

## LA Capacity Assessment Languages Department 2017-2018

The department had three discussions during the academic year concerning the LA Capacity requirement.

- During the Fall Faculty Conference in August 2017 departments were given time to discuss assessment issues in their departments. The Languages Department spent most of this time discussing assessment of the LA Capacity. In particular, the following issues were discussed extensively:
  - Whether to assessment the LA Capacity separately for each language or to make the assessments collectively across all languages. In the past assessments were done separately without very much collective conversation about how the department is doing across the languages.
  - Whether the exposure to culture should be an explicit learning goal of the LA Capacity. Although teaching culture is not an explicit learning goal of the requirement, it does appear that the languages do spend a lot of energy introducing cultural components in their LA courses.

For the first issue, the plan was to use the same forms for LA assessments and then to have a department—rather than language by language—discussion of the results. For the second issue, the department thought the first step would be to have more collective discussions about this issue before making decisions about changes to the learning goals.

- The department completed a self-study during the year with external evaluator Dr. Elizabeth Skomp from The University of the South. The evaluation report included the following encouragements from Dr. Skomp:

### Assessment: outcomes and learning goals

I recommend the refinement and standardization—to the extent that it is possible—of assessment instruments on the departmental level. Extensive resources are available on the ACTFL website. Similarly, learning goals must be articulated for the department as a whole, not just for individual languages. There will be some differences, to be sure, but the department has an opportunity to identify points of intersection and increase fruitful collaborations.

The ACTFL 21<sup>st</sup> Century Skills Map may be a useful tool in articulating shared learning outcomes:

([https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf))

- Similarly, the 5Cs (Communication, Cultures, Connections, Comparisons, Communities) (<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>) and World-Readiness Standards for Learning Languages may provide a useful framework within which to situate the Languages Department's curriculum.

In considering how to establish an effective proficiency-based and proficiency-oriented curriculum, it is essential that enrollment limits be set appropriately to allow students adequate “air time” to participate in class.

Further, it is important to communicate to students what the expectations and communication goals are at each stage of language learning. Some students may not grasp fully that it

will take them much longer to attain a certain level of proficiency in Chinese, for instance, than Spanish. Adopting what we might call “transparent pedagogy” and indicating why we’ve chosen certain areas of focus, why we grade an assignment according to particular criteria, why an instructor has constructed a syllabus in a particular way, and so on can help students gain a more nuanced understanding of our profession.

- The department collected direct assessment forms from all instructors of FL coded courses. A sample form appears at the end of this document. Note that learning goals are listed according the following numbering system:
  - 1a “understand the language in written form”
  - 1b “understand the language in spoken form”
  - 2 “analyze the language grammatically”
  - 3a “use the language in written form”
  - 3b “use the language in spoken form”

The following chart shows the results from those assessment forms:

	SPAN 120	SPAN 120	GREE 120	LATI 120	FREN 120	FREN 120	FREN 120	FREN 120	GERM 120	SPAN 120	SPAN 120	SPAN 120	CHIN 120		SUM	AVG
<b>1A</b>														<b>1A</b>		<b>3.3</b>
STR	12	11	2	5	5	2	0	3	9	9	11	10	8	STR	87	
SAT	9	2	3	6	5	6	10	9	10	10	13	8	3	SAT	90	
NG	2	3	1	3	0	0	1	3	1	3	1	5	2	NG	25	
UNSAT	1	0	0	0	0	0	0	0	0	0	0	0	0	UNSAT	1	
<b>1B</b>														<b>1B</b>		<b>3.1</b>
STR	10	9	NA	NA	5	2	0	3	7	9	9	6	6	STR	66	
SAT	7	2	NA	NA	5	4	5	10	9	9	12	10	5	SAT	78	
NG	4	0	NA	NA	2	2	1	2	3	2	4	7	3	NG	30	
UNSAT	2	6	NA	NA	0	0	1	1	0	2	0	0	0	UNSAT	12	
<b>2</b>														<b>2</b>		<b>2.9</b>
STR	8	5	1	5	11	2	0	3	8	7	9	5	7	STR	71	
SAT	9	2	3	4	0	5	5	10	8	7	5	9	4	SAT	71	
NG	5	4	1	4	0	1	2	2	3	5	10	5	2	NG	44	
UNSAT	1	6	1	1	1	0	0	1	0	3	1	4	0	UNSAT	19	
<b>3A</b>														<b>3A</b>		<b>3.0</b>
STR	10	10	2	4	5	2	0	3	7	6	7	6	5	STR	67	
SAT	9	4	3	3	5	5	5	10	10	6	7	11	5	SAT	83	
NG	4	1	1	5	2	1	1	2	2	7	9	6	3	NG	44	
UNSAT	1	2	0	2	0	0	1	1	2	3	2	0	0	UNSAT	14	
<b>3B</b>														<b>3B</b>		<b>3.2</b>
STR	13	10	4	7	10	3	0	3	6	5	7	6	5	STR	79	
SAT	11	6	1	7	2	5	4	10	10	7	7	10	5	SAT	85	
NG	0	0	1	0	0	0	2	2	3	8	9	6	3	NG	34	
UNSAT	0	0	0	0	0	0	1	1	0	2	2	1	0	UNSAT	7	
NA	0	1	0	0	0	0	0	0	0	0	0	0	0	NA	1	

During the last department meeting, the following conclusions were drawn from the data:

- Faculty were happy with the results for 1a and 1b.
- Faculty noted some concerns with the results for 2. The Spanish faculty have a plan that they are developing to improve the grammar results in the Spanish LA course.
- Faculty were happy with the results for 3a and 3b, although the Spanish faculty plans to emphasize the spoken language more.

Direct Assessment Instrument for FL Coded Classes								
Course Number and Title:								
Semester/Date:								
Number of Students in Class:								
Instructor:								
<b>Rubrics:</b> Type in each box the number of students in the class whose performance relative to the listed Learner Outcome is described by the label at the top of the column.								
<b>Strong (STR)</b> = outstanding performance in course; exceeds expectations of course performance								
<b>Satisfactory (SAT)</b> = performance that meets the expected level for the course								
<b>Needs Growth (NG)</b> = some need for improvement, although overall performance meets expected level for the course								
<b>Unsatisfactory (UNSAT)</b> = overall performance not acceptable for the course								
<b>Not applicable (NA)</b> = this learning goal is not applicable to the course								
Upon completion of this course, students were able to:								
<b>STR</b>	<b>SAT</b>	<b>NG</b>	<b>UNSAT</b>	<b>NA</b>	<b>Learner Outcomes</b>			
					1a. Understand the language in written form.			
					1b. Understand the language in spoken form.			
					2. Analyze the language grammatically.			
					3a. Use the language in written form.			
					3b. Use the language in spoken form.			
<b>Descriptive Evidence of Performance:</b> Please indicate the source of data used to complete this form. Feel free to add to the list.								
	Quizzes		Papers		Presentations		Tests	
Other (please list):								