Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2010-2011 **Chair: Jose Vilahomat**

General Education Unit: Foreign Language Capacity

Student Assessment Plan (SAP) – Basic Check-list – If your answers are "yes" to questions in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=47328.

   No

   We do not have a common assessment for FL capacity for the department. Each section in the department assesses its own language and linguistic skills.

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

   The individual SAPs of each section in the department include departmental, programmatic and general education component student learning goals

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

   No for FL capacity specifically. Again, each section collects data that assesses the acquisition of language independently. Examples of these are recorded conversations, tests, papers, Power Point presentations. In the spirit of a liberal arts education, it has been the style of the department to give the freedom of this process to particular sections.

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

   Not explicitly.

   They are partially articulated in Spanish language and interspersed throughout the blurb of the program that appears on the web page. Department members do have those goals spelled out in each class syllabus. Some of the syllabi are also in individual class or faculty pages with links in the departmental page.

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

   Yes

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

   Yes. In general this includes randomly saved quizzes, exams, papers, electronic outgoing feedbacks of students presentations, record of comprehensive exams for majors, and other evidence that reflect students' having reached the goals for the course.

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

   Each course does student evaluations that are used in assessing the effectiveness, from a student perspective, of the course, and its goals.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

   We plan to meet this coming year to discuss FL capacity assessment development as a whole department

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

   To include course and FL objective and goals in our syllabi, and to review our texts books and update our courses in concordance with our goals.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

   We did not discuss FL capacity assessment separately. It has been controversial for the department to produce a collective assessment of its different languages. FL capacity assessment is discussed for every Unit or section and the results are included within the Unit Assessment Report.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

   There were conclusions for each section in the department in the link to assessments. FL capacity was not discussed as a separate issue

   Each Unit or section reaches its conclusions. For example: The conclusion for Spanish was to update the text books for Span 110, 120, and 200 looking for stronger stimuli, better realia and updated cultural information.

4. What are the plans for improving student learning in your unit?

   In general every unit is including more hands-on experiences (This could be activities in class, Murphy programs in campus, excursions to related sites, book reading groups, enacting of plots or situations, etc.); use of technology and study abroad opportunities along with activities in campus.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?

To meet as a department and articulate common goals for the FL capacity as a whole.