

Department of Modern Languages
Assessment Update
December 1, 2011

I. Introduction.

The Department of Modern Languages is continuing to revise and update its assessment procedures. We met twice last spring to discuss program assessment, as well as assessment day, and we have been working throughout the fall on various aspects of assessment. Building from the assessment report of 2008, and the report from 2010, which admittedly was transitional, we are slowly arriving at a more comprehensive assessment of the program. To that end, we are eliminating a 300-level assessment that had been in place prior to 2010 because not all languages can assess on that level; and we concentrating on two levels: 204, the end of the language requirement, and the 400-level capstone. To aid the latter we are in the process of redesigning our capstone guidelines. Spanish has come up with a comprehensive plan, and we hope the other languages will follow suit. The redesign has been done in part to satisfy accreditation requirements in the College of Education, but we assume that the redesign will give us a better idea of what our majors are doing. This design will be used for next year's assessment. The results we have for Fall, 2010 and Spring, 2011 are based on last year's Capstone guidelines.

II. Program Mission (from the catalogue):

The study of foreign languages emphasizes the development of critical thinking skills—increased powers of observation, analysis, logical reasoning, memory, and adaptability—that are immediately transferable to other areas of higher education and to a diversity of careers. In learning to understand, speak, read, and write a foreign language a student acquires direct access to another view of the world at a time when intercultural understanding, both at the national and international levels, has become an urgent priority.

III. Program's Student Learning Outcomes:

The goals of the Department of Modern Languages are adapted from the American Council of Foreign Language Teaching with modifications that make them more appropriate to university language instruction. In the program goals below, we have outlined where (in general) such language learning should occur.

1. Communicate in a language other than English (listening comprehension, speaking, reading comprehension and writing). Communication refers not only to the ability to express ideas orally or in writing but also entails the capacity to understand meaning while reading or listening to a foreign language. Additionally, communication can and should occur at a more sophisticated level of intellectual abstraction, i.e. the ability to exchange ideas about world issues, philosophical problems and the like. This goal begins in elementary and intermediate language and continues throughout our upper-level classes.

2. Gain knowledge of another culture through the study of cultural events or artifacts, such as literary texts, films, traditions, rituals, coexistence of different languages in the same area, and social issues. While we teach some culture on the 100- and 200-levels, we have 300- and 400-level courses specifically designed to teach different aspects of culture and society, and literature. The courses designed to teach culture and literature are not mutually exclusive to one another but rather inform one another in a way that maximizes cultural understanding within the realm of literary production. Additionally, our capstone experience is designed to bring together all of the components of our program: language, literature, research and culture.
3. Connect with other disciplines and acquire new information. Language-learning not only increases global understanding, but also improves students' skills in other disciplines, e.g. health care, business, math and English, by improving students' analytical and interpretive abilities.
4. Develop insight and learn the nature of linguistic and cultural structures and their impact on thought and critical thinking, as well as gaining a sense of how words help shape our cultural and economic reality. The goal is relevant to all levels of language learning.
5. Participate in multilingual communities at home and around the world. This goal is specific to study abroad, which we encourage for all of our students, not only because such study allows students to experience firsthand another culture, but also because students bring skills gained from study abroad to such fields as social work, health care service and business.
6. Acquire and develop teaching techniques and technological skills in computer-assisted instruction for education majors specializing in a foreign language. This goal is specific to education majors.

IV. Assessment Activities:

This year we are expanding our assessment activities to include learning outcomes on the 200- and 400-levels. Each language has an assessment rubric for each of these levels.

A. French

ASSESSMENT IN FRENCH 200-LEVEL

These outcomes are derived from one (out of three) French 204 classes from last academic year. We did not collect data from the other sections.

Outcomes	Method of Assessment	Benchmark	Results/Analysis	Analysis/Planned Action
Students demonstrate an intermediate level of overall communicative ability in French	Course grade in 204	75% of the students enrolled in a 204 French class will complete it with a grade of C or better	<u>All students</u> 35% earned an A 52% earned a B 13% earned a C <u>Majors/minors</u> 66.6% earned A 16.7% earned a B 16.7% earned a C 100% met the benchmark.	The benchmark was met based upon the grade earned in 204. No 204 exit exam was given. Planned action calls for a new exit exam to be made and administered based upon the findings obtained from this report.
Students demonstrate an intermediate level ability to speak French [students are able to create with the language, respond to direct questions or requests for information, engage in conversation related to personal information covering self, family, home, etc; students at this level are generally understood by sympathetic French speakers who are used to dealing with non-native French speakers	Graded interviews	75% of the students earn at least a C in the graded interviews	<u>All students</u> 52% earned an A 22% earned a B 22% earned a C 4% earned a D 96% met the benchmark. <u>Majors/minors</u> 100% earned an A 100% met the benchmark	96% and 100% met the benchmark. This result is somewhat surprising. Since speaking is one of the hardest skills to acquire, a review of the standards and assessment criteria is needed in order to determine if [1] the assessment method needs to be changed; [2] the benchmark needs to be changed; [3] the interviews need to be revised and/or tightened. Planned action: The review of

				standards and assessment criteria mentioned above and appropriate changes made if warranted.
Students demonstrate an intermediate level ability to write in French [students can write simple summaries, description, and narratives of paragraph length on everyday events and situations in different time frames.]	Final examination	75% of the students earn at least a C on the specific written component of the final exam	<u>All students</u> 13% earned an A 48% earned a B 22% earned a C 17% earned a D 83% met the benchmark <u>Majors/minors</u> 50% earned an A 50% earned a B 100% met the benchmark	The written benchmark was met based upon the final examination in 204. No 204 exit exam was given. Planned action calls for making a new exit exam which will ensure that the writing component be clearly addressed; the new exam will also provide specific evaluation rubrics.
Students demonstrate an intermediate level ability to understand spoken French [students can understand simple French conversations on familiar topics.]	Final examination	75% of the students earn at least a C on the specific listening comprehension component of the final exam	<u>All students</u> 26% earned an A 39% earned a B 22% earned a C 8% earned a D 4% earned an F 87% met the benchmark <u>Majors/minors</u> 50% earned an A 50% earned a B 100% met the benchmark	The benchmark was met based upon the final examination. Planned action includes making a new exit exam which will clearly address the listening comprehension issue, treat it as a specific skill area, and provide specific evaluation procedures.
Students demonstrate an ability to read and understand written French which reflects an intermediate level of difficulty.	Final examination	75% of the students earn at least a C on the specific reading comprehension component of the final exam	<u>All students</u> 18% earned an A 41% earned a B 18% earned a C 14% earned a D 9% earned an F 77% met the benchmark <u>Majors/minors</u> 16.7% earned A 66.6 % earned B	The performance level on this component of the final examination was much lower than performance in other skill areas. This finding suggests that the section should focus more on the reading skill than it has in the past. Planned action will be

			16.7% earned C 100% met the benchmark	to review and revise current reading activities and increase them when necessary.
Students demonstrate an intermediate level command of French grammatical constructions [regular and irregular verbs; tenses: present, imperfect, passe compose, future; subjunctive mood; indirect object pronouns; y; en, etc]	Final examination	75% of the students earn at least a C on the specific grammar components of the final exam	<u>All students</u> 30% earned an A 35% earned a B 22% earned a C 13% earned a D 87% met the benchmark <u>Majors/minors</u> 50% earned an A 33% earned a B 17% earned a C 100% met the benchmark	The results on this section of the final exam were positive. Although 50% of potential majors and minors earned an A as opposed to 30% of all students taking the exam, it is interesting to note that of the 4 top grades in this area, 3 were earned by regular program students— <i>i.e.</i> non majors or minors. This finding suggests that the program is addressing the needs of majors and non-majors alike . Planned action is to continue the current method of teaching grammar.

ASSESSMENT IN FRENCH, 400-LEVEL

Below is the rubric used to assess the eight French capstone projects that were completed in AY 2010-2011. The overriding benchmark is that students should meet or exceed the defined standards.

Capstone: Evaluation Rubrics

Final Product Rubric

Content of Written and Oral Information Rubric

This rubric should be used to evaluate the **content** of both the written and oral components of the student's Capstone Project, regardless of the Applied Learning standard (A1a, A1b, A1c) the student selects for his/her project.

Category	Below Standard	Meets Standard	Exceeds Standard	Findings
Finding/ Citing Information	<ul style="list-style-type: none"> · Does not provide necessary information from outside sources · Shows limited evidence of adequate research processes · Lacks proper MLA or APA citations 	<ul style="list-style-type: none"> · Acquires adequate information from multiple sources such as print, graphic, internet, computer databases, experimentation, and when appropriate generates primary source information · Supports arguments with detailed evidence, citing sources of information as appropriate using proper MLA or APA format 	<ul style="list-style-type: none"> · Acquires extensive and relevant information from multiple sources such as print, graphic, internet, computer databases, experimentation, and when appropriate generates primary source information · Shows evidence that is both extensive and relevant in research processes and uses a variety of appropriate options to enhance report, using proper MLA or APA format. 	Three students were below the standard, five students met the standard.
Evaluating Information	<ul style="list-style-type: none"> · Excludes information that is relevant and/or critical that could enhance report · Is unable to differentiate between what is and is not accurate or reliable material 	<ul style="list-style-type: none"> · Includes relevant, accurate, and reliable information appropriate for the topic · Differentiates between what is relevant and credible to understanding of premise/topic. · Uses a range of strategies to elaborate and persuade such as definitions, descriptions, illustrations, and examples from evidence and anecdotes 	<ul style="list-style-type: none"> · Clearly distinguishes the relevancy and reliability of information and its impact on the credibility of topic · Evaluates the accuracy and quality of the information along with sources used to access it 	Six students met the standard, two students exceeded standard.
Analyzing and Synthesizing Information	<ul style="list-style-type: none"> · Includes a basic analysis with little or no attempt at synthesizing information into new knowledge 	<ul style="list-style-type: none"> · Conducts clear analysis of the information gathered · Advances a judgment that is interpretive or analytic 	<ul style="list-style-type: none"> · Conducts a thorough analysis of information and synthesizes it into new knowledge · Advances a judgment that is interpretive, analytical, evaluative, and reflective 	One student was below the standard, five students met the standard, two students exceeded the standard.
Conventions	<ul style="list-style-type: none"> · Displays intrusive errors in control of most aspects of grammar, paragraph structure, punctuation that detract from the purpose and meaning of writing · Lack a clear introduction and/or closure 	<ul style="list-style-type: none"> · Demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage · Uses appropriate methods of transitions including an introduction and a sense of closure 	<ul style="list-style-type: none"> · Demonstrates exemplary control of grammar, paragraph structure, punctuation, sentence construction, spelling, usage, and mastery of all aspects of writing process · Uses appropriate methods of transition and exhibits an awareness of the importance of precise word choice and imagery 	One student was below the standard, five students met the standard, two students exceeded the standard.
Organization and Structure of Information	<ul style="list-style-type: none"> · Does not adequately address the core question and/or thesis statement · Fails to organize 	<ul style="list-style-type: none"> · Includes a well-defined thesis statement · Uses a range of appropriate strategies to answer the core question and /or thesis statement 	<ul style="list-style-type: none"> · Uses a wide variety of skilled methods to reply to core question and /or thesis statement in a very substantive and meaningful manner 	Seven students met the standard, one student exceeded the standard.

	paper in a format that will enhance over-all integrity of topic and its purpose	· Supplies pertinent facts and details to validate and/or support conceptualization of material	· Provides extensive facts and details: describing or analyzing the subject, comparing and contrasting, naming and explaining benefits and limitations, demonstrating claims or assertions and providing a scenario to illustrate	
Distribution of Information in Many Forms	· Lacks any attempt at varying the over-all presentation and/or its appearance	· Employs an appropriate mix of text, headings, bulleted lists, graphics, tables, charts, print and electronic media to represent the collected and analyzed information	· Expertly and creatively establishes a means of presenting information by employing a variety of methods, which may include use of technology and/or graphics while also highlighting the primary topic	One student was below the standard, five students met the standard, one student exceeded the standard.
Overall evaluation				Seven students met the standard, one student exceeded the standard.

Results/Analysis: If we look only at those students who have not met the standard, we see that the greatest weaknesses lie in research and writing an analytical paper or presentation, skills that students acquire in composition classes. These skills are reinforced throughout the capstone project through paper and presentation conferences and drafts of the project. This year a new research librarian has been assigned to the department and we will recommend that students work with this individual on research skills. We will also recommend that students work with the writing center on formatting an analytical paper/presentation.

B. German

ASSESSMENT IN GERMAN 204

German enrollments often start with fairly full first-semester classes (25-30 per section), but attrition sets in very quickly as students neglect to study or prepare their assignments*. By the end of the first semester enrollment often stands at between 33% and 45% of original class size. In subsequent semesters the enrollment declines less dramatically. By the third semester most students are capable of continuing to the completion of the basic sequence. Students are required to earn a grade of C or better to advance from one level to the next. Even so, some students earning a C (70%) are still not fully prepared to advance, thus contributing to minor attrition in the second, third and even fourth semesters.

Owing to the small number of students at the fourth semester level (between 15 and 25 each semester), the course instructor can observe and assess each student personally and, in comparison to proscribed course requirements and to others enrolled in the same class, judge

each student's success. This enables the program to dispense with a special assessment test and use instead regular tests, classroom observations and the final examination as tools for the evaluation as explained below.

Outcome	Method of Assessment	Benchmark	Results/Analysis	Analysis/Planned Action
<p>Speaking: Completing basic tasks in the target language with reasonable accuracy, Examples of this would include ordering meals, traveling, making purchases, communicating on basic medical needs, securing lodging, describing familiar situations (family, daily routines, etc.)</p>	<p>Class work with frequent opportunity for in-class contributions from students. Students are expected to incorporate new and more challenging vocabulary and structures as learned.</p>	<p>40% of the student grade is the direct result of classroom activity and a required listening component outside of class (See: Listening Comprehension). 80% of the students should perform at the level of C or better.</p>	<p>In the last academic year (2010-2011) 25 of 29 or 86% of all students completing 204 achieved the goal.</p>	<p>We will continue to stress the importance of class attendance, preparation and participation. Students are also being encouraged to consider pursuing one of the study abroad opportunities recently added which will help enhance all of the skill sets.</p>
<p>Writing: Communicating in simple sentences with relatively few grammatical errors on familiar subjects ranging from travel to daily life, etc.</p>	<p>Students are assigned exercises in the textbook to prepare in writing. Additional material is made available for self-study on WebCT. Unit tests and a comprehensive final examination focus on written comprehension.</p>	<p>40% of the student grade consists of a written test (and if given, quiz) average. 80% of the students should perform at the level of C or better.</p>	<p>In the last academic year (2010-2011) 21 of 29 or 72% of all students completing 204 achieved the goal.</p>	<p>Given the acknowledged complexity of German vocabulary and grammar we are encouraged by the results, but continue to stress the importance of student preparation and study. Students must be prepared to devote an appropriate amount of time to the subject to achieve satisfactory results.</p>

<p>Listening Comprehension: Understanding simple conversations on familiar topics. Generally listening comprehension may surpass the speaking and writing abilities of the student.</p>	<p>The classroom is used for the constant evaluation of listening comprehension. Small class sizes allow for maximum assessment. In addition to the classroom sessions, students are required to complete a minimum of 4 hours of laboratory listening (with CDs) to enhance and improve listening comprehension. Students are also strongly encouraged to use the Internet for additional listening.</p>	<p>See: Speaking rubric.</p>	<p>See: Speaking rubric.</p>	<p>See: Speaking rubric.</p>
<p>Reading: Capable of reading simple stories and texts with annotations and vocabulary offered for unfamiliar structures and words. Examples of this could include advanced children's stories (<i>Grimm's Fairy Tales</i>) and graded texts on cultural subjects.</p>	<p>An integral part of the final examination in German 204 is a sight reading passage at an advanced level with questions to be answered in complete sentences. The text selected generally comes from the realm of Folktales or Fairy Tales (annotated as</p>	<p>Generally grades on this part of the final exam have equaled or even exceeded those on the written, grammatical parts of the examination.</p>	<p>This is an indication that the most motivated students are competent to continue in advanced literature and culture courses.</p>	<p>Upper-division courses continue to offer students a wide variety of reading opportunities and experiences. We encourage students who have performed especially well at reading to consider continuing their studies in such courses.</p>

	necessary).			
<p>Grammatical constructions include: verbs (indicative) in present and past tenses; all noun and pronoun cases; use of adjectives, adverbs, prepositions, and conjunctions; basic German syntax (statements, questions, dependent clauses, commands).</p>	<p>Constant in-class assessment and written tests are used to evaluate student progress. Students are expected to retain older structures along with adding newer ones on a regular basis.</p>	<p>See: Speaking & Writing rubrics.</p>	<p>See: Speaking & Writing rubrics.</p>	<p>Discrepancies between speaking and writing results can often be explained by the latitude given to precision in the different activities; writing generally being a more exact task. Efforts to improve writing will be a focus for the future in the program.</p>
<p>Culture: Students should have an understanding of significant cultural information as introduced in class.</p>	<p>Cultural material is introduced through the textbook selected and this in turn is enhanced and expanded upon through in-class presentations and discussions (e.g., video, and visual material).</p>	<p>All tests and the final examination include questions of a cultural nature. Students are encouraged to focus on culture alongside other elements.</p>	<p>Not all students express the same degree of enthusiasm regarding culture, but generally they retain this information well. It is perhaps the unfamiliar nature of such culture which tends to make some students feel discomfort.</p>	<p>Culture is an essential and integral part of foreign language learning and will continue to be a significant component of the program at all levels.</p>

***NOTE:** As in all courses in the German program there is a heavy emphasis placed on student classroom attendance in accordance with institutional policy (See: *Marshall University Undergraduate Catalogue 2011-2012*, pp. 81-83). Frequent absences by students, not always occasioned by university-excused absences, play a substantial role in determining the success or failure of the student in such classes. This accounts for some of the attrition of students in the first semester course (101) as well as affecting the performance of many continuing students in German 102-204. There is little that can be done beyond admonishing and cajoling students to attend class to alter their perception that it is not important to adhere to stated policies. *The consequence of such attitudes and the resulting behavior is detrimental to the overall success of the student in the university!*

C. Japanese

JPN240: Rubrics for the assessment (Fall 2010-Spring 2011)

Outcomes	Methods of Assessment	Benchmark	Results/Analysis	Analysis/Planned Action
Overall: Students demonstrate an intermediate low level of overall communicative ability in Japanese	Course grade in JPN204	75% of the students enrolled in JPN204 will complete it with a grade of C or better	<u>All students (30)</u> 63.33% earned an A 10% earned a B 13.33% earned a C 10% earned a D <u>Majors/minors</u> 73.33% earned A 6.66% earned a B 13.33% earned a C 6.66% earned D 100% met the benchmark.	The benchmark was met based upon the grade earned in JPN204. Planned action calls for more listening practices during class sessions.
Speaking: students express themselves on a variety of topics including family, foods, descriptions of places, daily routines and interests. Communicatio	Graded interviews	75% of the students earn at least a C in the graded interviews	<u>All students (30)</u> 60% earned an A 20% earned a B 10% earned a C 10% earned a D <u>Majors/minors</u> 68.75% earned an A 18.75% earned a B 6.25% earned a C 6.25% earned a D 100% met the	The benchmark was met based upon the mid-term oral individual interviews. Planned action includes offering some conversation courses to assist students who do not study abroad.

n should be in relatively complete statements on simple topics.			benchmark	
Reading: Reading texts of limited complexity such as fairy tales and short stories with glossaries. Recognizing two sets of characters, hiragana and katakana, without any problems, and being able to read and understand over 200 kanji Chinese characters.	Department Exam	Average reading and grammar grade reach 75% of the students who took the department exam	<u>26 students who took the department exam</u> Average 74.5%	The benchmark was almost met based upon the grade from the department exam. Planned action includes continuing to offer reading opportunities.
Writing: Producing a short composition or letter on familiar subjects such as self-introduction, family, daily activities or personal interests using three sets of characters appropriately; hiragana, katakana, and about 200 kanji Chinese characters.	Department Exam	Average writing grade reach 75% of the students who took the department exam	<u>26 students who took the department exam</u> Average 72.95%	The benchmark was not met based upon the grade from the department exam. Planned action includes offering some specific writing practice courses and kanji Chinese character practice courses to assist students who need to improve their writing skills.
Listening Comprehension : Understand simple	Department Exam	Average listening grade reach 75% of the students who took the department	<u>26 students who took the department exam</u> Average 45.38%	The benchmark was not met based upon the grade from the

conversations on familiar topics. Comprehension should be somewhat greater than speaking ability.		exam		department exam. Planned action includes offering extensive listening practice opportunities including some courses as well as classroom activities.
Cultural understanding: Articulating similarities and differences in lifestyles between the students' homeland and Japan. Familiarity with cultural icons (places, customs, food and famous people) is also important. Understand the nature of language and mannerisms specific to Japanese society.	Department Exam	Average cultural understanding grade reach 75% of the students who took the department exam	<u>26 students who took the department exam</u> Average 86.53%	The benchmark was met based upon the grade from the department exam. Planned action includes continuing to offer opportunities to learn about Japanese culture in and outside of classrooms.

JPN490 Capstone Experience: Rubrics for the assessment of the Japanese major (Fall 2010-Spring 2011)

Outcome	Methods of Assessment	Benchmark	Results/Analysis	Analysis/Planned Action
Overall: Students demonstrate an advanced low level of overall communicative ability in Japanese	Course grade in JPN490	75% of the students enrolled in capstone project courses will complete it with a grade	<u>All students (13)</u> 61.53% earned an A 30.76% earned a B 7.69% earned a D 100% met the	The benchmark was met based upon the grade earned in JPN480 (fall 2010) and JPN490 (spring

		of C or better	benchmark.	2011). Planned action calls for more listening practices.
Speaking: Demonstrating the ability of expressing analysis, comparisons and perspectives on chosen topics in appropriate speech styles through a capstone presentation in Japanese. Ability to answer questions using casual and formal Japanese.	Capstone presentation in Japanese	75% of the students earn at least a C in the capstone presentation in Japanese	<u>All students (13)</u> 38.46% earned an A 30.76% earned a B 23.07% earned a C 7.69% earned a D 100% met the benchmark	The benchmark was met based upon the grade earned in the capstone presentation in Japanese. Planned action calls for continuing speaking practices.
Reading: Reading intermediate level of texts using online or other dictionary tools effectively. Recognizing two sets of characters, hiragana and katakana, without any difficulty and being able to read and understand over 800 kanji Chinese characters.	Capstone presentation in Japanese and English	75% of the students earn at least a C in the capstone presentation	<u>All students (13)</u> 69.23% earned an A 7.69% earned a B 23.07 earned a C 100% met the benchmark	The benchmark was met based upon the grade earned in the capstone presentation in Japanese and English. Planned action calls for continuing reading practices.
Writing: Producing essays and speech scripts on subjects such as social issues and contemporary culture using three sets of characters, hiragana, katakana, and over 550 kanji Chinese characters.	Writing capstone presentation script in Japanese	75% of the students earn at least a C in the capstone presentation script	<u>All students (13)</u> 46.15% earned an A 30.76% earned a B 23.07 earned a C 100% met the benchmark	The benchmark was met based upon the grade earned in the capstone presentation script in Japanese. Planned action calls for continuing writing practices.

Typing in Japanese by producing email messages and journals using online tools				
Listening Comprehension. Understand conversations and explanations on contemporary culture and society. Acquiring information about social relationships and hierarchy by articulating the different speech styles used in conversations.	Q & A session during the Capstone Presentation	75% of the students earn at least a C in the Q&A session during the capstone presentation	<u>All students (13)</u> 61.53% earned an A 7.69% earned a B 23.07% earned a C 7.69% earned a D 100% met the benchmark	The benchmark was met based upon the grade earned in the capstone presentation Q&A session in Japanese. Planned action calls for continuing listening and Q&A practices.
Cultural Understanding. Understand the reasons why the specific speech styles used in different situations represent social relationships and hierarchy in contemporary Japan. Developing critical ways of thinking about the language and society of Japan as well as the students' homeland by analysis and comparisons. Increasing knowledge of conducting research and investigation techniques	Capstone project paper and presentations in Japanese and English	75% of the students earn at least a C in the capstone paper and presentation in English and Japanese	<u>All students (13)</u> 61.53% earned an A 30.76% earned a B 7.69% earned a C 100% met the benchmark	The benchmark was met based upon the grade earned in the capstone paper and presentation in Japanese and English. Planned action calls for continuing to offer cultural activities in and outside the classrooms.

through the Capstone project.				
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D. Spanish

ASSESSMENT IN SPANISH 204

The Spanish program uses an exit exam designed for students in its 204 class to assess learning in SPN 101-204. Students are randomly chosen for this test that assesses listening comprehension, grammar and vocabulary, and writing skills. Two teachers (A and B) administer the exam with varying results. Below is a summary of results.

Outcome	Assessment Measures (used for all four categories)	Benchmark (used for all three categories).	Results/Analysis	Analysis/Planned action
Communicate in a language other than English: listening comprehension	SPN 204 exit exam.	Because we are dealing with an average student population, our benchmark is the average on a bell curve, i.e., the average for students should be a <u>C</u> or 75%.	Average for students ranged from 68.3% to 90%.	The disparity of averages reflects a difference in teachers. The teacher with the higher average noted that this portion of the test had better results because students were answering multiple-choice questions. Despite the range, listening and oral skills are perceived as weak in the program, and members of the SPN program have been meeting this semester (fall, 2011) to

				<p>analyze how we are delivering the language on this level. We have noted inconsistencies in the delivery of language, and of emphases, among the various teachers. We are looking at such elements as the textbook, what parts of the communicative approach are being addressed by individual teachers, what our expectations are at the end of each semester. To address the last issue, the head of our program, Carlos Lopez, has developed a rubric of specific outcomes that should be addressed in each semester of Spanish (appendix B, attached). With this as a guide, we are hoping to strengthen our standards,</p>
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				establish a more consistent approach, while allowing teachers flexibility in the classroom.
Grammar	SPN 204 exit exam.		Average for students ranged from 50.7 to 76.9%	This portion of the exit exam is difficult for students. One teacher suggests that students do not have enough preparation in traditional translation exercises. This teacher also noted that students were more comfortable with grammar they had been practicing over two or more semesters, and the grammar introduced in SPN 203 was less familiar and therefore trickier for them to utilize.
Writing.	SPN 204 exit exam.		Average for students ranged from 47.0% to 80.3%	Again, there is a wide range of results, due in part to a disparity in the way composition is used in lower-level classes. The lower average is far below our

				benchmark, and is a weakness that should be addressed as we review the way language is being delivered. Ideally, students should be writing compositions throughout lower-level instruction.
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ASSESSMENT IN SPANISH 400-LEVEL

We expect higher levels of learning at this stage because students have completed the major with twenty-one hours of upper-level Spanish that include conversation, composition and literature/culture/film courses. These courses are also more consistently taught in the target language. Nine students completed the Spanish capstone project during AY 2010-2011. For their evaluation, the professors used two rubrics (see Appendix A, below), one for the written project and one for the oral presentation. Their results are below:

outcome	Methods of Assessment	Benchmark	Results/analysis	Analysis/planned Action
The ability to communicate orally with ample vocabulary, grammatical accuracy, good pronunciation, and fluency.	Capstone presentation	Deficient: vocabulary is basic, pronunciation is not accurate, many grammatical errors; Average: vocabulary is sufficient for expression of ideas related to topic; pronunciation is good and delivery is fluent; very few grammatical errors; Proficient: vocabulary and ideas are	Two students achieved the standard of average, and seven achieved the standard of proficient.	Given the range of student abilities, the results are satisfactory. However, we are continuing to work to emphasize utilizing the target language on the earliest levels of Spanish instruction.

		complex, pronunciation and fluency are very good, almost no grammatical errors.		
The ability to conduct research using a combination of primary and secondary sources.	Capstone written project.	Deficient: very few sources, very little research; Average: 2-3 primary and secondary sources; Proficient: 4-6 primary and secondary sources. Good synthesis.	One student achieved the level of average; eight students achieved the level of proficient.	Again, the results reflect student abilities.
The ability to create a written document that contains an original hypothesis, analysis and reasoning, supporting ideas, research (from outcome two), personal conclusions, as well as adherence to MLA style.	Capstone written project.	Deficient: no hypothesis or analysis, document mostly summarizes sources; Average: a weak hypothesis, some analysis, some reasoning, no conclusions; Proficient: strong hypothesis, strong analysis and synthesis of sources, good conclusion, appropriate formatting, no grammatical, spelling or proofreading errors.	All students achieved the level of proficient.	Continue at present levels.
The ability to study another culture, to recognize perspectives representative of this culture, and to use these perspectives	Capstone oral presentation and written project.	Deficient: no acknowledgement that the project concerns a culture different from our own; Average: recognition that the project deals with another culture, implicit	All students achieved the standard of proficient.	Continue at present levels. At this point in their careers, students should have multicultural awareness, and the projects are specifically

to learn more about our own culture.		and explicit comparisons with our own; Proficient: everything in average, as well as concrete evidence that the exploration of another culture leads to a better understanding of our own.		designed to reinforce that awareness.
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V. Overview of changes implemented in your program this past year based on results and planned action specified in last year’s report:

Here’s what I wrote last year:

“As I go through previous reports, I find that strong steps have been taken toward regularizing assessment in the Department of Modern Languages, but there are gaps in data collection, especially on the 400-level. It is my intention in AY 2010-2011 to attempt to close these gaps by developing reasonably uniform assessment measures for all four languages, and by asking for data in the semester in which it is measured. In particular we need assessment measures for those students who are completing a major. We also need to look at our results from AY 2009-2010 and previous years, and we need to examine whether we are actually implementing our conclusions/actions. Ideally, we will have a process in place for the next chair of MDL.”

As I look at the report for this year, I realize that the changes we have made concern assessment more than it does the program. However, I think these changes are a necessary first step toward implementing changes in our programs. Specifically, this year’s report includes data on the 400-level capstone, which is the completion of the major, as well as data on the 200-level. The data is broken out for each language, and each program has implemented or is in the process of implementing uniform ways of collecting data. Initially, I had hoped to combine all data into one super grid, but I learned that this was not workable. However, our process is cleaner, and that allows us to examine results in a more meaningful way.

VI. Specify and changes/modifications made to your program based specifically on data obtained during Assessment Day Activities.

On assessment day German students met with Ryan Warner, the study abroad advisor, to discuss opportunities for study abroad. Since then the Center for International Programs has entered into an agreement with KIIS, which will give students other options for study abroad.

A recurring and consistent concern for German students is the paucity of upper-level courses offered each semester. More courses can be offered only when we have a second full time permanent Faculty member.

French students have the same concern. Currently two upper-level French courses are offered each semester—the most the program can fit in its schedule and still serve the needs of students who are completing the language requirement. These two classes often have 25 to 30 students in them, which is an excessive number for upper-level language classes. Currently we are unable to meet this need despite our having requested a third full time faculty member for some years.

In Spanish, one concern among students is what they perceived as a lack of preparation in their lower level courses for upper-level courses. This is our primary concern as well, and one that we are working to address.

VII. Assistance needed with Assessment.

With assessment? None. The department is need of more full time temporary and permanent faculty, but that’s for another report.

Conclusions:

As I have been gathering data from the various program heads and faculty for this year’s report, I am hearing how people are reacting to and learning from the data that is being collected. In general, we are becoming more aware of how we are delivering language, and we are seeing assessment as a more meaningful process.

APPENDIX A: Rubrics for SPN Capstone Project.

Rubrics for Capstone Presentation used for AY 2010-2011.

Name of Student: 	Course, Professor, Semester and Year: 	Student’s total score: _____/100pts Overall rating: <input type="checkbox"/> Proficient = 85-100 <input type="checkbox"/> Average = 70-84 <input type="checkbox"/> Deficient = 69 or below
Performance of Information: (20 pts total): _____/20	Accuracy of Communication of Information: (50 pts total): _____/50	Academic Content of Information: (30 pts total): _____/30

<p>Conveyance of message to public:</p> <p><input type="checkbox"/> Avoided reading and kept eye contact -- 5pts</p> <p><input type="checkbox"/> Executed presentation in organized and engaging manner -- 5 pts</p> <p><input type="checkbox"/> Fluency of message -- gaps or pauses during message kept to a minimum -- 5 pts</p> <p><input type="checkbox"/> Kept presentation in target language which lasted at least 10 minutes -- 5pts</p>	<p>Accuracy of message:</p> <p>Used Intelligible Pronunciation</p> <p><input type="checkbox"/> 90% or above accuracy -- 10 pts</p> <p><input type="checkbox"/> 80-89% accuracy -- 8 pts</p> <p><input type="checkbox"/> 70-79% accuracy -- 7 pts</p> <p><input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Conveyed complex ideas</p> <p><input type="checkbox"/> 90% or above accuracy -- 10pts</p> <p><input type="checkbox"/> 80-89% accuracy -- 8 pts</p> <p><input type="checkbox"/> 70-79% accuracy -- 7 pts</p> <p><input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used topic-related vocabulary</p> <p><input type="checkbox"/> 90% or above accuracy -- 10pts</p> <p><input type="checkbox"/> 80-89% accuracy -- 8 pts</p> <p><input type="checkbox"/> 70-79% accuracy -- 7 pts</p> <p><input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used proper word-choice/usage</p> <p><input type="checkbox"/> 90% or above accuracy -- 10pts</p> <p><input type="checkbox"/> 80-89% accuracy -- 8 pts</p> <p><input type="checkbox"/> 70-79% accuracy -- 7 pts</p> <p><input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used appropriate grammatical structures</p> <p><input type="checkbox"/> 90% or above accuracy -- 10pts</p> <p><input type="checkbox"/> 80-89% accuracy -- 8 pts</p> <p><input type="checkbox"/> 70-79% accuracy -- 7 pts</p> <p><input type="checkbox"/> less than 70% accuracy -- 5 pts</p>	<p>Research and Cultural Content of Information:</p> <p><input type="checkbox"/> Provided examples of primary and/or secondary research sources pertinent to topic -- 7.5 pts</p> <p><input type="checkbox"/> Provided source citations/references for any visual aides used or quoted during presentation -- 7.5 pts</p> <p>Cultural Understanding of Information:</p> <p><input type="checkbox"/> Exhibited an awareness of cultural specificity (implicitly or explicitly) as distinct from presenter's own culture -- 7.5 pts</p> <p><input type="checkbox"/> Acknowledged learning about presenter's own culture via studying another culture -- 7.5 pts</p>
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<p>Name of Student:</p>	<p>Course, Professor, Semester and Year:</p>	<p>Student's total score: _____/100pts</p> <p>Overall rating:</p> <p><input type="checkbox"/> Proficient = 85-100</p> <p><input type="checkbox"/> Average = 70-84</p> <p><input type="checkbox"/> Deficient = 69 or below</p>
<p>Style and Organization: (20 pts total): _____/20</p>	<p>Accuracy of Grammar: (40 pts total): _____/40</p>	<p>Academic Content of Information: (40 pts total): _____/40</p>

<input type="checkbox"/> Written Project formatted according to MLA guidelines -- 4 pts <input type="checkbox"/> Coherence of overall Written Project -- 4 pts <input type="checkbox"/> Clear organization of Written Project -- 4 pts <input type="checkbox"/> Logical outcomes based on clear thesis -- 4 pts <input type="checkbox"/> Length of Written Project as stipulated by supervising professor -- 4 pts	<p>Accuracy of message: Conveyed complex ideas <input type="checkbox"/> 90% or above accuracy -- 10pts <input type="checkbox"/> 80-89% accuracy -- 8 pts <input type="checkbox"/> 70-79% accuracy -- 7 pts <input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used topic-related vocabulary <input type="checkbox"/> 90% or above accuracy -- 10pts <input type="checkbox"/> 80-89% accuracy -- 8 pts <input type="checkbox"/> 70-79% accuracy -- 7 pts <input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used proper word-choice/usage <input type="checkbox"/> 90% or above accuracy -- 10pts <input type="checkbox"/> 80-89% accuracy -- 8 pts <input type="checkbox"/> 70-79% accuracy -- 7 pts <input type="checkbox"/> less than 70% accuracy -- 5 pts</p> <p>Used appropriate grammatical structures <input type="checkbox"/> 90% or above accuracy -- 10pts <input type="checkbox"/> 80-89% accuracy -- 8 pts <input type="checkbox"/> 70-79% accuracy -- 7 pts <input type="checkbox"/> less than 70% accuracy -- 5 pts</p>	<p>Research: <input type="checkbox"/> Provided examples of primary and/or secondary research sources pertinent to topic -- 10 pts <input type="checkbox"/> Provided source citations/references for any sources quoted directly or indirectly throughout the paper and provided corresponding bibliography for all sources mentioned in Written Project -- 10 pts</p> <p>Cultural Understanding of Information: <input type="checkbox"/> Exhibited an awareness of cultural specificity (implicitly or explicitly) as distinct from student's own culture -- 10 pts <input type="checkbox"/> Acknowledged learning about student's own culture via studying another culture -- 10 pts</p>
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Appendix B. Benchmarks for SPN 101-204.

LEVEL	CONTENTS			PROFICIENCY in Spanish by
101	STRUCTURES	SKILLS	Verbs	Vocab.
	<ul style="list-style-type: none"> ▶ Future (Ir+a+inf.); like/dislike; ability; ▶ Questions; negative sentences; 	<ul style="list-style-type: none"> ▶ Clear pronunciation & correspondence sounds-spelling; ▶ Basic conversation (introductions, descriptions of conditions & features, weather, time); ▶ Translation of brief sentences from ENG. into SPN 	<ul style="list-style-type: none"> ▶ Ser, Estar, ir, gustar, poder, querer, pedir. ▶ Regular & irregular 	<ul style="list-style-type: none"> ▶ Family ▶ Food, restaurant ▶ Interrogative words ▶ Personal info (age, origin, marital status, etc.)

102

- ▶ Same structures in different tenses (recycling);
- ▶ Combination of the same structures with reflexives, & informal/formal commands;
- ▶ Comparisons;
- ▶ Indirect & Direct objects

▶ To write brief complete sentences.

▶ To develop short dialogues with peers;

▶ Oral recognition of expressions & structures in ENG. writing them in SPN.

▶ To write short paragraphs (2-3 sentences).

▶ To translate paragraphs from ENG. into SPN.

▶ Reading comprehension of short paragraphs (from textbook).

▶ To develop short dialogues with peers and the instructor;

▶ To write short paragraphs expressing emotions, desires, hopes, etc.

▶ To translate paragraphs from ENG. into SPN.

▶ Reading comprehension of short articles or compositions (textbook & internet).

▶ Reflexives

▶ Informal Commands

▶ Preterit & Imperfect

▶ Daily routines

▶ House, furniture, etc.;

▶ Body, health & Dr.'s office.

203

▶ Reinforcement of usage of combined structures;

▶ Reading comprehension of short paragraphs (from textbook).

▶ To develop short dialogues with peers and the instructor;

▶ To write short paragraphs expressing emotions, desires, hopes, etc.

▶ To translate paragraphs from ENG. into SPN.

▶ Reading comprehension of short articles or compositions (textbook & internet).

▶ Moods vs. Tenses;

▶ Subjunctive (combined with conditional, reflexives and modal verbs);

▶ Tenses with auxiliary verbs (Present Perfect);

▶ Neighborhood, city;

▶ Sciences & technology.