



CHAPMAN UNIVERSITY

GENERAL EDUCATION LANGUAGE ASSESSMENT REPORT 2017-2018

General Information	
General Education Assessment Area	General Education - Language
Department/ School	N/A
Number of students currently in the discipline	N/A
Contact Person	
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OVERVIEW/DESCRIPTION

Students complete part of their general education (GE) program in a language other than English so that they may lead inquiring, ethical and productive lives as global citizens. This may be accomplished by completing a language class at the intermediate or above level (i.e., language 201 or higher). In today's world, mastery of a foreign language transcends geography and political borders while reinforcing communication and cross-cultural understanding.

Students who complete the 201 Language GE Requirement have the skills to continue with more advanced language and culture studies, in a major or minor in a language and/or use their knowledge in a variety of academic fields. For example, many students use their knowledge of language/culture at the 201 level in such fields as Business, Health, Communications, Public Relations, Education and Political Science and Sociology, among others.

Learning Outcome Assessment I. Process:	
Student Learning Outcomes	<p>GE Language Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will speak and understand the target language at the intermediate or above level as defined by the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines. 2. Students will read and write in the target language at the intermediate or above level as defined by the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines. 3. Students will demonstrate an understanding of culture(s) where the target language is spoken and will compare similarities and differences across languages and cultures (according to National Standards in Foreign Language Education – Known as 'The Five Cs').
<p>Supports University Theme (<i>Some or all of the program's learning outcomes must support at least two of the university's strategic themes</i>)</p> <ul style="list-style-type: none"> • <i>Themes: Global Citizenship, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i> • <i>Describe how the theme is supported by the learning outcome</i> 	<p>Global Citizenship: In today's world, mastery of a foreign language transcends geography and political borders while reinforcing communication and cross-cultural understanding.</p> <p>Personalized Education: Students may complete personalized research projects and/or presentations, which involve individualized feedback by faculty.</p> <p>Student Writing: Students write in the target language for in-class writing responses, drafts, journals, and/or essays. Drafts are either self-edited or peer-edited.</p>
<p>Supports WASC Core Competency, For Undergraduate Programs Only (<i>Please indicate whether this outcome supports any of WASC's core competencies</i>)</p> <ul style="list-style-type: none"> • <i>Oral Communication</i> • <i>Written communication</i> • <i>Information Literacy</i> • <i>Quantitative Reasoning</i> • <i>Critical Thinking</i> 	<p>Oral Communication</p> <p>Written Communication</p> <p>Critical Thinking</p>
<p>Where is the outcome published for students?</p> <ul style="list-style-type: none"> • <i>Syllabi (If syllabi, list course numbers)</i> • <i>Website</i> • <i>Handbook</i> 	<p>The outcomes are published on the GE website and the Learning at Chapman website.</p> <p>Each semester, the learning outcome statement and evaluation rubric with specific criteria will be sent to all faculty members teaching approved courses. Faculty will be encouraged to place the learning outcome statement in course syllabi and to share the rubric with their students.</p>
<p>Evidence of Learning</p> <ul style="list-style-type: none"> • <i>capstone project</i> • <i>presentation</i> • <i>performance</i> • <i>course-embedded exam</i> 	<p>This report provides detailed information on student writing samples does not include any assessments for GE Language Learning Outcomes 1 and 3. For 1 and 3, the assignments listed below will be assessed starting in 2017-2018.</p>

<ul style="list-style-type: none"> • <i>assignment</i> • <i>standardized test</i> • <i>portfolio</i> 	<p>Learning Outcome 1:</p> <ol style="list-style-type: none"> 1. Student presentations <p>Learning Outcome 2:</p> <ol style="list-style-type: none"> 1. Student assignments from 201-level courses were collected during the 2016-2017 academic year according to the process described below (Collecting and Analyzing the Data). Particular assignments from randomly selected students were hand selected by the professor of record. The assignment chosen was to be a project, presentation, performance or exam that would demonstrate the student's accomplishments according to the outcome statement and rubric criteria. 2. 201 Course Final Exam (writing component). <p>Learning Outcome 3:</p> <ol style="list-style-type: none"> 1. 201 Course Final Exam (cultural component). 2. Student Focus Group
<p>Collecting and Analyzing the Data</p> <ul style="list-style-type: none"> • <i>How did you select the sample?</i> • <i>What was your sample size (number of students)?</i> • <i>Provide the percentage of the sample size as compared to the relevant population.</i> • <i>How did you assess the student work/data collected?</i> <ul style="list-style-type: none"> • <i>Possible Tools: rubric, exam questions, portfolio samples</i> • <i>Attach all assessment tools</i> 	<p>Learning Outcome 1:</p> <ol style="list-style-type: none"> 1. Starting in 2017-2018, student presentation will be assessed by the 201-level course instructors. After 2017-2018, only randomly selected sections of 201 across all language offerings will take place. <p>Learning Outcome 2:</p> <ol style="list-style-type: none"> 1. For student writing samples: during the fall and spring semesters of 2016-17, randomized student work samples were requested from faculty members teaching across French, Italian, and Spanish sections of 201 level courses which had been approved for the GE category. Six faculty members (two per language) were asked to select an assignment, project, presentation, performance or exam for the selected student(s) that would demonstrate the student's accomplishments according to the outcome statement. <p>For French 33; Italian 18, and 37 Spanish student samples were collected. In 2016-2017, GE languages student population size are 130 students taking French; 30 students taking Italian; and 320 students taking Spanish. We recognize that we need to increase the sample size of student writing samples.</p> <p>The student samples were analyzed using the GE Languages LO 2. During an assessment meeting, faculty for each language calibrated their evaluation of student samples and their evaluations were mostly consistent. One pair of faculty (French) had two scores that were different. The pair discussed their different scores, came to an agreement, and corrected the different scores.</p> <ol style="list-style-type: none"> 2. Starting in spring of 2018, 201 Course Final Exam will be assessed by the 201 course instructors. After spring of 2018, assessment will take place in randomly selected sections of 201 across all language offerings.

	<p>Learning Outcome 3:</p> <ol style="list-style-type: none"> Starting in spring of 2018, 201 Course Final Exam will be assessed by the 201 course instructors. Starting in spring of 2018, student Focus Group will be taken in late spring semester. After spring of 2018, randomly selected sections of 201 will be assessed across all language offerings. <p>Link to Rubrics: GE Language Assessment Rubric</p>
<p>Expected Level of Achievement</p> <ol style="list-style-type: none"> <i>What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</i> 	<p>For all learning outcomes (LOs 1-3), 90% of the students are expected to demonstrate intermediate proficiency level or above (i.e., rubric score of 2 or above) in the target language by presenting their ideas in fluid speech with appropriate vocabulary, grammar and syntax and by writing an in-class essay in the target language with an explicit and clear thesis in which they demonstrate an awareness of cultural specificities.</p>
<p>II. Progress</p>	
<p>How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.</p> <ol style="list-style-type: none"> <i>Refer to previous years' assessment reports/responses for this section.</i> <i>How did this year's achievement level compare to past years?</i> <i>Show year-to-year progress, preferably in a data table.</i> 	<p>This is the first analysis of GE Language student data. Therefore, no previous assessment scores are available for comparison at this time. This assessment will serve as a benchmark for future years and a launching point for conceptual conversations regarding GE language assessment.</p> <p>Based on this analysis, the GE Language Faculty make the following recommendations:</p> <ol style="list-style-type: none"> Program directors or the lead colleague in the language will use the new rubrics in the fall to better train all 201-level course faculty in using the rubrics to assess standardized assignments. For languages without a full-time colleague (i.e., American Sign Language, Arabic, Classical Latin and Greek), the department chair will work with the appropriate adjunct faculty in the language. Faculty teaching 201-level courses need to become more aware of the newly refined learning goals and integrate those goals more deliberately into course assignments and pedagogy. After the training, all language instructors teaching the 201-level class will assess student work using the GE Language Learning Outcome Rubric. Learning outcomes will be published in all relevant course syllabi. As noted above, additional assessments, such as final exams and presentations, will be included in upcoming reports to evaluate student performance across all three learning outcomes. As noted above, the protocol for the student writing sample will be improved. The collection time of student writing samples will be better coordinated and the writing prompts will be standardized across all 201 level course sections. The faculty will discuss and use the findings to improve the curriculum and program protocols. The faculty will regularly review the assessment rubric and process and make improvements as necessary. Languages without a written component (i.e., American Sign Language) will quite naturally only be assessed for

communicative competency. Similarly, languages without a spoken/communicative component (i.e., Classical Latin and Greek) will only be assessed for written competency.

8. GE Language Focus Group will take place late spring 2018.

Please see below for additional data collected and data analysis conducted in 2018.