

Department of Foreign Languages & Cultures
Program Assessment

Spring 2008
February 7, 2008

I. INTRODUCTION

In the Spring semester of 2008, the department revised its departmental assessment to more clearly identify learning goals and to more closely match and support WSU's Six Learning Goals of the Baccalaureate., which are:

- Critical & Creative Thinking
- Quantitative and Symbolic Reasoning
- Information Literacy
- Communication
- Self in Society
- Specialty

In addition, the department also aligned learning outcomes standards with national professional associations related to Second Language Acquisition, i.e., the American Council on the Teaching of Foreign Languages (ACTFL), and the Common European Framework academic standards.

Of these WSU learning goals, the Department of Foreign Languages and Cultures (DFLC) faculty have identified **Communication** (writing and speaking courses) and **Culture/Film/Literature** (cultural content courses) as most vital to the departmental curricular mission.

Students who complete the Foreign Languages and Cultures program will demonstrate high levels of competence by actively and critically engaging – in their target language – in oral and written interpersonal communication, thereby developing a deeper sense of self *and* others through the study of foreign languages, culture, film and literature.

The reports that will be generated from the Spring 2008 semester onward will focus on the department's use of its "Critical and Integrative Thinking" rubrics, in order to guide all FLC students, but especially our FLC majors and minors, in their study of the target language. These rubrics and reports will produce a set of summary results to provide baseline information useful in program evaluation and development.

These rubrics will also be shared with students by being integrated into the syllabi of designated courses. This will enhance student familiarity with the rubrics. It is hoped that this knowledge will motivate students to then complete assignments in a way that confirms that the learning goals were actually the focus of the assignments. The rubrics will include and reference the Six Learning Goals at Washington State University.

Courses that have been identified in Chinese, French, German and Spanish as constituting a standard basis for collecting papers, oral interviews and the evaluative materials are:

- CHIN / GER / FREN / SPAN 307 / 407 ("Intermediate / Advanced Speaking and Listening")
- CHIN / GER / FREN / SPAN 308 / 408 ("Intermediate / Advanced Grammar and Writing")

- Several from among culture, film and/or literature courses that are offered on a rotating schedule each semester and/or academic year.

By assessing a student's coursework prepared according to the pertinent rubric, the faculty of the department will be able to measure and discuss student learning outcomes. These will be produced in summary assessment reports and will be used to enhance, modify, or continue curricular efforts.

II. GOALS & OUTCOMES

This assessment has several goals:

1. Using the assessment process – *critical and integrative thinking in the languages* – to improve the language proficiency, as well as cultural awareness and appreciation of students graduating in Foreign Languages and Cultures, through coursework involving language in demonstrating, and the ability to analyze and critically assess works of literature and film
2. The assessment supports WSU's institutional goals – quantitative and symbolic reasoning, critical and creative reasoning, information fluency, students' communication skills and their understanding of self and society.
3. In addition to meeting WSU's Six Learning Goals, for students to meet the standards of ACTFL in:

Communication: (*writing and speaking courses*) Communication standards adapted from ACTFL guidelines of Foreign Language learning:

- Students demonstrate ability to understand and interpret written and spoken language on a variety of topics.
- Students demonstrate ability to present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
- Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Students achieve a level of proficiency in writing, speaking, listening, and reading.

Culture: (*culture, film, and literature courses*)

- Students demonstrate an understanding of the relationship between the practices, products, and perspectives, and distinctive viewpoints of the cultures studied (Cultures and Connections Standard).
- Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own (Comparisons Standard).

4. Overall, students who complete the Foreign Languages curriculum will obtain competency to successfully and at a high level demonstrate these *essential outcomes*:

- Use of oral communication in the language
- Use of written communication in the language
- Knowledge of other world cultures through their film and literature
- Ease in accessing information tools to get relevant answers
- Knowledge of who she or he is in a complex world
- Engagement in active and critical verbal and/or written discussion of issues

- Employment of “other” interpretations and perspectives, and consideration of a range of human experiences in the analysis of the issue.

MAPPING TO WSU SIX LEARNING GOALS

Figure 1 illustrates how the six institutional outcomes—critical thinking, quantitative and symbolic reasoning, information literacy, communication, specialty, and self in society—are embedded into the Foreign Languages and Cultures assessment strategy.

Figure 1

Students will demonstrate critical and integrative thinking in Foreign Languages and Cultures						
WSU's SIX LEARNING GOALS						
Program Evaluative	Critical/Creative Thinking	Quant & Symbolic Reasoning	Information Literacy	Communication	Self & Society	Specialty
307/407 (Speaking & Listening)	X	X	X	X	X	X
308/408 (Grammar & Writing)	X	X	X	X	X	X
Culture, Literature, Or Film	X		X	X	X	X

III. PROCEDURES & METHODS

The assessment will be comprised of two parts and will be conducted each Fall and Spring semester:

(1) the assessment of rubrics from each language using evaluative materials from three selected courses; and (2) the end-of-program survey questionnaire.

(1) Rubrics

To assess critical and integrative thinking, a sample of student evaluative materials from foreign languages courses listed below will be gathered. A sample of 25% of enrolled students will be evaluated, or no fewer than 5. If enrollment in the higher level courses (407/408) is insufficient, students in the intermediate level classes (307/308) will be used.

Faculty from each language section will evaluate the following course materials using the assigned point values and ratings specified on rubrics for these identified courses:

CHIN/FREN/GER/SPAN 307/407 – evaluation of final exam

CHIN/FREN/GER/SPAN 308/408- evaluation of taped oral presentation

CHIN/FREN/GER/SPAN Culture/Film/Lit courses – evaluation of essay paper.

Rubrics ratings for each course and evaluative materials incorporate the Learning Goals of the department, which are *critical and integrative thinking in the languages*, **Communication:** (*writing and speaking*, and **Culture:** (*culture, film, and literature*); and WSU's Six Learning Goals, thereby measuring students comprehension and ability of achieving understanding of learning goals.

After faculty have evaluated coursework from each course for each semester, findings will be presented in the form of summaries mapped to the WSU "Six Learning Goals of the Baccalaureate" and will be discussed in the language area. The summaries will also be reviewed and analyzed in totality every four semesters or 2 years for the purpose of discovering any recurring problems or, preferably, outcome improvements. The analysis will take into consideration all findings, and if programmatic changes are needed, this will be discussed by the language coordinator in consultation with the chair and department at large. Changes will be considered and implemented as needed and as possible, given staffing and curricular considerations.

(2) End of Program Survey Questionnaire

Students are given the opportunity to rate faculty and departmental performance in the areas of curricular offerings, advising, and professional skills training, as well as their contributions to overall learning at the university level.

Each semester, all of the language areas of **CHIN/FREN/GER/SPAN** are evaluated by students graduating from that program. These results are shared with the language area, as well as with the entire department.

A report is produced with the results of the survey, and language areas comment on any areas that students comment on.

Programmatic suggestions are taken into consideration, and implemented on a semester or yearly basis when documentation shows a need and when possible.

The following pages contain rubrics which specifies goals of the department of: **Oral (Speaking and Listening) Proficiency: 307 / 407**, **Writing (Grammar and Writing) Proficiency: 308 / 408**, and **Culture – Critical Thinking in a Cultural Context: -** one content course focusing on culture, literature, and/or film, as well as incorporating and identifying WSU's Six Learning Goals on the rubric itself. The DFCLC End of Program Survey is also included.

Guide to Rating Undergraduate Oral Proficiency

FREN/GER/SPAN 407

Department of Foreign Languages and Literatures

Washington State University

Name: _____

Course/ Semester: _____

Type of speech sample evaluated: _____

For each of the seven criteria below, assess the work by:

- a) circling specific phrases that describe the work, and writing comments
- b) circling a numeric score; use only .5 increments

1. Content (*Learning Goals: Critical/Creative Thinking; Quantitative and Symbolic Reasoning, Information Literacy; Communication, Specialty*)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Much too brief, almost no coherent sentences.	Too short, incomplete statements.	Good, satisfactory length.	Very good, responds extensively.	Excellent and very extensive response.
Comments:				

2. Coherence and Fluency.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Disjointed, main points are unclear.	Halting and fragmented, making some passages incomprehensible.	Not consistently coherent.	Good, coherent, appropriate tempo.	Very good, clearly coherent, appropriate tempo.
Comments:				

3. Breadth and Appropriateness of Vocabulary.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
For the most part, completely incomprehensible.	Limited and unsuitable vocabulary for extended passages.	Basic and at times appropriate vocabulary.	Fairly extensive and appropriate vocabulary.	Excellent and extensive vocabulary.
Comments:				

4. Morphology and Syntax.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Numerous mistakes, comprehension almost impossible.	Numerous mistakes, comprehension difficult.	Some mistakes, some passages difficult to understand.	A few obvious mistakes, comprehension not impacted.	Hardly any mistakes.
<p>Comments:</p>				

5. Pronunciation and Intonation.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Accent makes comprehension impossible.	Accent requires extremely "active listening" in order to be understood.	Clearly evident deviations, which at times impede comprehension.	A few noticeable deviations, which do not influence comprehension.	Almost imperceptible foreign accent.
<p>Comments:</p>				

Guide to Rating Undergraduate Oral Proficiency

CHIN 307

Department of Foreign Languages and Cultures

Washington State University

Name: _____

Course/ Semester: _____

Type of speech sample evaluated:

For each of the seven criteria below, assess the work by:

- circling specific phrases that describe the work, and writing comments
- circling a numeric score; use only .5 increments

(Learning Goals: Critical/Creative Thinking; Quantitative and Symbolic Reasoning, Information Literacy; Communication, Specialty)

1. Speaking

<i>Poor</i>		<i>Fair</i>		<i>Excellent</i>
1	2	3	4	5
Produce almost no coherent sentences. Unable to answer questions	Produce short, incomplete sentences. Make simple conversation; Answer simple, short questions; Speak very slowly; Pause frequently	Make conversation in good, satisfactory length; Meaning basically clear; Answer relatively difficult questions; Speak quite slowly; Pause sometimes	Make very good conversation. Meaning clear most of the time; Answer some of the difficult questions; Speak quite fluently	Make excellent and extensive conversation; Meaning very clear; Answer most of the difficult questions; Speak fluently
Comments:				

2. Listening

<i>Poor</i>		<i>Fair</i>		<i>Excellent</i>
1	2	3	4	5
Understand some familiar words and simple sentences	Understand most of the simple sentences at a slower speed or after repetition	Understand the main idea of a passage in satisfactory length at a normal speed	Understand the main idea of a relatively difficult, long passage	Understand most of the sentences of a long and difficult passage. Able to guess the meaning of unfamiliar words from the context
Comments:				

3. Vocabulary and Character Writing

<i>Poor</i>		<i>Fair</i>		<i>Excellent</i>
1	2	3	4	5
Very limited vocabulary power; Recognize some characters; Character writing full of mistakes	Limited vocabulary power; Recognize a limited amount of characters; Character writing many mistakes	Fairly good vocabulary power; Recognize many characters; Character writing some mistakes	Fairly extensive and appropriate vocabulary; Recognize a large number of characters; Character writing few mistakes	Excellent and extensive vocabulary; Excellent reading; knowledge of both traditional and simplified characters; Character writing nearly perfect
Comments:				

4. Grammar.

<i>Poor</i>		<i>Fair</i>		<i>Excellent</i>
1	2	3	4	5
Numerous mistakes, comprehension almost impossible.	Numerous mistakes, comprehension difficult.	Some mistakes, some passages difficult to understand.	A few obvious mistakes, comprehension not impacted.	Hardly any mistakes.
Comments:				

5. Pronunciation and Tones

<i>Poor</i>		<i>Fair</i>		<i>Excellent</i>
1	2	3	4	5
Accent makes comprehension impossible. Numerous mistakes in tones	Accent requires extremely "active listening" in order to be understood. Many mistakes in tones	Clearly evident deviations, which at times impede comprehension. Some mistakes in tones	A couple of noticeable deviations, which do not influence comprehension. Pronounce tones correctly most of the time	Almost imperceptible foreign accent. Pronounce tones nearly perfect
Comments:				

Guide to Rating Undergraduate Written Proficiency

FREN/GER/SPAN 408

Department of Foreign Languages and Literatures

Washington State University

Name: _____

Course/ Semester: _____

Type of text evaluated: _____

For each of the seven criteria below, assess the work by:

- a) circling specific phrases that describe the work, and writing comments
- b) circling a numeric score; use only .5 increments

1. Content (*Learning Goals: Critical/Creative Thinking; Quantitative and Symbolic Reasoning, Information Literacy; Communication, Specialty*)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Completely misses the mark.	Topic handled only superficially, numerous unclear passages.	Sufficient treatment of the topic.	Good and fairly extensive treatment of the topic.	Excellent and extensive treatment of the topic.
Comments:				

2. Organization and Coherency.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Incoherent, lacking recognizable organization.	Sentences strung together, but not recognizable organization.	Contains some well structured passages.	Reads fairly coherently.	Reads very coherently.
Comments:				

3. Breadth and Appropriateness of Vocabulary.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
For the most part completely incomprehensible.	Unsuitable vocabulary for extended passages.	At times appropriate and suitable vocabulary.	Fairly extensive and appropriate vocabulary.	Excellent and extensive vocabulary.
Comments:				

4. Morphology and Syntax.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Numerous mistakes, comprehension almost impossible.	Numerous mistakes, comprehension difficult.	Some mistakes, some passages difficult to understand.	A few obvious mistakes, comprehension not impacted.	Hardly any mistakes.
<p>Comments:</p>				

Guide to Rating Undergraduate Language Proficiency

CHIN 308

Department of Foreign Languages and Cultures

Washington State University

Name: _____

Course/ Semester: _____

Type of text evaluated: _____

For each of the seven criteria below, assess the work by:

- circling specific phrases that describe the work, and writing comments
- circling a numeric score; use only .5 increments

(Learning Goals: Critical/Creative Thinking; Quantitative and Symbolic Reasoning, Information Literacy; Communication, Specialty)

1. Character Writing

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Lots of mistakes, handwriting hard to recognize	Some mistakes, handwriting can be recognized to some extent.	A few mistakes, handwriting recognizable.	Few mistakes, handwriting recognizable and clear.	Hardly any mistakes, handwriting nice and elegant.
Comments:				

2. Reading Comprehension.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Incapable of understanding the target reading.	Patchy understanding of the basic idea of the target reading.	Good understanding of the main idea of the target reading.	Understanding the main idea of the target reading with significant details.	Understanding the details and nuances of the target reading.
Comments:				

3. Vocabulary.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
For the most part completely incomprehensible.	Unsuitable vocabulary for extended passages.	At times appropriate and suitable vocabulary.	Fairly extensive and appropriate vocabulary.	Excellent and extensive vocabulary.
Comments:				

4. Grammar.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Numerous mistakes, comprehension almost impossible.	Numerous mistakes, comprehension difficult.	Some mistakes, some passages difficult to understand.	A few obvious mistakes, comprehension not impacted.	Hardly any mistakes.
Comments:				

5. Composition.

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Incoherent, incomprehensible.	Capable of conveying some ideas but with disjunctions and significant mistakes.	Capable of addressing the topic with details but with some mistakes.	Elaborative of the topic, coherent, with sporadic mistakes.	Coherent, clear, hardly any mistakes.
Comments:				

Guide to Rating Critical Thinking in a Cultural Context

*Department of Foreign Languages and Cultures
Washington State University*

Student: _____

Course/ Semester: _____

Type of text evaluated: _____

1. Identifies and formulates the thesis or research question(s). (Learning goals: Critical/ Creative Thinking; Communication)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on topic identification and the definition of a thesis, including subsidiary, embedded, or implicit aspects of the research question and the appropriate discourse integral to effective analysis.				
Comments:				

2. Identifies and considers the topic in context. (Learning goals: Critical/ Creative thinking; Self in Society)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on context for the thesis or research question. Analyzes the topic with a clear sense of scope and places it in one or more contexts – cultural, economic, ethical, gender, racial, historical, political, religious, social, etc., considering how they may shape the texts/ issue.				
Comments:				

3. When appropriate, develops, formulates and communicates a hypothesis or position. (Learning goals: Critical/ Creative Thinking; Self in Society)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on ownership of an issue, indicated by the justification and advancement of an original view or hypothesis. Provides a critical analysis that supports the arguments and conclusions through examples chosen from relevant texts.				
Comments:				

4. Presents, assesses, and analyzes appropriate supporting evidence within a body of knowledge. (Learning goals: Critical/ Creative Thinking; Information Literacy; Symbolic Reasoning; Specialty/ Disciplinary Knowledge)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on recognition, analysis and understanding of specialty-based supporting materials that convey a sense of understanding of a body of knowledge; when original research is required, demonstrates the ability to implement the appropriate methodology efficiently and effectively.				
Comments:				

5. Integrates issue using OTHER (disciplinary/ theoretical) **perspectives and positions.** (Learning goals: Disciplinary Knowledge; Communication)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on integrating previous dimensions and extending them through additional positions drawn from disciplinary appropriate theories, as appropriate.				
Comments:				

6. Identifies conclusions and assesses findings, and implications. (Learning goals: Critical/ Creative Thinking; Symbolic Reasoning; Communication)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on well developed conclusions that do more than summarize. They suggest implications and new directions for future research.				
Comments:				

7. Communicates effectively. (Learning goals: Communication; Information Literacy; Specialty/ Disciplinary Knowledge)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
This dimension focuses on mechanics and presentation. Language use (structure, word choice, grammar) is level-appropriate and facilitates the expression of ideas with minimal errors. No unnecessary duplication of ideas or information. Organized effectively; cited correctly; style and format are appropriate for academic audience.				
Comments:				

Overall Rating

	Criteria	Score
1.	Identify problem, question, or issue	
2.	Consider context and assumptions	
3.	Develop own position or hypothesis	
4.	Present and analyze supporting evidence	
5.	Integrate other disciplinary/ theoretical perspectives	
6.	Identify conclusions and implications	
7.	Communicate effectively	
Comments:		

Guide to Rating Critical Thinking in a Cultural Context

CHIN/ASIA: Culture/Film/Literature

Department of Foreign Languages and Cultures

Washington State University

Name: _____

Course/ Semester: _____

Type of text evaluated: _____

Type of course evaluated: *Literature*

For each of the five criteria below, assess the work by:

- a) circling specific phrases that describe the work, and writing comments
- b) circling a numeric score; use only .5 increments

1. Content. (*Learning Goals: Critical/Creative Thinking, Information Fluency, Communication, Self & Society, Specialty*)

<i>Emerging</i>	<i>Developing</i>			<i>Mastering</i>
1	2	3	4	5
Misapprehension of film action, no analysis.	Gets the facts of the film basically right but generally subjective in analysis.	Understands the action and significance of the film and adds some analysis.	Can use film studies terminology and makes insightful analysis of film.	Masters a wide range of film studies terms and concepts and provides a deep and broad-ranging analysis of film.
Comments:				

2. Coherency and Fluency. (*Learning Goals: Critical/Creative Thinking, Information Fluency, Communication*)

<i>Emerging</i>	<i>Developing</i>			<i>Mastering</i>
1	2	3	4	5
Many fragmentary and grammatically incorrect sentences.	Some coherent sentences but little or no paragraph or compositional development.	Has a thesis and explores it to some extent but with some inconsistencies and digression.	Generally expresses oneself well in writing by offering a strong, well-argued thesis.	Very articulate and rhetorically persuasive. Can employ wit and eloquence in writing.
Comments:				

3. Cultural Understanding. (*Learning Goals: Critical/Creative Thinking, Quantitative & Symbolic Reasoning, Information Fluency, Communication, Self & Society*)

<i>Emerging</i>	<i>Developing</i>			<i>Mastering</i>
1	2	3	4	5
Exhibits no understanding or interest in the target culture(s).	Has a vague understanding of target culture(s) but makes unsubstantiated	Has begun to develop an understanding of the target culture(s) and can discuss some of its nuances.	Understands the target culture well, can discuss various of its complexities incisively.	Has a complete grasp of the target culture(s) in most or all of its complexities, including historical

	generalizations.			particularities, subethnic and multicultural elements.
Comments:				

4. Communicates Effectively. (*Learning Goals: Critical/Creative Thinking, Information Fluency, Communication*)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Cannot cite or quote properly and even commits inadvertent plagiarism.	Has many citation mistakes but understands that others' ideas need to be articulated as such.	Generally is grasping how to make proper citations, to create a bibliography, and how to incorporate others' ideas in one's own text.	Well-written and informed by a wide-range of sources, all of which are cited properly. May still not be completely creative in one's own writing.	Writes well-researched essays with rhetorical flourish that could be considered for submission to a peer-reviewed journal. Good at meshing one's own ideas with the secondary scholarship.
Comments:				

5. Specialization. (*Learning Goals: Critical/Creative Thinking, Information Fluency, Communication, Self & Society, Specialty*)

<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>
1	2	3	4	5
Understands neither the individual subject nor its historical context.	Knows who the key figures are but makes factual in writing about them.	Is somewhat knowledgeable about the individuals featured in the class and writes fairly well about them, with some residual errors.	Has a good grasp of the individuals and their accomplishments. Can discuss their achievements and add critique.	Knows the individuals featured in the course thoroughly. Has discovered information about them on one's own. Applies that knowledge to an analysis of their works.
Comments:				

Foreign Languages End-of-Program Assessment

Please consider the questions carefully before responding. We estimate that the survey will require approximately 15 minutes to complete.

In your experience at your institution during the current school year, about how often have you done each of the following?		You will be able to select only one radio button per question.			
Select the appropriate radio button. Were you/Did you:		Very often	Often	Sometimes	Never
1.	Encouraged to ask questions in class or contribute to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Make a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Prepare two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Work on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Encouraged to include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Work with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Work with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Encouraged to put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Use e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Receive prompt feedback from faculty on your academic performance (written or oral)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Work harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much has your coursework emphasized the following mental activities?		You will be able to select only one radio button per question.			
Select the appropriate radio button.		Very much	Quite a bit	Some	Very little
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.	Memorizing grammatical structures, vocabulary, idiomatic expressions, verb conjugations, etc from your courses and readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Analyzing the basic elements of an idea, experience, or theory, such as examining in film, culture and literature a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Synthesizing and organizing ideas, information, or experiences in film, culture and literature into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Making judgements about the value of information, arguments, or methods in film, culture and literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Applying theories or concepts learned in film, culture and literature courses to real life situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent has your experience in this program contributed to your knowledge, skills, and personal development in the following areas?

Select the appropriate radio button.		You will be able to select only one radio button per question.			
		Very much	Quite a bit	Some	Very little
19.	Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Acquiring job or work related knowledge or skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Select the response that best represents the extent to which your course examinations challenged you to do your best work.

- 1 - Very little
- 2 - - -

- 3 - - -
- 4 - - -
- 5 - - -
- 6 - - -
- 7 - Very much

32. Overall, how would you evaluate the quality of academic advising you have received in this Department?

- Excellent
- Good
- Fair
- Poor

33. How would you evaluate your entire educational experience in this Department?

- Excellent
- Good
- Fair
- Poor

34. If you could start over again, would you go to the same department you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

Select the response that best represents the quality of your relationships with people in this Department.								
You will be able to select only one response per question.								
Please select the appropriate radio button.		1 - Unfriendly, Unsupportive, Sense of Alienation	2 - - -	3 - - -	4 - - -	5 - - -	6 - - -	7 - Friendly, Supportive, Sense of Belonging
35. Other Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

36.	Faculty Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Departmental Administrative Personnel and Offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

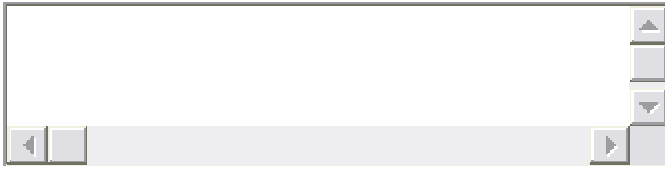
On the average, how many hours do you spend in a typical 7-day week doing each of the following?		You will be able to select only one response per question.						
Please select the appropriate radio button.		0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21-25 hours	26+ hours
38.	Preparing for class (studying, reading, writing, doing homework or labwork, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Working for pay on or off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority intercollegiate or intramural sports, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Providing care for dependents living with you (parents, children, spouse, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. If applicable, please list your second major or your expected second major (not minor, concentration, etc).

43. Please indicate the strengths of this program.

44. Please indicate any weaknesses of this program.

45. Do you have any ideas for the improvement of this program.



IV. RESULTS

Rating Session Results

- Faculty should meet regularly to identify and implement changes, and should be consulted as to strategies for revising assignments to improve program outcomes.
- Faculty should develop a formalized timeline for rating sessions and the use of their results.

To make use of rating session results, a suggested repeated semester model timeline is indicated below.

Sample Timeline for One Semester Assessment				
Pre-term		Mid-semester		Post-term
Design course, assignments and activities. Collaboratively review these materials to identify and enhance the alignment of outcomes criteria.	Provide outcomes criteria to students and opportunity to norm on sample work. Use criteria to support student learning (faculty feedback, peer feedback, self-reflection). Provide opportunities for students to revise their work based on feedback.	Provide explicit mid-term feedback to students using criteria and collect feedback from students about criteria and assignments. Examine how the criteria are being used; faculty share observations and make notes for improvement of rubric, assignments, processes, etc.	Continue using criteria to support student learning.	Conduct outcomes assessment of student evaluative materials. Use results to enhance alignment of outcomes, assignments, activities, and to identify refinements for next cycle.

V. DISCUSSION AND NEXT STEPS

Spring 2008 is the first semester that the department has implemented the use of assessment by rubrics, and we are looking forward to the summaries of those results. The department has made great progress in formalizing this assessment of WSU's Six Learning Goals, and we expect that this process will demonstrate growing and continuing engagement of students and faculty alike.

We anticipate that the use of the rubrics in tracking student performance and the summaries will help the department make the most out of the Foreign Languages Outcomes:

- By using the rubrics as guides in instruction and in grading the current courses used for assessment. This will strengthen the alignment between assignments and the outcomes/criteria.
- By maximizing students' ability to understand and apply the rubrics by providing them in the course syllabi and linking them to assignments.