

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Foreign Languages
Academic Year of Report: 2021 and 2022 (covering Summer 2020 through Spring 2022)
Date Submitted: December 19, 2022
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program’s page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made.

Program page link: https://www.weber.edu/ie/Results/Foreign_Language.html

A. Mission Statement

 X **Information is current; no changes required.**

Update if not current:

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

 Information is current; no changes required.

Update if not current: In addition to the student learning outcomes for the “regular” Bachelor’s degrees and the Bachelor of Arts in French for Translation and Global Industry, we have identified five learning outcomes for the Bachelor of Arts in Spanish Translation. These student learning outcomes were unanimously approved by all full-time faculty in fall 2022. They are presented below with expected student documentation (in italics because this is to be approved by department faculty in spring 2023):

Student Learning Outcomes Graduating majors will:	<i>Evidence Students will:</i>
1. Demonstrate linguistic proficiency and cultural awareness in the language pair.	<i>- Take an oral test administered on a computer, and - Submit a written analysis of a cultural practice or product from the Spanish-speaking world.</i>
2. Demonstrate writing ability in the language pair, including a command of grammar and appropriate usage to convey the intended message.	<i>- This skill will be evaluated based on document submitted for outcome 1.</i>
3. Translate and interpret general and specialized texts in various domains and in a variety of translation and interpretation contexts from the source language into the target native language.	<i>- Submit text translations from at least three various domains. Students will label each document with their determination of its domain. - Complete an interpreting simulation administered on a computer.</i>
4. Demonstrate understanding of translation and interpretation principles and of text features relevant in translation and interpretation practices.	<i>- This skill will be evaluated based on documents submitted for outcome 3.</i>
5. Demonstrate understanding of the technical tools and computer applications used by translators, interpreters, and language industry professionals.	<i>- Submit one sample of their work with technical tools and computer applications.</i>

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oiie@weber.edu if you wish to have access)

___ Information is current; no changes required.

Update if not current: Changes from the last biannual report are marked in red.

			Department Learning Outcomes				
Courses ¹			1: Oral skills	2: Writing skills	3: Writing styles	4: Literary/ cultural analysis	5: Cultural awareness
Lower-division Core	1010	First Semester Language	E	U			E
	1020	Second Semester Language	E	U			E
	2010	Third Semester Language	E	U			E
	2020 HU	Fourth Semester Language	E	U			E
Bridge Courses	2030	Second Year Language Review	E	U			E
	3000	Proficiency Development	E	U	I	I	E

			Department Learning Outcomes				
Courses			1: Oral skills	2: Writing skills	3: Writing styles	4: Literary/ cultural analysis	5: Cultural awareness
Major/minor Core	3060	Grammar & Composition	U	E	E		U
	3160	Introduction to Literature	U	U	E	E	U
Bridge Program	3116	DLI Bridge Course I	U	E	E	U	U
	3117	DLI Bridge Course II	U	E	E	U	U
	3118	DLI Bridge Course III	U	E	E	U	U
Linguistics	3220	Phonetics & Phonology	E				U

¹ The catalog lists courses according to the language, i.e., FRCH, GRMN, SPAN, etc. Courses listed as FL are taught in English and are available to all WSU students.

	3270	Special Topics in Linguistics	U	U			U
	3320	Applied Language Studies	E	U		U	U
	3360	Advanced Grammar	U	E	E		
	4400	Methods for Teaching Languages					U
	4500/6500	Methods for Teaching Languages					U
Culture	3540	Latin American Environment & Cultures			U	E	E
	3550	Cultural Heritage I	U	U	U	E	E
	3560	Cultural Heritage II	U	U	U	E	E
	3570	Special Topics in Culture	U	U	U	E	E
	3580	Global Cinema			U	E	E
Literature	3610	Literature Survey I	U	E	E	E	E
	3620	Literature Survey II	U	E	E	E	E
	3630	Literature: Poetry	U	E	E	E	E
	3631	Literature: Prose					
	3632	Literature: Drama					
	3650	Literature: Periods	U	E	E	E	E
	3670	Literature: Authors	U	E	E	E	E
	3680	Literature: Film	U	E	E	E	E
	3690	Special Topics in Literature	U	E	E	E	E
	4620	Survey of Literature I	U	E	E	E	E
	4630	Survey of Literature II	U	E	E	E	E
4690	Special Topics in Literature	U	E	E	E	E	
Language for the professions	2410	Introduction to Localization		U	U	U	E
	3320	Applied Language Studies	E	U		U	U
	3420	Introduction to Translation		U	U	E	E
	3430	Translation Technology					
	3710	Business Language I	U	E	E	U	E
	3715	Business Language II	U	E	E	U	E
	3720	Language for Specific Purposes I	U	E	E	U	E
	3730	Language for Specific Purposes II	U	E	E	U	E
	3740	Translation I	U	U	U	E	E

	3750	Introduction to Interpreting	E				U
	3760	Special Topics in Translation	U	U	E	U	E
	4740	Translation II	U	U	U	E	E
Study Abroad	2852	Study Abroad	E	U	U	E	E
	3850	Study Abroad	E	U	U	E	E
Professionalized Experience	4860	Foreign Language Internship	U	U	U		U

I = Introduced E = Emphasized U = Utilized

D. Program and Contact Information

___ **Information is current; no changes required.**

Update if not current: The Program and Contact Information tab in [this website](#) needs to be updated to

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In addition, as of December 13, 2022, the name of the department is [Foreign Languages](#) (“and Literatures” was dropped a few years ago).

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

___ **Information is current; no changes required.**

Update if not current: The Department of Foreign Languages has assessed its graduating seniors through FL 4990 – Senior Assessment since fall semester 2000. We have started using ePortfolio as a platform to have declared majors upload documents to be assessed as these are completed throughout a student’s academic career. However, this is in the early stage of implementation as we inform students, and they familiarize and get used to using this new platform. The Department assessment approach is outcome-based for graduating seniors. In addition, we have traditionally completed a course-based assessment of FL 2020 HU because (1) it is the last course in the lower-division sequence that students complete before they move on to the upper-level core courses; and (2) it is a General Education course.

The department assessment committee continues to work closely with the department curriculum committee to achieve two main goals for the future:

1. By the end of the spring semester 2023, we will create FL 2990, a one-credit hour course that will be used to evaluate students graduating from our AA programs. It will also serve as a pre-assessment of students declaring a minor or major in any of our programs. With this pre-assessment we intend to find out what the students know coming in so that, when they complete FL 4990 – Senior Assessment, we can identify more specifically the knowledge and skills they have gained during their studies at WSU. Therefore, the structure of FL 2990 will parallel that of FL 4990. We plan to start implementing FL 2990 in the spring of 2024.
2. By the end of the spring semester 2023, we will develop a set of criteria, and their respective evidence, to assess the learning outcomes of students graduating from our applied and career-focused programs such as Localization, French for Translation and Global Industry, and Spanish Translation. We plan to start gathering data for the assessment of these programs in spring or fall of 2023.

Overall, we will continue gathering data for the assessment of our General Education course (FL 2020 HU). Nevertheless, the department is considering significant revisions of its general education offerings and will inform the Office of Institutional Effectiveness of any changes.

Data is typically collected via Canvas and the entire department faculty is engaged in the assessment and data review. Faculty in each language program is assigned to review a number of students’ senior assessment documentation using a common evaluation rubric. The results are given to the department assessment committee chair, who prepares a report and shares it with the chair.

F. Student Achievement

F.A: For undergraduate programs only: Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric. Here are instructions on how to access this information:

Program Review Unit

Data as of: 12/14/22 2:41 AM

Foreign Language

Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?

No

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.

Years to Graduation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1 Year or Less	31%	32%	38%	36%	55%	48%	8%
2 Years	23%	35%	34%	36%	21%	10%	

Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
In 1 Year or Less	31%	32%	38%	36%	55%	48%	8%
In 2 Years or Less	54%	68%	72%	72%	76%	57%	8%

Overall Numbers and Percentages

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1 Year or Less	University	993 (35%)	1051 (36%)	1024 (34%)	1144 (37%)	1169 (39%)	1154 (40%)	310 (10%)
	College	104 (41%)	118 (39%)	109 (39%)	109 (39%)	124 (41%)	131 (44%)	23 (7%)
	Program	8 (31%)	11 (32%)	12 (38%)	9 (36%)	16 (55%)	10 (48%)	3 (8%)
2 Years	University	701 (25%)	704 (24%)	771 (26%)	792 (26%)	706 (24%)	128 (4%)	
	College	57 (22%)	72 (24%)	75 (27%)	89 (32%)	78 (26%)	9 (3%)	
	Program	6 (23%)	12 (35%)	11 (34%)	9 (36%)	6 (21%)	2 (10%)	

Please discuss what initiatives the department is doing to address the numbers shown. If you require assistance or have questions, please email ois@weber.edu.

Looking at Figure 2, from 2015-16 through 2020-21, our department averages a 66.5% completion within 2 years of 90CH. Despite the effects of the COVID-19 pandemic, for the last six years, this department has consistently been above the college and university completion percentages within 2 years of 90 CH (See Figure 3). Some of the initiatives that we are doing are outline below:

1. Initiative 1: We have increased the number of online courses we offer every semester. For example, since fall 2015, we have double the number of online course offerings, with 5 courses in fall 2015 to 10 courses in spring 2023. This initiative is very beneficial for non-traditional students, which is a significant group of our major demographics. More online course offerings gives students access to credit hour completion remotely.
2. Initiative 2: In relation to initiative 1, in fall 2020, we started offering an online version of the 1st-year language sequence in Spanish meaning that we offer SPAN 1010 online in fall and SPAN 1020 online in spring. This initiative gives students the opportunity to complete their language requirement for a BA online. In fall 2022, we started offering the 1st-year language sequence in French.
3. Initiative 3: Open Educational Resources. We have moved from a \$150+ textbook in the lower-division language sequence courses to an \$25 electronic textbook. In addition, the majority of our department faculty employs OER materials in, at least, one or more of their classes which makes our courses more affordable than the average course on campus.
4. Initiative 4: Consistent and supportive advising at the department level. Advising is done collectively through brief presentations during regular class; or individually during one-on-one meetings. Each and every full-time faculty serves as advisor and has an assigned group of students (i.e., Spanish Teaching majors and minors are advised by Dr. John Trimble, Spanish minors are advised by Dr. Electra Fielding and Dr. Tom Mathews, etc.). Advising occurs year around, including summer.
5. Initiative 5: A complete summer semester course schedule. The department offers opportunities to participate in study abroad programs every summer in various languages in which students may receive up to 6 credit hours. We also offer a complete summer semester course schedule, meaning that a student wanting to advance their graduation semester could complete between 6 and 9 credit hours during the summer. At least 50% of the summer course offerings are online which makes it even more accessible for students who could work and study at the same time.

G: Evidence of Learning

Assessment of Graduating Students

The Department of Foreign Languages has assessed its graduating seniors through FL 4990 – Senior Assessment since fall semester 2000.

The Department has established five learning outcomes. For each outcome we have listed the expected documentation that each student must provide, a description of the rubric or method used to evaluate student proficiency and the level (standard) that we expect our graduating majors to meet. Our departmental goal (threshold) is that, on each learning outcome, at least 75% of our students will meet or exceed our standard.

First Outcome

Evidence	Assessment	Standard
1. Students will demonstrate speaking and listening proficiency in the language they are studying.		
Students will take an oral test administered on a computer while enrolled in FL 4990.	Tests will be rated using the ACTFL Oral Proficiency Guidelines. These ratings are: Novice-Low Novice-Mid Novice-High Intermediate-Low Intermediate-Mid Intermediate-High Advanced-Low Advanced-Mid Advanced-High Superior All full-time faculty in the department are trained by our national professional organization in the use of the Proficiency Guidelines.	Students will have met the department standard if they rate an Advanced-Low or higher.

Second Outcome

2. Students will demonstrate writing ability, including a command of grammar and appropriate usage, to express their ideas.		
<i>(This outcome involves the documents submitted for Outcomes 3, 4 and 5.)</i>	Documents will be rated using the ACTFL Proficiency Guidelines Papers; however, attention is focused on grammar as well as on text type or function.	Students will have met this standard if they demonstrate the usage of an Advanced Low speaker/writer.

Third Outcome

3. Students will demonstrate the ability to write in different styles.		
While enrolled in FL 4990, students will submit at least three documents written in at least three different styles; they will label each document with their determination of its style. Generally, these will be documents they have prepared while completing the courses required for the major.	Writing styles will be tallied if students demonstrate a basic understanding of the styles they have submitted.	The standard will be met if the student submits three different documents written in different styles and shows a basic understanding of the styles submitted.

Fourth Outcome

4. Students will write an analysis of a literary or cultural work in the language.		
While enrolled in FL 4990, students will submit a written analysis of a literary work or cultural product. (What qualifies as a “literary work” may be interpreted broadly).	Raters will check for the following: <input type="checkbox"/> Thesis or main idea <input type="checkbox"/> Support of defense of the main idea with evidence <input type="checkbox"/> Summary of a plot or idea presented in the work	The standard will be met with two of the criteria.

Fifth Outcome

5. Students will describe and explain aspects of the culture(s) of the language being studied.		
While enrolled in FL 4990, students will submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.	Raters will check for at least two of the following: <input type="checkbox"/> Description of a cultural product <input type="checkbox"/> Description of a cultural practice	The standard will be met with two of the criteria.

	<input type="checkbox"/> Explanation of cultural perspective: how the product or practice connects to a larger social context.	
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Data from the past two years, representing our graduating students' performance on our five Student Learning Outcomes, are represented in the following table. The threshold is reached if 75% of students assessed "Meet Expectations." Outcomes for which fewer than 75% of our graduating majors met the standard are shaded in grey.

AY	1: Oral			2: Written			3: Styles			4: Analysis			5: Culture		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%
2020-2021	34	29	85%	34	28	82%	34	29	85%	34	27	71%	34	22	65%
2021-2022	26	21	81%	26	21	81%	26	25	96%	26	18	69%	26	17	65%

We are pleased with the solid performance of our students in the first three outcomes but realize that work needs to be done on the last two. To that end, in the near future the department will consider revising those two outcomes and will discuss ways of revising curriculum to make sure the outcomes are met. We will also meet before evaluating this year's Senior Assessment data to make sure that each faculty member understands the expectations for evaluating the data.

G.C Evidence of Learning: General Education Courses

Assessment of General Education Courses

The Department of Foreign Languages regularly offers one General Education Humanities course: FL2020 HU: Fourth Semester Language. It is offered in ASL, Chinese, German, French, Japanese, and Spanish. For various reasons, this course has not been effectively assessed since the spring of 2019. Additionally, the department is currently considering significant revisions of its general education offerings and will inform the Office of Institutional Effectiveness of any changes.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Spring 2020	Recommendation	Progress Description
Recommendation 1	Text of recommendation	Progress
<i>Classroom technology</i>	Students, faculty, and the technology specialist expressed concern that the technology (particularly the computers) in the classrooms needs to be updated. Students in the localization and translation program were especially concerned that they could only use required Trados software while they were in the lab. On occasions when they cannot finish the in-class assignments with Trados, they are unable to complete the work on their own. Since Trados is only available on university-controlled computers, the university may have to increase the number of concurrent users authorized in its site license.	<ol style="list-style-type: none"> 1. All classroom technology was updated as result of the COVID-19 pandemic and thanks to CARES Act funds. 2. The Department has upgraded from SDL Trados Studio 2017 Professional to SDL Trados Studio 2019 Professional (Network). This means that students will be able to connect to the software from anywhere on and off campus. This is particularly relevant now that most Localization and Translation classes are delivered virtually and/or online. 3. Since the last biannual report, the department has become member of the MemoQ Academic Program, and has created an agreement with Phrase. These are two of the leading translation platforms used by language professionals around the world. WSU students can now use these platforms for free.
Recommendation 2	Text of recommendation	Progress
<i>Department website and credit purchasing</i>	The website for the department is outdated. For example, it does not reflect the most current personnel and happenings in the department. Students also expressed frustration with its lack of organization. We understand that a major remodel of the website is in place, although nobody seems clear about the	<ol style="list-style-type: none"> 1. A new website was launched on March 19, 2020, shortly after the program review team visited the department. The new website has a clean design that makes browsing easy for users, and aligns with WSU branding guidelines: https://www.weber.edu/ForeignLanguages.

	<p>timeframe for completion. We suggest that you keep in touch with the CAH marketing director and, if necessary, the dean to prioritize renovation of the site. Additionally, both administrative staff and students remarked that the process used to buy credits is not intuitive and needs to be streamlined. Ideally, it would be possible to buy credits through the new website. We encourage the department to revisit the process and try to make it easier for students and staff.</p>	<p>2. We revisited the credit-purchase process and discussed online payment options with the Office of the Registrar. Due to systems like Banner and CatTracks, this is more complex than we originally thought. Nevertheless, since then, the department admin has simplified the process and students find it easier and faster.</p>
Recommendation 3	Text of recommendation	Progress
<i>Adjunct faculty supervision</i>	<p>Adjunct faculty suggested that observations of their teaching might be done on a more regular, rotating basis and that the feedback be provided in writing. They value the feedback that they have received in the past. However, they don't want the observations to become too intrusive or frequent. Once per semester or once per year for seasoned adjuncts is likely appropriate.</p>	<p>1. We continue conducting teaching observations routinely and in a timely manner to provide guiding and mentoring as much as possible, without being intrusive; as well as adequate support for activities that complement and implement the program's mission. Since 2020, the adjunct coordinator performs teaching observations of all adjuncts during the fall semester and submits a response in writing to each adjunct instructor, with copy to the department chair.</p>
Recommendation 4	Text of recommendation	Progress
<i>Assessment of Learning Outcomes 4 and 5</i>	<p>Learning Outcomes 4 and 5 showed lower assessment scores than the first three. We suggest creating a rubric that allows faculty and students to see what constitutes an appropriate artifact for these LOs. Faculty should also be trained on how to ensure their students know how to select appropriate artifacts of each type. In addition, faculty might investigate using WSU's new Portfolium platform to help students collect artifacts as they produce them, rather than</p>	<p>1. We have started using ePortfolio which is accessible to all students, and they may upload artifacts to be assessed as they produce them throughout their studies. However, this is in the early stage of implementation as we inform students, and they familiarize and get used to using this new platform.</p> <p>2. The department's Assessment and Curriculum Committees are working together to revise the current assessment rubric to modify it, as they see fit, to allow faculty and students to understand what</p>

	having to find them in their files during their final terms at WSU.	constitutes an appropriate artifact for these Learning Outcomes.
Recommendation 5	Text of recommendation	Progress
<i>Revitalization of Study Abroad</i>	Study abroad is stated as a major department initiative, but study abroad numbers seem relatively low, if that is the case. We encourage the department to specify goals, metrics/thresholds, timelines, financial resources required and responsible persons in the strategic plan to maximize the impact of its study abroad programs.	<p>1. We continue coming up with ways to increase study abroad participation. For example, we are now offering more short-term programs, instead of traditional longer programs. Students have the opportunity to experience this high-impact practice, to receive credit toward graduation, and to save money. In summer 2023, for example, a 10-day study abroad program is scheduled for Japan.</p> <p>2. We are collaborating with other departments and colleges to offer interdisciplinary study abroad programs that could potentially recruit students who might be interested in pursuing further language study upon their return from the target country. For example, a short-term study abroad program is scheduled for South Korea in summer 2023. Students will receive language or criminal justice credits.</p>
Recommendation 6	Text of recommendation	Progress
<i>Revision of Mission Statement</i>	Scholarship is not mentioned in the current version of the mission statement. Moreover, the list of scholarship included in the self-study includes items, such as teaching presentations and teaching awards, that are not normally considered scholarship. Therefore, and also in response to faculty frustrations about finding time and financial support for certain kinds of scholarship, we encourage the department to amend its mission statement to identify explicitly the kinds of scholarship that the department excels in and values – and how that scholarship supports its mission within the	<p>1. We created an ad hoc committee to revise the mission statement. However, this committee was dissolved when the EDI committee was formed, which is now revising the mission statement among other charges.</p>

	context of WSU's mission as a teaching university.	
Recommendation 7	Text of recommendation	Progress
<i>Strategic Plan</i>	Finally, we encourage the department to implement a long-range strategic plan listing goals, metrics, thresholds for success, timelines, required resources, and responsible parties for accomplishing the goals. Goals are already in place, but according to best practice in strategic planning, the lack of information about the other factors such as resource constraints and success metrics, typically leads to the inability to achieve goals.	1. A strategic plan is submitted annually to the Dean and the Provost. Nevertheless, the department has not seen a response that conveys hope with regards to resources constraints and limitations.

Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-19	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	7	7	8	8
Full-time Non-Tenured (includes tenure-track)	3	3	3	3
Part-time and adjunct	2	3	4	4
With Master's Degrees				
Full-time Tenured				
Full-time Non-Tenured	1	1	3	3
Part-time and adjunct	14	16	8	8
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct	3	3	3	3
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty				
Full-time Tenured	7	7	8	8
Full-time Non-tenured	4	4	6	6
Part-time	19	22	15	15

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

The Department progress is outlined below:

-We have identified five learning outcomes for the Bachelor of Arts in Spanish Translation.

-We have started using ePortfolio to gather artifacts to be assessed and students are gradually familiarizing with this tool.

-Faculty has received training on inclusive teaching practices to provide needs-based support and to ensure equitable learning opportunities.

-A significant number of faculty members has implemented the use of OERs in their courses to give every student affordable access to the resources they need to succeed.

-We have increased the response rate of Starfish progress survey, that is, most of the full-time faculty completes it on time.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing? The highest percentage is 21% out of 42 students in a period of 3 years. This means around 8 students earned a grade lower than C- over the course of 3 years in a particular course. I believe this is not an alarming number. The 21% could reflect the normal fluctuation of students that we see every semester. Often times, a student misses the withdraw deadline and decides to passively “remain” in the course.
 - b. What concerns you? In terms of the demographic filter, in particular ethnicity, there seems to be a slightly higher number of Hispanic students earning a grade lower than C- in one particular course, SPAN 1010. The faculty in the Spanish program have noticed that there is a wide range of language proficiency levels among heritage speakers. Some of them tend to assume their proficiency level is higher than SPAN 1010, but they are caught by surprised when they realized they are expected to learn Spanish academically and their performance doesn’t adapt to this academic environment. We plan to work closely with these students by identifying them early in the semester and providing the support they need to succeed.
 - c. What additional data could be beneficial? I would like to know how many of these students try again but on a different semester and whether they succeed on their second attempt.
- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like? We are considering creating FL 2990, a one-credit hour course that will be used to evaluate students graduating from our AA programs. It will also serve as a pre-assessment of students declaring a minor or major in any of our programs. With this pre-assessment we intend to find out what the students know coming in so that, when they complete FL 4990 – Senior Assessment, we can identify more specifically the

knowledge and skills they have gained during their studies at WSU. Therefore, the structure of FL 2990 will parallel that of FL 4990. We plan to start implementing FL 2990 in the spring of 2024.

Additionally, the department is considering significant revisions of its general education offerings and will inform the Office of Institutional Effectiveness of any changes.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>