The College of Languages, Linguistics, & Literature
2002 Assessment Questionnaire:
Instructor opinions concerning the Assessment of the General Education Two-Year Second/Hawaiian Language Programs at The University of Hawai'i at Mānoa

MAJOR RECOMMENDATIONS (based on the opinions of 92 instructors from 22 language programs [47.9% return rate])

1. Recommended learning outcomes across departments/programs (with the exception of classical languages)

- Understand conversations about everyday experiences (e.g., school, work, interests, preferences)
- Understand *factual* content of paragraph-length descriptions/narratives on familiar topics (e.g., recorded telephone instructions, announcements in public areas)
- Perform a variety of "real-life" tasks in common social and transactional situations (e.g., shopping, making hotel reservations)
- Sustain conversations/interviews about self, family, experiences, interests, and preferences
- Understand fully paragraph-length texts dealing with personal and social needs such as personal letters, messages, and memos
- Get main ideas from authentic everyday practical materials written entirely in the target language (e.g., menus, ads for products)
- Meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, and journals
- Demonstrate understanding of holidays and traditions celebrated in the target culture

2. Recommended learning outcomes for classical languages (see Table 12)

3. Assessment tools

As you will see in the following, there seems to be strong interest in developing **faculty-made achievement tests embedded in final exams.**

- More than 75% of the participants chose **faculty-made oral achievement test embedded in the final exam** for measuring **listening and speaking** skills. More than 70% of LLEA participants also indicated that the use of **available oral proficiency interview tests** is also a possibility.
- More than 75% of the participants chose "**faculty-made paper-and-pencil achievement test embedded in the final exam**" for measuring **reading** skills. Approximately 70% of the participants also chose this method for measuring **writing** skills. In addition, **self-assessment questionnaire** and **portfolio assessment** each was also a popular choice among HIPLL and LLEA participants, respectively.
- Opinions about how to measure **cultural** knowledge seemed divided, although more than half of the participants chose **a report writing and its presentation** as a possible method.

4. Assessment procedures

- More than half of the participants think that assessment should be conducted **every semester**, at the end of **first- and second-year courses** among **all target students** in **all languages**.
- Opinions as to who should do the assessment seemed divided: Preferences were given to **All faculty members as part of their work** (32.6%) and **two faculty members from each department designated as assessment coordinators with a possible course release** (28.3%).

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[1] In Tables 12-15, opinions of classical Greek and Latin instructors are included.

Table 1: Survey participants (*N*=92)

EALL (*n*=26)	HIPLL (*n*=31)	LLEA (*n*=35)
1. By Rank		
Professors (3)	Professors (2)	Professors (3)
Associate Professors (4)	Associate Professors (2)	Associate Professors (5)
Assistant Professors (1)	Assistant Professors (4)	Assistant Professors (6)
Instructors (3)	Instructors (10)	Instructors (12)
Lecturers (1)	Lecturers (12)	Lecturers (1)
Graduate TAs (8)	Unknown (3)	Graduate TAs (6)
		Unknown (2)
2. By Languages Taught		
Chinese (3)	Arabic (1)	French (3)
Japanese (20)	Chamorro (1)	French & Italian (2)
Japanese & Chinese (1)	Filipino (6)	German (3)
Korean (2)	Hawaiian (7)	Greek & Latin (4)
	Hawaiian & Tahitian (1)	Italian (1)
	Ilokano (2)	Russian (1)
	Indonesian (1)	Spanish (19)
	Khmer (1)	Unknown (2)
	Maori (1)	
	Samoan (3)	
	Sanskrit and Hindi (1)	
	Thai (2)	
	Vietnamese (1)	
	Unknown (3)	
3. By Languages Giving Opinions For		
All (1)	All (2)	All (4)
Chinese 202 (1)	Arabic (1)	French (3)
Chinese 202/212 (2)	Cambodian (1)	French & Spanish (1)
Japanese 202 (11)	Filipino (7)	French & Italian (1)
Japanese 212 (2)	Hawaiian (8)	German (2)
Japanese 212/202 (6)	Hindi & Sanskrit (1)	German & Spanish (1)
Korean 202 (2)	Ilokano (3)	Greek & Latin (4)
	Indonesian (1)	Italian (1)
	Maori (1)	Russian (2)
	Samoan (3)	Spanish (15)
	Tahitian (1)	Chinese, French, German,
	Thai (1)	Hawaiian, Italian, Japanese,
	Vietnamese (1)	Korean, Latin, Sanskrit, Spanish
		(1)
4. OPI Training		

- Certified testers (none)
- Was certified before but expired (Chinese [1])
- Received training but no certification (French [1], Japanese [1])

Table 2: Recommended learning outcomes for LISTENING across departments/programs with the exception of classical languages (Ancient Greek and Latin): Summary of means, standard deviations, and rankings within all 42 items[2]

Item ID	Description	ALL (N=88)			EALL (n=26)			HIPLL (n=31)			LLEA (n=31)		
		M	SD	Rank	M	SD	Rank	M	SD	Rank	M	SD	Rank
LIS1 ##	Understand conversations about everyday experiences	4.48	0.62	1	4.62	0.55	1	4.65	0.47	1	4.26	0.61	3
LIS2 ##	Understand factual content of paragraph-length descriptions/narratives on familiar topics	4.25	0.65	6	4.27	0.58	6	4.33	0.64	15	4.19	0.63	6
LIS3 ***	Understand *abstract* content of paragraph-length descriptions/narratives on familiar topics	3.43	1.06	41	2.87	1.21	36	3.84	0.83	39	3.55	0.85	40
LIS4 ***	Get main ideas from every day TV news/reports of several paragraphs with visual support	3.88	1.07	23	3.15	1.30	31	4.35 √	0.69	14	4.07	0.76	14
LIS5	Figure out the meaning of unknown vocabulary in context through guessing strategies	4.03	0.72	12	4.02	0.84	8	4.23	0.54	22	3.87	0.70	24
LIS6	Get main ideas of movies, plays, & orally-read stories	3.76	1.10	27	3.48	1.27	23	4.13	0.89	30	3.61	0.92	35
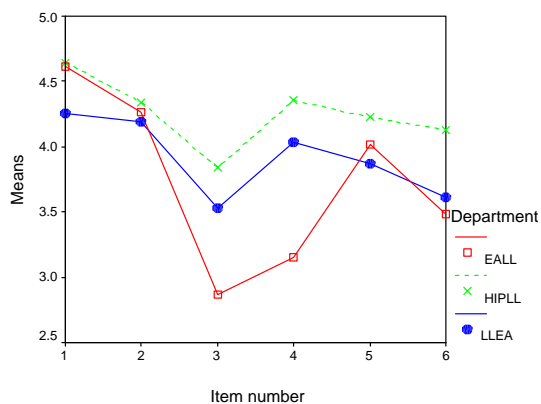
Figure 1: Learning outcomes for Listening

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[2] For the analyses of learning outcomes, unanswered items were coded as 'no opinion.' In Tables 2-6, the following symbols are used:

Items recommended as common learning outcomes across departments/programs (Items with top-ten overall rankings and 4.0 or above mean scores across all three departments)

√   Items recommendable as additional learning outcomes specific to individual departments

*** Items with statistically significant mean differences between groups ($p<0.001$)
**Items with statistically significant mean differences between groups ($p<0.01$)
*Items with statistically significant mean differences between groups ($p<0.05$)

Table 3: Recommended learning outcomes for SPEAKING across departments/programs with the exception of classical languages (Ancient Greek and Latin): Summary of means, standard deviations, and rankings within all 42 items

Item #	Description	ALL (*N*=88)			EALL (*n*=26)			HIPLL (*n*=31)			LLEA (*n*=31)		
		M	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank
SPK1 ##	Perform a variety of "real-life" tasks in common social & transactional situations	4.42	0.76	3	4.62	0.72	2	4.48	0.74	5	4.23	0.65	4
SPK2 ##	Sustain conversations/ interviews about self, family, experiences, interests, & preferences.	4.35	0.78	4	4.50	0.62	3	4.40	0.83	12	4.19	0.75	7
SPK3 *	Express opinions & feelings about passages/ stories read for class.	3.76	0.95	28	3.40	0.96	26	4.23	0.82	22	3.65	0.85	34
SPK4 *	Describe/narrate past & present experiences in paragraph-level discourse	3.98	0.93	17	3.88	0.83	15	4.32	0.77	16	3.77	0.99	28
SPK5	Describe/narrate future plans in paragraphs	4.02	0.94	13	3.92	0.90	13	4.26	0.83	20	3.90	0.98	22
SPK6 *	Give an oral presentation in paragraphs	3.96	1.11	18	3.50	1.28	21	4.32	0.91	16	4.00	0.94	16
SPK7 **	Perform short skits with some details about characters and scenes.	4.12	0.94	11	3.77	0.99	18	4.52 √	0.74	3	4.10	0.84	11
SPK8 ***	Conduct interviews to gather info. for research on a topic of interest.	3.49	1.17	38	2.71	1.14	38	4.03	0.95	36	3.64	1.03	33
SPK9 *	Use language *creatively* by combining a variety of learned vocabulary expressions, & structures.	3.92	1.00	22	3.98	0.89	10	4.23	0.86	22	3.58	1.08	38
SPK 10	Initiate, sustain, & close a conversation using various communication strategies.	3.96	1.03	19	3.85	1.11	16	4.32	0.81	16	3.74	1.00	29
SPK 11	Successfully negotiate through simple misunderstandings	4.01	0.96	15	4.00	0.98	9	4.10	0.86	34	3.98	0.92	18
SPK 12	Seek and gather info. to solve problems	3.78	0.96	26	3.42	1.09	25	4.00	0.83	38	3.89	0.86	23
SPK 13	Use appropriate registers for various formal & informal situations.	3.63	1.06	34	3.46	1.16	24	3.74	1.00	41	3.74	0.93	29

Figure 2: Learning outcomes for Speaking

Table 4: Recommended learning outcomes for READING across departments/programs with the exception of classical languages (Ancient Greek and Latin): Summary of means, standard deviations, and rankings within all 42 items

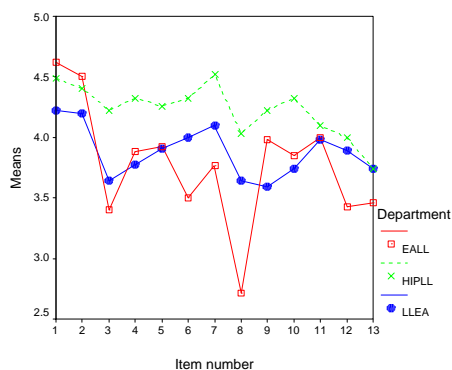| Item #	Description	ALL (*N*=88)			EALL (*n*=26)			HIPLL (*n*=31)			LLEA (*n*=31)		
		M	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank
RE1 ##	Understand fully paragraph-length texts dealing with personal & social needs, i.e., personal letters, messages, & memos	4.26	0.85	5	4.29	0.96	5	4.48	0.70	6	4.08	0.75	13
RE2 ##	Get main ideas from authentic everyday practical materials written entirely in the target language	4.43	0.65	2	4.38	0.60	4	4.45	0.65	9	4.52	0.61	1
RE3 ***	Identify key facts & some supporting details in newspaper articles & short stories	3.74	1.23	29	2.67	1.25	39	4.26	0.97	20	4.23 √	0.66	4
RE4 ***	Provide accurate, concise summary in English of a short reading passage	3.98	1.09	16	3.50	1.36	21	4.57 √	0.55	2	3.92	0.85	21
RE5 ***	Form inter-textual connections between several readings or real-life events	3.49	1.11	39	2.60	1.17	40	4.13	0.74	31	3.60	0.79	37
RE6 **	Infer meaning from clues in a text or by 'reading between the lines"	3.45	1.11	40	2.86	1.37	34	3.97	0.81	38	3.47	0.84	41
RE7 *	Translate short passages written in the target language into clear & natural English	3.71	1.12	31	3.23	1.39	30	4.19	0.81	25	3.69	0.82	31
RE8	Figure out the meaning of unknown vocabulary in context through contextual guessing strategies'	3.93	0.84	20	3.83	1.10	17	4.16	0.67	29	3.87	0.61	24
RE9 ***	Read texts written in the target language critically'	3.19	1.19	42	2.42	1.25	42	3.74	0.97	42	3.40	0.87	42

Figure 3: Learning outcomes for Reading

Table 5: Recommended learning outcomes for WRITING across departments/programs with the exception of classical languages (Ancient Greek and Latin): Summary of means, standard deviations, and rankings within all 42 items

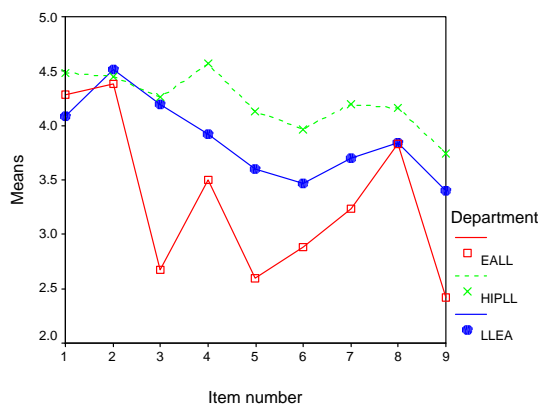| Item #	Description	ALL (*N*=88)			EALL (*n*=26)			HIPLL (*n*=31)			LLEA (*n*=31)		
		M	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank
WR1 ##	Meet practical writing needs and social demands by writing paragraph-length personal letters, messages, applications, & journals	4.25	0.96	6	4.13	1.24	7	4.47	0.71	8	4.23	0.69	5
WR2 ***	Write paragraph-length *summaries* in the target language of reviewed reading or video material	3.79	1.16	24	2.98	1.31	33	4.42	0.70	11	3.94	0.86	19
WE3 ***	Write paragraph-length *opinions* in the target language about reviewed reading or video material	3.68	1.12	32	2.88	1.26	35	4.19	0.77	25	3.94	0.75	19
WR4 **	Write narratives/descriptions of personal experiences, interests, and plans in several paragraphs	4.19	1.00	8	3.71	1.22	19	4.50 √	0.71	4	4.40 √	0.64	2
WR5 ***	Write a report about the target culture in several paragraphs	3.63	1.23	35	2.60	1.23	41	4.17	0.88	27	4.10	0.80	12
WR6 ***	Create short stories or skits with some details about characters and scenes in several paragraphs	3.56	1.23	36	2.73	1.38	37	4.10	1.06	33	3.79	0.70	27
WR7 *	Use language creatively by combining a variety of learned vocabulary, expressions, and structures	4.01	0.97	14	3.69	1.08	20	4.40 √	0.79	12	4.03	0.73	15
WR 8	Use appropriate registers for formal and informal writing	3.54	1.12	37	3.31	1.33	28	3.81	0.88	40	3.58	0.99	39
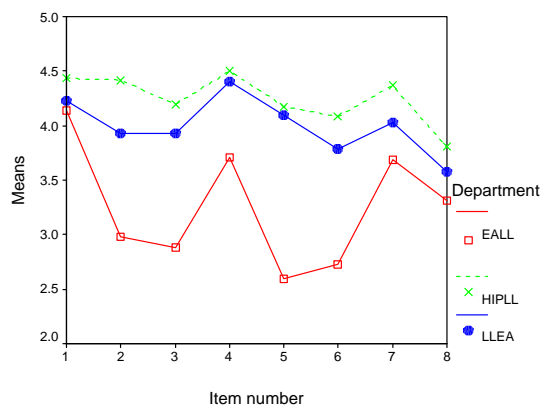
Figure 4: Learning outcomes for Writing

Table 6: Recommended learning outcomes for CULTURE across departments/programs with the exception of classical languages (Ancient Greek and Latin): Summary of means, standard deviations, and rankings within all 42 items

Item #	Description	ALL (*N*=88)			EALL (*n*=26)			HIPLL (*n*=31)			LLEA (*n*=31)		
		M	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank	*M*	*SD*	Rank
CL1 ##	Demonstrate understanding of holidays and traditions celebrated in the target culture	4.17	0.88	9	3.96	0.92	11	4.43	0.79	10	4.16	0.79	9
CL2 ***	Demonstrate knowledge of traditional and contemporary sports, music, arts of the target culture	3.72	0.93	30	3.02	0.80	32	4.13	0.78	32	4.00	0.71	16
CL3 *	Demonstrate understanding of how culture is embedded in the use of target language	3.92	1.03	21	3.94	1.04	12	4.29	0.80	19	3.61	1.05	36
CL4 *	Identify major similarities and differences in social practices between their own culture and the target culture	4.16	0.91	10	3.92	0.86	14	4.48 √	0.66	7	4.13	0.96	10
CL5 **	Identify the ways the native and target cultures affect or influence each other	3.79	0.98	25	3.38	1.06	27	4.17	0.77	27	3.81	0.92	26
CL6 **	Understand the bi-directional nature of cultural sharing	3.65	1.02	33	3.25	1.20	29	4.03	0.74	35	3.68	0.91	32
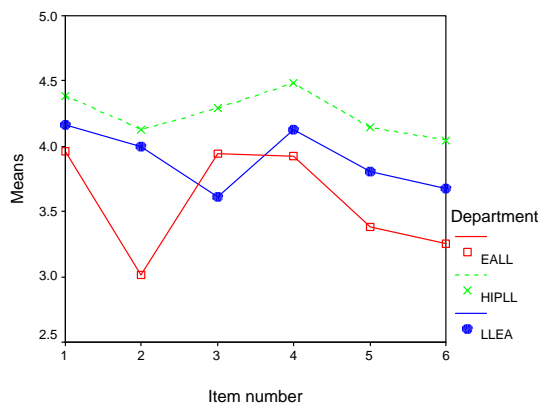
Figure 5: Learning outcomes for Culture

Table 7: Possible assessment tools for measuring LISTENING skills[3]

Item #	Description	ALL (*N*=80)			EALL (*n*=24)			HIPLL (*n*=27)			LLEA (*n*=29)		
		Fq	%	Rank	Fq	%	Rank	Fq	%	Rank	Fq	%	Rank
LIS1	Available Oral Proficiency Interview test (i.e., ACTFL OPI)	52	65.0	2	12	50	4	19	70.4	2	21	72.4	1
LIS2	Available Simulated Oral Proficiency Interview test (SOPI)	40	50.0	3	9	37.5	3	12	44.4	5	19	65.5	2
LIS3	Faculty-made oral achievement test embedded in the final exam	60	75.0	1	20	83.3	1	24	88.9	1	16	55.2	3
LIS6	Faculty-made paper-and-pencil achievement test embedded in the final exam	40	50.0	3	14	58.5	2	15	55.6	4	11	37.9	5
LIS7	Faculty-made computer-assisted achievement test	26	32.5	6	7	29.2	5	8	29.6	6	11	37.9	5
LIS8	Available paper-and-pencil proficiency test (Specify_____)	13	16.3	7	3	12.5	6	5	18.5	7	5	17.2	7
LIS9	Available computer-assisted proficiency test (Specify_____)	4	5.0	8	0	0	8	2	7.4	8	2	6.9	8
LIS10	Self-assessment questionnaire	36	45.0	5	7	29.2	5	17	6.3	3	12	41.4	4
LIS12	Other instrument (specify)	2	2.5	9	1	4.2	7	0	0	9	1	3.4	9

Table 8: Possible assessment tools for measuring SPEAKING skills

Item #	Description	ALL (*N*=80)			EALL (*n*=24)			HIPLL (*n*=27)			LLEA (*n*=29)		
		Fq	%	Rank	Fq	%	Rank	Fq	%	Rank	Fq	%	Rank
SP1	Available Oral Proficiency Interview test (i.e., ACTFL OPI)	53	66.3	3	13	54.2	3	19	70.4	3	21	72.4	1
Sp2	Available Simulated Oral Proficiency Interview test (SOPI)	38	47.5	5	10	41.7	4	11	40.7	6	17	58.6	3
Sp3	Faculty-made oral achievement test embedded in the final exam	62	77.5	1	23	95.8	1	25	92.6	1	14	48.3	4
Sp4	Write a report on a topic of interest & present it in front of an audience	50	62.5	4	14	58.3	2	19	70.4	3	17	58.6	3
Sp5	Write a short skit and perform it in front of an audience	55	68.8	2	13	54.2	23	23	85.2	2	19	65.5	2
Sp10	Self-assessment questionnaire	37	46.3	6	7	29.2	18	18	66.7	5	12	41.4	5
Sp11	Portfolio assessment	23	28.8	7	4	16.7	11	11	40.7	6	8	27.6	6
Sp12	Other instrument (specify_____)	4	5.0	8	2	8.3	6	0	0	7	2	6.9	7

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[3] In Tables 7-11, opinions of classical Greek and Latin instructors are not included. In addition, eight faculty members who left the entire section blank have been eliminated.

Table 9: Possible assessment tools for measuring READING skills

Item #	Description	ALL (*N*=80)			EALL (*n*=24)			HIPLL (*n*=27)			LLEA (*n*=29)		
		Fq	%	Rank	Fq	%	Rank	Fq	%	Rank	Fq	%	Rank
RE6	Faculty-made paper-and-pencil achievement test embedded in the final exam	61	76.3	1	18	75.0	1	20	74.1	1	19	65.5	1
RE7	Faculty-made computer-assisted achievement test	45	56.3	2	10	41.7	2	13	48.1	3	18	62.1	2
RE8	Available paper-and-pencil proficiency test (Specify_____)	14	17.5	5	2	8.3	6	6	22.2	5	6	20.7	5
RE9	Available computer-assisted proficiency test (Specify_____)	12	15.0	6	4	16.7	5	4	14.8	6	4	13.8	6
RE10	Self-assessment questionnaire	40	50.0	3	7	29.2	3	19	70.4	2	10	34.5	4
RE11	Portfolio assessment	28	35.0	4	5	20.8	4	12	44.4	4	11	37.9	3
RE12	Other instrument (specify_____)	2	2.5	7	0	0	7	0	0	7	2	6.9	7

Table 10: Possible assessment tools for measuring WRITING skills

Item #	Description	ALL (*N*=80)			EALL (*n*=24)			HIPLL (*n*=27)			LLEA (*n*=29)		
		Fq	%	Rank	Fq	%	Rank	Fq	%	Rank	Fq	%	Rank
WR4	Write a report on a topic of interest and present it in front of an audience	47	58.8	2	14	58.3	2	20	74.1	2	13	44.8	5
WR5	Write a short skit and perform it in front of an audience	43	53.8	3	11	45.8	3	18	66.7	4	14	48.3	3
WR6	Faculty-made paper-and-pencil achievement test embedded in the final exam	55	68.8	1	19	79.2	1	19	70.4	3	17	58.6	2
WR7	Faculty-made computer-assisted achievement test	35	43.8	6	9	37.5	4	12	44.4	6	14	48.3	3
WR8	Available paper-and-pencil proficiency test (Specify_____)	12	15.0	7	1	4.2	7	5	18.5	7	6	20.7	7
WR9	Available computer-assisted proficiency test (Specify_____)	7	8.8	8	1	4.2	7	3	11.1	8	3	10.3	8
WR10	Self-assessment questionnaire	39	48.8	5	7	29.3	6	21	77.8	1	11	37.9	6
WR11	Portfolio assessment	40	50.0	4	8	33.3	5	14	51.9	5	18	62.1	1
WR12	Other instrument (specify_____)	3	3.8	9	0	0	9	0	0	9	3	10.3	8

Table 11: Possible assessment tools for measuring CULTURAL KNOWLEDGE

Item #	Description	ALL (*N*=80)			EALL (*n*=24)			HIPLL (*n*=27)			LLEA (*n*=29)		
		Fq	%	Rank	Fq	%	Rank	Fq	%	Rank	Fq	%	Rank
CL1	Available Oral Proficiency Interview test (i.e., ACTFL OPI)	17	21.3	8	2	8.3	8	7	25.9	7	8	27.6	8
CL2	Available Simulated Oral Proficiency Interview test (SOPI)	13	16.3	9	1	4.2	9	5	18.5	9	7	24.1	9
CL3	Faculty-made oral achievement test embedded in the final exam	34	42.5	4	11	45.8	1	13	48.1	4	10	34.5	7
CL4	Write a report on a topic of interest & present it in front of an audience	42	52.5	1	9	37.5	3	15	55.1	2	18	62.1	1
CL5	Write a short skit and perform it in front of an audience	39	48.8	2	10	41.7	2	17	63.0	1	12	41.4	3
CL6	Faculty-made paper-and-pencil achievement test embedded in the final exam	33	41.3	5	9	37.5	3	9	33.3	6	11	37.9	5
CL7	Faculty-made computer-assisted achievement test	28	35.0	7	6	25.0	6	6	22.2	8	12	41.4	3
CL10	Self-assessment questionnaire	36	45.0	3	6	29.2	5	14	51.9	3	11	37.9	5
CL11	Portfolio assessment	33	41.3	5	7	25.0	6	11	40.7	5	16	55.2	2
CL12	Other instrument (specify)	3	3.8	10	1	4.2	9	0	0	10	2	6.9	10

Table 12: Learning outcomes for ACIENT GREEK AND LATIN recommended by instructors (*n*=4) of these languages (*M*=5 for all items, 100% agreement) [4]

Item #	Description
RE1	Understand fully paragraph-length texts dealing with *literary, historical, philosophical, and religious subjects*
RE2	Get main ideas from *Greek and Latin quotations found in books, on money (coins & bills), inscriptions, and numerous ads.*
RE3	Identify key facts & some supporting details in *classical literary texts*
RE4	Provide accurate, concise summary in English of a short reading passage
RE5	Form inter-textual connections between several readings or real-life events
RE6	Infer meaning from clues in a text or by 'reading between the lines"
RE7	Translate short passages written in the target language into clear & natural English
RE8	Figure out the meaning of unknown vocabulary in context through contextual guessing strategies not only in Greek and Latin, but in languages derived from Greek and Latin (English, French, Spanish, etc.)
RE9	Read texts written in the target language critically
CL1/CL2	Demonstrate understanding/understanding of *literature, history, philosophy & mythology*
CL3	Demonstrate understanding of how culture is embedded in the use of target language

Table 13: Possible assessment tools for ACIENT GREEK AND LATIN recommended by instructors (*n*=4) of these languages (*M*=5 for all items, 100% agreement)

Item #	Description
RE6/CL6	Faculty-made paper-and-pencil achievement test embedded in the final exam
RE7/CL7	Faculty-made computer-assisted achievement test
RE10/CL10	Self-assessment questionnaire (asking students to evaluate their own knowledge and skills)

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[4] Changes in working are indicated in Italics.

Table 14: Assessment procedures 1 (When should the assessment be conducted?)[5]

When should the assessment be conducted?	All		EALL		HIPLL		LLEA	
	Fq.	%	Fq.	%	Fq.	%	Fq.	%
At the end of the fourth semester course	22	23.9	5	19.2	4	12.9	13	37.1
At the end of the second and fourth semester course	51	55.4	14	53.8	21	67.7	16	45.7
At the end of every semester	8	8.7	3	11.5	4	12.9	1	2.9
Other	3	3.3	0	0	1	3.2	2	5.7
No response	8	8.7	4	15.3	1	3.2	3	8.6
Total	92	100	26	100	31	100	35	100

Table 15: Assessment procedures 2 (How often should we assess?)

How often should we assess?	All		EALL		HIPLL		LLEA	
	Fq.	%	Fq.	%	Fq.	%	Fq.	%
Every semester	39	42.4	6	23.1	17	54.8	16	45.7
Every year	25	27.1	7	26.9	6	19.4	12	34.3
Every two years	19	20.7	9	34.6	7	22.6	3	8.6
No response	9	9.8	4	15.3	1	3.2	4	11.4
Total	92	100	26	100	31	100	35	100

Table 16: Assessment procedures 3 (Who should be assessed?)

Who should be assessed?	All		EALL		HIPLL		LLEA	
	Fq.	%	Fq.	%	Fq.	%	Fq.	%
All target students in all languages	55	59.8	9	3.5	24	77.4	22	62.9
All target students in a few languages from each department	1	1.1	1	3.8	0	0	0	0
A randomly selected " manageable number" of target students in all languages	25	27.2	11	4.2	4	12.9	10	28.6
A randomly selected "manageable number" of target students in a few languages from each department	2	2.2	0	0	2	6.5	0	0
Other	3	3.3	1	3.8	1	3.2	1	2.8
No response	6	6.5	4	15.4	0	0	2	5.7
Total	92	100	26	100	31	100	35	100

Table 17: Assessment procedures 3 (Who should do the assessment?)

Who should do the assessment?	All		EALL		HIPLL		LLEA	
	Fq.	%	Fq.	%	Fq.	%	Fq.	%
All faculty members as part of their work	30	32.6	5	19.2	13	41.9	12	34.3
One faculty member from each department designated as an assessment coordinator with a possible course release	14	15.2	4	15.4	4	12.9	6	17.1
Two faculty members from each department designated as assessment coordinators with a possible course release	26	28.3	9	34.6	7	22	10	28.6
External evaluators hired from outside campus	5	5.4	2	7.7	2	6.5	1	2.8
Other[6]	10	10.9	2	7.7	5		3	8.6
No response	7	7.6	4	15.4	0	0	3	8.6
Total	92	100	26	100	31	100	35	100

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[5] In Tables 14-17, opinions of classical Greek and Latin instructors are included.
[6] Departmental faculty assessment committee with several members, all faculty members with an assessment coordinator for each department, combination of faculty and external evaluator