

Modern Languages
Annual Assessment Report
Department of Literature, Journalism, Modern Languages
2011-12

Assessment Plan Description:

1. **Expanded Statement of Purpose or Program Mission Statement:** *This section includes the program mission statement or expanded statement of purpose.*

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

2. Program Learning Outcomes (PLOs):

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

1. ***Written Essay as administered by an Exit Assessment Writing Prompt, and a Portfolio of Reflective Writing.***
2. ***Oral Proficiency Interview as per ACTFL standards.***
3. ***Oral Proficiency Interview as per ACTFL standards.***
4. ***Exit Assessment through Department Reading Exam, and through Standardized Reading Exam. (SATII)***
5. ***Exit Assessment through Standardized Grammar Exam, SATII Subject Test in Spanish.***
6. ***Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing Prompt and included in the Portfolio.***

5. Methods of Assessment and Criteria for Success:

All of the data collected has been analyzed using the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), the College Board SATII Language Exam, and the Language Section of the LJML Department. All of the assessments were conducted as part of the requirements for SPA485 Senior Seminar. The assessment for 1,4,5 and 6 was carried out by the Scott Bennett, Professor of record for SPA485. The Oral Proficiency Interview for the assessment of 2 and 3 was carried out by Jacque Mitchell, Head of Foreign Languages.

1. Written Essay as administered by an Exit Assessment Writing Prompt, and a Portfolio of Reflective Writing. The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered as a score of 80%. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards.
- 2-3. Oral Proficiency Interview: The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the ACTFL standards.
- 4-5. Exit assessment through the SATII Subject Test in Language. The criteria set by the Department establish that 70% of graduating students will achieve the Advanced Low

Level (80%) as set by ACTFL standards, and will be at least at the 80th percentile of all those tested nation-wide.

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

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

Novice	Intermediate	Advanced	Superior
Low= 50	Low=65	Low=80	=95 &higher
Mid=55	Mid=70	Mid=85	
High= 60	High=75	High=90	

SATII Subject Test in Language: Percentiles and percentages for reading comprehension and knowledge of grammar are set by The College Board.

6. **Summary of Data collected:**

See attached.

7. **Use of Results:**

The results gathered demonstrate the Program is working effectively in areas of proficiency. Spanish Majors are attaining the desired levels of proficiency. In terms of the more abstract knowledge, the Department is still working on how to best assess these areas. The Department is reviewing how to best assess in courses other than the Capstone course and how to coordinate this assessment. We are looking to implement signature assignments that will create a better method of tracking the desired outcomes. The Department has also been working on creating more cultural exposure for students. Most, if not all faculty are requiring students to engage in cultural activities, in order to engage in local/living culture. The Department has not

created a way of assessing this exposure and its possible significance on student learning. The Foreign Language Faculty will meet and discuss the results of assessment at the first meeting of the Department. Next year we will have a new faculty member in Spanish and we will be undergoing Program Review. This will give us the opportunity to study our program and fill in gaps.

The Department has created a new French Major that will most likely replace the current Romance Language Major. The assessment plan for the new French Major will be done next year and given the small number of current Majors in Romance Languages, little assessment work has been completed. The Romance Language Major will have one graduating senior in Spring 2013, but did not have any this year.