

UNIT EFFECTIVENESS PROCESS
PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES
2006-2007

Unit Name: Department of Modern Languages

Degree Program (For Academic Instructional Units)

Please use a separate Form B for each degree program

Bachelor of Arts degree in French

Bachelor of Arts degree in German

Bachelor of Arts degree in Russian

Bachelor of Arts degree in Spanish

Student Competencies (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)

Majors who graduate from the Department of Modern Languages:

1. Will have proficiency in understanding, reading, speaking and writing the language of their major.
 2. Will have attained basic comprehension and communication skills in one of the languages offered by the department.
 3. Will have a heightened awareness of cultural differences.
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Intended Outcome 1

Oral Competency - Students in advanced conversation courses in [French, German, Russian, Spanish] will demonstrate proficiency in and improvement of individual sound production in the target language.

Related Student Competency (If intended outcome is derived from student competency)

1

Action Steps to Achieve Intended Outcome

Students will be provided with phonetic instruction focusing on point, place and manner of articulation of a particular set of phonemes and allophones deemed as problematic for non-native speakers of the target language.

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

Course instructors will evaluate student pronunciation of allophones through the use of a pre-/post-test in target language pronunciation. Individual language sections will develop the assessment instrument used to collect the data.

Allophones will be scored using a 3 point scale: 3 = correct target language sound;

1 = incorrect target language sound. A score of two indicates that the subject made an incorrect attempt or approximation of the correct target sound. Data from language classes will be scored by the teacher and submitted to the Chair of the Department who will analyze the results using SPSS. Matched group T-test analyses will be calculated in order to determine statistically significant changes in target language pronunciation from the beginning to the end of the semester. The results of the analysis will determine whether or not changes in scores from the beginning to the end of the semester are statistically significant at the $p < .05$ level. Collection of these data will depend on course offerings, which vary among language sections.

Intended Outcome 2

Oral Competency - Students in advanced conversation courses in [French, German, Russian, Spanish] will demonstrate marked improvement in their ability to communicate in the language. Students will increase their vocabulary base in order to discuss topics covered in the textbook.

Related Student Competency (If intended outcome is derived from student competency)

1 & 2

Action Steps to Achieve Intended Outcome

Students are exposed to new vocabulary through their coursework and in-class conversational activities.

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

The acquisition of vocabulary will be evaluated through the administration of a standardized assessment instrument developed at the departmental level. A pre-test/post-test design will be used in order to determine incremental changes in students' knowledge of target language vocabulary from the beginning to the end of the semester. Course instructors will administer the pre-test and post-test and will submit these materials to the A. Raymond Elliott, Modern Languages Chair, who will analyze the results using SPSS. Matched group T-test analyses for repeated measures will be calculated in order to determine statistically significant changes in subjects' knowledge of target language vocabulary in relation to instruction. The results of the analysis will determine whether or not changes in scores from the beginning to the end of the semester are statistically significant at the $p < .05$ level. Collection of these data will depend on course offerings, which vary among language sections.

Intended Outcome 3

Students in the department's international business [French, German, Russian, Spanish] program will be knowledgeable in Business terminology, critical analysis

Form B – Student Learning Outcomes

and translation for the Professions.

Related Student Competency (If intended outcome is derived from student competency)

1 & 2

Action Steps to Achieve Intended Outcome

The curriculum will be designed in such a way as to increase student knowledge of business terminology, critical analysis and translation for the professions.

Assessment Methodology

Include the following:

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

Students enrolled in International Business language courses (German, French, Russian and Spanish) during the next academic year will be compared to base line measures obtained for students in the same program during 2003-2004 academic year. Students in the IBFR program will be rated from 0 to 5 in each of 3 areas: 1) knowledge of Business terminology in the target language, 2) critical analysis and 3) translation for the professions. The highest possible score is 15. A pretest-posttest design will be used as in AY 2003-2004 in order to compare current students with those of the baseline measures. A matched group T-test analysis using SPSS will be carried out by Dr. A. Raymond Elliott, Chair of the Department. The results of the analysis will determine whether or not changes in scores from the beginning to the end of the semester are statistically significant at the $p < .05$ level. Collection of these data will depend on course offerings, which vary among language sections.