



## Planning and Evaluation Tracking

College Year: **2008-2009**

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)
1. Foreign language students will acquire both traditional and on-line instruction to prepare for transfer and enhance work opportunities.	<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 2007</u> Students who completed French 1411(11)-100% German 1411(11)-100% Spanish 1411(47)-55%</p> <p>French 2311(6)-67% German 2311(7)-86% Spanish 2311(12)-83%</p>	<p><u>Analysis</u> Both Span 1411 and French 2311 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 2311, students who did not meet the standard entered the class with a poor background in English grammar to begin with, and because of the emphasis placed on development of good written communication skills combined with the additional</p>



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			<p>demands of the course generally associated with second-year language courses contributed materially to their failing to meet the standard.</p> <p><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 Spanish 1411 and French 2311, or in any other course we perceive needs to be addressed, particularly at the end of the semester in preparing for the upcoming year.</p>

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	<p>2. Standard: 70% of 2<sup>nd</sup> 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 2008</u> Students who completed French 1412(10)-90% German 1412(12)-50% Spanish 1412(16)-81% Spanish 1412(on-line)(13)-100%</p> <p>French 2312(5)-80% German 2312(7)-43% Spanish 2312(10)-100%</p>	<p><u>Analysis</u></p> <p>Students in German 1412 and 2312 did not meet the standard. Increased course demands in German 2312, placed additional demands on those students who entered class whose linguistic background was weak to begin with. In German 1412, there were five new students who either transferred in from another institution or had come back to school after a lengthy absence. In any case, these students had a weak linguistic background and contributed to that class failing to meet the standard.</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</p>



Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
			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.