

2015-2016 Assessment Reports

Department of World Languages, Literatures and Cultures (WLLC)

June 1, 2015

CLSTBA

According to the Classical Studies (CLST) Program Goals and Student Learning Outcomes, our students should develop broad knowledge and critical understanding of classical culture, civilization and literature, demonstrate written and oral communication skills, show critical thinking and problem solving skills, and have basic proficiency in ancient Greek and/or Latin.

We require that CLST majors perform well in introductory, intermediate and advanced language courses in Greek and Latin, as well as culture/civilization/history courses, culminating in a “capstone” course: the Classical Studies Colloquium (CLST 4003H). In this latter course, our students write an analytical term paper that fulfills the Fulbright College “senior writing requirement,” which becomes part of their portfolio.

The Classical Studies faculty meets periodically to ensure that our students are on track to fulfill these goals, and we discuss their progress and make suggestions to improve performance and the acquisition of the skills we require of our majors.

At the end of each spring semester we solicit responses on an “exit survey” which our graduating senior CLST majors and minors send to the Chair of the Department of World Languages, Literatures, and Cultures. The responses to this questionnaire show that our graduates feel competence and satisfaction with the education in the Classics; they feel that their experience in the Fulbright College CLST program has helped them to achieve the program goals and learning outcomes.

Responses to the exit surveys for 2015-16 were unanimous in their praise for the advising in the program, and the courses, teaching, and the faculty. They felt the faculty were passionate, enthusiastic, knowledgeable, as well as patient and approachable. The main weaknesses mentioned were that the programs strengths in developing critical thinking and writing skills, and in assisting students planning to go into legal and medical fields, need to be better publicized. Also, that the tenure-track faculty should grow so that the program could offer a wider variety of specialized courses.

We collect the papers our students in CLST 4003H have written, as well as the completed Latin or Greek examination from the highest level attained in both languages.

This combination of assessment tools and data has allowed us to develop a view of learning outcomes for the CLST BA. In general, our students are meeting the program goals and reaching the desired student learning outcomes. However, there are some areas for further growth and improvement, and these are outlined below.

Classical Studies Colloquium (CLST 4003H). In spring of 2016, our capstone course (CLST 4003H) enrolled 15 students, 6 of whom were CLST majors or minors. Of these six, only 2 earned the grade of A. The other 2/3 of CLST students earned B grades, mostly due to their term papers. We have noticed that CLST majors and minors need to improve the quality of their writing, since the final term papers indicated that our students' writing could be stronger in focus, clarity, completeness, and proper use of sources. In future courses, we will make extra efforts to address this deficiency, by being more specific about how to produce acceptable research papers.

Upper-Level Ancient Languages. In fall of 2015 and spring of 2016, our third-year Ancient Greek and Latin students performed well overall, with grades almost equally distributed between A and B. As upper-level ancient Greek and Latin courses have a high degree of difficulty, a B is in fact a very good grade. Nonetheless, we see areas for improvement, particularly in our students' command of complex sentence structures involving the subjunctive and optative moods.

Assessment Exam. Over the upcoming year, we plan to develop a CLST BA major assessment examination on classical culture. Administered online for all majors and minors, this tool will provide data which will better inform us of areas in which we should seek to improve our overall program.

FRENBA

The French faculty regularly meet to discuss the progress and performance of the students in the French major, and make adjustments to their curriculum and instruction as indicated by the results. Retention and graduation rates in the French program are routinely strong and well above the College average. Results for 2015-16 on the measures described in the FRENBA assessment plan are as follows:

Results from FREN 4003 (Grammar & Composition)

Fall 2015:

advanced mid: 4

advanced low: 10

intermediate high: 5

intermediate mid: 2

intermediate low/novice high: 0

Spring 2016

advanced mid: 9

advanced low 4

intermediate high 8

intermediate mid 3

intermediate low/novice high 1

Results of FREN 4033 (Oral Proficiency):

Fall 2015:

advanced mid 2

advanced low 11

intermediate high 3

Spring 2016:

advanced mid 9

advanced low 10

intermediate high 1

Assessment of Critical Writing Skills/Textual Analysis:

FREN 4223 (Survey of French Lit I): Fall 2015

10 out of 11 students earned a C or better

FREN 4233 (Survey of French Lit II): Spring 2016

8 out of 8 students received a C or better.

Our majors continue to meet our expectations with regards to their learning outcomes. We do not foresee any changes in the immediate future.

GERMBA

For May, 2016, the preliminary results for our B1 candidates are described below. The final data will be available in June.

8 undergraduates in the German program sat for the B1 on April 16th, 2016.

All 8 passed the exam.

The average of scores was 82%.

The average score in the reading section (formerly reading and grammar) was: 75%.

The average score in the listening section was: 81%

The average score in the writing section was: 88%

The average score in the oral exam was: 86%

The highest score achieved was 96%.

The lowest score achieved was a 73%.

These results are in line with past years. Our pass rate is normally between 95-100%. Most of our students take the exam while they are enrolled in GERM 4003 (6th-semester German); the course actively prepares candidates to pass the B1 exam.

SPANBA

Summary and Analysis: The Spanish BA program had 37 senior majors apply for graduation in Spring 2016 (and also 99 Spanish minors). All majors are required to complete four elective classes at the 4000 level, including one 4000-level civilization / cultural topic class, the requirements of which include an essay or term paper, must be successfully completed. We collected writing samples from graduating seniors from at least one of their 4000-level classes. We plan to develop a rubric for evaluating these for next year, but in a second-language course it is sometimes difficult to determine, without a controlled writing scenario, the degree to which the students might have sought some help from native speakers, though we emphasize the academic honesty policies.

A Spanish major exit survey is conducted to provide quantitative and qualitative measures of student achievement of our learning goals. We have received some input from majors, but the small sample is not sufficient to yield the results we desire: this year we received 8 surveys from the 37 graduating seniors. Still, in spite of the limited response received, the comments do confirm and underscore some of the issues that the Spanish faculty is aware of and that we continue to discuss and seek to address in section meetings. Comments of interest in the 2015-16 survey include the following: heritage speakers and native speakers quite strikingly emphasized in the exit surveys that ADVISING was a problem. We are aware that this is becoming a big issue with the large number of heritage (and native) speakers that are coming into our Spanish program, and with the very different course sequencing that these students need to follow. We are working on several fronts on this issue, including working on catalogue copy

descriptions of different sequences for different kinds of students, and working with, for example, the Fulbright College advising center to be sure that advisors are fully apprised of these different sequences and options. Interestingly enough, traditional non-native speaking majors, for whom the recommending course sequencing was originally desired and relatively straight-forward, thought that the advising was one of the strengths of the program. These students, as we well know, are particularly keen to have more practically focused courses on developing speaking and listening skills in the second language, rather than courses focused on acquiring literary and historical knowledge of the culture (which some heritage-speaking majors sought more of: again, a reflection of the multiplying and fragmenting needs of our increasingly diverse students, which are continuing challenge to meet). Several exit interviews also called for the development of more opportunities in service learning, community engagement, and volunteer opportunities involving hands-on practice and implementation in the second language: honestly, because we have made significant advances in creating these opportunities for our students, and continue to seek to develop them further, we think this is one of those aspects of the exit interviews where, with our good work, we have created an awareness of and demand for these community engagement opportunities that our students are now very keen on.

In response to perceived deficiencies in proficiency in a significant number of our graduating seniors (some of which have come to light in the low proficiency scores on the ACTFL exam that entering MAT students in Spanish are required to take), the Spanish faculty has implemented several curricular changes in recent years, including the following: increasing the writing component in 3033 courses, and also revising the curriculum in span 3103 to include more rigorous reading, writing, and analytical requirements. And quite specifically, we have added a new post-span 4003 option for majors, Advanced Proficiency in Spanish, which will be offered for the third time in Fall 2016, and which continues to be revised and fine-tuned in its contents and methods. This course was mentioned in one of the exit surveys, as one of the courses positively signaled out by non-native-speaking Spanish majors as one that focuses more on needed practical skills in speaking and listening.

To date, we have had difficulty achieving compliance with portfolios and exit surveys, and have begun to explore alternative assessment measures that we will work to implement for next year. It is our intention in the near future to have all Spanish majors take a national test that will allow us to compare our student outcomes with those of Spanish majors at bench-mark institutions.

Additional statistical assessment results for 2015-16, as outlined in the SPANBA assessment plan, are as follows:

SPAN 3033: In Spring 2016, 36 students took SPAN 3033 (Conversation), the final oral examination of which we have used as a demonstration of oral achievement, with the following proficiency level results (ACTFL standards). 61% of the students achieved a rating of Intermediate High or above. This is the first time we are reporting these results following a national standardized rubric, which should allow us to do more effective year-to-year comparisons going forward:

Advanced/Superior: 11

Intermediate High: 11

Intermediate Mid: 13

Novice High: 1

SPAN 4003: In Spring 2016, 56 students took SPAN 4003 (Advanced Grammar), which assesses knowledge of grammar, necessary for the achievement of both oral and written proficiency. Last year we reported final grades; this year we are reporting scores on the final exam only, which will give us more standardized comparisons going forward. Grades on the final exam as follows.

90+ = 13 students

80+ = 16 students

70+ = 17 students

60+ = 6 students

Below 60 = 1 student

FRENMA

We have graduated **four** students (Kaitlyn Butler, Charles Denny, Zachary Cleary, Brandon Weston) with MA degrees this year. Butler and Cleary passed the written exam with a low pass. Denny and Weston failed on the first attempt, then earned low passes on the second. Denny failed his first attempt at the oral, then passed the second. Butler, Cleary, and Weston passed the oral on the first attempt.

Their ability to pass this exam—whether on the first attempt or on subsequent ones--attests to their broad knowledge and advanced critical understanding of French and Francophone culture, civilization, and literature, as described in our first Program Goal. Our MA reading list is lengthy and students are responsible for a number of texts that are not taught in classes. We are adamant about their developing the ability to read and analyze independently of our classes. It bears mentioning that our MA candidates are responsible for every period in the history of French literature, medieval through twenty-first century; they are not allowed to narrow their focus on certain periods for their comprehensive exams.

Thanks to our emphasis on discussions in graduate classes and on using the target language in the classes they teach, not to mention a course that includes a heavy phonetics component, these students are able to correctly pronounce French and to expressive themselves effectively in that language. The pedagogy and technology classes they have taken as part of their graduate curriculum have exposed them to a wide range of teaching methods and language teaching-related technologies. Those who complete our degree are effective oral and written communicators and problem-solvers (Program Goals 2 and 3).

Our MA students write lengthy (10-page) analytical papers in every one of our literature courses; we work with them closely on these, from the choice of a topic through the remaining stages (outline, first draft, subsequent drafts). These papers are entirely in French (as are their comprehensive exams), which is not the case in German, for example.

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions with the students during the spring graduate reviews. We are very pleased with our students' achievements and feel strongly that we are more than meeting our program goals. Our students are well prepared to go on to PhD programs, to continue teaching in other contexts, or to work in the business world.

At this juncture we believe that our student learning outcomes are right where they should be; we foresee no changes to our process of assessment.

GERMMA

Number of students enrolled in Fall 2015: 4; 1 student joined in Spring 2016

Number of graduating students in Spring 2016: 3

Number of new students accepted for 2016-17: 2

Projected number of students for Fall 2016: 4

Graduate courses offered in Fall 2015: 3

Graduate courses offered in Spring 2016: 3

Number of students taking the comprehensive exam in the Spring 2016: 3

Number of students pending: 0

Number of students who passed the comprehensive exams: 3

The German MA program is one centered on the traditional literature canon, and it provides an excellent foundation both for those of our graduates going on for study in a Ph.D. program and for those who will be teaching upon completion of the program. Students should gain in-depth knowledge of the masterpieces of German literature from the Middle Ages through the present day. Reading works in the original German and participating in seminars conducted entirely in German also allow our MA candidates to improve their language skills substantially. At the beginning of their studies, students are given a reading list in preparation for the MA exam; most of these works are also read and discussed in the 36 hours of graduate coursework taken in the program. Students additionally take six hours of technology/pedagogy classes selected from WLLC 4023--Language, Culture and Web 2.0 Technologies; WLLC 4033--Language, Culture and Video Development; WLLC 5063--Teaching Foreign Languages on the

College Level), which allows them to be both more effective in the classroom and to offer more to potential employers in technology skills.

Assessment Results:

Students are required to maintain a C average in their graduate coursework in order to remain enrolled in the MA program. In their last semester of study, MA candidates sit for six hours of written exams. One hour is composed of the brief identification of important terms, time periods, and authors. The remaining exams consist of five essays (one hour allotted for each), in which students discuss both literary periods and the works of specific authors. Students are also required to take part in a one hour oral exam after the examining committee has had the opportunity to read over the written portion of the exam in order to further discuss and elucidate their answers.

Additionally, MA candidates are encouraged but not required to take the C1 level of the Goethe Institute Exams, which is an international standardized proficiency exam given by the German government in 118 countries around the world as part of the Common European Framework. For 2016, we had three candidates complete their studies. Pierce Gaithe, James Russell, and John Huber took the C1 exam in May of 2016 (results have to be graded and verified by Goethe Institute offices in New York and Munich and are therefore usually only available in late summer).

SPANMA

As determined by the assessment guidelines established by the Department of World Languages, students in the Master of Arts Program in Spanish are evaluated in performance in A) coursework and B) a comprehensive exam. Since the bulk of the students enter the program in cohorts every August, this assessment will concentrate on the overall performance of those groups, although monitoring the performance of other students admitted into the program ex temporarily. These are normally part time students, working full time whose graduation or attrition rates may be attributed to multiple factors outside of the Program's control.

For the academic year 2015-2016 the program offered a variety of literature and pedagogical courses at the graduate level (5000).

Fall 2015	Spring 2016	Summer 2016
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Colonial Literature	US Latino Literature	Topics in 19th Century Latin American Literature
Spanish Literature after 1898	Contemporary Spanish Theatre	
Lope de Vega & the Comedia	Masculinities in Latin America	
Teaching FLAN at College Level		

In these courses all students the overall performance of both 2014 and 2015 cohorts was clearly satisfactory, 3.67 and 3.74 average GPA for the 2014 and 2015 cohorts, respectively. Only one student performed below the graduate school's GPA requirement and he was placed in academic probation in the fall 2015 and spring 2016. The graduate advisor provided mentoring to the student with a successful completion plan.

Current Term	Acad Plan	Admit Term	AvgOfGPA	CountOfID
1163	SPANMA	1129	4	1
1163	SPANMA	1143	3.364	1
1163	SPANMA	1149	3.675	8
1163	SPANMA	1159	3.741	9

The Spanish Comprehensive exams were given on April 21, 2016. Eight students took the exams written followed by an oral exam with evaluated by three faculty members. Seven students passed the exam satisfactory and one student will take remedial exam on May 26, 2016, in one are with clear deficiencies.

It is expected that all 8 students that started in the fall of 2014 graduate within two years. Two graduates have been accepted to doctoral degrees in the University of Kansas and The University of Florida.