

World Languages, Literatures and Cultures (WLLC) - Program Assessments 2018

The following material presents the assessment of undergraduate major and graduate programs within our department.

I. WLLC - Undergraduate Program Assessments by Language

A. Classical Studies Undergraduate Assessment 2017-2018

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 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.

The pre- and post-tests in Latin 2003 (fall, 2016) provide numerical evidence of student improvement: in that semester, student translation scores improved 51% (41% to 96%), and grammar scores rose 35% (45% to 80%).

Furthermore, 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 and 2323

Instructors in CLST 1013 assign students an online pre-test during the first week of the semester, and a post-test during the fifteenth week so as to assess their learning.

CLST 1013 Summer 2017

Pre-Test Average (22 submitted): 7.64/25 Post-Test Average (27 submitted) 17.11/25

CLST 1013 Spring 2018

Pre-Test Average (111 submitted): 7.86/25 Post-Test Average (99 submitted): 15.15/25

CLST 2323 Fall 2017

Pre-Test Average (80 submitted): 9.14/25 Post-Test Average (68 submitted): 18.22/25

B. French Undergraduate Assessment 2017-18

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 warranted. Retention and graduation rates in the French program are routinely strong and well above the College average. Our majors continue to meet our expectations with regard to their learning outcomes. We do not foresee any changes to our assessment process in the immediate future. Results for 2017-18 on the measures described in the FRENBA assessment plan are as follows.

Using the ACTFL proficiency guidelines, students were rated anywhere from intermediate-mid to advanced-mid. Generally, an intermediate mid proficiency rating suggests that a student is able to understand main ideas and can provide supporting details to demonstrate such understanding. They also begin to show the ability to make inferences in the material they hear or read. An advanced mid student can understand the main idea and any supporting details relevant of descriptive, narrative and persuasive texts. These students can make inferences and pull meaning from context and linguistic features, thus a more advanced level of language sophistication.

FREN 4003 (Grammar & Composition)

Fall 2017	Spring 2018
advanced mid: 6 students advanced low: 9 students intermediate high: 2 students intermediate mid: 2 students	advanced mid: 5 students advanced low: 7 students intermediate high: 3 students intermediate mid 0

FREN 4033 (Oral Proficiency)

Fall 2017	Spring 2018
advanced mid: 7 students advanced low: 6 students intermediate high: 1 student	advanced mid: 4 students advanced low: 5 students intermediate high: 2 students

Assessment of Critical Writing Skills/Textual Analysis:

Fall 2017	Spring 2018
FREN 4113 (17-18th French Literature): 10 out of 10 students earned a C or better (requirement for major)	FREN 4113 (Poetry Survey): 15 out of 15 students earned a C or better (requirement for major)

C. German Undergraduate Assessment 2017-2018

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. According to the GI, students at this level of study can:

- understand main points of information in conversations and texts relating to work, school, leisure time, etc. when clear, standard language is used;
- deal with most situations typically encountered when travelling 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, ambitions as well as make short statements and explanations (<https://www.goethe.de/en/spr/kup/prf/prf/gb1.html>).

Assessment Strategies

The Goethe Institute “promotes the study of German abroad and encourages international cultural exchange. We also foster knowledge about Germany by providing information on its culture, society and politics” (<http://www.goethe.de/uun/enindex.htm>). Those pursuing German citizenship are required by the German government to pass the B1 examination which consists of two parts: the written and the oral exam.

The written exam lasts 150 minutes and focuses on listening, reading, and written expression. The oral exam lasts approximately fifteen minutes and consists of an opening introduction, a dialogic planning exercise, and a mono-logic presentation on an assigned topic.

Spring 2018 B1 Exams preliminary data:

17 students elected to sit for the full B1 exam

All 17 who took the entire exam passed the writing section (100%)

16 of 17 passed at least 2 of the 4 sections (94%)

8 of the 17 passed all four sections (47%)

7 of 17 did not pass the reading section. (41%)

8 of 17 did not pass the listening section (47%)

2 of 17 did not pass the speaking section (12%)

3 students elected to retake parts failed in 2017.

1 took reading and listening and passed both.

1 took only reading and passed.

1 took only listening and failed.

Our German language curriculum emphasizes coverage of grammar over sustained comprehension or production; this at one time aligned with the B1 exam, which involved more discreet grammar testing. The B1 exam has shifted more toward global comprehension rather than detailed grammar. As such, we must change our curriculum for our students to achieve the proficiency goals we have set.

The preliminary data reveal that reading and listening comprehension remain priorities for improvement, a trend we noticed already in 2017. To that end, in spring 2018, we implemented increased reading and listening comprehension in GERM 2013. Students from this cohort will presumably sit for the B1 in spring 2019 or 2020, thus we will be able to assess what difference this change has made.

For fall 2018, we intend to increase the reading and listening components of GERM 3003, and in spring 2019 of GERM 4003. We should then be able to track the quantity of difference made for students who begin more authentic intense reading and listening in the second-year sequence versus those who begin more authentic intense reading and listening in the third-year sequence. As we made a concerted effort ca. five years ago to focus on written production and see here that 100% of B1 test takers passed the writing, we feel that shifting our curriculum to include more intense authentic reading and listening will lead to similar improvement.

In order to be approved to administer Goethe German Proficiency exams, faculty are required to attend a re-certification seminar (*Prüferschulung*) every three years for each exam they offer; they are also required to pass an on-line mandatory training examination (*Prüferzertifikat*) for each exam offered every five years.

Jennifer Hoyer was recertified for B1, B2 & C1 in fall 2017. Hoyer, Kathleen Condray, and Brett Sterling participated in re-certification training for B1 from Jan to Feb 2018; Hoyer and Sterling participated in C1 re-certification training in March-April 2018. Condray participated in C1 re-certification training from May to June 2018. Condray and Sterling will take the recertification exam in Oct 2018. B2 certification is on hold while the Goethe Institute rewrites the exam.

D. Spanish Undergraduate Assessment 2017-2018

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.

Students majoring in Spanish should demonstrate speaking and listening proficiency at the ACTFL Advanced Low Level, which means they can handle a variety of communicative tasks. To assess speaking and listening proficiency, the Spanish program uses the final oral exam in SPAN 3033 Conversation and Composition. As a third-year course, students at this stage are expected to demonstrate that they are on track to meet the Advanced Low proficiency level. Students performing satisfactorily (A-B) in SPAN 3033 are considered on track to meet the program proficiency outcomes goal.

In the Spring of 2018, there were 25 Spanish majors enrolled in two SPAN 3033 sections. Of those enrolled, 22 of 25 students were on track to meet the oral proficiency outcomes.

SPAN 3033 - Conversation and Composition Oral Proficiency Exam Results

A	B	C	D
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12	10	3	0
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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 course are considered meeting program outcome goals. In the Spring 2018, 35 students enrolled in two SPAN 4003 sections, with the following final exam results:

SPAN 4003 - Advanced Grammar Final Exam Results

A	B	C	D
20	11	3	1

As a result, 31 of 35 students were meeting the program's grammar structures command outcomes goal.

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. In the 2017-2018, the Spanish program offered a variety of such courses:

Fall 2017	Spring 2018
SPAN 4193 Latin Am Lit Survey II	SPAN 4213 Spanish Civilization SPAN 4253 Latin 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 2018 graduates fulfilled 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 39 students who graduated May 2018. Since the survey was distributed late, there were only 8 responses. 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. 25% of the respondents were native or heritage Spanish speakers. 2018 graduates expressed diverse academic and professional interests. There were also majors and minors in Theatre, Latin American Studies, Economics, Biological Engineering, Communication, Biology, and Sustainability. Post-graduation plans include a Fulbright TA in Mexico, dental school, graduate studies in political science, working as a planning analyst for Walmart, and teaching Spanish.

75% of the 2018 graduates found coursework relevant to their particular interests in Spanish. Overall, they felt there were ample extracurricular activities (75%) and study abroad options (87.5%). Three students valued highly the service learning opportunities in the *Sin Limites*

program. However, one response from the business Spanish service learning program did not find suitable the community arrangements made. 87.5% considered that the program helped them to improve their written communication skills, while 71.4% considered that the program provided diverse and critical perspectives on contemporary issues.

May 2018 graduates' individual achievements also reflect on the quality of the program. Sample achievements include, graduating *Magna cum Laude*, a *Fulbright FTA fellowship*, *Latino Alumni Meritos Latinos awards*, and acceptance into graduate programs such as the Indiana University MFA Program.

II. WLLC - MA Assessments

A. French MA Assessment

We have seen **one** student (William Playford) through the MA program this year.

His ability to pass this exam attests to his 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 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).

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions about this and about their teaching 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. The only thing I plan to do as we embark upon the new academic year is to ask the Teaching Supervisor (Doug Miller) to be more pro-active in

dealing with observation reports and with providing guidance for our weaker TAs whose language and teaching skills get in the way of excellent outcomes.

B. German MA Assessment

Overview:

Number of students enrolled in Fall 2017: 3

Number of graduating students in Fall 2017: 1

Number of graduating students in Spring 2018: 2

Number of new students accepted for 2017-18: 1

Projected number of students for Fall 2018: 1

Graduate courses offered in Fall 2017: 3

Graduate courses offered in Spring 2018: 2

Number of students taking the comprehensive exam in the Fall 2017: 1

Number of students taking the comprehensive exam in the Spring 2018: 2

Number of students who passed the comprehensive exams: 3

Program Description:

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.

AY 2017-18:

During the academic year 2017-18, the German MA program (MLANMA, German track) included three graduate students. These three students (Rocio Behler, Caroline Beringer, and Magdalena Viktora-Jones) all received teaching assistantships from the department, with each graduate student teaching two courses at the beginning and/or intermediate level (GERM1003-2013) while enrolled in three courses offered within the MA program. All three graduate students met weekly with faculty to coordinate their language teaching, which included in-course observations administered by the faculty members responsible for language program coordination. On the basis of these observations, as well as the course evaluations for the teaching assistants' courses, the faculty judged each student to be successful teachers in the classroom.

Our three graduate students also completed coursework within the program, covering a wide variety of topics within German literature, history, culture, and media. All of the students performed well and made good progress toward the MA. In December 2017, Rocio Behler completed the written and oral comprehensive examination with good marks and received the MA during Winter Commencement. The two remaining graduate students—Beringer and Viktora-Jones—were active in raising the profile of German Studies on campus, most notably through their organization of a German Film festival showcasing three films for the campus community in Spring 2018. During the fall semester, Rocio Behler presented original research on the role of literary texts in inspiring and shaping their musical interpretations in a public reading and recital to the University of Arkansas community. Since graduation, Rocio has accepted a teaching position in Spanish at the Thaden School in Bentonville, Arkansas. Caroline Beringer and Magdalena Viktora-Jones are currently interviewing for positions in teaching and administration at the primary and post-secondary level.

In Fall 2018, Michael McLaughlin will join the German MA program on a teaching stipend. Michael comes to the program from Lycoming College in Pennsylvania, where he excelled in German and began preliminary research on the xenophobic PEGIDA movement in Germany. Additionally, Nicholas Wensel from the University of Nebraska at Lincoln has begun the application process to the MA program in German. The faculty continue to follow promising graduates and rising seniors, of whom several have expressed interest in applying to the MA program over the next year.

C. Spanish MA Assessment

Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies and technologies. In the 2017-2018, the following courses were offered:

Fall 2017	Spring 2018
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SPAN 5203 Medieval Literature SPAN 5343 Survey of 20 th Cent. Literature SPAN 5943 U.S. Latino/a Lits. and Cultures WLLC 5063 Teaching Foreign Languages WLLC 4023 Language Teaching & Technology	SPAN 5242 Golden Age Drama and Poetry SPAN 5253 Colonial Latin Am Lit and Cult SPAN 7503 Special topics WLLC 2033 Language Teaching & Video
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To determine student performance based on coursework, it is useful to separate MA students into cohorts by the year of admission. Students who entered the program in the fall 2016 and graduated in May 2018 had an average 3.95 GPA. Students who entered the program in the fall 2017 and completed the first year of the MA in May had an average 3.66 GPA. In other words, the academic performance of both groups is satisfactory.

In addition to coursework taken, SPANMA students have to take a comprehensive exam at the end of the program, demonstrating familiarity with the literature and culture of the Hispanic world during five historical periods, and also demonstrating proficiency with language pedagogy and technology. In May 2018, 6 students took the comprehensive exams, all but one passed the exam.

Two SPANMA graduates were admitted into doctoral programs, CLCSPH here at the U of A, and Spanish at the Ohio State University.

Two SPANMA students presented papers at national conferences.