

## **Modern and Classical Languages: Modern Languages and Classics Assessment Information**

### **Student Learning Outcomes – Modern Languages Programs**

Since the modern languages programs share identical aims, section faculty developed one set of student learning outcomes for graduates with majors in German, French, and Spanish (which would also apply to any other language majors we may add, such as Chinese).

Graduates of the Department's Modern Languages programs will be able to:

1. Demonstrate speaking, listening, reading, and writing skills in the target language consistent with the Advanced levels as defined by the American Council on the Teaching of Foreign Languages.
2. Demonstrate an accurate understanding of linguistic concepts related to the target language, including the fundamentals of phonetics, morphology, syntax and semantics, as well as basic pragmatic and sociolinguistic aspects.
3. Demonstrate awareness of key similarities and differences between their own cultural practices and perspectives and those of target language groups and the ability to express divergent cultural viewpoints clearly and accurately in speech and writing.
4. Articulate knowledge of major literary, artistic, and cultural works and figures associated with target language societies.
5. Analyze and interpret authentic texts and other cultural products in clearly organized and coherent presentations in speech and writing in ways that reflect informed understanding of relevant contextual factors, including socio-historical influences and cultural traditions, perspectives, and behavioral patterns.
6. Integrate target language proficiencies, intercultural competencies, technology skills, and critical modes of thinking and expression to effectively perform tasks typical of today's globalized work environment, including professional communications, translation, and project collaboration.

In addition to the above-listed student learning outcomes, graduates of the Department's teacher education programs (BSED degrees) in the modern languages will be able to:

7. Demonstrate a thorough understanding of pedagogical theories, foreign language teaching methods, best practices, and standards (institutional, state, and national) and the ability to apply them in ways that increase the language proficiency and cultural competence of their students.

### **Assessment Process – Modern Languages Programs**

Eventually, the learning objectives of students pursuing coursework and degrees in the modern languages will be assessed at three points using instruments indexed to the American Council on Teaching Foreign Languages (ACTFL) Proficiency Guidelines. The plan will be rolled out in reverse, with implementation of Assessment Point 3 beginning in spring of 2012. The objective of this plan is to gather data to indicate to what extent students' mastery of the identified learning outcomes increases as they progress through the program. Naturally, not all learning outcomes are assessed at each level. The assessment process for all modern languages programs can be summarized as follows:

- **Assessment point 1, upon completion of a 202-level course (or 12 hours)** – Students will take the STAMP test. STAMP is a Web-based tool that assesses learner proficiency in the basic skills relative to the ACTFL Performance Guidelines (Novice and Intermediate levels). The target benchmark for students at this level is Novice-High on the ACTFL scale.
- **Assessment point 2, upon completion of a minor (or 24 hours)** – Students will engage in an integrated performance assessment (IPA) designed to assess each of the three modes of communication: interpretive, interpersonal, and presentational. The IPA at this assessment point will target the ACTFL Intermediate-Mid proficiency level.
- **Assessment point 3, upon degree completion (33 hours)** – Students will take an official ACTFL OPI and the PRAXIS II (World Languages) examination for their respective languages. These two valid, reliable, and nationally normed assessments are consistent with the emphasis on linguistic, cultural, professional, and pedagogical competencies. The target benchmark for the OPI at this stage is Advanced-Low on the ACTFL scale, consistent with accreditation requirements.
- **Program Assessment Benchmarks and Targets**

Benchmark	Assessment Point 3 (End of Program)	
	OPI	PRAXIS II
Does not meet	Intermediate High or lower	Below 160
Meets	Intermediate High	160-179
Exceeds	Advanced Low or better	180 or better
Initial Departmental Target for Meets + Exceeds	60%	60%

## **Application of Assessment Results – Modern Languages Programs**

Data from the above-referenced assessments will be recorded each semester and analyzed by the faculty of the French, German, and Spanish, sections, as well as by the Departmental Curricular Committee each semester. These data will serve a number of important purposes. Trends will be evaluated to determine what kinds of curricular changes might be necessary in order to improve assessment results and ensure that increasingly higher percentages of our students at each Assessment Point are equipped to reach the benchmark for the respective assessment(s).

The design of this plan and preliminary data have already informed a number of curricular changes, including course deletions, course redesigns, new course creation, and the addition of more credit hours to our degree programs.

Assessments results will also be used to provide evidence of student learning to internal and external constituencies, including NCATE/ACFL and the Missouri DESE. They will also play a part in helping to identify best practices and to recognize excellence in teaching.

## **Student Learning Outcomes – Classics/Antiquities Programs**

The Classics faculties have identified the following student learning outcomes for majors in the Department's Classics-Latin Concentration Degree, as well for those candidates which remain in the Antiquities B.A., which has been deleted from the Catalog:

Graduates of the Department's Classics Program will be able to:

1. Demonstrate reading and writing skills in Latin (and, where applicable, Ancient Greek) consistent with standards with those observed in the Classics Assessment process which began in 1992.
2. Demonstrate an accurate understanding of linguistic concepts related to Latin (and, where applicable, Ancient Greek), including the fundamentals of phonetics, semantics, and morphology and syntax.
3. Demonstrate awareness of key similarities and differences between their own cultural practices and perspectives and those of the ancient Romans and Greeks and the ability to express divergent cultural viewpoints clearly and accurately in speech and writing.
4. Articulate knowledge of major literary, artistic, and cultural works and figures associated with ancient Rome and Greece.
5. Analyze and interpret authentic texts and other cultural products, both in Latin (and, where applicable, Ancient Greek) and in translation in clearly organized and coherent oral and written presentations which reveal an informed understanding of relevant contextual factors, including socio-historical influences and cultural traditions, perspectives, and behavioral patterns.

6. Integrate proficiency in Latin (and, where applicable, Ancient Greek) proficiencies along with critical modes of thinking and expression to effectively perform tasks typical of today's globalized work environment, including professional communications and project collaboration.

### **Assessment Process – Classics/Antiquities Program**

In academic year 2010-2011 the BA in Latin was merged with the remnants of the now-extinct Antiquities Program into a new, comprehensive, BA Classics major with two tracks: Ancient Languages and Ancient Humanities. This development has necessitated a redesign of the Classics Assessment Instrument and a revision of the Assessment Process.

1. **Assessment of Student Learning Outcomes 1 and 2** via Part 1 of the redesigned *Classics Assessment Instrument*. The particular translation passages will be retained, because there is a 20 year base with which the results can be assessed. However, specific grammatical and cultural questions will be added to the translation passages.
2. **Assessment of Student Learning Outcomes 3, 4, and 5** via Part 2 of the redesigned *Classics Assessment Instrument*. The identification and short answer questions will be critically examined and augmented in keeping with developments in the Classics program and with the Public Affairs Program.
3. **Assessment of Student Learning Outcome 6** via a portfolio submitted by the student, containing at least one artifact of a formal written paper or oral presentation, and at least one artifact of a group presentation.
4. **Evaluation of Student Performance on *Classics Assessment Instrument***: The Classics Section head and at least one additional Classics Faculty member will evaluate the results obtained by the *Classics Assessment Instrument*. Student performance will be assigned a grade of "High Pass," "Pass," or "Low Pass," based on attainment of Student Learning Outcomes above.
5. **Exit Interview with Classics Section Coordinator**: Additional Classics faculty members will take part in the exit interview, and the Department Head will be invited to join the interview as the schedule permits.
6. **Compilation of assessment results by Classics Section Coordinator**. The Classics Section Coordinator will draw upon the results for each student's assessment process to complete a formal report. The report will 1) summarize the student's performance and 2) address the student's performance in the context of previous students' performance. Copies of the report will be furnished to the Department Head (for information) and to the Department Secretary (for departmental archives).
7. **Dissemination of assessment results by Classics Section Coordinator**: At the beginning of each academic year, the Classics Section will address assessment results (both from the

Classics Program and from General Education courses) and take such actions as are necessary.

8. **Tracking of graduates by Classics Section Coordinator:** The Classics Section Coordinator will continue to track graduates via email and other forms of social media. An update on graduate achievements and other news will be provided to the Department Head at the beginning of each academic year.

### Modern Languages – Assessment Benchmarks, Targets, and Results

	OPI			PRAXIS II		
	Does not meet	Meets	Exceeds	Does not meet	Meets	Exceeds
<b>Benchmarks</b>	<b>IM or lower</b>	<b>IH</b>	<b>AL or higher</b>	<b>Below 160</b>	<b>160-179</b>	<b>180 or higher</b>
Targets		60%			60%	
Spring 2012*	18	6	8	17	8	5
Fall 2012**	14	13	4	9	3	3
Spring 2013	15	9	5	16	5	3
Running Total	47	28	17	42	16	11
<b>% to Date</b>	<b>51%</b>	<b>30%</b>	<b>19%</b>	<b>61%</b>	<b>23%</b>	<b>16%</b>

\*These numbers reflect only those scores that have been reported, a total that does not always correspond to the total number of degree completers. We rely on students to report their PRAXIS II scores, but the numbers are more reliable for the OPI, since results are reported directly to the department by the third-party vendor.

\*\*Fall numbers reflect assessment results reported in the preceding summer term.