

PROGRAM SUMMARY REPORT

Department: Department of Modern Languages	Report Type: Interim Year 4
Program Name and Level: Modern Languages: French, German (BA Only), Italian, and Spanish	Program Level: BA, BS/Grad Certificate
Report Preparer: _Rocío Fuentes	Date Completed: 9/27/2019
Program Structure: Non-Accredited	Academic Year: 2018-19
Accreditation Agency (If Applicable): N/A	Date Next Self Study Due to Agency: N/A

Program Assessment Question	Response
<p>1) URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>http://www.ccsu.edu/modlang/undergrad.html Learning Outcomes for BA/BS/Graduate Certification:</p> <ol style="list-style-type: none"> 1. Speak at an Advanced Low oral proficiency in the target language. 2. Write at an Advanced Low written proficiency in the target language. 3. Use the target language to discuss major topics related to the cultures of countries where the target language is spoken. <p>Use the target language to discuss the works of major authors of countries where the target language is spoken.</p>
<p>2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	<p>No changes to the learning outcomes. N/A</p>
<p>3) Strengths: What about your assessment process is working well?</p>	<p>Our assessment process is based on standardized instruments; the use of common rubrics across the languages, and a comprehensive assessment plan created by the department, based on national standards and ACTFL guidelines.</p>

<p>4) <u>Improvements:</u> List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)</p>	<p>Submission of data needs to be more regular. Courses taught by part-time members present a challenge in data collection.</p> <p>Under-enrolled classes do not provide relevant information and they skew the results.</p> <p>CCSU-SCSU Distance Learning courses also represent a challenge because of the different use of assessment instruments and data sharing.</p>
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For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.

LO 1. Speak at an Advanced Low oral proficiency in the target language	
1.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Performance tests and scoring rubrics aligned to the Oral Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).
1.2) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Assessment committee of the Department of Modern Languages
1.3) <u>Results:</u> Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: The majority of students perform within the target/meets the standards levels in the assessment of speaking skills. For specific percentages, please consult the tables included in the second part of the report.
	Changes: The department is currently working on developing and implementing sequences of tasks, communicative activities, and performance tests to improve the students' interpersonal communicative skills.

LO 2. Write at an Advanced Low written proficiency in the target language	
2.1) <u>Assessment Instruments:</u> What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Writing portfolios and scoring rubrics aligned with the Written Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

<p>2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>The ML Assessment Committee</p>
<p>2.3) Results: Using this year's Findings, list:</p> <p>a. The conclusion(s) drawn</p> <p>b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: The majority of students perform at the meet the standatds or target level in the assessment of writing.</p> <p>For specific percentages, please consult the tables included in the second part of the report.</p>
	<p>Changes: The department is working on curricular changes and revised content for their culture, literature, and heritage speakers.</p>

<p>LO 3. Use the target language to discuss major topics related to the Cultures of countries where the target language is spoken</p>	
<p>3.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>Oral presentations and scoring rubrics aligned with the National Standards in the Teaching of Culture in World Languages.</p>
<p>3.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Department's Assessment Committee</p>
<p>3.3) Results: Using this year's Findings, list:</p> <p>a. The conclusion(s) drawn</p> <p>b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: The majority of students perform at the acceptable or target level in the assessment of Cultures; however, offering culture courses in German presents a challenge, considering low enrollment and the absence of full-time faculty who can teach these courses.</p> <p>For specific percentages, please consult the tables included in the second part of the report.</p>
	<p>Changes: No culture courses have been offered in German this year. This remains an issue to be solved. French and Francophone culture courses are now offered in collaboration with SCSU. We expect that the courses generate enough data to get a better sense of the performance of the students in the near future.</p>

LO 4. Use the target language to discuss the works of major authors of countries where the target language is spoken	
<p>4.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>Essays and scoring rubrics keyed to National Standards in the teaching of Literature in world languages</p>
<p>4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Department's Assessment Committee</p>
<p>4.3) Results: Using this year's Findings, list:</p> <ul style="list-style-type: none"> a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s) 	<p>Conclusion: The majority of students perform at the acceptable or target levels in the assessment of Literature. Offering literature courses in German presents a challenge, considering low enrollment and no full-time faculty.</p> <p style="color: red;">For specific percentages, please consult the tables included in the second part of the report.</p> <hr/> <p>Changes: No German literature courses were offered during the period reported here. French and Francophone literature courses are offered in collaboration with SCSU so we expect to be able to collect data soon.</p>

GENERAL EDUCATION SUMMARY

GENERAL EDUCATION SUMMARY:

1. All departments contribute to the general education foundation of CCSU students (i.e., the CCSU General Education Learning Objectives/Outcomes) and must submit the General Education Summary below.
2. If your department participated in the General Education Assessment initiative (Multi-State model), complete Section 1 below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Section 2 below.
Complete one Summary table for each LO assessed.
4. URL for the list of CCSU Learning Objectives/Outcomes, click [here](#).

Department: <u>Modern Languages</u>	Report Type: GenEd Summary
Program Name and Level: <u>BA French, German (BA only), Italian, and Spanish; BSED French, Italian, and Spanish.</u>	Academic Year: 2019-20
Report Preparer: <u>Rocío Fuentes</u>	Date Completed: 9/27/2019

Participation in General Education Assessment Initiative (Multi-State Collaborative model)	Section 1 Responses
<p>1) Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model).</p> <p><i>Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.</i></p>	<p>Faculty member(s):</p> <p>GenEd Learning Outcome(s)/Objective(s):</p> <p>Course(s):</p> <p>N/A</p>

Complete one Summary table below for each Learning Outcome assessed.

Participation through Department-level GenEd Assessment	Section 2 Responses
<p>1) Courses: List course(s) and the CCSU General Education Learning Objective/Outcome with which the course is aligned. (These include courses across all schools and departments and are not limited only to designated GenEd Study and Skill Area courses.)</p>	<p>“To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world. Relevant outcomes include the ability to: analyze an issue from the perspective of another cultural tradition or historical period; understand and respect cultural differences; read, write, speak, and understand a foreign language at an enhanced level.”</p> <p>All 112 language courses (GENED)</p> <ul style="list-style-type: none"> • Speak and write at the Novice-High proficiency level in the target language. • Demonstrate knowledge of Products, Practices and Perspectives in the target culture, as defined by National Standards. <p>Speaking, writing, literature, and culture courses:</p> <p>LO1: Speak at an Advanced Low oral proficiency in the target language</p> <p>LO2: Write at an Advanced Low written proficiency in the target language courses</p> <p>LO3: Use the target language to discuss major topics related to the Cultures of countries where the target language is spoken</p> <p>LO4: Use the target language to discuss the works of major authors of countries where the target language is spoken.</p>
<p>2) Assessment Instruments: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>For the 112 level: Final assessment testing all four linguistic skills (Speaking, reading, writing, listening). Instrument elaborated by certified ACTFL raters.</p> <p>For the 336 level: Oral interview, conducted by instructors as part of the course’s final assessment. This instrument measures student performance according to ACTFL speaking proficiency guidelines.</p> <p>For Literature courses (304, 375): Essay dealing with literary topics.</p> <p>For Culture courses (315, 316): Oral presentation dealing exploring, analyzing, comparing, and contrasting C2 (target culture) topics.</p>

<p>3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Department's Assessment Committee</p>
<p>4) Results: Since the most recent full report, list:</p> <p><i>a.</i> The conclusion(s) drawn, noting strengths and weaknesses.</p> <p><i>b.</i> The changes that were or will be made as a result of those conclusion(s).</p>	<p>As in previous years, most of the students fell within the "Acceptable" and "Target" ratings. In the Fall of 2018, Only 11% of the students in the 112 levels did not pass the final assessment. In the Oral Assessments (335 level courses), none in Spanish fell in the "Does not meet" category. The data regarding Italian language are more difficult to interpret, since only three students took ITAL335, and there is not a clear/valid pattern because of the small population.</p> <p>The courses dealing with Literature (304, 305 level courses), there were no students in the "Does not meet category". The culture courses also yielded strong data, since only one student did not meet the standards.</p> <p>In the Spring of 2019 the trend is similar. Only in Japanese 112 a third of the students did not meet the standard. In the Oral Assessments (336) level, all students scored at Target. In Literature classes (SPAN304 and SPAN375) the majority met the standard. In Culture courses, (French and Spanish 316) only one student failed the final assessment.</p> <p>The small number of students in Italian335 prevent us from making any clear conclusions regarding the performance and/or validity of the instruments. Japanese seems to be also an exception this year.</p> <p>*Please note that BSED students take all the courses listed here. For disaggregated percentages consult the tables included on the second part of the report.</p>
<p>5) Strengths in your Assessment Process: List ways in which your assessment process is working well.</p>	<p>The results obtained in the academic year 2018-2019 confirm a trend of positive learning outcomes in our courses. Assessment tasks and instruments as well as the rating procedures seem to be consistent and reliable.</p>
<p>6) Improvements: List ways in which your GenEd assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).</p>	<p>The Department has not collected data regarding 111 courses. Since it seems to be a current need, we will have to develop assessment instruments, tasks, and data collection procedures. Gathering data from courses taught by adjuncts remains a challenge. Enforcement of policies must be a priority for next academic year.</p>

	<p>Also, developing assessment instruments for less commonly taught languages remains a challenge due to the shortage of specialists in this area.</p>
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APPENDIX

Modern Language Department

Assessment Report Fall 2018

DATA

General Education

Fall 2018

Language	Does not meet	Acceptable	Target
CHINESE 112	Not offered		
FRENCH 112	Not offered		
GERMAN 112	Not offered		
ITALIAN 112	Not offered		
JAPANESE 112	Not offered		
SPANISH 112	9 (11%)	42 (54%)	27 (35%)

BA/BS Programs

Language Oral Assessment (LO1)

Fall 2018

Language	Do not meet	Acceptable	Target
FRENCH 335	0	0	5
GERMAN 335	Not offered		
ITALIAN 335	1 (33.3%)	1 (33.3%)	1 (33.3%)
SPANISH 335	0	4 (28%)	10 (72%)

Culture Assessment (LO 3)

Fall 2018

Language	Do not meet	Acceptable	Target
FRENCH 315	Not offered		
GERMAN 315	Not offered		
ITALIAN 315	Not offered		
SPANISH 315	1 (3.4%)	10 (34%)	18 (62%)

Literature Assessment (LO 4)

Fall 2018

Language	Do not meet	Acceptable	Target
FRENCH 305 Distance Learning CCSU		1 (10%)	9 (90%)
GERMAN 305	Not offered		
ITALIAN 304	Data not collected		
SPANISH 305	0	9 (47%)	10 (53%)

Modern Language Department

Assessment Report Spring 2019

General Education

Language	Do not meet	Acceptable	Target
ARABIC 112	No data submitted		
CHINESE 112	0	2 (22%)	7 (78%)
FRENCH 112	1 (6%)	4 (27%)	10 (67%)
GERMAN 112	No data submitted		
ITALIAN 112	1 (5%)	8 (57%)	5 (38%)
JAPANESE 112	7 (41%)	3 (18%)	7 (41%)
LATIN 112	0	6 (60%)	4 (40%)
POLISH	No data submitted		
SPANISH 112	8 (9%)	38 (39%)	50 (52%)

BA/BS Programs

Language Written Assessment (LO 2)

Language	Do not meet	Acceptable	Target
FRENCH 336	0	0	6
GERMAN 336	Not offered		
ITALIAN 336	0	0	3 (100%)
SPANISH 336	0	0	10 (100%)

Literature Assessment (LO 4)

Language	Do not meet	Acceptable	Target
FRENCH 304	Not offered		
GERMAN 304	Not offered		
ITALIAN 304	Not offered		
SPANISH 304	1 (11%)	0	8 (89%)
SPANISH 375	3 (16%)	8 (42%)	8 (42%)

Culture Assessment (LO 3)

Language	Do not meet	Acceptable	Target
FRENCH 316	Not offered		
GERMAN 316	Not offered		
ITALIAN 316	0	0	4 (100%)
SPANISH 316	1 (7%)	8 (53%)	6 (40%)

End of Report