



Planning and Evaluation Tracking

College Year: 2009-2010

Division of: Language, Comm. & Fine Arts

Person Responsible: Robert Boyd

Department of: Modern Languages

Person Responsible: Terry Moore

Purpose Statement: To acquire second language proficiency, personal enrichment, and learning opportunities while acquiring knowledge of cultural diversity, vicarious, and geographical differences.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
<p>1. Foreign language students will acquire both traditional and on-line instruction to prepare for transfer and enhance work opportunities.</p>	<p>1. Standard: 70% of the students enrolled in a first semester foreign language course, upon completion of the first semester, will be able to write the target language at the next level beyond the course in which they enrolled based upon the proficiency guidelines formulated by the American Council on the Teaching of Foreign Languages.</p> <p>Assessment tool: Departmental rubric of the final examination.</p>	<p>1. <u>Fall Semester 2008</u> Students who completed French 1411(13)-68% German 1411(24)-86% Spanish 1411(77)-59%</p> <p>French 2311(6)-100% German 2311(5)-63% Spanish 2311(11)-92%</p>	<p><u>Analysis</u> Both Span 1411 and French 1411 did not meet the standard.</p> <p>Those students who failed to meet the standard in Spanish 1411 entered class were predominately native speakers who had good oral and listening skills, but had little or no concept of the grammar necessary for mastery of the language.</p> <p>In French 1411, students did not meet the standard because of a poor background in grammar necessary for mastery of the language.</p> <p>In German 2311, students who did not meet the standard entered the class with a poor</p>

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			<p>background in English grammar to begin with, and because of the emphasis placed on development of good written communication skills combined with the additional demands of the course generally associated with second-year language courses contributed materially to their failing to meet the standard.</p> <p style="text-align: center;"><u>Plan of Action</u></p> <p>Maintain current standard, evaluation tools and teaching methods/strategies in those classes which met the standard. Teaching methods, and assessment tools will be adjusted to facilitate student compliance with standards to be met in those classes which did not meet the standard. The departmental faculty will meet periodically to discuss any needed change in course focus during the semester and after the semester in order to facilitate development of writing skills in French and Spanish 1411 and German 2311, or in any other course</p>

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			we perceive needs to be addressed, particularly at the end of the semester in preparing for the upcoming year.
	<p>2. Standard: 70% of 2nd semester foreign language students, upon completion of the course, will be able to write the target language at the next level beyond the course in which they enrolled based upon the proficiency guidelines as formulated by the American Council on the Teaching of Foreign Languages.</p> <p>Assessment tool: Departmental rubric of the final examination. Assessment continued by transfer data supplied by the Office of Institutional Research.</p>	<p>2. <u>Spring Semester 2009</u> Students who completed French 1412(8)-89% German 1412(7)-86% Spanish 1412(13)-76% Spanish 1412(on-line)(9)-75%</p> <p>French 2312(6)-100% German 2312(=3)-100% Spanish 2312(7)-88%</p>	<p><u>Analysis</u></p> <p>All students in all classes surpassed the standard of 70%.</p> <p><u>Plan of Action</u></p> <p>Maintain current levels of Instruction and methodologies In those classes which met the standard. Methodologies and assessment tools will be adjusted to facilitate student development of writing skills in those classes which were below the standard. We will use this data to decide if we need to develop either additional or other assessment tools to evaluate student performance to effectively evaluate student performance as set forth in the American Council on the Teaching of Foreign Language proficiency guidelines.</p>

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