

ANNUAL ASSESSMENT REPORT

2010-2011

The planning and implementation of program-based assessment at Washburn University is guided by the goal to be able to answer four fundamental questions

- 1) What are we trying to do in terms of student learning?
- 2) How well are we doing?
- 3) Using the answers to questions 1 and 2, how can we improve?
- 4) How are we sharing the knowledge gained with our constituents?

Program student learning objectives are measurable and characterize what we want our students to know, to think and care about, or to be able to do.

Program assessment plans have been developed to include both direct (students demonstrate) and indirect (students or other reflect) measures. To the extent possible, the learning objectives have been linked to the appropriate curriculum (see Matrix of SLOs), and an assessment cycle has been established.

INSERT DEPARTMENT/PROGRAM

Department of Modern Languages

MISSION

Consistent with the mission of the University and the College of Arts and Sciences to provide a liberal education as a force for continual learning, the Department of Modern Languages seeks to prepare students to be linguistically competent and literate in the culture(s) of the countries studied. It offers majors and minors in French, German, and Spanish as well as two years in Japanese in order to meet the goals of our various constituencies. Thus, the Department aims to serve students who (1) major or minor in a modern foreign language, (2) must fulfill the foreign language proficiency requirement (BA degree), (3) wish to combine foreign language with a professional program, e.g.: business, (4) plan to teach, and (5) plan to go to graduate school.

Major/Specialization/Concentration Being Assessed

Major in a Modern Language (French, German, Spanish)

Assessment Period Covered by this Report

Summer 2010 to Spring 2011

SUMMARY

Provide a brief summary of assessment results. Include any changes to your assessment plan which will be implemented in the upcoming year. Then, proceed to the next page to begin completing information for each individual Student Learning Outcome.

The Department of Modern Languages has the following 6 graduates during the time period covered in this report:

SUMMER 10→Caitlin Corbin (FR), Karen Gipson (FR), Leslie Liewer (GE);

FALL 10→Heather Weilmeier (SP licensure);

SPRING 11→ Elise Gunter (SP), Lauren Woidela (FR).

Of these six students, only 2 portfolios were evaluated, 1 in French, and 1 in Spanish. The other 4 students did not submit one because of several reasons (internal miscommunication—one came for the licensure only, and took just two courses with us, another student took a long time to graduate and the portfolio was not required then, and finally the other two placed at a higher level when beginning at Washburn and we failed to communicate this requirement to them).

Of the 2 portfolios assessed, all studied abroad through Washburn at one point in their studies (1 in the Dominican Republic, 1 in France). We graded the 7 objectives corresponding to the 3 main goals along the following criteria:

Excellent, Good, and Fair.

Of the two portfolios assessed, 1 student was considered good, and the other just fair.

Overall since they were above fair at the graduation level, we consider our program goals met.

Submitted by (Miguel González-Abellás)

(June 10, 2011)

OUTCOME 1 (State Student Learning Outcome)

Students majoring in French, German or Spanish should be linguistically competent in the target language:

1. Ability to engage in conversation, provide and obtain information, express ideas and emotions, and exchange opinions in the target language on a wide variety of topics with accurate pronunciation and intonation.

Outcome 1a: Means of Assessment & Criteria for Success

In order to assess the goals of our majors, students majoring in any of the program major languages (French, German, or Spanish) are required to maintain and submit at regular intervals a portfolio which addresses the course work the student pursues in completion of the major. Materials included in the portfolios demonstrate the students' growth in the mastery of the language skills and the content of the course work.

A grade of C or better in class (especially FR/GE/SP207–conversation) is proof of accomplishment.

Outcome 1b: Assessment Results

Of these 6 students, only 2 portfolios were evaluated, 1 in French and 1 in Spanish.

Of the 2 portfolios assessed, all studied abroad through Washburn at one point in their studies (1 in France and 1 in the Dominican Republic). As a note, of the 4 students who didn't submit the portfolio, they have also studied abroad.

We graded the 7 objectives corresponding to the 3 main goals along the following criteria:

Excellent, Good, and Fair.

1 student was considered good and 1 fair. The other 4 students did not take 207, the conversation class, but they all have been abroad, and we have seen in previous years that studying abroad improves the oral/listening skills.

Overall they were above fair at the graduation level. Therefore, based on the results, we consider our program goals met.

Outcome 1c: Use of Results

In terms of level, we seem to be doing fine. The Department would love to have the possibility of a national-regional test to compare our institution to others in the region-nation. However, such a test is not required and the options available cost money. We were pursuing one option (STAMP, which includes oral proficiency needed to measure this outcome) but two years ago, due to the current financial situation, we were informed that there was no money available for such a thing. We rely on indirect measures, such as the PRAXIS exam taken by students who go into teaching: all our students so far have passed the test (one passed the PRAXIS this year) and admission to graduate school (one was admitted this year as well). In terms of our assessment matching the standards of the American Council on the Teaching of Foreign Languages (ACTFL), our excellent matches ACTFL's advanced (and the occasional proficient), our good would be ACTFL's high-intermediate, and our fair ACTFL's low-intermediate.

The result from these 2 portfolios did not indicate any programmatic changes; simply the students were not our best.

Our portfolios kept showing that most of the students who studied or spent time abroad jumped from their previous level to the next. Therefore, at this point, and based on these results we will continue to encourage our majors to make study abroad an integral part of their studies at Washburn, supporting their efforts with generous scholarships and direct exchange or faculty-led programs. We are satisfied to report that almost all our majors spent time abroad at least for a summer, activity that also benefits the transformational experience in international education.

Outcome 1d: Mechanisms for Sharing Results

The results of this report are shared at the beginning of the semester in our first faculty meeting. They are also posted on line, so they are general public information for anyone interested.

OUTCOME 2 (State Student Learning Outcome)

Students majoring in the target language should be literate in the culture(s) of the countries studied:

2. Ability to understand, interpret, discuss and explain a variety of written and spoken non-technical topics.
3. Ability to use with accuracy the grammar, syntax, basic vocabulary and idioms of the target language.
4. A functional contrastive knowledge of the grammar, syntax and basic idiom of the target language and English.

Outcome 2a: Means of Assessment & Criteria for Success

In order to assess the goals of our majors, students majoring in any of the program major languages (French, German, or Spanish) are required to maintain and submit at regular intervals a portfolio which addresses the course work the student pursues in completion of the major. Materials included in the portfolios demonstrate the students' growth in the mastery of the language skills and the content of the course work.

A grade of C or better in class (especially FR/GE/SP311—Grammar Review—and FR/GE/SP312—Composition) is proof of accomplishment.

Outcome 2b: Assessment Results

Of these 6 students, only 2 portfolios were evaluated, 1 in French and 1 in Spanish..

Of the 2 portfolios assessed, all studied abroad through Washburn at one point in their studies (1 in France and 1 in the Dominican Republic). As a note, of the 4 students who didn't submit the portfolio, they have also studied abroad.

We graded the 7 objectives corresponding to the 3 main goals along the following criteria:

Excellent, Good, and Fair.

Portfolios: 1 student was considered good and 1 fair. Grades: 5 of the 6 students took either 311/312 or the previous 211/212. 311: 1 student gained C, 3 students gained B, 1 student gained A

312: 1 student gained C, 1 students gained B, 3 students gained A

Overall they were above fair at the graduation level. Therefore, based on the results, we consider our program goals met.

Outcome 2c: Use of Results

In terms of level, we seem to be doing fine. The Department would love to have the possibility of a national-regional test to compare our institution to others in the region-nation. However, such a test is not required and the options available cost money. We were pursuing one option (STAMP, which includes oral proficiency needed to measure this outcome) but two years ago, due to the current financial situation, we were informed that there was no money available for such a thing. We rely on indirect measures, such as the PRAXIS exam taken by students who go into teaching: all our students so far have passed the test (one passed the PRAXIS this year) and admission to graduate school (one was admitted this year as well). In terms of our assessment matching the standards of the American Council on the Teaching of Foreign Languages (ACTFL), our excellent matches ACTFL's advanced (and the occasional proficient), our good would be ACTFL's high-intermediate, and our fair ACTFL's low-intermediate.

The result from these 2 portfolios did not indicate any programmatic changes; simply the students were not our best.

Our portfolios kept showing that most of the students who studied or spent time abroad jumped from their previous level to the next. Therefore, at this point, and based on these results we will continue to encourage our majors to make study abroad an integral part of their studies at Washburn, supporting their efforts with generous scholarships and direct exchange or faculty-led programs. We are satisfied to report that almost all our majors spent time abroad at least for a summer, activity that also benefits the transformational experience in international education.

Outcome 2d: Mechanisms for Sharing Results

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OUTCOME 3 (State Student Learning Outcome)

Students majoring in the target language should be literate in the culture(s) of the countries studied:

5. Understand relationships between historical and current practices and perspectives of the culture(s) where the language is spoken.
6. Understand the institutions, history, social practices and literary tradition(s) of the country(ies) and culture(s) in which the language is spoken in their socio-historical background and/or their literary significance.

Outcome 3a: Means of Assessment & Criteria for Success

In order to assess the goals of our majors, students majoring in any of the program major languages (French, German, or Spanish) are required to maintain and submit at regular intervals a portfolio which addresses the course work the student pursues in completion of the major. Materials included in the portfolios demonstrate the students' growth in the mastery of the language skills and the content of the course work.

A grade of C or better in class (especially FR/GE/SP331—Intro to Literature) is proof of accomplishment.

Outcome 3b: Assessment Results

Of these 6 students, only 2 portfolios were evaluated, 1 in French and 1 in Spanish..

Of the 2 portfolios assessed, all studied abroad through Washburn at one point in their studies (1 in France and 1 in the Dominican Republic). As a note, of the 4 students who didn't submit the portfolio, they have also studied abroad.

We graded the 7 objectives corresponding to the 3 main goals along the following criteria:

Excellent, Good, and Fair.

Portfolios: 1 student was considered good and 1 fair. Grades: 5 of the 6 students took 331

1 student obtained a B, 4 students obtained A (one as a transferred grade)

Overall they were above fair at the graduation level. Therefore, based on the results, we consider our program goals met.

Outcome 3c: Use of Results

In terms of level, we seem to be doing fine. The Department would love to have the possibility of a national-regional test to compare our institution to others in the region-nation. However, such a test is not required and the options available cost money. We were pursuing one option (STAMP, which includes oral proficiency needed to measure this outcome) but two years ago, due to the current financial situation, we were informed that there was no money available for such a thing. We rely on indirect measures, such as the PRAXIS exam taken by students who go into teaching; all our students so far have passed the test (one passed the PRAXIS this year) and admission to graduate school (one was admitted this year as well). In terms of our assessment matching the standards of the American Council on the Teaching of Foreign Languages (ACTFL), our excellent matches ACTFL's advanced (and the occasional proficient), our good would be ACTFL's high-intermediate, and our fair ACTFL's low-intermediate.

The result from these 2 portfolios did not indicate any programmatic changes; simply the students were not our best.

Our portfolios kept showing that most of the students who studied or spent time abroad jumped from their previous level to the next. Therefore, at this point, and based on these results we will continue to encourage our majors to make study abroad an integral part of their studies at Washburn, supporting their efforts with generous scholarships and direct exchange or faculty-led programs. We are satisfied to report that almost all our majors spent time abroad at least for a summer, activity that also benefits the transformational experience in international education.

Outcome 3d: Mechanisms for Sharing Results

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OUTCOME 4 (State Student Learning Outcome)

Students majoring in the target language will have the tools for continual learning:

7. Functional knowledge of the strategies for independent and continuing learning of the foreign language.

Outcome 4a: Means of Assessment & Criteria for Success

In order to assess the goals of our majors, students majoring in any of the program major languages (French, German, or Spanish) are required to maintain and submit at regular intervals a portfolio which addresses the course work the student pursues in completion of the major. Materials included in the portfolios demonstrate the students' growth in the mastery of the language skills and the content of the course work.

A grade of C or better in class (especially FR/GE/SP400—Senior Thesis) is proof of accomplishment.

Outcome 4b: Assessment Results

Of these 6 students, only 2 portfolios were evaluated, 1 in French and 1 in Spanish..

Of the 2 portfolios assessed, all studied abroad through Washburn at one point in their studies (1 in France and 1 in the Dominican Republic). As a note, of the 4 students who didn't submit the portfolio, they have also studied abroad.

We graded the 7 objectives corresponding to the 3 main goals along the following criteria:

Excellent, Good, and Fair.

1 student was considered good and 1 fair. Grades: 2 out of 6 completed this course, which is a fairly new requirement.

Both students received A in the class.

Overall they were above fair at the graduation level. Therefore, based on the results, we consider our program goals met.

Outcome 4c: Use of Results

In terms of level, we seem to be doing fine. The Department would love to have the possibility of a national-regional test to compare our institution to others in the region-nation. However, such a test is not required and the options available cost money. We were pursuing one option (STAMP, which includes oral proficiency needed to measure this outcome) but two years ago, due to the current financial situation, we were informed that there was no money available for such a thing. We rely on indirect measures, such as the PRAXIS exam taken by students who go into teaching: all our students so far have passed the test (one passed the PRAXIS this year) and admission to graduate school (one was admitted this year as well). In terms of our assessment matching the standards of the American Council on the Teaching of Foreign Languages (ACTFL), our excellent matches ACTFL's advanced (and the occasional proficient), our good would be ACTFL's high-intermediate, and our fair ACTFL's low-intermediate.

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Outcome 4d: Mechanisms for Sharing Results

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