

# ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

**CURRENT YEAR - AY 2014-2015 (Year 2)**

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	MODERN LANGUAGES
Degree/Program	Bachelor of Arts
Prepared By:	
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Ext.	2015

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to [assessment@washburn.edu](mailto:assessment@washburn.edu) by **June 30** each year.

**Use size 10 font or larger.**

<b>2014-2015 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
There have been no substantial changes to our unit, and we are on track based on the feedback from the assessment committee.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Feedback from last year was better than in the previous year, so it seems we are on track. In fact, out of the 14 categories on the evaluation rubric, we obtain a target or developing in 10 of them. We are addressing the other 4 categories, and as such, we have modified the language of the PSLOs and plan to bring the new 4 PSLOs to the next edition of the Washburn catalog, and we continue to work on benchmarks for other assessment items, such as course grades and Praxis data. We feel that the lack of a national/regional exam, like some other disciplines have, plays against us, and we still have hopes of being able to incorporate a national/regional exam in order to compare with other institutions in terms of performance, although so far our efforts have not received financial support.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test
<input type="checkbox"/> Yes (describe what and why below) <input checked="" type="checkbox"/> No

<b>2013-2014 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
We did not have any substantial changes and as a unit, we are on track. At the request of the Assessment Committee, the chairs worked on and presented a poster showcasing our summative senior portfolio rubric to university faculty members in January of 2014. The Acting Chair attended mentor meetings and so a second member of the department has gained better understanding of the assessment process.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
In response to the critique on last year's report that the PSLOs contained too many details, Dr. Lalonde helped us eliminate repetitive language and consolidate our seven PSLOs into four concise ones. We are still working on adding indirect measures and we have not given up on our dream of incorporating a national exam as an assessment tool in the intermediate courses and then as exit exams. Prof. Tenny's grant through the VPAA for such an exam did not receive funding. We are also still working on a way to articulate how our assessment data is being used to validate or, if necessary, change our curriculum.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
Formerly we had 7 PSLOs, but since some of the language seemed repetitive and the criteria seemed to overlap, we made cuts and revisions. We now only have 4 PSLOs.

*Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.*

<b>2014-2015 Academic Year</b>			
<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO # <u>1</u></b> Demonstrate the ability to understand, interpret, discuss and explain a wide variety of written and oral communications in the target language.	<b>Direct:</b> According to the data based on the Major Portfolio Assessment Form (MPAF) scores, six students scored "excellent" and two earned "good" in this area.	Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored "good" or higher on our MPAF. We set a goal three years ago for all our graduates to reach the "good" or "excellent" level, and we met that goal this year, as we also did last year.	This report has been emailed to faculty members in the department. We post our assessment data on our department's home page, and we discuss the data at the both the annual ML retreat and the ML annual awards ceremony.
<b>PSLO # <u>2</u></b> Apply the ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language and to compare these usages with English.	<b>Direct:</b> According to the data based on the MPAF scores, five students scored "excellent" and three earned "good" in this area.	Unlike last year, where the number of "good" ratings outnumbered the "excellent" ones, this year we have a higher amount of "excellent" than "good." Therefore, we have improved in this area, compared to last year.	

<p><b>PSLO # <u>3</u></b>          Demonstrate the ability to explain, compare and contrast the institutions, history, social practices, and artistic and literary tradition(s) of the countries and culture(s) in which the language is spoken in their socio-historical background and/or their cultural significance.</p>	<p><b>Direct:</b>          According to the data based on the MPAF scores, six students scored “excellent” and two earned “good” in this area.</p>	<p>Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored “good” or higher on our MPAF.</p>	
<p><b>PSLO # <u>4</u></b>          Utilize strategies for independent and continuing learning of the target language.</p>	<p><b>Direct:</b>          According to the data based on the MPAF scores, seven students scored “excellent” and one earned “good” in this area.</p>	<p>Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored “good” or higher on our MPAF.</p>	
<p><b>Indirect:</b>          Exit Interview</p>	<p>We are moving to a selective graduating portfolio, instead of our current cumulative one. The new selective portfolio includes an exit interview in the target language that will be recorded.</p>		

<b>2013-2014 Academic Year</b>			
<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<p><b>PSLO # <u>1</u></b>            Demonstrate the ability to understand, interpret, discuss and explain a wide variety of written and oral</p>	<p><b>Direct:</b>            According to the data based on the Major Portfolio Assessment Form (MPAF) scores, eight students scored “excellent” and four earned “good” in this area.</p>	<p>Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored “good” or higher on our MPAF. We</p>	<p>This report has been emailed to faculty members in the department for suggestions and comments for revision, we post our assessment data on our department’s home page, and we</p>

communications in the target language.		set a goal two years ago for all our graduates to reach the “good” or “excellent” level, and we met that goal this year.	discuss the data at the both the annual ML retreat and the ML annual awards ceremony.
<b>PSLO # <u>2</u></b> Illustrate the ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language and to compare these usages with English.	<b>Direct:</b> According to the data based on the MPAF scores, five students scored “excellent” and seven earned “good” in this area.	The data shows that this is the only PSLO where the number of “good” ratings” outnumbered the “excellent” ones. We have still hit our target, but this might be one area where we could slightly improve.	
<b>PSLO # <u>3</u></b> Demonstrate an understanding of the institutions, history, social practices, and artistic and literary tradition(s) of the countries and culture(s) in which the language is spoken in their socio-historical background and/or their cultural significance.	<b>Direct:</b> According to the data based on the MPAF scores, nine students scored “excellent” and three earned “good” in this area.	Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored “good” or higher on our MPAF.	
<b>PSLO # <u>4</u></b> Demonstrate a functional knowledge of the strategies for independent and continuing learning of the target language.	<b>Direct:</b> According to the data based on the MPAF scores, seven students scored “excellent” and five earned “good” in this area.	Based on analysis of the course grades and senior portfolios, we think our students are on target since 100 percent of them scored “good” or higher on our MPAF.	
	<b>Indirect:</b> Exit Interview	We are currently working on how to “interview” our students during their senior thesis defense.	
<b>Describe how faculty members were involved in using assessment data to improve student learning.</b>			
This is an ongoing process in which we informally discuss the data during the school year at department meetings, and then formally at our annual retreat.			
<b>Describe how stakeholders are engaged in your assessment plan and process.</b>			
Our graduates keep us informed on how they are using the skills they learned in their language majors in both their graduate studies and jobs. This year, one student is pursuing an MA in Paris at Columbia University and two students have secured full-time language teaching positions at both a middle school and a high school. Another major is assisting a high school language teacher while she finishes her degree and other majors are serving the community as ESL teacher/tutors at Topeka High. We will need to stay in touch with the two students with teaching positions to see how they do on the Praxis exam this year.			

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**2014-2015 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

N/A

**2013-2014 Academic Year**

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

N/A

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**2014-2015 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

We plan to begin this coming year with a thesis defense in order to further assess the PSLOs, especially in regard to PSLO 1 since it is difficult to evaluate a student's speaking skills based on the written documents they turn into us. This may entail formulating a new rubric that is essentially an amalgam of the four PSLOs we use to evaluate our graduating seniors. This year we continue to hit our target of >75percent or more of our students earning a score of at least "good" on the MPAF in regard to all of our PSLOs, but we would like some national test in order to have evidence and data on how our students compare to graduates from other institutions. However, based on our data, we feel our majors leave Washburn with strong foundations in grammar, culture, literature and oral communication.

**2013-2014 Academic Year**

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

We plan to establish guidelines for a thesis defense in order to further assess the PSLOs, especially in regard to PSLO 1 since it is difficult to evaluate a student's speaking skills based on the written documents they turn into us. This may entail formulating a new rubric that is essentially an amalgam of the four PSLOs we use to evaluate our graduating seniors. Although we have hit our target of >75percent or more of our students earning a score of at least "good" on the MPAF in regard to all of our PSLOs, we could look at the pedagogical methods we use in our FR 311 courses since what we teach in that course corresponds to our weakest rating in the PSLOs. That said, our course grades in all the 311 courses are in general strong and consistent with the MPAF data, so we are on track in our goal of forming majors who leave Washburn with strong foundations in grammar, culture, literature and oral communication.

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*Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.*