Old Dominion University
Department of World Languages and Cultures
December 18, 2017

BACKGROUND

This is the preliminary General Education Assessment Report from the Department of World Languages and Cultures based on surveys and discussions for the 102-level courses during the fall 2016 semester and the spring 2017 semester. Surveys applied the measures addressed by the American Council for the Teaching of Foreign Languages (ACTFL) in order to obtain relevant student proficiency/performance information. This assessment provided a basis to carefully evaluate our teaching and learning methods across the different language groups. The data gathered were analyzed and will be provided to faculty for further review.

PURPOSE

For the Department of World Languages and Cultures, all faculty members plan to use the general education assessment review as a tool for enhancing and improving individual course offerings as well as the program at every level (beginning to advanced) and for every language offered in the department. Although the general education assessment review for 2016-2017 had a focus on beginning language acquisition (100-level), faculty members are collaborating to understand what improvements need to be made to the program articulation (horizontal and vertical). Such a review will explore best practices and provide a smooth and logical transition from the novice-level to the advanced levels of language learning for a well-articulated sequential program. Successful articulation takes place with ongoing communication and collaboration from faculty members at all levels of language study.

DATA COLLECTION

During the Fall 2016 semester and the Spring 2017 semester, the Department of World Languages and Cultures surveyed students from the 102-level language courses in **9 languages**, including: Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish. Data collected over this period included: **45 courses from 776 students with some 6,216 documents**. In certain cases, full-time faculty members mentored adjunct faculty to provide support and to address concerns.

Each language instructor administered exams for reading, listening and writing.
Passive skills:

1. Listening: multiple-choice, 10 questions on each of final three chapter tests or, if a chapter test is not appropriate, as part of a graded homework assignment, although the listening comprehension responses will minimally affect the homework or chapter test grade. All questions must be imbedded in all tests. No separate test is to be given; the imbedded questions may or may only partially affect the graded work. Latin would not submit to this test.

2. Reading: multiple-choice, 10 questions on each of final three chapter tests or, if a chapter test is not appropriate, as part of a graded homework assignment, although the reading comprehension responses will minimally affect the homework or chapter test grade. N.B.

Listening and reading comprehension questions may be combined on either the chapter tests or the homework.

Active skills:
1. Three short writing assignments, the length of which is to be determined by the language studied but should include 50 characters or compounds in a character writing system and all the symbols in an alphabetic or syllabic system, in three homework assignments after mid-term in 102F or 111F or in the final three chapter tests. A faculty member may choose any combination of chapter test or homework assignment for listening, reading and writing.

2. An unofficial OPI (oral proficiency interview) will be given by the faculty member to 20% of the targeted student group, i.e. about 4-5 students per class. Students will be chosen at random to submit to the OPI. Ratings will be given according to the guidelines indicated below. Latin would not submit to this test.

MEASURES

As part of the Assessment Process, faculty members are interested in reviewing the following measures and student learning outcomes:

Table 1: World Language Learning Outcomes and Measures.

FL Outcomes:	Measure
Students will be able to interpret (listening and reading) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language,	**Listening**
Students will be able to apply (speaking and writing) a language other than English at the novice level on the ACTFL standards of proficiency, or demonstrate through alternative means a similar or parallel knowledge of another language,	**Reading**
Students will be able to interpret non-verbal communications made by persons familiar with a language different from the student's own native language experience,	**Video**
Students will be able to identify the significant criteria that enhance the cultural identity of individuals other than those from the student's native language experience,	**Writing**
Students will be able to distinguish the similarities and differences among individuals using the same language who live in different regions or different parts of the world, and	**Presentation**
Students will be able to discuss their role in developing cross-cultural understanding, or a similar or parallel understanding in another language.	**Reflection**

Data were as collected and analyzed by the Language Learning Center. Each item was given a rating (see below).

> Fully met = 8-10
> Partially met = 5-7
> Minimally met = 2-4
> Not met = 0-1

PRELIMINARY FINDINGS and DISCUSSION

The Department of World Languages and Cultures plans to explore and share "Best Practices" from the courses scoring *Met Fully* and *Met Partially*. Faculty will implement these best practices into beginning language learning for fall 2018.

Comparisons were made within each of the following categories: (1) language, (2) instructor, and (3) language group. The data from the surveys indicate that 89.63% of students are meeting or partially meeting the learning outcomes and that just over 10% of students are minimally or not meeting learning outcomes:

- 70.38% Fully Meet
- 19.25% Partially Meet
- 08.91% Minimally Meet
- 01.44% Do Not Meet

Table 2: Student Learning Outcomes

Language	Fall 2016						Spring 2017					
	Courses	Students	Met Fully	Met partially	Met minimally	Not met	Courses2	Students3	Met Fully4	Met partially5	Met minimally6	Not met7
Arabic	2	39	88	19	3	6	0	0	0	0	0	0
Chinese	2	26	99	20	14	2	0	0	0	0	0	0
French	2	34	197	54	4	4	4	42	362	78	6	4
German	2	30	193	24	4	1	3	47	228	49	6	1
Hebrew	1	13	0	0	0	0	0	0	0	0	0	0
Italian	0	0	0	0	0	0	2	35	146	25	5	0
Japanese	3	60	314	124	37	5	0	0	0	0	0	0
Latin	0	0	0	0	0	0	2	30	191	42	3	
Russian	0	0	0	0	0	0	1	14	119	14		2
Spanish	8	158	977	272	180	10	13	248	1461	476	292	55
Total	20	360	1868	513	242	28	25	416	2507	684	312	62