

2018 – 2019/2019 – 2020 General Education Executive Summary

Department: History, Geography, Intercultural Studies and Modern Languages **Date:** 6/10/20

Members involved with analysis of artifacts: Joel Helmer, Matt Phillips, Vicki Anderson, Amy Royuk, John Hink, Jamie Hink, Tobin Beck

General Education Assessment Plan: a) Learning Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:

1). **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used).*
Using the attached rubric

Summary of RESULTS*:

1). *Restate the assessment question(s) (from the Assessment plan):*

Can students in SPAN 204 critically analyze a short story in Spanish and effectively organize their thoughts in a well-constructed essay?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

GOAL: Students score at least 85 out of 100 on textual analysis rubric.

For the General Education Assessment during the 2019 – 2020 academic year, which focused on analysis, the department of History, Geography, Intercultural Studies and Modern Language chose to ask the question: “Can students in SPAN 204: Intensive Spanish Composition critically analyze a short story in Spanish and effectively organize their thoughts in a well-constructed essay?”

Each student was assigned a short story in Spanish and then wrote an analytical essay about the content. Essays were scored on a five-category rubric in the following categories: Cultural Perspectives, Structure, Interpretation, Vocabulary and Grammar.

For each of the categories, the students could earn up to 20 points, with a possible total of 100 points for the essay. The departmental goal was that all students would earn a score of 85 (out of 100) or higher.

The class had a total of twelve students.

Overall Results:

Achieved Goal: 12 Missed Goal: 0 Average Overall Score: 92.6 (out of 100)

3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).*

As indicated above, students scored well on this essay and were very successful in the process of analyzing a short story in Spanish.

Students were able to earn points specifically for the analysis of the short story at hand, as well as for the overall correctness and writing conventions.

Within the category of “Cultural Perspectives,” the average score was 18.3 (out of 20). Students earned an average score of 17.7 / 20 in the category of “Structure.”

For the category of “Interpretation and Analysis,” students scored an average of 19.5 / 20.

Students earned an average score of 19.5 / 20 for “Vocabulary,” and they earned an average score of 17.6 / 20 for “Grammar.”

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) NA*

Sharing of Results: *When were results shared? Date:* 06/10/20

How were the results shared? (i.e. met as a department) via email

Who were results shared with? (List names): Joel Helmer, Matt Phillips, Vicki Anderson, John Hink, Jamie Hink, Tobin Beck, Amy Royuk

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what the department learned from the assessment impact:*

a. *Teaching:* Continue to teach good writing skills.

b. *Assignment/course:* Continue to incorporate a large variety of readings into the course in order to increase students’ language acquisition.

c. *Program:* Continue to focus on skills of interpretation and expression.

d. *Assessment:* It would be interesting to continue to compare writing abilities of students from year to year, to track trends in progress and growth.

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* We should continue to see improvement in student writing skills.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the **ACTION*** (i.e. an additional staff person, new equipment, additional sections of a course).* NA

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? NA

Submitted by:Joel Helmer **Assessment Committee Reviewed:** 7/14/2020

Department Chair notified – approval/additional action needed:7/14/2020

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na