Learning Outcomes Assessment

Assessment Type: General Learning Outcome

Name: Gibian, Jill

Program: Modern Languages and Global Culture

Prefix / Course Number: MODL / 207

High Impact Practice (HIP):
- First Year Experience
- Leadership Training
- University Writing Requirement
- Undergraduate Research
- Service Learning / Community-Based Learning
- Performance
- Capstone Project

Learning Outcome: Communication

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 17

<table>
<thead>
<tr>
<th></th>
<th>Developing (# of students)</th>
<th>Adequate (# of students)</th>
<th>Proficient (# of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly focuses and logically organizes communication</td>
<td>9 52.9% 7 41.2% 1 5.9%</td>
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<tr>
<td>2. Presents convincing evidence</td>
<td>9 52.9% 7 41.2% 1 5.9%</td>
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<tr>
<td>3. Edits carefully and accurately</td>
<td>9 52.9% 7 41.2% 1 5.9%</td>
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<tr>
<td>4. Employs graphics, media, and source materials appropriately and ethically</td>
<td>9 52.9% 7 41.2% 1 5.9%</td>
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</tbody>
</table>

Averages: (based on 17 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

Percent Achieving Benchmark: 47.1% Actual percent of students meeting "Adequate" or "Proficient" levels
Learning Outcomes Assessment

Assessment: ID: 173

Question / Prompt / Assignment: (used for the assessment)
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?

Commentary / Explanation: (provide context within the course/activity for the question/prompt/assignment)
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.

Data Analysis: What do these results mean? (provide context within the course/activity for the question/prompt/assignment)
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.

Closing the Loop: How will you use the results to improve student learning?
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 do these results relate to University, Program, and General Education Learning Outcomes?

Student Samples (optional): (web links to posted, online files)
NOTE: Student names cannot be used on the samples.

Developing Example (web address)
Adequate Example (web address)
Proficient Example (web address)