

College of Arts and Sciences
Undergraduate level assessment plan by department

Date: _____

Program Name: International Languages and Cultures **Department:** ILC

Description or Mission of Program

Teaching and learning in the ILC Department includes three main components -- language, culture and literature. We have incorporated and followed the model proposed by Chaves Tesser (1995), which can be visualized in the figure of an equilateral triangle with "language" on top, and "culture" and "literature" at the other two corners. These three components must be present in all courses of our curriculum for it to function properly and, most importantly, it must be viewed as a triangle in motion (in rotation).
 [Carmen Chaves Tesser. "Back to the Future: Curricular Changes and Cultural Wars."
ADFL Bulletin, 26, 2, Winter 1995, pp. 16-20.]

The ILC Department offers semester courses, 8-week courses (including summers), and one-credit courses (intensive weekends, current issues in news, and special topics). All our semester courses meet 3 hours per week for a total of 45 contact hours plus exam week (2 hours). Our 8-week courses meet for 4 hours per week for a total of 32 contact hours. To solve the issue of insufficient contact hours, 1-credit workshops were added to several courses. [See below.]

The sequential nature of the language courses requires us to assess the progress of our students every semester after every language course has been completed. We feel that this helps us monitor our curriculum and gives students regular and timely feedback about their success in meeting learning objectives.

1. Profile

- a. Degrees offered:** B.A. French
 B.A. German
 B.A. Spanish

b. Program size:

i. Number of Students:

Undergraduate Majors

Foreign Languages & Literatures	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Previous 5 Yr Avg.	% Change 05 Against prev 5 Yr Avg.
Foreign Language	n/a	n/a	n/a	1	0	1.0	n/a

French	3	7	9	7	6	6.0	0.0%
German	3	1	1	3	1	2.6	-61.5%
Spanish	8	10	5	9	12	8.8	36.4%
Dept. Total	14	18	15	20	19	17.6	8.0%

ii. Number of Faculty:

Campus	FT	PT	Male	Female
St. Louis	1	14	3	12
Worldwide	1	19	3	16

iii. Ethnicity of Faculty:

Worldwide

Ethnicity	Male	Female
AM	0	0
AS	1	2
BL	0	0
HI	0	2
NR	2	5
WH	2	7
UN	0	0
No Ethic entered	0	0
Totals	3	16

St. Louis

Ethnicity	Male	Female
AM	0	0
AS	1	2
BL	0	0
HI	0	2
NR	0	3
WH	2	5
UN	0	0
No Ethic entered	0	0
Totals	3	12

iv. Locations: Cha Am Thailand
 Leiden, the Netherlands
 Webster Groves, MO Home Campus

c. Environment:

2. Intended Learning Outcomes

1. A familiarity with and an appreciation for the complexities of a culture (or other cultures) different from their own.
2. A familiarity with multiple cultural perspectives based on original texts and cultural materials.
3. The ability to critically reflect on their own culture and its place in the world.
4. The ability to question cultural stereotypes.
5. The ability to communicate successfully (according to linguistic level), both orally and in writing, with people from another culture through an understanding of their language and culture.
6. The ability to express their personality, values and complex thoughts (according to linguistic level) in a language other than their native one.

3. Methods of Assessment

Method of Assessment	Learning Objective 1	L.O. 2	L.O. 3	L.O. 4	L.O 5	L.O. 6	Scoring
1. Language level tests					X		Numeric score corresponding to course levels
2. Oral participation	X	X	X	X	X	X	Letter grade based on vocabulary, comprehension, articulation, preparation, ability to work with others
3. Oral presentations	X	X	X	X	X	X	Letter grade based on ACTFL guidelines, quality of research and relevance of content
4 Performances and special projects	X	X	X	X	X	X	(depends on specific nature of project)
5.	X	X	X	X	X	X	Letter grade based

Oral exams							on ACTFL guidelines and sometimes specific content
6. Written tests	X	X	X	X	X	X	Letter grade based on familiarity with specific content and perspectives, vocabulary, grammatical structures, & written expression
7. Written assignments	X	X	X	X	X	X	(same as above)
8. Study Abroad Report	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on critique of native culture, understanding of target culture, written expression (ACTFL guidelines)
9. Practicum Report (including supervisor's report)	X	X	X	X	X	X	Exceeds/meets/fails to meet expectation. Based on ability to identify cultural/linguistic lessons learned, on fulfillment of contract, on written expression (ACTFL guidelines)
10. Participation in department-approved cultural events (language tables, club events, performances,	X	X	X	X	X		Documented participation (presented in portfolio) can be used as a criterion for department honors

speakers, etc)							
11. Reflective essay on cultural component of individual courses	X	X	X	X	(X) depending on language- English or target language		Pass/fail. Based on completion of this exercise.
12. Course evaluations (will be replaced by a more relevant version in SP07)							Not scored
13. Portfolio	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on inclusion of necessary documentation.
14. Overview exam	X	X	X	X	X	X	Exceeds/meets/fails to meet expectations. Based on ACTFL guidelines, cultural content and ability to present multiple perspectives.

4. Use of Assessment Data

In June 1999 the department started requiring a placement test for first-time students in French, German and Spanish. These computerized tests (Webcape) are supplement by oral interviews and, in the case of advanced students, by a longer written placement test that includes a listening comprehension section. The use of these placement tests is connected to the Recognition Credit Policy established by the department in Fall 1999.

The department is currently engaged in the following Assessment Activities:

1. Reviewing all intermediate level courses with particular attention to 2090 and 2100 – textbooks, syllabi, etc.
2. Training of teaching assistants and new instructors before classes start in the Fall.

3. Careful guiding of TAs and new instructors – observation of classes, frequent informal meetings, meetings to exchange teaching strategies, useful techniques, etc.
4. In order to fulfill our learning objectives, the department has added 1 credit hour “workshops” to several courses (1090/1100/2090/2100/3090/3100 and 3150) to supplement the “main” courses and provide an extra hour of practice and cultural activities. These workshops are not mandatory; therefore not all students receive their benefits.
5. In an effort to improve reading comprehension, cultural understanding and vocabulary, we have decided to integrate longer fictional works in our intermediate level courses.

Other measures that need to be taken to improve teaching and learning/
Student Learning Outcomes

1. Add subtitles to “workshops” to focus them more narrowly on areas in need of improvement. To be implemented in the Spring semester 2007.
2. Add attendance policy to our portal and all our syllabi. To be implemented in the Spring semester 2007.
3. Experiment with mandatory workshops in Spanish (Fall 2007).
4. Experiment with 5 hour courses (5 contact hours per week) in Span 1090 and in Fall 2007, and Span 1090 and 1100 in Spring 2008.
5. Develop a departmental alumni survey questionnaire to determine effectiveness of courses and programs.
6. To improve our “student exchange programs” (e.g. in France) and look for additional options for students.
7. Continue with our Japanese TA program, and search for a Chinese TA program.
8. Continue with our well established Study Abroad Programs (Vienna, Guadalajara, Argentina and Geneva), and look for new ones (e.g. in Spain).
9. Review the Student Evaluation Form used at the end of all courses. To be implemented in Spring 2007.

5. Undergraduate Rate

Bachelors Degrees – By School/College, Department and Major – Worldwide							
Program	July 2000- May 2001	July 2001- May 2002	July 2002- May 2003	July 2003- May 2004	July 2004- May 2005	Previous 5 yr Average	% Change 04- 05 Against 5 yr Avg.
French	0	2	0	1	2	0.6	233.3%
German	1	0	2	1	1	0.8	25.0%

Spanish	0	0	3	2	1	1.2	-16.7%
Dept. Total	1	2	5	4	4	2.6	53.8%

6. Professional Success Rate

International Languages and Cultures

Year	Total Graduates	Total Responses	# Professionally Employed	% Professionally Employed	# Continuing Education	% Continuing Education
2004-2005						
2003-2004						
2002-2003						
2001-2002						