

LPCS
Languages
2020 Assessment Data

Objectives

1. Students are proficient in speaking, listening, reading, and writing in their language of study.

Results based on three different four-point rubrics (four is the highest score), found in the Language Assessment Plan. Results are drawn from majors in the advanced language courses. Scores are derived from direct assessments made by the faculty in the respective language area.

	Speaking: Oral Presentations	Listening	Linguistic Accuracy: Writing & Reading Skills	Overall Linguistic Assessment
Chinese n= 10	2.9	2.8	3.0	2.9
French n= 8	3.4	3.6	3.4	3.5
German n=5	3.6	3.8	3.2	3.5
Portuguese n= 6	3.5	4.0	3.4	3.6
Spanish n= 14	3.6	3.5	3.7	3.6
Languages Combined n= 43	3.4	3.5	3.3	3.4

Interpretation: The average scores are generally in the middle of the three-point range. Based on the rubric, this means that the average student graduating with a language degree can have the following said about them in relation to their language skills:

1. As a writer the student uses most of the language correctly, including grammar; attempts but does not consistently use complex sentence structures or more difficult grammar accurately. Uses some formal, academic, or professional style, some idiomatic or slang terms.
2. Able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports.
3. Able to comprehend the facts presented in written and oral discourse and are often able to recognize speaker-intended inferences.
4. Able to derive some meaning from oral texts that deal with unfamiliar topics or situations.
5. Able to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.
6. Can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.
7. Can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task and their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

Student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. These high scores indicate that the students feel that this objective has been met.

	2014	2015	2016	2017	2018	2019	2020
French, German, Portuguese & Spanish combined	4.3 n=11	4.5 n=10	4.6 n=13	4.2 n=10	4.8 n=13	4.8 n=6	5.0 n=5

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2. Students will be able to interpret a variety of cultural products (texts, films, music, art, photography, etc.).

Results based on the ACTFL rubric assessing interpreting literary works. It is a four point rubric (four is the highest score), and the details are found in the Language Assessment Plan. Results are drawn from majors in the advanced language courses. Scores are derived from direct assessments made by the faculty in the respective language area.

	Interpreting literary/cultural works
Chinese n= 10	3.0
French n= 8	3.8
German n= 5	3.7
Portuguese n= 6	3.4
Spanish n=14	3.7
Languages Combined n= 43	3.5

Interpretation: The average scores are generally in the middle of the three-point range or above. Based on the rubric, this means that the average student graduating with a language degree can have the following said about them in relation to their interpretation skills:

- Student fulfills all requirements of the assignment. Uses some of the interpretive tools taught in the class (for example some understanding of context, style, form, content, etc.). Frequently moves beyond basic comprehension and summary. Has some effective and/or original synthesis of material. Shows some detailed knowledge of the other culture.

Student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The alumni responses indicate that the students believe this objective has largely been met.

	2014	2015	2016	2017	2018	2019	2020
French, German, Portuguese & Spanish combined	4.6 n=11	4.7 n=10	4.7 n=13	4.4 n=10	4.8 n=13	4.7 n=6	4.6 n=5

3. To expose students to methods of inquiry and research appropriate to the humanities.

Results based on the ACTFL rubric assessing proficiency in research methods. It is a four point rubric (four is the highest score), and the details are found in the Language Assessment Plan. Results are drawn from majors in the advanced language courses. Scores are derived from direct assessments made by the faculty in the respective language area.

	Methods of Inquiry and Research
Chinese n=10	2.9
French n= 8	3.0
German n= 5	3.1
Portuguese n= 6	3.2
Spanish n=10	3.7
Languages Combined n= 43	3.3

Interpretation: The average scores are generally in the lower end of the three-point range. Based on the rubric, this means that the average student graduating with a language degree can have the following said about them in relation to their inquiry and research abilities:

- Writer uses some secondary research sources to support their thesis and ideas. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography may be limited or lacking. Research skills are sufficient and show some detailed knowledge of the field of inquiry.

Student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The results are generally positive, but also somewhat inconsistent across the years suggesting that the objective is often being met, but is an area that can be strengthened.

	2014	2015	2016	2017	2018	2019	2020
French, German, Portuguese & Spanish combined	3.6 n=11	4.1 n=10	4.6 n=13	4.0 n=10	4.5 n=13	4.5 n=6	4.4 n=5

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4. To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

Student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. These results show that generally students feel this objective is being met. It also shows that there is a desire for improvement in this area as well.

	2014	2015	2016	2017	2018	2019	2020
French, German & Spanish combined	3.3 n=11	3.7 n=10	4.3 n=13	4.0 n=10	3.9 n=13	4.3 n=6	4.4 n=5

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5. Modern language teaching majors and minors will understand theories and research about second language learning and current teaching methodologies that promote communicative competence.

Results based on a three point rubric presented in our assessment plan appendix E. Three is the highest score. Score is based on teacher evaluation of the students in LING 5400.

	Score
All Language majors & minors in LING 5400 combined Fall 2020 Scale is a 3 point scale with 3 as excellent	2.5

Interpretation: The average score is a mid-two-point score (five students were at 3 (As), one at 2 (B and Cs), and two at a 1 (D or F)), suggesting that most students graduating in this program demonstrates a thorough understanding of how to apply theories and research to practical problems facing language teachers. The student can ground explanations and recommendations for addressing teaching challenges in multiple theories and multiple research studies. And the student can clearly recognize multiple nuances of challenging settings in language instruction.

Student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The results vary by year, but are largely positive and suggest that students feel this objective is being met.

	2014	2015	2016	2017	2018	2019	2020
All Languages	3.5 n=3	N/A	4.5 n=2	4.0 n=3	4.5 n=6	4.0 n=1	No results

No teaching emphasis majors returned our survey.

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