SUNY CANTON

Foreign Languages
School of Business and Liberal Arts
Fall 2015 Assessment Report

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What was assessed? Student learning outcomes list:

- AMSL 101 featured the following objectives:

Course Objective	Institutional SLO
a. Distinguish what s/he visually perceives (visual listening) in comprehending American Sign Language, including fingerspelling	1. Communication
b. Demonstrate presentation of information, concepts, and ideas in American Sign Language, including fingerspelling	1. Communication
c. Demonstrate basic proficiency in the understanding and use of American Sign Language by engaging in one to one conversation and sharing basic information related to specific instructor led common topics.	1. Communication
d. Compare and contrast the linguistic structure of ASL with English	1. Communication
e. Identify and describe the historical and contemporary issues that impact Deaf culture and the Deaf community.	1. Communication 2. Crit. Thinking
f. Demonstrate knowledge of the distinctive features of Deaf culture: beliefs, values, attitudes, history and perspectives found within the Deaf culture.	2. Crit. Thinking

What was assessed? Student learning outcomes list:

- FREN 101 featured the following objectives:

Course Objective	*Institutional SLO*
a. *apply* basic grammar and vocabulary to *read, write, speak and understand* French to *exchange* greetings, *give* personal information, *follow* directions to find a place, *describe* persons, places and the weather, *express* needs, and *tell* time.	1. Communication 2. Crit. Thinking
b. *describe* distinctive cultural features of the French speaking world, including France, Western Africa, Canada, Haiti, and Louisiana.	3. Prof. Competence 4. Inter-Intra-personal skills

What was assessed? Student learning outcomes list:

- SPAN 101 featured the following objectives:

a. *apply* basic grammar and vocabulary to *read, write, speak* and *understand* Spanish to *exchange* greetings, *give* personal information, *describe* persons, places and the weather, *express* needs, and tell time.	1. Communication 2. Crit. Thinking
b. *describe* distinctive cultural features of the Spanish-speaking world.	3. Prof. Competence 4. Inter-Intrapersonal Skills

Where were outcomes assessed?

– *In the classroom setting.*

– *Online in the event that the courses were taught online and/or hybrid.*

How was the assessment accomplished?

- Student work assessed:
  - Midterm and final exam short answer questions
  - Oral presentations

- Measurement strategy:
  - rubrics used for oral presentations
  - % of questions answered correctly on calculations exam and midterm/final exams
- Sample size:
  - All students, all sections

Foreign Language Results

	Measures	Not Met		Met		Exceeded		No Findings	
	N	N	%	N	%	N	%	N	%
All Courses	13	1	8%	5	38%	5	38%	2	15%
AMSL 101	6	0	0%	1	17%	3	50%	2	33%
FREN 101	3	0	0%	3	100%	0	0%	0	0%
SPAN 101	4	1	25%	1	25%	2	50%	0	0%

Assessment results: What have the data told us?

It appears that, in the case of our foreign language offerings, the course objectives were not mapped to iSLO objectives.

It appears that compliance was not at 100%

Data-driven decisions: How the department has or plans to "close the loop" based on these results.

- Given these findings, we intend to:
  - Change teaching methods – spending more time on geography and maps.
  - Work on effective mapping (iSLO and GER mapping to our course objectives for more effective assessment in the subsequent cycle).
  - Take steps to ensure that compliance is at 100%, including more communication with all adjuncts and faculty.

What resources were used or have been requested to close the loop?

- Potential resources that you might identify?
  - Individual faculty time revising within a course
  - Task Stream should be available for faculty training. At the very least, we need more mentors on campus to assist with training endeavors.
  - Financial resources for digital workshops and training to assist with our program development.

What changes would you make to the Assessment Process?

- We would like to see if a system can be implemented in which multiple CRNs of a single course can be measured in a non-collective capacity.

- Several other requests to be addressed in policies and procedures.

- Check in/check out blocking all other users should be fixed. It has been said that this can't be changed. Why not? The programming wasn't carved on Egyptian tablets.