

## General Education Assessment – Foreign Language

### GER 11 Foreign Language

Students will demonstrate:

- Exhibit basic proficiency in the understanding and use of a world language; and
- Demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

### Foreign Language Assessment Methods:

General Education Foreign Language Assessment will be accomplished by:

The Office of Institutional Effectiveness selects a random 50% sample of GER 11 designated courses to undergo assessment for the fall semester. Faculty are notified of their course selection during the previous spring semester to allow time for planning assessment activities.

Instructors are responsible for selecting at least one student artifact to assess and are responsible for scoring student works with respect to their proficiency in one or more of the GER 9 Student Learning Outcomes. So results are uniform, scoring will be completed using the rubrics included in this methodology below the report form.

Instructors are responsible for entering their chosen GER measures into Taskstream by the 4<sup>th</sup> week of fall semester and entering the findings for these measures into Taskstream by the end of the week following final grade submission. In addition, instructors must supply at least 3 student artifacts (1 from each level of proficiency: met, not met, exceeds) as a sample and attach them in Taskstream.

Instructors are responsible for submitting the Data Collection Report (below) to the GER coordinator by the end of the week following final grade submission.

## General Education Assessment – Foreign Language

### Data Collection Report

Instructor & Class \_\_\_\_\_

You are being asked to complete this form because you are teaching a course that fulfills SUNY Canton's General Education requirement under the category of GER 9 - Foreign Language. In order to fulfill that requirement, students are expected to meet specific student learning objectives. This form provides a method for documenting student achievement of these learning objectives.

#### Instructions

*Please complete this form for all GER learning objectives. Within each learning objective, please complete cells for the assessment tools you used, a description of the tool(s) used, the overall results for the SLO, and a reflection/use of the findings: and leave the others blank.*

Please add any comments or suggestions about the form or the general education assessment process at the end of this form.

In addition to completing this form, please include these findings in your course Taskstream workspace, including your rubric used for assessment of student work as well as at least one student artifact for each level of proficiency.

Thank you!

If you have any questions about how to complete the form or need any clarification of learning objectives or about the General Education assessment process please contact Kirk Jones, [jonesk@canton.edu](mailto:jonesk@canton.edu), ex 7719, or Rachel Santose, [santosr@canton.edu](mailto:santosr@canton.edu). Additional information about General Education assessment at SUNY Canton can be found at <http://www.canton.edu/provost/assessment/>

**This form is due to Ali Zaidi, [zaidia@canton.edu](mailto:zaidia@canton.edu) no later than one week after fall final grade submission.**

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Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
<p>Below are the two objectives for GER 9, Foreign Language. Faculty members are expected to record student proficiency in the areas listed below.</p>	<p>This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.</p>	<p>Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)</p>						<p><b>Based on these results, briefly address what changes you plan for improving student learning.</b></p>
<b>1. Students will demonstrate:</b>	<b># of students participating in assessment:</b>	<b>Exceeded</b>		<b>Met</b>		<b>Did not meet</b>		<b><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></b>
		N	%	N	%	N	%	
<p>Basic proficiency in the understanding and use of a foreign language</p>	<p>Assignment</p> <p>Exam question(s)</p> <p>Oral presentation</p> <p>Project (group or individual)</p> <p>Quiz</p> <p>Research paper</p> <p>Student Artifact</p> <p>Student Portfolio</p> <p>Other (Please specify):</p>	<p><b>Description of tool(s):</b></p>						
<b>2. Students will demonstrate:</b>	<b># of students participating in assessment:</b>	<b>Exceeded</b>		<b>Met</b>		<b>Did not meet</b>		<b><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></b>
		N	%	N	%	N	%	
<p>Knowledge of the distinctive features of culture(s) associated with the language they are studying.</p>	<p>Assignment</p> <p>Exam question(s)</p> <p>Oral presentation</p> <p>Project (group or individual)</p> <p>Quiz</p> <p>Research Paper</p> <p>Student Artifact</p> <p>Student portfolio</p> <p>Other (Please specify):</p>	<p><b>Description of tool(s):</b></p>						

## **General Education Assessment – Foreign Language**

Please add any comments or suggestions about the form or the general education assessment process:

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### GER 9 Rubrics

<b>Students will Demonstrate:</b>	<b>Does not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
Basic proficiency in the understanding and use of a foreign language	Student does not understand and cannot use foreign language for basic expression.	Student understands and uses foreign language for basic expression.	Students understands and uses for language for advanced expression.
Knowledge of the distinctive features of culture(s) associated with the language they are studying.	All the required elements (vocabulary, language structures, and cultural context) are missing and/or incorrect.	All the required elements (vocabulary, language structures, and cultural context) are complete and correct.	All required elements (vocabulary, language structures, and cultural context) are complete and correct. Student demonstrates understanding of interrelationship between vocabulary, structures, and cultural context.

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## GER Assessment Policies

Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met.

- GER student learning outcomes are assessed on a three year cycle through the courses designated as meeting that GER.
- Any instructor (full-time or adjunct) teaching any course with a GER designator (online or face-to-face) may be called to participate in GER assessment activities.
- A random sample of GER designated courses are selected by the Office of Institutional Effectiveness during the spring semester preceding the GER assessment year. If a faculty member is teaching two of the same course they have the option of choosing either section for assessment.

### • **Timeline for GER Assessment:**

- February: Office of Institutional Effectiveness (OIE) notifies GER assessment coordinator of upcoming assessment and calls for methodology revisions (if any)
- March 1: Methodology changes for upcoming assessment cycle must be submitted to GER Assessment Subgroup
- Mid-April: OIE selects courses up for GER review the following fall and notifies faculty
- 1<sup>st</sup> week of classes (fall): OIE reminds faculty (and notifies new faculty) of GER assessment requirements
- End of 4<sup>th</sup> week of classes: Faculty must enter their assessment measures of GER course SLOs into Taskstream.
- End of 5<sup>th</sup> week of classes: Faculty update GER coordinator on progress with measure entry in Task Stream.
- 1 week after final grade submission: Faculty must enter findings to Taskstream measures and submit Data Collection Reports to GER coordinator along with student artifacts.
- Friday before the first week of classes: faculty will meet to discuss GER findings and strategic plan for improving student learning.
- March 1: GER Summary Report and GER Campus Report due to GER Assessment Subcommittee for review and recommendations.
- March 15: GER Assessment Subcommittee presents reports and recommendations to Academic Assessment Committee
- April 1: Academic Assessment Committee presents reports to Deans' Cabinet for inclusion in budget (if applicable.)

### • **Protocol for creating a new course for GER approval:**

- For a course to be accepted as a GER course, the GER assessment methodology must be attached to the course proposal as it moves forward to curriculum committee. GER mapping to course SLOs must be present in course proposal.
- Additional, indicate which course objective will be used to GER assessment.
- Upon approval, the course objectives must be mapped to the GER the course is approved for

### • **Protocol for Methodology Revision**

- Faculty who wish to revise their GER methodology must submit proposed methodology to the GER committee by the fifth week of the semester before their assessment cycle begins.
- The GER committee will review and provide feedback for revision, and if necessary request a meeting with the GER coordinator. They will provide feedback within six weeks.
- Resubmission of the revised methodology must occur by the last day of the semester prior to the assessment cycle the methodology will be used in.

### **General Education Assessment – Foreign Language**

- If the methodology does not comply with the needs of the campus and SUNY standards, the previous methodology will be employed for the assessment cycle.