on event turnout and club involvement and represents a realistic yet aspirational goal to reach a majority of majors and minors annually. The 80% reflection benchmark ensures not only that students participate, but that they **engage meaningfully**, a critical element in the development of intercultural competence. The 10% digital engagement growth rate sets a manageable target that also supports outreach and visibility efforts, especially among students in the early stages of their language studies. Finally, the 85% satisfaction benchmark for Faculty-in-Residence programming aligns with university-wide expectations for high-impact residential engagement and reflects the program's unique contribution to **community building and belonging**. Collectively, these targets support SMU's mission of developing **global citizens** and reflect the World Languages program's commitment to **educational excellence beyond the classroom**.

Step 4A: Was the target met for this Measure?:

No data collected/reported this cycle (provided explanation in Step 4B)

Step 4B: Results and Findings for this Measure:

While formal, rubric-based data collection was not implemented during this assessment cycle, informal records and faculty reports provide **strong preliminary evidence** of robust student participation in co-curricular initiatives. Sign-in sheets and attendance records from departmental events—such as the **International Film Festival, language and culture clubs, and study abroad programs**—indicate a high level of student involvement. Faculty also noted steady engagement in co-curricular programming across language areas, with frequent attendance at recurring activities and enthusiastic student response to cultural immersion opportunities, both on and off campus.

Faculty leadership played a key role in organizing these high-impact initiatives. **Professor Aria Cabot** and **Professor Paola Buckley** organized the "**Putting Your Languages to Work**" alumni panel, offering students direct exposure to career pathways made possible through their language studies. They also led professional development events as part of their **Languages for Specific Purposes (LSP)** research cluster, connecting language learning with global competencies and workplace applications. **Professor Wei Qu** contributed significantly to co-curricular visibility through her role in organizing the **International Film Festival**, curating films linked to her course on Chinese cinema that enhanced students' cultural understanding beyond the classroom.

Additionally, the Faculty-in-Residence program has emerged as a vibrant platform for cultural engagement, with **Professor Justin Germain, Professor Daniele Forlino, and Professor Aria Cabot** leading interactive dorm-based programs that reach both World Languages students and

the broader SMU undergraduate community. These efforts reflect the department's commitment to fostering a sense of belonging, intercultural appreciation, and community integration across campus.

Despite these successes, the program was unable to verify whether it met all of its defined benchmarks for participation and student satisfaction due to the absence of a centralized tracking and assessment infrastructure. While the department monitored general trends in digital engagement and anecdotal feedback from students and Faculty-in-Residence events, a formalized collection process for this data is still in development. As a result, although the **qualitative and historical evidence** strongly supports the effectiveness of these co-curricular efforts, the lack of standardized data prevents the program from fully confirming that all targets were met.

This year's findings highlight both the **strength of faculty-led engagement practices** and the need for a more **structured and consistent assessment system**. In response, the program has initiated plans to implement standardized participation tracking tools, reflection rubrics, and survey instruments beginning in **AY 2025–2026**, ensuring the ability to measure learning impact and satisfaction more effectively in future cycles.

Step 4C: Interpretation of Results:

(1) Interpretation of Results

Preliminary results suggest that the World Languages BA program is successfully fostering a vibrant co-curricular culture, with strong faculty commitment and sustained student participation in events such as the international film festival, language and culture clubs, study abroad programs, and Faculty-in-Residence programming. These co-curricular offerings are a distinctive strength of the program, and qualitative evidence suggests they are deeply valued by students and enhance their sense of belonging, cultural awareness, and academic engagement.

However, a key **weakness** this cycle was the absence of consistent, structured data collection—particularly in the areas of post-event reflection, survey-based student feedback, and formal tracking of attendance across all activities. While faculty provided valuable anecdotal insights and attendance was informally monitored, these practices did not yield fully quantifiable data. As a result, although the available evidence suggests many targets were likely met or nearly met, the program could not definitively demonstrate achievement across all benchmarks.

(2) Documentation of Modifications or Previous Changes

The need for more formalized assessment of co-curricular programming was first identified during two department-wide meetings in Fall 2024 and Spring 2025, where faculty discussed the growing scope and impact of the program's cultural and experiential initiatives. These discussions were supported by feedback from students and Faculty-in-Residence partners, which emphasized the importance of sustained community-building and cultural programming beyond the classroom. In response, the program articulated the **student experience** as a standalone program goal for the first time in this cycle and began planning for more robust tracking systems and assessment tools.

The impact of these changes will be assessed beginning in **AY 2025–2026**, when standardized participation logs, post-event reflection rubrics, and student surveys will be introduced. These tools will allow the program to evaluate student engagement more comprehensively, compare outcomes across cohorts, and better align co-curricular planning with program-level learning goals and student needs.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on the preliminary findings from this cycle and the “Partially Met” status of several co-curricular targets, the World Languages BA program will implement a structured action plan to formalize data collection, enhance assessment of student engagement, and improve program alignment between co-curricular and academic learning experiences.

Although attendance and faculty observations indicate robust student participation, the lack of standardized, measurable evidence—such as post-event reflections, student satisfaction data, and centralized tracking—limits the program’s ability to evaluate learning outcomes or compare participation trends over time. In response, the program will roll out a multi-step improvement strategy beginning in **Fall 2025**:

- **Create and pilot standardized attendance tracking forms** for use at all department-sponsored events and student organization meetings.
Responsible Party: Faculty event leads; coordinated by Administrative Assistant | *Timeline:* Launch by **September 2025**
- **Implement a shared post-experience reflection rubric**, to be used in conjunction with study abroad debriefs, film festival reflections, and other immersive event activities.
Responsible Party: Pedagogy Committee in collaboration with Area Chairs | *Timeline:* Finalize by **October 2025**, implement by **Spring 2026**
- **Distribute a semesterly student survey** assessing satisfaction with co-curricular offerings, cultural learning outcomes, and sense of belonging. The survey will also include questions specific to Faculty-in-Residence engagement for students in the Engage LLCs.
Responsible Party: Assessment Coordinator and FIR faculty | *Timeline:* First survey distributed in **December 2025**
- **Establish a recurring end-of-year review meeting** to analyze co-curricular data and make adjustments to programming and communication strategies.
Responsible Party: Program Director and Area Chairs | *Timeline:* Annual review each **May**, beginning **2026**

This action plan is directly informed by internal discussions held during department meetings in Fall 2024 and Spring 2025, as well as faculty feedback and informal student reflections indicating a desire for more visible integration between in-class learning and cultural programming. Through these steps, the program will increase both the **quality and measurability** of co-curricular engagement and ensure a more intentional connection to the program’s learning outcomes. The first full **reassessment of this goal** will occur in **Spring 2026**, with results used to refine participation targets, evaluation tools, and student outreach strategies.

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Committee, Faculty

Step 5C: Evidence of Dialogue:

The development of Program Goal 3 and its associated action plan resulted from sustained dialogue among World Languages faculty during the 2024–2025 academic year. The topic of student engagement through co-curricular programming was discussed in **two department meetings**, held in **Spring 2025**, where faculty shared observations about student involvement in study abroad, cultural events, language clubs, and Faculty-in-Residence programming.

Across these meetings, faculty expressed a shared interest in strengthening the intentional integration of co-curricular offerings with academic goals and in establishing more consistent methods for evaluating student participation and learning. These discussions directly informed the articulation of student experience as a formal program goal and shaped the development of assessment tools and targets included in the current action plan.

Although formal minutes were not kept, the department has committed to documenting key discussions related to assessment and program development in future cycles to support transparency, evidence of planning, and longitudinal evaluation.

Step 5D: Type of other Improvements (check all that apply):

Advertising and marketing campaigns

Step 5E: Other Improvements (Full Description):

Several additional improvements were implemented during the 2024–2025 academic year that support the effectiveness of Program Goal 3 by enriching the co-curricular and cultural learning environment for World Languages students. Notably, faculty expanded collaboration with **SMU’s Engage Living-Learning Communities**, deepening the presence of World Languages in residential education through the active involvement of faculty in three residential halls. This partnership has led to more frequent language and culture-based events hosted in dorm settings, reinforcing informal language practice and intercultural dialogue.

In addition, the department increased its visibility and outreach through improved **promotion of events on digital platforms**, including social media and targeted newsletters. These efforts contributed to broader awareness of co-curricular opportunities among majors, minors, and prospective students. The program also began exploring opportunities for **external partnerships and grant support** to enhance cultural event programming and provide funding for student participation in immersive experiences, such as study abroad and local cultural excursions. While these improvements were not originally framed as formal assessment strategies, they have significantly strengthened the infrastructure supporting student engagement and will directly contribute to future data collection and program evaluation efforts.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

(1) Update on Action Items Not Yet Fully Implemented

During the previous assessment cycle, the World Languages BA program identified the need to formalize its approach to evaluating student co-curricular engagement through consistent data collection, reflection rubrics, and satisfaction surveys. While this cycle marked the formal articulation of student experience as a program goal, most of the planned actions—such as standardized participation tracking forms, post-experience reflection rubrics, and semesterly survey implementation—remain in the development phase. Faculty met in Fall 2024 and Spring 2025 to discuss tools and metrics, and the Pedagogy Committee began drafting templates for the upcoming year. The program expects to complete implementation of these measures in **Fall 2025**, with the first full reassessment of the goal scheduled for **Spring 2026**.

(2) Summary of Completed Action Items and Impact

Although data systems are not yet fully operational, several foundational steps have been completed. Faculty collaborated to align co-curricular offerings with the program’s mission and learning outcomes, and increased coordination with the Engage Living-Learning Communities

has deepened the reach of Faculty-in-Residence programming. Event promotion and outreach strategies have also improved, resulting in greater visibility and broader student participation. These early efforts have already fostered stronger community ties and renewed faculty commitment to integrating experiential learning into the overall program design. The upcoming cycle will provide a more robust picture of the impact through structured assessment tools, but qualitative feedback gathered this year already affirms the relevance and value of these enhancements.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Program Goal 4: Enhancing Career Outcomes for World Languages Students

Step 1A: PG Number:

4

Step 1C: PG Statement (Full Description):

The **World Languages BA program** will strengthen **post-graduation career outcomes** by establishing a structured, data-informed system that tracks student trajectories, integrates career-preparation strategies into the curriculum, and deepens engagement with alumni, employers, and career development tools. By the end of **AY 2025–2026**, the program will achieve measurable improvements in three areas: (1) career placement and graduate school enrollment rates; (2) student participation in internships and career-readiness programming; and (3) student confidence in transferable skills and professional preparation. This goal will be supported by the consistent use of **SteppingBlocks**, **SMU’s Career Outcomes Dashboard**, and improved administration of **senior surveys**, alongside the launch of a **faculty-led mentorship initiative** for juniors and seniors. Career preparation content will be embedded into at least **75% of upper-division courses**, and 60% of students will complete an **internship or applied learning experience** prior to graduation. These efforts are designed to align with the **university’s mission** to prepare students for meaningful, purpose-driven careers and to ensure that the World Languages curriculum responds to evolving workforce needs and graduate program expectations.

Step 2A: Measure:

To comprehensively assess the impact of career-readiness initiatives on student outcomes, the World Languages BA program will utilize a **multi-method evaluation strategy** that includes both direct and indirect measures. These measures will provide actionable, data-driven insights into student preparedness, post-graduation pathways, and the effectiveness of curricular integration.

Direct measures will include the **post-graduation placement rate**, tracked through SMU’s Office of Institutional Research in collaboration with the university’s **Career Outcomes Dashboard**. This dashboard provides verified data on employment and graduate school

enrollment within six months of graduation. Additionally, the program will audit **upper-division course syllabi and assignments** to determine the extent to which **career-readiness modules** (e.g., resume writing, mock interviews, job search planning) are embedded. **Internship participation rates** will be collected through advisor tracking and departmental capstone reports, while **faculty-led career mentorship activities** will be tracked through structured sign-in records and semester-end activity reports maintained by participating faculty.

Indirect measures will include an expanded **junior and senior survey**, designed to capture students' self-reported confidence in career readiness, clarity of post-graduation goals, and satisfaction with program support. Survey questions will be aligned with national standards for career competencies and will be administered each spring to maximize participation. The department will also conduct **targeted alumni surveys and interviews**, focused on retrospective perceptions of career preparation and skill applicability in professional settings. Further, faculty will systematically review usage data and reports from **SteppingBlocks**, a career analytics platform that aggregates alumni career trajectories, to inform curricular revisions and advising strategies. Finally, the program will begin collecting **qualitative feedback from internship supervisors** to evaluate student performance and workplace readiness using a short evaluation form.

Together, these measures offer a **comprehensive, triangulated system** for evaluating both the short-term and long-term effectiveness of the program's career-preparation strategies. Data from each source will be reviewed annually and used to adjust advising protocols, refine curricular components, and strengthen employer and alumni engagement.

Step 2B: Is Measure direct or indirect?:

Direct, Indirect, Indirect

Step 3A: Target for Measure:

By the end of **AY 2025–2026**, the World Languages BA program will achieve the following performance benchmarks to evaluate the effectiveness of its career-preparation initiatives:

- **85% of graduates** will be employed or enrolled in graduate or professional programs within six months of graduation, as verified through SMU's Career Outcomes Dashboard.
- At least **60% of World Languages majors** will complete an internship or applied learning experience prior to graduation, tracked through academic advising notes and capstone reports.
- **90% of junior and senior survey respondents** will report feeling moderately or highly prepared for their intended post-graduation pathways.
- The department will conduct documented reviews of **SteppingBlocks** and **Career Outcomes Dashboard** data in at least **two faculty meetings per academic year**, using insights to guide advising and curricular planning.
- At least **80% of alumni** will express satisfaction with the preparation they received for employment or graduate study, based on structured alumni surveys or interviews.
- At least **85% of internship supervisors** will evaluate participating students as "well-prepared" or higher in end-of-placement assessments.

Each benchmark is designed to align with the program's mission to prepare students for purposeful global engagement and career success. The **85% placement rate** mirrors institutional expectations and reflects national outcomes for liberal arts graduates entering a wide variety of

professional and academic fields. The **60% internship participation goal** encourages expanded applied learning while remaining attainable based on current program resources and student access.

The **90% preparedness rating** from juniors and seniors offers a student-centered metric for assessing confidence in transferable skills and career planning. Systematic use of **SteppingBlocks and dashboard data** ensures that faculty are actively engaging with outcome data to make informed improvements. Finally, alumni and internship supervisor feedback offers **external, real-world validation** of program effectiveness, strengthening the link between academic experiences and career readiness.

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

During this assessment cycle, the World Languages BA program initiated several foundational activities to begin evaluating career outcomes, including collecting internship participation data, reviewing preliminary alumni responses, and holding internal discussions on how to better integrate SteppingBlocks and dashboard data into faculty planning. While formalized and comprehensive data were not available for every measure, several indicators suggest meaningful progress toward achieving this program goal.

Preliminary data from advising and capstone records showed that a substantial portion of graduating seniors completed internships or applied learning experiences, though the program has not yet implemented a standardized process to verify whether the 60% participation target was achieved. Similarly, although faculty reviewed publicly available data on graduate outcomes, SteppingBlocks and Career Outcomes Dashboards were not consistently integrated into structured departmental meetings this year. Alumni responses gathered through informal outreach efforts showed strong satisfaction with the program, though a formalized alumni survey process is still in development.

Survey instruments for juniors and seniors were revised in spring 2025 to include career preparedness indicators, but a full cycle of implementation and analysis will not occur until AY 2025–2026. No standardized collection of internship supervisor feedback was conducted during this period. Overall, the **“Partially Met”** designation reflects the program’s progress in building the infrastructure to measure this goal while acknowledging that full implementation and assessment are forthcoming in the next cycle.

Step 4C: Interpretation of Results:

(1) Interpretation of Results

This year’s preliminary efforts to assess career outcomes revealed both promising strengths and important areas for development. One of the program’s greatest strengths is the faculty’s commitment to career preparation, demonstrated by ongoing internship advising, individualized career guidance, and increased interest in embedding applied learning across the curriculum. Informal data suggests that a majority of graduating students are securing internships and pursuing graduate study or employment soon after graduation, and alumni feedback—though anecdotal—continues to reflect high levels of satisfaction with the value of the degree. However, several **gaps** in program operation remain. The lack of standardized tracking for internship participation and post-graduation outcomes limits the program’s ability to evaluate

year-over-year trends. Similarly, the junior/senior survey revisions came too late in the cycle to yield useful data this year. While faculty expressed interest in using SteppingBlocks and Career Outcomes Dashboards, these tools have not yet been formally integrated into meeting agendas or advising workflows. Supervisor evaluations and alumni feedback mechanisms also need to be formalized to ensure consistency and usefulness. The absence of structured data collection has made it difficult to compare across cohorts or fully validate progress on key targets.

(2) Documentation of Modifications or Previous Changes

In response to earlier informal assessments and ongoing conversations about post-graduate readiness, the program made several strategic modifications during the 2024–2025 academic year. These included revising the junior and senior surveys to include more career-focused items, launching conversations with Career Services to support internship tracking, and piloting a more structured capstone reporting system. These changes were prompted by discussions at department meetings and by an internal review of advising practices, which identified inconsistencies in how career development is supported and documented.

The impact of these changes will be formally assessed in **AY 2025–2026**, when all new instruments and processes will be in full implementation. The program expects that the new survey structure, coupled with improved internship tracking and alumni engagement, will yield richer, more actionable data in the next cycle.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

To address the partial achievement of Program Goal 4 and build an integrated system for evaluating and supporting student career outcomes, the World Languages BA program will implement a multi-tiered action plan beginning in **Fall 2025**. This plan responds directly to gaps identified in the current cycle, particularly around the lack of standardized tracking tools and consistent engagement with institutional career data resources.

Action 1: Internship Tracking System

A digital form will be developed in collaboration with SMU Career Services to capture internship participation and outcomes. This form will be introduced during advising appointments and capstone projects and maintained in a central departmental database.

Responsible Party: Area Chairs and Administrative Assistant

Timeline: Launch in Fall 2025; first full data review in Spring 2026

Action 2: Career Preparedness Survey Implementation

The revised junior and senior surveys will be administered each spring and include questions aligned with NACE (National Association of Colleges and Employers) career readiness competencies. Results will be shared with faculty and used to improve career advising and curricular support.

Responsible Party: Assessment Coordinator and Program Director

Timeline: First administration in Spring 2026

Action 3: Alumni and Supervisor Feedback Collection

The department will pilot an alumni feedback survey and internship supervisor evaluation form to collect qualitative and quantitative data about graduates' preparation and workplace performance.

Responsible Party: Assessment Subcommittee and Capstone Instructors

Timeline: Development in Fall 2025; pilot distribution in Spring 2026

Action 4: Integration of SteppingBlocks and Dashboard Data into Faculty Meetings

SteppingBlocks and Career Outcomes Dashboard reports will be scheduled for formal review at

two department meetings annually, with a standing agenda item focused on aligning career insights with curriculum planning.

Responsible Party: Program Director and Area Chairs

Timeline: First review scheduled for Fall 2025 faculty meeting

This action plan is directly informed by this year's assessment findings and the department's broader commitment to improving student preparedness for life beyond graduation. Each action includes specific metrics, responsible faculty, and a timeline for reassessment, ensuring that the program can evaluate impact and make timely adjustments in the next cycle. A full reassessment of this goal and associated measures is scheduled for **Spring 2026**.

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Committee, Faculty, Student

Step 5C: Evidence of Dialogue:

The development of Program Goal 4 and its associated action plan resulted from sustained faculty discussion throughout the 2024–2025 academic year. The need for a more structured approach to supporting and evaluating student career outcomes was raised during **two department meetings**, one held in Fall 2024 and one in Spring 2025, and further refined during a **dedicated Assessment and Planning Session** in April 2025. These meetings included review of informal internship data, sample alumni updates, and exploratory use of SMU's Career Outcomes Dashboard.

Faculty across language areas expressed strong support for integrating career-readiness competencies into advising and pedagogy and highlighted the importance of tracking long-term student outcomes in ways that reflect the interdisciplinary and international strengths of the World Languages BA. The Pedagogy Committee contributed ideas for aligning career preparation with course-level assignments, while the Assessment Subcommittee worked to standardize survey items and identify key benchmarks. Although meeting minutes were not consistently recorded, the department has committed to improved documentation practices moving forward to support transparency and continuity.

Step 5D: Type of other Improvements (check all that apply):

Advertising and marketing campaigns ,Improved efficiency by incorporating technology and automation

Step 5E: Other Improvements (Full Description):

In addition to the action plan described above, the World Languages BA program implemented several other improvements during the 2024–2025 academic year that support long-term progress on career outcomes. First, the program **strengthened its collaboration with SMU Career Services**, participating in joint planning meetings to explore options for internship tracking, alumni outreach, and integration of career competencies into language course advising. This collaboration also led to the identification of new internship placement opportunities relevant to multilingual students and those with international interests.

Second, the department revised its **capstone reporting process**, piloting a structured reflection form that allows students to articulate how their coursework, internships, and co-curricular experiences have prepared them for post-graduation goals. While the form was not required

across all areas this year, several faculty adopted it voluntarily, laying the groundwork for broader implementation in the next cycle.

Finally, faculty members began engaging with **external grant opportunities** focused on experiential and career-based learning in the humanities, including exploratory conversations with the Office of Engaged Learning. While these efforts are still in early stages, they reflect the program's proactive approach to expanding the resources available for students' professional development and for strengthening employer partnerships over time.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Since this is the first cycle in which **Program Goal 4: Career Outcomes** has been formally articulated and assessed, most action items are in the **early stages of implementation**. During the 2024–2025 academic year, faculty collaborated to establish the foundational components of a data-informed career outcomes strategy, including revised junior and senior survey instruments, a draft internship reporting process, and a preliminary alumni contact list for future outreach. These steps represent critical groundwork, but no single action has yet reached full implementation.

The faculty also began **piloting capstone reflection tools** and held structured discussions about incorporating **Career Outcomes Dashboard and SteppingBlocks data** into departmental decision-making. However, these tools have not yet been embedded in ongoing assessment cycles or advising workflows. The program anticipates that all elements of the action plan—including internship tracking, career mentorship development, and employer/alumni feedback mechanisms—will be fully operational by **Fall 2025**, with a reassessment of outcomes scheduled for **Spring 2026**.

Looking forward, the program is committed to building on this year's momentum by formalizing processes, assigning responsible parties, and integrating these strategies into existing structures such as the Pedagogy Committee, Area Chairs' meetings, and the capstone review process. These actions are expected to yield more comprehensive and reliable data, informing both curriculum design and student support services in future cycles.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete