

Annual Assessment Report

Department: Modern Languages

Academic Year: 2015-16

Date of Submission: September 2016

Department Chair: Dinora Cardoso

I. Response to the previous year PRC's recommendations

Item: Languages at Westmont	Response: <ul style="list-style-type: none">• We were invited to the Provost's Office to approve an online Turkish language follow up to the Off-Campus Program. The instructors from Turkey would be hired to continue working with our students. This strategy allows students to work with faculty whom they already trust and know rather than being an entirely digital delivery.• We were informed the Off-Campus Program in Asia would include Chinese as a language component.• Additions to the language program at Westmont are not done through courses on campus. We are consulted when a language is added through Off-Campus Programs. Thus, the languages added are subject to the strategic creation new programs, according to the Off-Campus Programs director and office.• Thus far, Modern Languages is only consulted when an Off-Campus Program is added to the College's curriculum. None of the questions the PRC addressed to us has been within our realm of influence.• We've attempted to offer German 3 for two years as a support to students returning from Westmont In Northern Europe. We have not had the minimum 8 students to fund the class. We've also offered a German Table at lunch. There was little student interest, but we will try again in the Spring of 2017.
------------------------------------	--

Item: Benchmarks	Response: <ul style="list-style-type: none"> • Our goal was to have 75% of seniors at the “Developed” or “Highly Developed” category, so we are within the parameters the PRC suggested. • Our results are higher than our benchmark; hence, we are well-within these parameters.
Item:	Response:
Item:	Response:
Notes:	

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

Program Learning Outcome	Modern Language students can demonstrate critical thinking.
Who is in Charge /Involved?	Chair, Dinora Cardoso; Involved, the entire department.
<u>Direct Assessment Methods</u>	The Department of Modern Languages worked together to adapt the AAC&U’s rubric for critical thinking. We used the same rubric across upper division literature and advanced grammar courses and collected data from Fall of 2014 to Spring of 2016. The assignment was a research paper for a literary text. Unfortunately, our first efforts at implementing the rubric through LiveText had a few glitches. Our administrative assistant did not know that she had to imbed numbers into the template rubric, so we don’t have the mean, mode and standard deviation for the first year 2014-15. The second year, 2015-16, the numbers were imbedded into the rubric categories. Because the rubric was changed, LiveText saw the rubric as two separate documents and could not add all the data for both years. The collected data points appear as an attachment to this document. Both Spanish and French used the same rubric.
<u>Indirect Assessment Methods</u>	None

<p>Major Findings</p>	<p>SPANISH: With two year's worth of assessments in critical thinking, we have a reasonable sample in Spanish to analyze data at different levels. (See Attachment 1AA Aggregate Critical Thinking) It is clear: students who enter the upper division classes (SP 100) are not as proficient as students who finish the program¹. However, there are a few anomalies in comparing other upper division courses. First, we only have data for senior-level classes from 2014-15². We only had one senior level class in 2015-16, and the instructor did not include a final research paper in the course. Thus, we have incomplete data for 2015-16. Second, students in the Introduction to Literature sequence (Sp101-104) seem to perform better than those in the senior-level courses in the first category (<i>1. Thesis & explanation of issues: Thesis/issue to be considered is relevant to the assigned topic, stated clearly and described comprehensively</i>) and do equally well in the third (<i>3 Originality & assumptions: Student's position is imaginative and fresh; writer makes novel connections and poses new ways to think about the material, i.e. writer does more than merely provide a summary of others' work</i>), with only a slight increase for seniors in the last category (<i>6 Quality and analysis of evidence: Analysis is based on a synthesis of sources; writer appropriately interprets and evaluates sources to develop a comprehensive analysis</i>).³</p> <p>Next time, it might have been interesting to include critical thinking from Sp150, a course in which students write in English, so that we could compare/contrast their ability in their native language and differences due to language development in the target language.</p> <p>Every student met the competence standards set by the rubric (75% of students at the “Highly Competent” or “Competent” level); however, one senior student did not meet the last two categories. Both categories require evidence to be incorporated into student writing. Category 5 sets the standard of having students select and incorporate reliable sources into their writing. This student may be an outlier.</p> <p>FRENCH We have kept the French data together due to the small sample size. Every student in upper division French met the competence standards in critical thinking (75% of students at the “Highly Competent” or “Competent” level). See attachments D and DD.</p>
<p>Closing the Loop</p>	<p>Our assessment proved that our program is meeting its goals. Additionally, we are currently going through a revision of the major requirements, which ultimately will result in the establishment of a course rotation and new courses developed. One of the new courses will be capstone course in Spanish, which can only be offered on a regular basis if we have a firm course</p>

¹ Attachments A and AA

² Attachment B

³ Attachments C and CC

Activities	rotation.
Collaboration and Communication	
<p>The entire department collaborated by including the assessment in their courses over the course of the last two years. The final results were shared with all members of the department at the 8/25/16 meeting, and the chair circulated a rough draft of this document. Suggestions and additional closing the loop activities had to be shared by 9/3/16 so that this report could be finalized by 9/15/16.</p>	

or/and

II B. Key Questions

Key Question	
Who is in Charge/Involved?	
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	
Major Findings	
Recommendations	
Collaboration and Communication	

III. Follow-ups

Program Learning Outcome or Key Question	Our previous PLO had positive results, so there were no changes required. In spite of this we have undertaken an update of the Spanish major. One of the goals is to create a capstone course. Because not all our students will continue to graduate school in literature, a second aim of the curriculum revision is to expand the types of courses that students take in order to fulfill the major requirements. A third objective is to institute a course rotation which will help students with their four-year plan, while limiting the number of courses the department offers each semester and, thus, increasing enrollment in upper division courses.
Who was involved in implementation?	All department members
What was decided or addressed?	In process.
How were the recommendations implemented?	
Collaboration and Communication	

IV. Other assessment or Key Questions related projects

Project	Capstone Course in Spanish
Who is in Charge /Involved?	All department members
Major Findings	<ul style="list-style-type: none"> • Models from other schools have been secured both from Christian and secular institutions. • We're still working on a course rotation for Spanish upper division. • Substantive work has taken place on the curriculum revision.
Action	

We hope to have a course pilot by this year's end.

Collaboration and Communication

ML faculty met over the summer to change the requirements for the Spanish major and began work on the capstone course.

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing

VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)