

Assessment of Student Learning Outcomes in General Education Summary Report GER 9 – Foreign Language

Use this form to provide a summary report on campus-based assessment of student learning outcomes in General Education

GER (name and #): GER 9 Academic Year: 2016-17

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Improvements Made as a Result of Previous Assessment

What program improvements in curriculum and/or teaching were made as a result of the previous assessment of General Education? If no program improvements were made, please provide a rationale for why recommendations made in previous assessment report were not implemented.

As a result of our previous findings and most students exceeding the standards, I requested more sections of Spanish II be offered. Unfortunately, that has not occurred for several reasons, the following of which is the most significant:

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- 1. There is not an effective leveling procedure in place for Spanish. More details below in relevant categories.*
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Deviations from Approved Methodology

Were there any significant deviations from the GER assessment plan that was approved by the Academic Assessment Committee? If so, please comment on why these changes were necessary and how these changes may have affected the reported results, if at all.

We are in the process of discussing a change to the methodology. However, for this methodology, no changes were made.

Major Findings of this Assessment

What are the major findings for the assessment of all GER SLOs assessed? Please include a narrative outlining these findings and an interpretation of these results in addition to completing the table.

Assessment Results

SLO	# Students Assessed	% Exceeding Standards	% Meeting Standards	% Not Meeting Standards
Basic proficiency in the understanding and use of a foreign language	N/A N/A N/A N/A 15	SPAN 101 80% SPAN 101 100% SPAN 101 100%	SPAN 101 100% FREN 73% AMSL 101 58%	SPAN 101 10%
Knowledge of the distinctive features of culture(s) associated with the language they are studying	N/A N/A N/A N/A 15	SPAN 101 80% SPAN 101 100% SPAN 101 100%	SPAN 101 100% FREN 101 73% AMSL 101 77%	

Assessment Results Narrative and Interpretation

The high percentage of students exceeding standards in Spanish 101 suggests the students may not be challenged by the current approach. Many of our students in the class are native speakers, and as such would benefit from a higher-level course with an effective leveling system.

We will need further data on FREN 101 and AMSL 101 to make clear estimations as to whether this was a one-time trend, or a long-term trend that could be rectified.

Recommendations for Improvement in Student Learning

Based on the assessment results, what changes to curriculum and/or teaching should be made to improve student learning?

ASML 101: Add weekly vocabulary quizzes to the grading structure.

ASML 101: Re-evaluate the content of the final expressive assignment to determine if changes need to be made.

Based on the assessment results, what other resources, if any, are needed to improve student learning? Please check all that apply and include a rationale below (academic support services, equipment, software, etc.) are needed

- Academic support services (tutoring, accommodative services, etc.) Classroom equipment needed Software needed Other (please specify below)

We need a more effective leveling procedure for Spanish, once that takes into consideration native speakers.

We need to provide the coordinator with access to all courses being assessed. Kirk had to join in and provide data for French and AMSL because it was not available to me on Task Stream.

Closing the Loop

What mechanisms are in place for documenting and sharing assessment results, closing the loop processes, and intended changes resulting from these assessment results?

The report will be distributed to the participating faculty for consideration. However, because our report is so small, the individual instructors already know the results of their courses. We rely on the individual data more than aggregate data.

What closing the loop activities, such as ongoing professional development activities for faculty and staff, will be implemented as a result of these assessment results?

We each teach something different. We will continue to discuss changes to the methodology and our course objectives to produce more meaningful data.

What changes to the assessment process should be made for the following cycle?

We are discussing that. We may divide objective #1 into passive and active understanding of language.
