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A plan to assess student learning in a University General Education Core Curriculum course: World Languages Courses at the 2003 level.

WHAT UNIVERSITY GENERAL EDUCATION OUTCOMES GUIDE STUDENT LEARNING IN COURSES THAT CARRY LANGUAGE CREDIT?

Upon completion of three hours of a language course at the 2003 level, students will:

(LANG LO1) Demonstrate growth in communicative competence in listening, speaking, reading and writing.

(LANG LO2) Reveal development in complex grammar usage.

(LANG LO3) Display enhanced knowledge of the target language and associated cultures through the Five C's of the National Standards for Language Learning: Communication, Comparisons, Connections, Culture, and Community.

HOW DOES THE DEPARTMENT OF WORLD LANGUAGES, LITERATURES AND CULTURES INTEND TO ASSESS STUDENT LEARNING OF THESE OUTCOMES IN A 2003 LEVEL LANGUAGE COURSE?

I. Pre-Test Assessment

The teacher of a world languages course at the 2003 level will assign students to complete an online pre-test during the 1st week of the semester in the Department of World Language's Center for Language Learning.

The pre-test will cover the learning outcomes cited above and will measure students' abilities at the start of the 2003 semester. The pre-test will consist of fill in the blank and multiple-choice activities focused on reading, listening comprehension, culture, and grammar. In addition, students will complete a composition activity as well as speaking activity. Each segment of the test (listening, speaking, reading, writing, grammar, and culture) will be scored separately so as to establish a base-line score for the skills in question. As this is a pre-test, the expectation is that students will demonstrate growth throughout the course of the semester as a result of their exposure to the language skills and cultural materials provided.

The pre-test will be automatically scored within the Blackboard environment. The Center for World Languages will keep the scores on file.

II. Post-Test Assessment

The teacher of a 2003 level language course will assign students to complete the post-test during the 15th week of the semester in the Department of World Language's Center for Language Learning. As the goal is to measure growth throughout the semester, students will

complete the same test previously accessed at the start of the semester (they will not have had access to this test during the interim). This identical test will most accurately measure any change that has taken place between the first week of class and the fifteenth week of class. Thus, it too will consist of fill in the blank and multiple-choice activities focused on reading, listening comprehension, culture, and grammar. In addition, students will complete a composition activity as well as speaking activity. Each segment of the test (listening, speaking, reading, writing, grammar, and culture) will be scored separately so as to establish a final base-line score for the skills in question. As this is a post-test, the expectation is that students will demonstrate the growth that has taken place over the course of the semester as a result of their exposure to the language skills and cultural materials provided.

As with the pre-test, the post-test will be automatically scored within the Blackboard environment. The Center for World Languages will keep the scores on file. The Vice Chair of the Department of World Languages will conduct the quantitative analysis of change between the pre- and the post-tests. The final results will first be communicated to the language coordinators for their review and commentary. The results will then be communicated to the Chair of the Department of World Languages who will report the findings to the department as a whole. Finally, the Chair of the Department of World Languages will report the findings to the Director of Undergraduate Studies, and the Assessment Committee to be kept on file.

HOW IS THE ASSESSMENT INSTRUMENT KEYED TO THE UNIVERSITY GENERAL EDUCATION CORE CURRICULUM LEARNING OUTCOMES?

The assessment instrument is keyed so that throughout the pre- and post-tests, the different learning outcomes listed above are addressed within questions devoted to listening, speaking, reading, writing, grammar and culture.

HOW WILL THE DEPARTMENT OF WORLD LANGAUGES USE THE DATA GENERATED BY THIS INSTRUMENT TO PLAN CURRICULAR AND PEDAGOGICAL CHANGES THAT MIGHT BE NECESSARY IN 2003 LEVEL COURSES?

Each language coordinator will write and submit a brief summary of the assessment of the students' performance on the post-test as compared to the pre-test. The coordinators will write and submit to their respective language sections a brief explanation of how he or she will change the teaching of the course as needed in response to the students' performance on the pre- and post-tests.