World Languages Program

Community College of Denver

Assessment Plan

STUDENT LEARNING OUTCOMES

Globally Aware	Effective Communicator	Complex Thinker

Globally Aware[2,5]

Students will interact with cultural competence and understanding in order to participate in multilingual communities at home and around the world:

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied
- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

Effective Communicator[1]

Students will demonstrate effective communication in the target language in order to function in a variety of situations and for multiple purposes

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Complex Thinker[3,4]

Students will connect with other disciplines and acquire information and diverse perspectives in order to use the target language to function in academic and career-related situations. Students will develop insight into the nature of language and culture in order to interact with cultural competence.

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

World Language PSLOs align with CCD Institutional Outcomes as well as ACTFL World Readiness Standards. PSLOs are categorized under each of the CCD IOs and detailed using wording from the ACTFL World Readiness Standards with focus on the 5Cs: [1]Communication, [2]Cultures, [3]Connections, [4]Comparisons, and [5]Communities.

CCD Institutional Outcomes: https://www.ccd.edu/about-ccd/vision-mission-strategic-plan

ACTFL World Readiness Standards: http://www.actfl.org/publications/all/world-readiness-standards-learning-languages

CURRICULUM MAP MATRIX

Key
I = Introduced
P = Practiced/Reinforced
M = Mastered
A = Currently Formally Assessed

Program Name: Spanish	Course Numbers/Program Requirements or Options					
Outcomes	SPA101	SPA111	SPA112	SPA211	SPA212	HIS244
Globally Aware	I	I	P	P	M	P
Effective Communicator	I	I	P	P	M	P
Complex Thinker		I	P	P	M	P

Program Name: French	Course Numbers/Program Requirements or Options				
Outcomes	FRE111	FRE112	FRE211	FRE212	
Globally Aware	I	P	P	M	
Effective Communicator	I	P	P	M	
Complex Thinker	I	P	P	M	

ASSESSMENT PLAN FOR FRENCH & SPANISH DWDS

PSLO to focus on for the next 3-5 years (2015-2020):

- ***Effective Communicator***

What we will assess:

Student capacity to reach intermediate-mid proficiency communication in target language:
We will assess to what degree students can successfully negotiate and convey meaning in
the target language in each of the three communication modes: interpersonal, interpretive,
and presentational at the intermediate-mid level. We expect a student who completes a
DWD in French or Spanish to acquire this level of communication in the target language. It is
also the expectation that a student completing any sequence in any language offered will
reach the level of intermediate-mid in the target language. As of this plan, the languages
included are: American Sign Language, Chinese (Mandarin), French, German, and Spanish.

We will assess each language and each mode independently.

We will begin with the Presentational Mode.

Assessment Methods:

Presentational Mode

We will collect artifacts from current assignments/projects in the following courses: ASL
123, CHI211, CHI212, FRE211, GER 212, GER211, FRE 212, SPA211, SPA212. These courses
make up the intermediate sequence (final year) for each language.

We will collect the following types of artifacts, in the target language, from all students
enrolled in the courses listed above, to assess written, oral, and signed presentational
mode:

- Final written composition, ungraded by instructor, with instructions/rubric as given
  to the student (CHI, FRE, GER, SPA)
- Final oral presentation (video recording), ungraded by instructor, with
  instructions/rubric as given to the student (CHI, FRE, GER, SPA)
- Final signed presentation (video recording), ungraded by instructor, with
  instructions/rubric as given to the student (ASL)

We will create and apply a presentational mode rubric to these artifacts to determine if
students are reaching the intermediate-mid level of presentational communication. The
rubric will begin with novice, and end with advanced-low. This rubric may be applied to all
levels of language, from 1st semester to 4th semester in the future to see how students are
progressing throughout any given language sequence.

<u>Interpersonal Mode</u> (under construction)

<u>Interpretive Mode</u> (under construction)

Time Frame:

<u>Student capacity to reach intermediate-mid proficiency in target language</u>: Data will be collected each semester and analyzed annually in late May once classes have ended.

Year One: Create presentational mode rubric, begin artifact collection/clarify artifacts needed

Year Two: Collect presentational mode artifacts, assess in May/June; Create interpersonal mode rubric

Year Three: Review, discuss results of presentational mode, close the loop, repeat assessment as needed; Collect interpersonal mode artifacts, assess in May/June

Year Four: Review, discuss results of interpersonal mode, close the loop, repeat assessment as needed; Collect interpretive mode artifacts, assess in May/June

Year Five: Review, discuss results of interpretive mode, close the loop, repeat assessment as needed; Begin work on Assessment Plan for Student Learning Outcome: Globally Aware

Who will conduct assessment:

- All full-time faculty will collect and review data, led by department chair. Adjunct instructors, including concurrent enrollment instructors, will participate in their content area. There will be two reviewers per language. Reviewers will not be the same instructors whose classes contributed artifacts. If needed, additional language content experts may be invited (i.e. Director of Confucius Institute, language tutors)
- Full-time faculty and adjunct instructors will create rubric for evaluation.
- Faculty/Instructors who teach designated courses will collect student artifacts and support reference (i.e. assignment instructions). All data will be turned in to the department chair.

Feedback:

At the end of each review faculty and instructors will submit their results, data will be compiled and areas of strength/weakness will be identified. Each fall department meeting,

results will be shared out and discussed as a department to determine changes/adjustments needed.

Closing the Loop:

The department will meet as a whole (full-time faculty, instructors, and tutors) to discuss findings and will make a recommendation to the Chair for improving curricula based on the assessment. Future assessment plans will be discussed at that time.