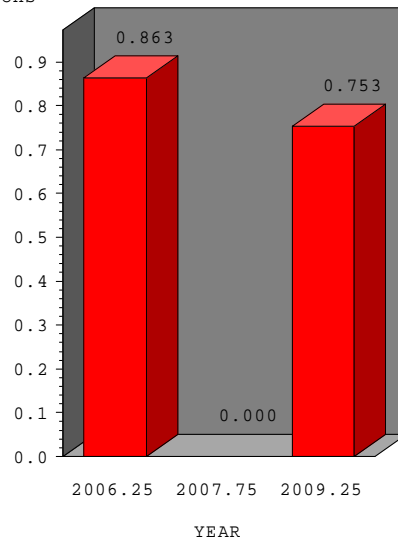


**Binghamton University (State University of New York)
General Education Student Learning Assessment Dashboard
Foreign Language**

Foreign language Portfolios: Instructor Estimates of Student Performance by Cycle Year

Exceeded or Met Expectations



ACT Report Findings (2008)

1. Faculty felt that the vast majority of students either exceeded or met the expectations of the courses they taught;
2. Faculty were generally very positive regarding student performance in foreign language courses; the main reason for a lack of student success had to do with lack of student preparation or students' not completing or keeping up with assignments. Instructors also mentioned that there were varying levels of student knowledge and skills when students enter courses and/or "native" students often impacted the pace by which non-native students felt they should be expected to learn. Some instructors were concerned about larger class sizes (primarily for more popular languages, such as Spanish), and several suggested a language lab;
3. Students are generally pleased with Binghamton University's providing them with an understanding and appreciation for ethnic, cultural, and other differences, although it is not clear to what extent foreign language instruction assisted in this. Still, a review of the faculty portfolios indicated a number of instances where native speakers were invited to speak with students in their native language, or other techniques by which students were immersed in another culture.