

Template
Degree Program
Assessment of Student Learning Plan
Kansas State University

Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Arts and Sciences
Department: Modern Languages
Date: July 19, 2005 (revised from October 27, 2004)

B. Contact Person(s) for the Assessment Plans

Robert Corum, Jr. (Dept. Head)
Bradley Shaw, Chair, Assessment Committee

C. Degree Program

B.A. in Modern Languages (French, German, Spanish)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- ✓ Advanced Speaking Skills
- ✓ Advanced Reading Skills
- ✓ Advanced Writing Skills
- ✓ Ability to Investigate and Evaluate in Research
- ✓ Awareness of Cross-Cultural Diversity
- ✓ Study/Service Abroad Experience

Special rationale for selecting these learning outcomes (optional):

These SLOs listed above correspond to the department's long-term commitment to development in the "four skills" (speaking, reading, writing, and listening). Note that listening comprehension is combined with speaking in that it is part of the process of a meaningful conversation. Cross-cultural competence is a natural goal of foreign language communication, a process which extends beyond the literal meaning of words to the essence of cultural difference. Although study abroad is not required for all majors, it is a significant part of the experience of many students. Ideally, all students in Modern Languages would have the opportunity to live and study in a foreign language speaking environment.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Modern Languages: SLOs (Undergraduate Programs)						
Program SLOs	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	ML SLO is conceptually different from university SLOs
1. Advanced Speaking	X	X	X			
2. Advanced Reading	X	X	X			
3. Advanced Writing	X	X	X			
4. Investigate & Evaluate Research	X	X			X	
5. Cross-Cultural Diversity Awareness	X	X		X		
Study/Service Abroad Experience	X	X	X	X		

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

- Advanced Speaking will be assessed by one of two instruments: the OPI (oral proficiency interview), according to guidelines of the American Council for the Teaching of Foreign Languages (ACTFL), or the SOPI (simulated oral proficiency interview), designed by the Center for Applied Linguistics (CAL).
- Advanced Reading will be assessed, using ACTFL guidelines, by the use of the CAPE (Computer Assisted Placement Examination) test, designed by Brigham Young University, the selected use of reading tests (from external sources ^{or} designed by ML faculty at K-State), and indirectly, through term papers.
- Advanced Writing will be assessed through an evaluation of student portfolio selections, using ACTFL guidelines.
- The students' ability to investigate and evaluate research will be assessed through an evaluation of term papers and student portfolio selections.
- The students' awareness and appreciation of cultural diversity will be assessed through diversity-sensitive questions on an exit questionnaire and by an analysis of the number of students involved in group activities such as international community development, study abroad, international internships, and community service in bilingual communities. *Reflection on experience: what was learned?*
- Study/Service Abroad will be assessed through departmental record-keeping regarding the number and percentage of students who study abroad, participate in international community service, or do internships abroad to determine the effects of these activities on their communication skills and cultural awareness. *measure of effects? Seems like more than record-keeping.*
- The assessment plan is for students who choose to be majors in French, German, or Spanish.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Year 1:

- Students who identify themselves as majors will be given the SOPI at the completion of their fourth semester level course (i.e., French 4, German 4, etc.). This is done to provide a baseline level to compare to their exit rating, and to help students assess their own ability at this important stage of their skill development.
- Faculty will be trained in the evaluation of the SOPI exam. At least 50% of the faculty will be involved in the evaluation of SOPI results.
- All majors will be given "Guidelines for Majors" that will include general portfolio guidelines. This will begin the process of portfolio development.
- All graduating students will be asked to complete an exit survey or questionnaire.
- Students who participate in study abroad or international community service will be asked to complete a questionnaire.

Year 2:

- SOPI exams will be given to graduating students during their final semester, and will continue to be given at the end of the fourth semester level for Modern Languages majors.
- A proficiency examination will be administered for reading and writing skills to students selected at random. If a nationally recognized examination instrument is not acceptable, we will create our own exam for this purpose. *fine if clearly measures your outcomes*
- Exit surveys and study abroad questionnaires will be administered each semester.
- Faculty will design templates for the evaluation of student portfolios.

Year 3:

- SOPI exams will be given to all graduating student⁽²⁾ during their final semester, and will continue to be given at the end of the fourth semester level for Modern Languages majors.
- Students will place the results of any reading tests they may have taken, and provide samples of their writing and research skills in their portfolios.
- Exit surveys and study abroad questionnaires will be administered each semester.
- The Assessment Committee will study assessment results and activities during the spring semester to make recommendations for modifications to measures and procedures.
- An advisory committee of alumni and friends of the department will receive the ML Assessment Committee report and will make recommendations to the department head.

4. What is the unit's process for using assessment results to improve student learning?

The results of all assessment instruments are submitted to the department head who will keep them on file. Baseline data will be collected for all measurable assessment instruments (i.e., all aspects of the program for which a template is used) beginning in the second year. The ML assessment committee will review the file each semester of every academic year and make a formal report to the department head and faculty. An advisory committee of alumni and friends of the department will receive the ML assessment committee report and will make recommendations to the department head. Changes to the plan, which may include modifications or replacements of testing instruments, procedures, and even program goals and projected student learning outcomes, will be instituted, by department vote, as needed. At the time of every departmental program review, providing that we have sufficient funds, an outside evaluator will be invited to evaluate our assessment plans and make recommendations for improvement.

*teaching strategies?
or
testing procedures?*

Date: July 19, 2005

To: College Assessment Review Committee (CARC), College of Arts and Sciences

From: Department of Modern Languages

Ref: "Recommendations and feedback for the future (e.g., reporting assessment activities and results)"

Three-year plan

Our notion is not to assess a couple of skills every year in a 5-6 year cycle, but to develop a plan that would provide for each student a clear awareness of accomplishment as well as a mechanism by which we can assess our program over the years. If we determine that our plan is too ambitious, we will make adjustments along the lines that are recommended.

} excellent

Matrix

Although we have had informal discussions about a matrix in which we would identify specific slo's for specific courses, we have not completed this task. We plan to accomplish this task during the first two months of the fall semester, giving the opportunity for faculty to participate fully in the discussions and to claim "ownership" of the plan.