

## **WLLC BA Academic Assessments 2019**

### **Classical Studies BA Assessment**

2018-19 Annual Academic Assessment Report: Classical Studies (CLST).

Department of World Languages, Literatures, and Cultures (WLLC)

Daniel Levine, Chairman of Classical Studies (May 20, 2019)

### **Program Goals and Learning Outcomes:**

CLST majors and minors have been meeting the program goals of a broad knowledge and critical understanding of classical culture, language, and literature. They have developed communication and writing skills, and critical problem solving, and they have gained a basic proficiency in Latin and/or ancient Greek language.

### **Assessment Results:**

The CLST faculty have monitored the process of our students. CLST majors have produced in-depth research papers for their capstone course (CLST 4003H), have written Latin and Greek examinations in their upper-level courses, and have been graduating with high grade-point averages. CLST faculty have evaluated students' papers, projects, and language examinations, and have determined that CLST students have achieved the desired program goals and learning outcomes.

We have pre- and post-test survey results for CLST 1013 (Intro: CLST, Rome) and CLST 2323 (Mythology). These also show solid advances in student learning.

CLST 1013 Introduction to Classical Studies Rome – Pre/Post Assessment Outcomes

Summer 2018, 2<sup>nd</sup> 5WK: Pre-Test Avg. 8.6/25 (35 Students)

Post-Test Avg. 16.37

Spring 2019: Pre-Test Avg. 7.9/25 (109 Students)

Post-Test Avg. 14.5/25

## **French BA Assessment**

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 2018-19 on the measures described in the FREN BA assessment plan are as follows:

### **Results from FREN 4003 (Grammar & Composition)**

#### **Fall 2018**

advanced mid: 9

advanced low: 12

intermediate high: 1

intermediate mid: 0

intermediate low/novice high: 0

#### **Spring 2019**

advanced mid: 6

advanced low: 6

intermediate high: 6

intermediate mid: 1

intermediate low/novice: 1

### **Results from FREN 4033 (Oral Proficiency)**

#### **Spring 2019**

advanced low: 2

intermediate high: 4

intermediate mid: 4

intermediate low/novice: 1

**Assessment of Critical Writing Skills/Textual Analysis:**

FREN 4243 (Survey of Francophone Lit): Fall 2018

16 out of 16 students received a C or better

FREN 4663 (French Short Story): Spring 2019

15 out of 15 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.

## German BA Assessment

German majors are expected to be able to pass the B1 level exam of the Goethe Institute (GI), which is an internationally recognized language proficiency exam. The exam consists of a reading section (in which candidates read various types of everyday informational texts and demonstrate comprehension of vocabulary as well as more indirect meaning), a listening section (in which candidates listen to various monologic and dialogic expressions in an everyday context, such as a radio interview, a voice mail, or an announcement), a writing section (in which candidates are given prompts in order to write an informal letter, a formal letter, and a short expression of opinion), and an oral exam (in which candidates are assessed for their ability to have everyday conversations, negotiate, plan with a conversation partner). According to the GI, students at this level of study can:

- understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used,
- deal with most situations typically encountered when traveling in German-speaking countries,
- express [oneself] simply and coherently when talking about familiar topics and areas of personal interest,
- report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations.

(<https://www.goethe.de/en/spr/kup/prf/prf/gb1.html>)

According to the Goethe Institute, in order to achieve the B1 level of competence, students must have completed 350 to 650 45-minute teaching units, depending on previous knowledge and learning requirements. The equivalent of a major at the U of A is 360 50-minute teaching units. As our students were able to pass these internationally recognized language certification exams sponsored by the German government, the German degree program at the University of Arkansas has prepared them well.

We had 15 B1 candidates in Spring 2019 in listening, reading, and speaking; 15 B1 candidates in writing

10/15 passed listening (66.6%)

12/15 passed reading (80%)

11/14 passed writing (78.5%)

14/15 passed speaking (93%)

We recently became aware that our students needed much more practice in reading authentic texts, and our efforts to increase this kind of reading shows in the above scores. Listening skills are the next priority.

## Spanish BA Assessment

Students majoring in Spanish should develop critical understanding of the language, culture and literature of the greater Hispanic world and develop effective oral and written communication skills.

### ORAL PROFICIENCY

The oral proficiency target for Spanish majors at the junior level was set at advanced low, based on the ACTFL 2012 Guidelines: Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

To better assess the students with this standard, in August 2017, we conducted an American Council of Teachers of Foreign Languages (ACTFL) training workshop for their Oral Proficiency Interview standard for 10 of our WLLC faculty members on campus.

Majors oral proficiency is assessed in a test embedded in SPAN 3033 Spanish Conversation and Composition, following ACTFL guidelines. Oral proficiency is assessed on the following grade scale: A (Intermediate high to Advanced low and above) B (intermediate) C (Intermediate low) D (novice).

#### *Results 2019*

Spring	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
2019	27	10	4	0	41

Results from this assessment indicates that at least 80.8% of students in this junior level course earning an A or a B are at or on track to meet the target oral proficiency level by the time of graduation.

### COMMAND OF LANGUAGE STRUCTURES

Spanish majors are also expected to demonstrate advanced command of Spanish grammatical structures. To determine the desired outcomes, the Spanish program uses the final exam of SPAN 4003 Advanced Grammar. Students earning A-B in this exam are considered meeting program outcome goals.

Spring	(A)	(B)	(C)	(D)	(F)	Tot.
2019	19	11	2	5		37

#### A HUMANITIES PERSPECTIVE

A fundamental goal of the Spanish BA is to offer the students the possibility of developing a critical and historical perspective of the human experience through the study of the literatures and cultures of the greater Hispanic world.

Students majoring in Spanish should also demonstrate understanding of the literatures and cultures of the Hispanic world. For this purpose, the program offers a variety of elective literature and culture courses at the 4000 level. Within these courses, students have to write analytical papers. The program regularly offers a variety of such courses as exemplified by the courses offered in the past two years

Year	Spring	Fall
2018	SPAN 4213 Spanish Civilization SPAN 4253 Latin Am Cinema and Society	SPAN 4133 Lat Am Lit. Survey I
2019	SPAN 470 Caribbean Lit and Film	SPAN 4193 Lat. Am. Lit Survey II SPAN 4253 Lat. Am Cinema and Society

Spanish majors are required to turn in a senior level writing sample. Students must present a research/analytical paper, demonstrating competency in research and writing. A single topic 8-10 page paper or two 4-6 page papers is required. Although all graduates are fulfilling this requirement, we still lack a rubric to determine if these papers met the program's outcomes goal.

Finally, to better assess program strengths, challenges and areas of improvements, the Spanish program developed an exit survey that was sent to the 29 students in graduating in May 2019. There were only 15.

Overall responses regarding course offerings, advising, study abroad, service learning and extracurricular activities were positive in general, with areas needing improvement, such as Spanish faculty advising.

Spanish majors are a non-homogenous group. 35.7% of the 2019 respondents were native or heritage Spanish speakers. The 2019 graduates expressed diverse academic and professional interests. There were also majors and minors in different fields

Spanish 2019 Graduates-- Other Majors	Spanish 2019 Graduates --Minors
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Chemistry Political Science Biology Latin American Studies International Business Management Public Health International Studies French public health Educational Studies	Biology Legal Studies Psychology & Latin American Studies Middle Eastern Studies Geography Latin American Studies Marketing
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Spanish graduates explore different paths after graduation. According to the 2019 exit survey, SPANBA graduates post graduation plans were:

- Graduate School for Biochemistry
  - Undecided-- Either UARK M.A. in Political Science or teaching English in Spain for a year through the government
  - Occupational Therapy Doctorate
  - Working Full-time
  - work full-time
  - Memphis Teacher Residency (Masters in Urban Education and teaching ESL)
  - Move to STL and find a job
  - Tourism, ESL Tutor
  - MBA or MPA
  - MAT Program
  - Teach For America Corps Member
  - To work at George's, Inc.
  - Spanish Teacher
- May 2019 graduates' individual achievements also reflect on the quality of the program. Sample achievements include graduating Magna cum Laude, Latino Alumni Méritos Latinos awards, and acceptance into graduate programs such as a doctoral program in Occupational Therapy at the University of Central Arkansas.