



Submission Guidelines for **INTERIM** Assessment Reports (assessment results from AY 2017-2018)

Guidelines:

- 1) *Submission deadline: **October 15, 2018**, early submissions are encouraged.*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
- 3) *Provide a SEPARATE REPORT for each academic program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
- 4) *An Interim report consists of the completed Overview report for the academic program.*
- 5) *The Interim report includes a General Education Overview where your department's contribution to the assessment of CCSU's General Education Learning Objectives/Outcomes is reported.*

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. In lieu of a Full Assessment report during their Program Review year, departments should submit a 1-page summary report. This ensures that we are in compliance with NEASC and BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Interim reports: Complete ONLY the Overview for the program, complete with contribution to the assessment of CCSU's General Education Learning Objectives/Outcomes. URL to Assessment website resources: <http://www.ccsu.edu/oira/assessment/AAP.html>

Overview: The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee (AAC). These questions must be completed annually for all academic programs as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** The Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Overview

Department: _____ Modern Languages _____

Report Preparer: _____ Carmela Pesca, Chair _____

Program Name and Level: _ BA in Modern Languages: French, German (BA only), Italian and Spanish;
BS/Graduate Certification in Modern Languages: French, Italian and Spanish

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://www.ccsu.edu/modlang/undergrad.html Learning Outcomes for BA/BS/Graduate Certification: <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.4. Use the target language to discuss the works of major authors of countries where the target language is spoken.
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.	No changes to Learning Outcomes
Strengths: What about your assessment process is working well?	Standardized instruments, common rubrics across the languages, and a comprehensive assessment plan created by the department, based on national standards and ACTFL guidelines.
Improvements: 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)	Submission of data needs to be more regular. Courses taught by part-time members present a challenge in data collection. Under-enrolled classes do not provide relevant data. We need to find a way for SCSU to share data of CCSU-SCSU Distance Learning courses.
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	

<p>1.1) 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>Scoring rubrics keyed to the Oral Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).</p>
<p>1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Department's Assessment Committee</p>
<p>1.3) Results: 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)</p>	<p>Conclusion: The majority of students perform at the target level in the assessment of speaking</p> <p>Changes: The Department continues to develop and improve communicative activities that allow students to perform at their best.</p>

LO 2. ___ Write at an Advanced Low written proficiency in the target language	
2.1) 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, licensure examination, etc.)	Scoring rubrics keyed to the Written Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL)
2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Department's Assessment Committee
2.3) Using this year's Findings, list:, 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 at the acceptable or target level in the assessment of writing
	Changes: The Department is revising content for courses intended for heritage speakers of Spanish
LO 3: ___ Use the target language to discuss major topics related to the Cultures of countries where the target language is spoken	
3.1) Assessment Instruments: For each LO, 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, licensure examination, etc.)	Scoring rubrics keyed to National Standards in the teaching of Culture in world languages
3.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Department's Assessment Committee
3.3) 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 at the acceptable or target level in the assessment of Cultures. Offering culture courses in German presents a challenge, considering low enrollment and no full-time faculty.
	Changes: No culture courses have been offered in German this year. French and Francophone culture courses are now offered in collaboration with SCSU.

LO 4._ Use the target language to discuss the works of major authors of countries where the target language is spoken	
4.1) Assessment Instruments: For each LO, 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, licensure examination, etc.)	Scoring rubrics keyed to National Standards in the teaching of Literature in world languages
4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Department's Assessment Committee
4.3) 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 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.
	Changes: No literature courses have been offered in German this year. French and Francophone literature courses are now offered in collaboration with SCSU.
LO 5.	
5.1) Assessment Instruments: For each LO, 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, licensure examination, etc.)	
5.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Department's Assessment Committee
5.3) 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:
	Changes:

Interim reports: Append clearly labeled supporting data tables, organized by LO

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 only Summary questions 1) and 2) below.
3. If your department assesses GenEd Learning Objectives/Outcomes at the department-level, complete Summary questions 1) – 7). Complete one Summary table for each LO assessed.

URL for the list of CCSU Learning Objectives/Outcomes: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department: Modern Languages

General Education LO Assessed: Speaking Ability at the Novice-High Level

Report Preparer: Carmela Pesca, Chair

General Education Questions	Response
<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>All 112 language courses: second semester of language study.</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>Participation in General Education Assessment Initiative (Multi-State Collaborative model)</p>	<p>Response</p>
<p>2) Our departmental faculty participated in the assessment of the GenEd Learning Objectives/Outcomes by contributing to the GenEd Assessment Initiative (Multi-State Collaborative model). <i>Please list the participating faculty and General Education Learning Objective/Outcome(s) for which faculty have provided student artifacts.</i></p>	<p>n/a</p>
<p>Participation through Department-level GenEd Assessment</p>	<p>Response</p>

<p>3) 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>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>4) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. Assistant, etc.).</p>	<p>Department's Assessment Committee</p>
<p>5) Results: Since the most recent full report, list: a. The conclusion(s) drawn, noting strengths and weaknesses. b. The changes that were or will be made as a result of those conclusion(s).</p>	<p>Most students perform at the expected level of Novice-High. Methods employed by faculty and activities developed for class are effective to allow students to reach this level of performance. The Department continues to develop and improve communicative activities that allow students to perform at their best.</p>
<p>6) Strengths in your Assessment Process: List ways in which your assessment process is working well.</p>	<p>The communicative approach in Elementary language courses is effective in allowing students to reach the expected Novice-High level after two semesters in college. Activities focus on student ability to be creative with the language, control some basic structures, and maintain a simple interaction.</p>
<p>7) 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>Data collection needs to be more regular, particularly for courses taught by part-time faculty members. Assessment rubric (oral interview) used for languages with a higher degree of difficulty (Arabic, Chinese, Japanese, and Polish) need to be adjusted to reflect the level of proficiency expected in those languages after two semesters of language study.</p>

Interim reports: Append clearly labeled supporting data tables, organized by LO.

Fall 2017
 Modern Language Department
 Assessment Data Report

Fall 2017

General Education

Language	Do not meet	Acceptable	Target
SPANISH 112	6	61	19

BA/BS Programs

Language Oral Assessment

Language	Do not meet	Acceptable	Target
FRENCH 335	0	3	6
GERMAN 335	0	1	0
ITAL 335	0	1	3
SPANISH 335	0	3	6

Literature Assessment

Language	Do not meet	Acceptable	Target
FRENCH 305	Not offered		

GERMAN 304	Not offered		
ITAL 305	0	5	7
SPANISH 305	3	14	6
SPANISH 376	2	4	19

Culture Assessment

Language	Do not meet	Acceptable	Target
FRENCH 315	Not offered		
GERMAN 315	Not offered		
ITALIAN 315	Not offered		
SPANISH 315	0	4	14

MA in Modern Languages

Conduct research in different areas of the field of Modern Languages: literature, culture, pedagogy, and applied linguistics (ML 598)

Course	Do not meet	Acceptable	Target
ML 598	0	0	11

Use the target language to write about major works in Italian, Spanish or Spanish American literature

Course	Do not meet	Acceptable	Target
SPAN 515	0	1	7

Use the target language to analyze Italian or Spanish grammar as well to analyze the target language structure.

Course	Do not meet	Acceptable	Target
ITAL 560	0	3	7

Spring 2018

General Education

Language	Do not meet	Acceptable	Target
ARABIC 112	No data submitted		
CHINESE 112	1	6	4
FRENCH 112	3	6	24
GERMAN 112	No data submitted		
ITALIAN 112	4	11	6
JAPANESE 112	3	10	4
LATIN 112	No data submitted		
POLISH	No data submitted		
SPANISH 112	8	52	44

BA/BS Programs

Language Written Assessment

Language	Do not meet	Acceptable	Target
FRENCH 336	0	0	3
GERMAN 336	Not offered		
ITALIAN 336	0	2	0
SPANISH 336	0	2	8

Literature Assessment

Language	Do not meet	Acceptable	Target
FRENCH 304 or 305	Not offered		
GERMAN 304 or 305	Not offered		
ITALIAN 304 or 305	Not offered		
SPANISH 304	1	6	10
SPANISH 375	6	4	14

Culture Assessment

Language	Do not meet	Acceptable	Target
FRENCH 315	Not offered		
GERMAN 315	Not offered		

ITALIAN 315	2	4	1
SPANISH 316	2	11	11

MA in Modern Languages

Use the target language to write about major works in Italian, Spanish or Spanish American literature

Course	Do not meet	Acceptable	Target
SPAN 545	0	1	8

Use the target language to analyze Italian or Spanish grammar as well to analyze the target language structure.

Course	Do not meet	Acceptable	Target
SPAN 560	0	3	11