

Learning Outcomes Assessment

Assessment ID: 173

Assessment Type: General Learning Outcome

Year/Term: 2009 / 2

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Program: Modern Languages and Global Culture

Prefix / Course Number: MODL / 207

High Impact Practice (HIP):

- | | |
|--|---|
| <input type="checkbox"/> First Year Experience | <input type="checkbox"/> Learning Community |
| <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Co-Curriculum |
| <input type="checkbox"/> University Writing Requirement | <input type="checkbox"/> Collaborative Assignments and Projects |
| <input type="checkbox"/> Undergraduate Research | <input type="checkbox"/> Diversity / Global Learning |
| <input type="checkbox"/> Service Learning / Community-Based Learning | <input type="checkbox"/> Internship / Practicum / Field Work |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Capstone Project | |

Learning Outcome: Communication

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 17

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Clearly focuses and logically organizes communication	9	52.9%	7	41.2%	1	5.9%
2. Presents convincing evidence	9	52.9%	7	41.2%	1	5.9%
3. Edits carefully and accurately	9	52.9%	7	41.2%	1	5.9%
4. Employs graphics, media, and source materials appropriately and ethically	9	52.9%	7	41.2%	1	5.9%
Averages: (based on <u>17</u> student sample size)	9	52.9%	7	41.2%	1	5.9%

Benchmark: 85% Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels
 (This institutional benchmark does not take into account the level of the course and the preparedness of the students in the sample. Results will help the institution understand the learning needs of participating students.)

Percent Achieving Benchmark 47.1% Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment: Write an essay describing a time when you were at an important crossroad in your life. What decision(s) did you have to make and how has that decision impacted your life?
(used for the assessment)

Commentary / Explanation: The prompt was developed in response to a short film we had watched from Mexico called "Encrucijadas" ("Crossroads") in which the main character makes a pact with the devil and ends up robbing a bank.
(provide context within the course/activity for the question/prompt/assignment)

Data Analysis: What do these results mean? That approximately half the class meets the expectations for writing proficiencies at the intermediate low to mid level according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for second language acquisition. That is to say that they are able to be understood by a sympathetic reader despite errors in their first drafts.
(what do the results indicate regarding student proficiency in the outcome assessed)

Closing the Loop: In reviewing this writing sample, it is clear to me that the assignments need to be better scaffolded to meet the variety of levels in the class. Students at the second year level are not yet able to express abstract ideas without serious error interference. Assignments need to be broken down into smaller steps and always revised.
How will you use the results to improve student learning?

How do these results relate to University, Program, and General Education Learning Outcomes?

Student Samples (optional):
(web links to posted, online files)

Developing Example (web address)

Adequate Example (web address)

NOTE: Student names cannot be used on the samples.

Proficient Example (web address)