

# Language Division and Assessment

Office of Institutional Research

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# The National Context of Assessment

- The Federal Commission on the Future of Higher Education:

Urges Accrediting Agencies (e.g., Middle States) to Focus on Evidence of Student Learning

# The National Context of Assessment

- The Federal Commission on the Future of Higher Education:

Urges Colleges to Provide Evidence of Student Learning

# Goucher Re-Accreditation 2008-2009

- Accreditor Requirement
- **Standard 14 from Middle States'** accreditation standards requires all institutions of higher learning to establish learning goals and assess student achievement against those goals

# The Goucher Context of Assessment

- Goucher Assessment Plan
- Program Assessment Cycle

## Department Assessment Cycle

Division	Arts	Humanities	Social Sciences	Natural Sciences	Interdisciplinary
<b>Fall 2006 - Spring 2008</b>					
Department	Theatre	English- Writing Program	Management	Chemistry	Frontiers – First-Year Seminar
Course	THE140	ENG103	MGT110	CHE000	FRO100.001
Course	THE220	ENG104	MGT245	CHE000	FRO100....
Course	THE390	ENG105	MGT380	CHE000	FRO100.029
Course	THE391	ENG106			FRO140.001
<b>Fall 2007 - Spring 2009</b>					
Department	Art	Modern Languages	Mathematics	Sociology	Frontiers – First-Year Seminar
Course	ART100	FR/SP/...110*	MAT000	SOC000	FRO100.001-
Course	ART102	FR/SP/...120*	MAT000	SOC000	FRO100.029
Course	ART330	FR/SP/...130*	MAT000	SOC000	FRO140.001

\* FR = French, SP = Spanish, German, Italian, Russian

# The Assessment Cycle

## Use...

*Results...  
To improve  
teaching and  
learning*

## Assess...

*Student  
achievement  
against those  
goals or outcomes*

## Plan...

*Establish  
Learning Goals  
Learning Outcomes*

## Implement...

*Provide  
Opportunities for  
students to achieve  
those goals*



# Assessment Answers 3

## Questions

1. What do you want your students to know?
2. How well are they learning the expected outcomes ?
3. How can you help them learn more effectively?
  - Using the results for improvement of student learning

# Why Assess Student Learning?

- To know our students' weakness and strengths and use those results to improve overall quality of teaching and learning within your program
- To provide feedback to students and faculty
- To provide students with Clear Statements about how they can expect to improve skills and abilities

# Why Assess Student Learning?

- To provide evidence of institutional effectiveness
- To demonstrate the effectiveness of Goucher's courses/programs to all stakeholders (internal & external)

# Goucher's Liberal Ed Goals

- Writing
- Foreign Language
- Global Citizen
- Historical Context
- Reason Abstractly
- Scientific Discovery
- Research
- Creative Process
- Imagery
- Social Structures
- Environment

# Middle States' Core Competencies

- These Core Competencies are embedded in Goucher's liberal education learning goals
  - Oral and/or written communication
  - Scientific and quantitative reasoning
  - Critical Analysis and Reasoning
  - Technological Competency
  - Information Literacy

# Assessment Brainstorming

What I Want My Students To Know?

1. Language
2. Understanding of the Culture

What I Want Students To Be Able To Do?

- Communicate in Fr., Sp., Russ., Ger. Ital.
1. Read
  2. Speak
  3. Understand Oral Comm.
  4. Write

What Behaviors or Responses I Want Students To Be Able To Express?

Able to compare and contrast the native perspective and the Culture being studied.

What Abilities I Want Students To Have?

1. Be able to use the language to participate in diverse experience (different settings at school, in the community, and globally).
2. Able to analyze the impact of culture.

# Language Division Goals

- **Communication** (reading, writing, conversation—speaking and understanding)
- **Culture-** gain understanding and appreciation of the culture (Global Citizens)
- **Communities-** Use the Language to participate in communities in and out of school

# Language Division Goals

- **Connections** –use language to connect with other disciplines and expand knowledge
- **Comparisons**- Use the Language to better understand language and culture by comparison to native language and culture

# CAPE: What is it?

- **CAPE** – Computerized Adaptive Placement Exams for Foreign Language
- Assist in Placement of students in first 3 semesters of college language study or to determine that a student should place in a higher level course

# CAPE: What is it?

- **CAPE** – Computerized Adaptive Placement Exams for Foreign Language
- test scored, given to student, and sent to school immediately
- Totally administered by CAPE (at BYU)

# CAPE: What is it?

- **CAPE** – besides placement can be used for assessment
- Adaptive- adapts to student level like many computerized tests

# CAPE: What is it?

- **CAPE** – besides placement can be used for assessment
- **used by many liberal arts colleges and universities**
- Skidmore, Bard, Haverford, Dickenson, Lafayette, Washington C.

# CAPE: Languages?

- **CAPE** – Computerized Adaptive Placement Exams for Foreign Language
- Current Available CAPE Languages:  
Spanish, French, German, Russian
- If you get one, you get all

# CAPE: Advantages for Faculty?

- Saves precious time and energy of faculty
- Let's computer do routine placement task
- Faculty time and energy can be spent on developing and assessing conversational skills and/or other less routine tasks

# Next Steps....

**Step 1: Organize for Assessment**

**Step 2: Define goals**

**Step 3: Define student learning outcomes [SLOs] that tie with course goals**

**Step 4: Identify measures and assessment methods**

**Step 5: Select assessment methods and targets for each outcome**

# Timetable



- When you will start collecting the assessment data?
- How often you will collect it?
- When will you plan to report on the *Results*?

# Two-Year Cycle for Assessment

## ■ Year 1

- Write and submit Assessment Project Plan
- Design and test rubric or scoring tool
- Assess students' work, project, or artifact
- Analyze results and recommend improvements to teaching and learning



# Two-Year Cycle for Assessment




## ■ Year 2

- Implement changes to improve student learning
- Reassess
- Write Assessment Project Report and submit for approval to Chief Academic Officer/Provost



# Assessment Project Plan

Goucher College  
Office of Institutional Research for Outcomes Assessment



**ASSESSMENT PROJECT PLAN**

Program/Department Name:

Program/Course Being Assessed:

Assessment Team Leader:

Program Goal Statement(s):

Course Goal Statement(s):

Date this Plan is being completed:

**Learning Outcomes (approximately 3-5):**  
*Please state specific, measurable learning outcomes. What do you want your student to know or be able to do upon completion of this course?*

Learning Outcome 1:

Learning Outcome 2:

Learning Outcome 3:

Posted on the IR site:  
<http://www.goucher.edu/x11876.xml>

# Reporting on the Results



- **Now, What Are You Going To Do With All These Good Data?**
  - Collaborate with your departmental colleagues on the findings
  - Determine how the results be used to increase students' learning and success?
  - Put assessment results into action
  - Re-assess to measure the effectiveness of your course/program modifications

# Prepare an Assessment Report

Goucher College  
Office of Institutional Research for Outcomes Assessment



## ASSESSMENT PROJECT REPORT

Program/Department Name:

Program/Course Assessed:

Assessment Team Leader:

Program Goal Statement(s):

Course Goal Statement(s):

Date this Report is being completed:

**Learning Outcomes (approximately 3-5):**

*Please state the specific, measurable learning outcomes that were assessed.*

Learning Outcome 1:

Learning Outcome 2:

Learning Outcome 3:

# Questions?

*Assessment is a tool to bring  
about better teaching and  
learning!*

*Thank You*