

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: World Languages & Cultures

Academic Year of Report: 2023 and 2024 (covering Summer 2022 through Spring 2024)

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Report author(s): Isabel Asensio

Contact Information:

Phone: 626-6777

Email: isabelasensio@weber.edu

Additional contributors (include sections and contact information if feedback is desired): N/A

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[Glossary of Terms \(OIE Website\)](#)

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

A. Mission Statement

Is the Mission Statement current? Yes

B. Student Learning Outcomes

Are the Student Learning outcomes current? Yes

C. Curriculum Grid

Is the Curriculum Grid current? No

Please, see attached “World Languages Curriculum Grid Master” Excel file.

D. Program and Contact Information

Is the Program and Contact Information current? No

Update: The name of the department was changed to [Department of World Languages & Cultures](#).

E. Assessment Plan

Is the Assessment Plan current? No

Update: The Department of World Languages & Cultures continues to assess its graduating seniors through WLC 4990—Senior Assessment. During the 2021-22 and 2022-23 academic years, we piloted using ePortfolio as a platform to gather students’ written samples. However, full implementation was not possible because the faculty member leading this initiative left the university. Additionally, we concluded that ePortfolio does not work well for the department’s assessment practices. As a result, we continued using Canvas. This platform has proven effective, as it allows us to collect both written samples and oral proficiency assignments. Although we use a shared course shell for students graduating from the French, German, and Spanish programs, students respond to oral assessment prompts in their respective target languages.

The department's assessment approach is outcome-based for graduating seniors. Additionally, we conduct a course-based assessment for 2020 HU because it serves two key purposes:

1. It is the final lower-division course students complete before progressing to upper-level core courses.
2. It can fulfill the Humanities General Education requirement.

Since our last biannual assessment report, we have introduced a one-credit course: FRCH, GRMN, SPAN 2960—Intro to World Languages & Cultures. This course serves two purposes:

1. It introduces students to the concept of being a language major and explores careers in the language sector, fostering a sense of belonging and community.
2. It acts as a pre-assessment, particularly for evaluating oral proficiency among language majors.

Students take 2960 concurrently with the required core course 3060—Grammar and Composition, which is often the first upper-level course for majors (many of these students are returning LDS missionaries or heritage speakers). Completion of 3060 qualifies students to earn an AA in a language (if General Education requirements are also met). 2960 will be used to evaluate the oral proficiency of students graduating with an AA and serve as a “freshman” assessment for students who choose to declare a language major. By comparing oral proficiency levels from 2960 with those from WLC 4990—Senior Assessment, we aim to identify whether students advance on the oral proficiency scale during their studies at WSU. Since fall 2024 is the pilot semester for 2960, we do not yet have sufficient data to compare oral performance before and after their BA studies.

In spring 2025, the department's assessment committee will develop criteria and supporting evidence to evaluate the learning outcomes of students graduating from our applied and career-focused programs, including Localization, French for Translation and Global Industry, and Spanish Translation. Data collection for these programs will begin in spring or fall 2025.

Faculty in the French, German, and Spanish sections actively participate in assessment and data review. Each program assigns faculty members to review a set number of senior assessment documents using a common evaluation rubric. The results are submitted to the department's assessment committee chair, who compiles a report and shares it with the department head.

F. Student Achievement

The two measures of student achievement that have been identified for this report are A) Time to completion of a degree after 90 and 45 credit hours for BA and AA respectively; and B) Number of students that persist to the next term.

A) Completion data: In this section, we present the completion data of our student cohorts withing the WLC programs.

Dashboard	Descriptor	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Program review	90+ grads within two years (see Figure 1)	48%	44%	23%	40%	Data not available	Data not available
Program Review	45+ grads within one year (see Figure 2)	63%	45%	42%	40%	50%	Data not available

Table 1: WLC program completion data for students with 90+ and 45+ credits. The data includes 1- and 2-years' student percentage to graduation.

As outlined in Table 1, after experiencing a decline in enrollment immediately following the COVID-19 pandemic, we are gradually returning to pre-pandemic numbers. This measure was chosen because it reflects the unique student demographic of the WLC Department. The vast majority of our students are non-traditional learners who balance multiple responsibilities, particularly employment. As a result, many students opt to enroll part-time or alternate semesters to manage their academic and professional commitments effectively. This trend highlights the need for flexibility in course offerings and support services to accommodate the diverse needs of our student population.

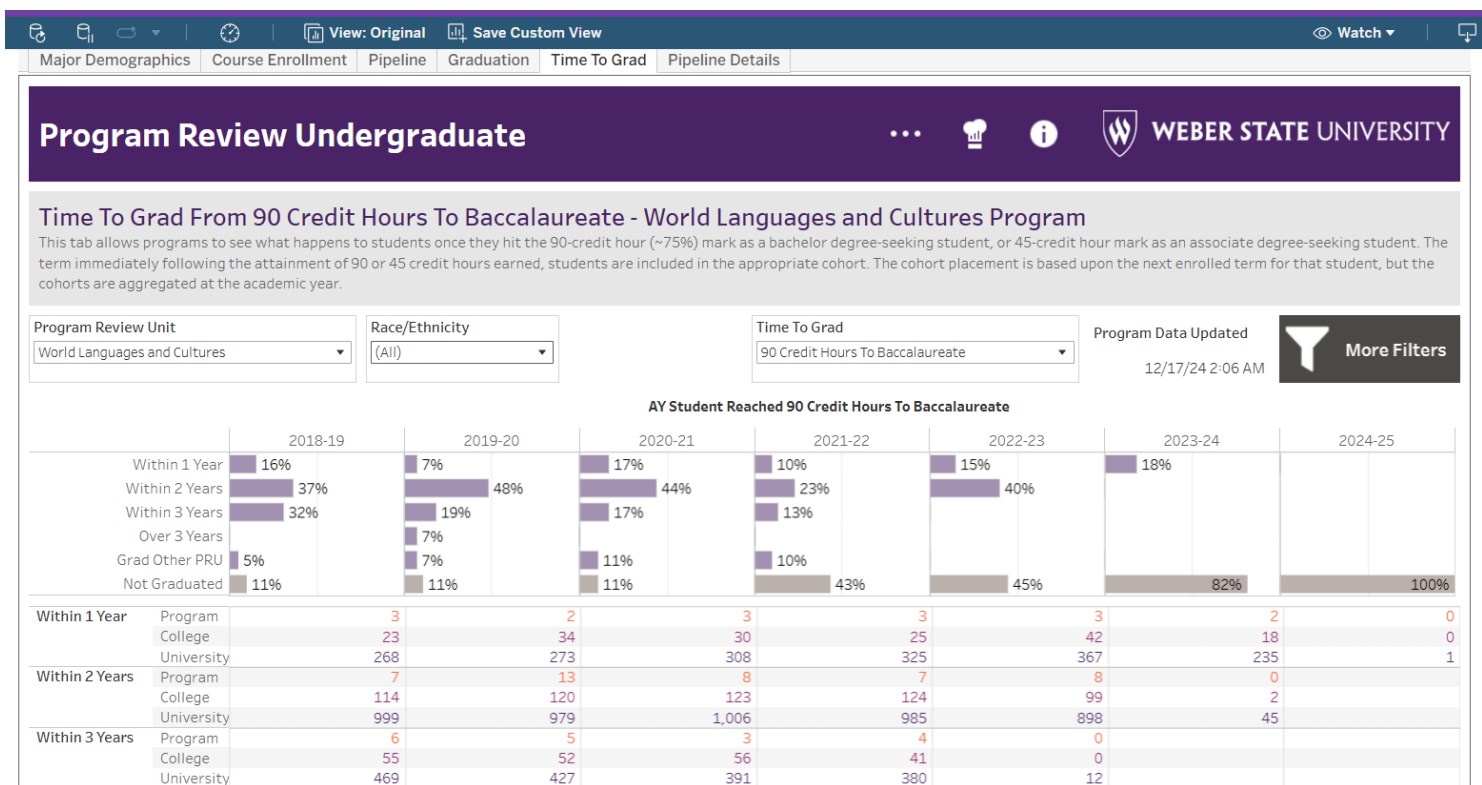


Figure 1: WLC program completion data for students with 90+ credits.

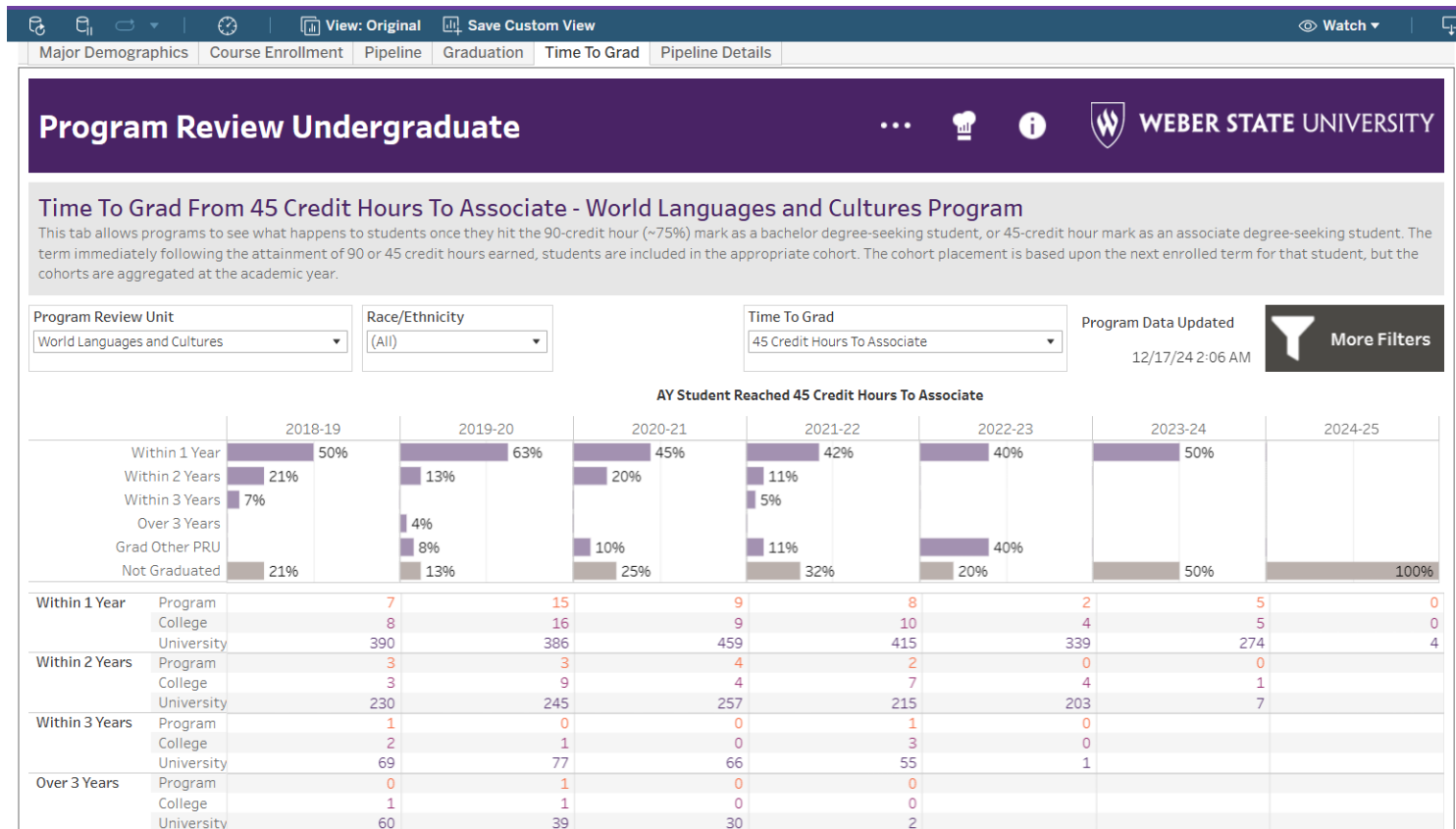


Figure 2: WLC program completion data for students with 45+ credits.

B) Persistence data: In this section, we present the number of students who enrolled in at least one course the following term or graduated (Fall to Spring or Spring to Fall). Students are counted once.

Dashboard	Descriptor	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Course Information - Outcomes	Persistence and Number (see Figure 3)	964	923	861	887	890	Incomplete data
Course Information - Outcomes	Persistence and Percentage (see Figure 3)	87.2%	86.9%	85.5%	89.7%	86.8%	Incomplete data

Table 2: WLC persistence data for students that persist to the next term or graduate.

As outlined in Table 2, we have maintained a relatively steady student retention rate in our programs despite the challenges posed by the COVID-19 pandemic. This measure highlights the dedication of our department faculty, who prioritize student success by going above and beyond to support learners. WLC faculty members are committed to meeting the students where they are—academically, professionally, and personally—and providing the guidance and resources needed to help them stay on track for timely graduation. This steadfast commitment has been instrumental in fostering resilience and consistency within our programs.

Select level for information displayed in table. May affect dashboard performance.						Table Level				
						Department				
College	Department	Course	Section	Label Break..	Horizontal ..	dynamic_columns				
						2019-20	2020-21	2021-22	2022-23	2023-24
College of Arts and Humanities	World Languages & Cultures					964	923	861	887	890
						87.2%	86.9%	85.5%	89.7%	86.8%

Figure 3: WLC persistence data for students that persist to the next term or graduate.

G. Student Learning

Assessment practices and findings of Senior Assessment

This report summarizes the assessment results of graduating seniors from fall 2022 to spring 2024. The Department has established five learning outcomes, each supported by an instrument of evidence, a rubric to evaluate student proficiency, and a defined standard that graduating majors are expected to meet. Our departmental goal (threshold) is for at least 75% of our students to meet or exceed the standard for each learning outcome.

Data from the past two years, representing graduating students’ performance across the five Student Learning Outcomes, are presented in the table below. The threshold is considered achieved if 75% or more of the students assessed “Meet Expectations.” Outcomes where fewer than 75% of graduating majors met the standard are shaded in grey for clarity.

AY	1: Oral			2: Written			3: Writing Styles			4: Analysis			5: Culture		
	N	Met	%	N	Met	%	N	Met	%	N	Met	%	N	Met	%
2022-2023	21	11	100%	21	21	100%	21	20	100%	21	20	93.7%	21	19	100%
2023-2024	25	21	96.9%	25	19	91.4%	25	19	88.9%	25	12	67.5%	25	17	93.3%

Table 3: WLC senior assessment results.

N = number of students enrolled in WLC 4990—Senior Assessment

Met = number of students who meet expectations

% = percentage of rated students who meet or exceed expectations

We are pleased with the solid performance of our students in Learning Outcomes 1, 2, 3, and 5. Compared to the previous biannual reports, we have seen improvements in Learning Outcomes 2 and 3. This progress can be attributed to our increased efforts in advising declared majors to complete 3060 Grammar and Composition—or another writing-focused course—before advancing to upper-level courses. Additionally, the department’s curriculum committee has worked diligently to create a standardized core syllabus for 3060, ensuring that the same learning objectives and student expectations are upheld across all language programs. A similar approach has been implemented for 3160 Introduction to Literature.

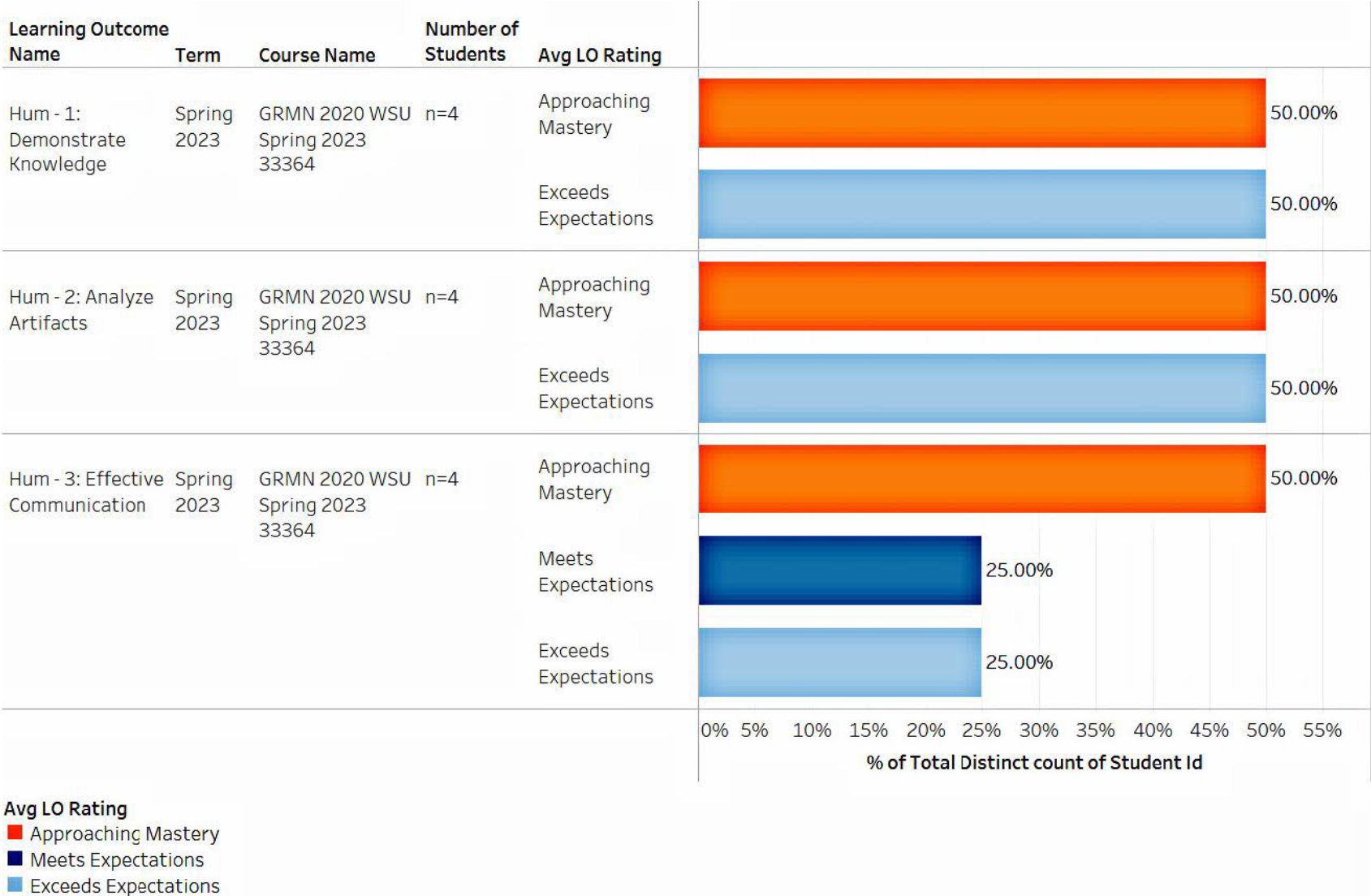
However, we recognize that more work is needed to improve outcomes in Learning Outcome 4 (Literary/Cultural analysis) and increase the number of students who meet, at a minimum, the expected standards. To that end, the department will continue to refine and revise this outcome, and we will collaborate on potential curriculum revisions to ensure consistent achievement of this outcome across all academic years.

Assessment practices and findings of General Education Courses

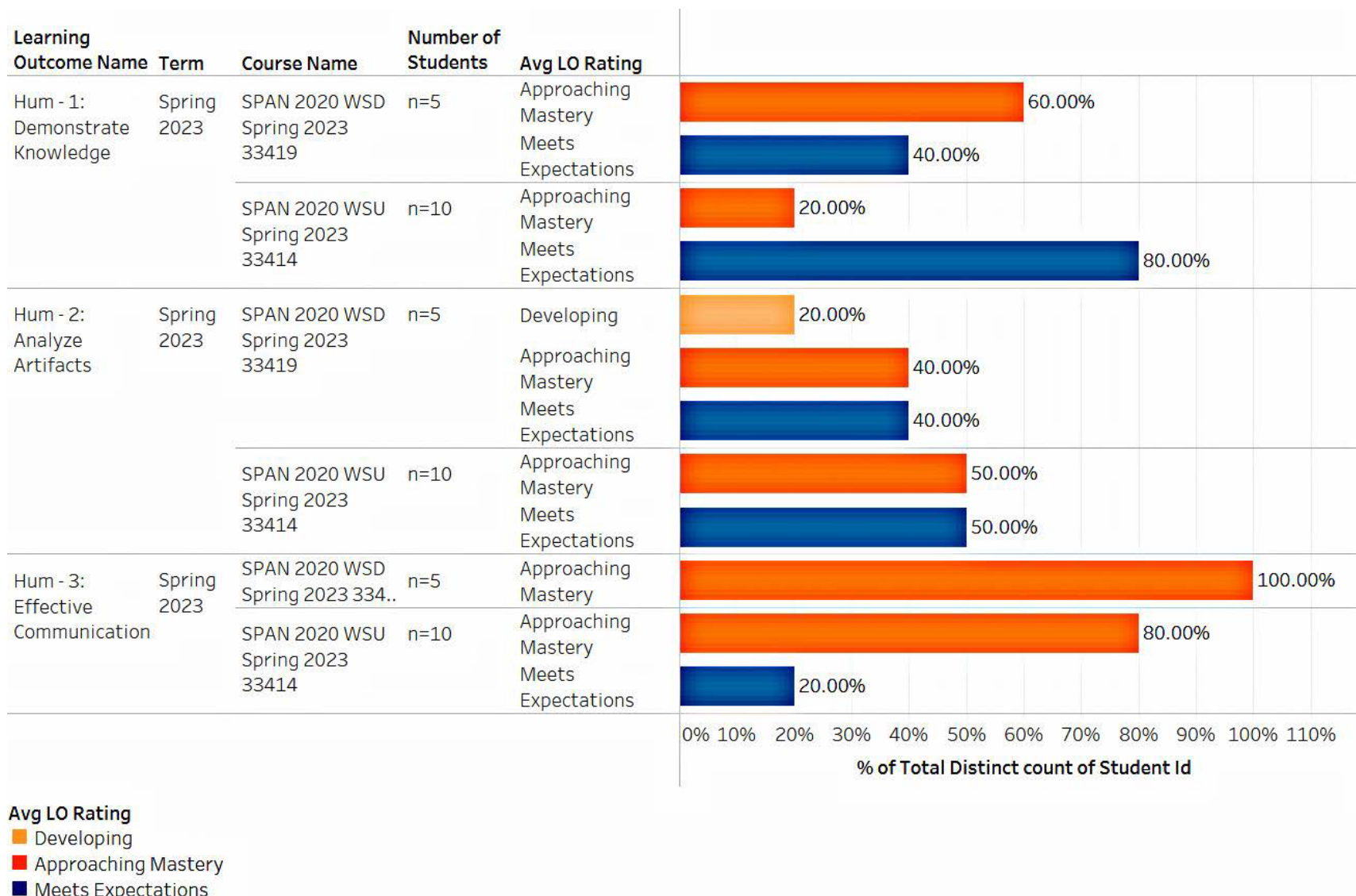
The department contributes to the General Education program at WSU by offering Humanities credit in three courses: 2020 HU Fourth Semester Language, 2600 HU Introduction to Cultural and Literary Studies in Translation, and 2851 HU Study Abroad. 2851 HU Study Abroad has not been assessed in a long time because it is not regularly offered. When students on a study abroad program receive lower-division credit, they usually register for 2852 Study Abroad. 2600 HU Introduction to Cultural and Literary Studies in Translation is not regularly offered because it is taught in English and is not proficiency-based, as is the rest of the curriculum. However, it was taught with the SPAN (Spanish) prefix and assessed in fall semester of 2023.

WSU Humanities Learning Outcomes were assessed in two courses in spring 2023—GRMN 2020 and SPAN 2020; and in fall 2023—SPAN 2020 and SPAN 2600. Data representing students’ performance in each course is presented in the graphs below.

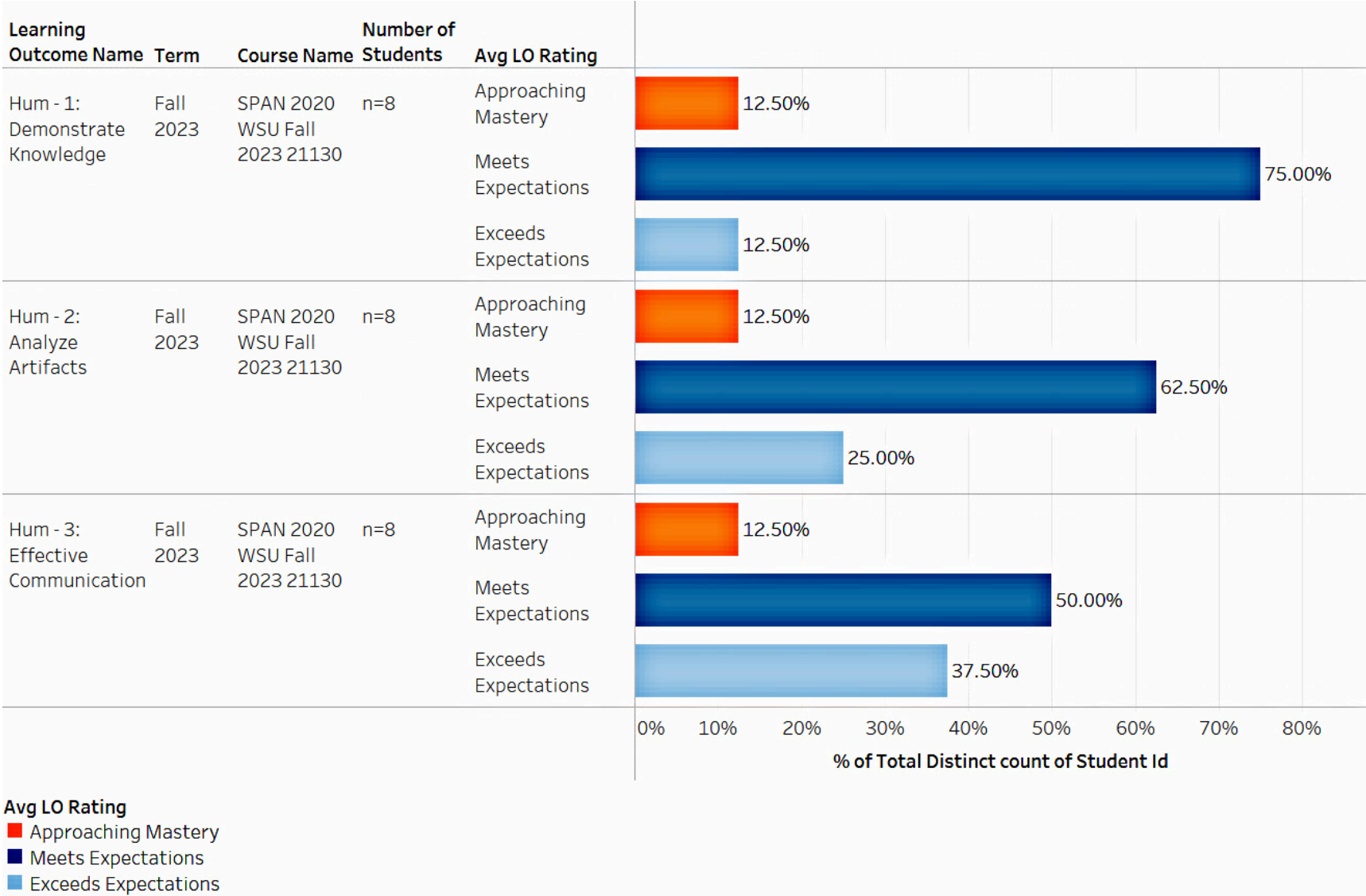
Graph 1: GRMN 2020 Spring 2023



Graph 2: SPAN 2020 Spring 2023



Graph 3: SPAN 2020 Fall 2023



Graph 4: SPAN 2600 Fall 2023



The threshold is considered met if 65% of students assessed achieve a “Meet Expectations” rating. We typically assess a random sample of students, and when reviewing the overall ratings, we find that our students generally meet the General Education learning outcomes for Humanities courses. However, when analyzed by course and individual learning outcome, the data reveals that in some instances, the threshold was not achieved. We attribute these discrepancies to several factors, including interrater reliability and small sample size. For example, in GRMN 2020 during spring 2023 only 4 students were assessed.

We recognize there is room for improvement in our assessment practices. Moving forward, we plan to more strictly ensure that all students complete the required tasks for General Education assessment. In addition, we believe that the results may be affected by the fact that all assessment tasks were administered in the target languages (e.g., German and Spanish). According to the [Foreign Service Institute](#) (FSI), languages are ranked on a difficulty scale for English speakers based on an approximate number of study hours required to achieve proficiency. French and Spanish are categorized as Category I languages, while German is ranked as a Category II language, meaning that German typically takes longer to learn to the same level of proficiency as in Spanish or French.

That being said, we strongly believe that GRMN 2020 is an effective Humanities course. In future General Education assessments, we plan to explore the possibility of conducting assessments in English to ensure that discrepancies in language proficiency do not skew the results. We will also collaborate to assess a wider sample of courses to provide a more comprehensive evaluation of student performance.

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 the 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.	Completed.
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 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.	Completed.

Recommendation 3	Text of recommendation	Progress
<i>Adjunct faculty supervision</i>	The 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.	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.
Recommendation 4	Text of recommendation	Progress
<i>Assessment of Learning Outcomes 4 and 5</i>	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 in how to ensure their students know how to select appropriate artifacts of each type. In addition, faculty might investigate using WSU's new ePortfolio platform to help students collect artifacts as they produce them, rather than having to find them in their files during their final terms at WSU.	<ol style="list-style-type: none"> 1. We tried using ePortfolio but it didn't work well for the department's assessment practices. 2. The department's Assessment and Curriculum Committees continue to work together to review the relevance of assessment instruments and rubrics and modify them as needed.
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.	<ol style="list-style-type: none"> 1. We continue to explore various ways to increase study abroad participation, such as offering more short-term programs instead of traditional long-term ones. These programs allow students to gain valuable experiences, earn graduation credit, and save money. For example, a 10-day study abroad program in Costa Rica is scheduled for spring 2025. 2. We are collaborating with other departments to offer interdisciplinary study abroad programs that may attract students interested in pursuing further language study after returning from the target country. For instance, a short-term program in South Korea in summer 2023 allowed students to earn language or criminal justice credits.
Recommendation 6	Text of recommendation	Progress
<i>Revision of Mission Statement</i>	Scholarship is not mentioned in the current	In progress.

	<p>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 context of WSU’s mission as a teaching university.</p>	
Recommendation 7	Text of recommendation	Progress
<i>Strategic Plan</i>	<p>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.</p>	<p>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.</p>

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	2020-21	2021-22	2022-23	2023-24
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured	8	8	7	7
Full-time Non-Tenured (includes tenure-track)	3	3	4	5
Part-time and adjunct	3	3	2	2
With Master's Degrees				
Full-time Tenured				
Full-time Non-Tenured	3	3	3	3
Part-time and adjunct	8	8	6	6
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct	3	3	4	4
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty				
Full-time Tenured	8	8	7	7
Full-time Non-tenured	6	6	7	8
Part-time	15	15	12	12

Appendix C

Please respond to the following questions.

Academic integrity is a hallmark of higher education, but one that is being challenged. As a first attempt to address the issue, we are collecting data from departments on common practices to protect academic integrity. How do you ensure that your students' work is a meaningful representation of their learning? We would like you to share your concerns and approaches to the three following academic integrity issues:

1. ID verification – ensuring that the individual completing work in your course is the individual registered for the course. What steps do your faculty take to ensure that the students receiving credit are the students doing and submitting the work?

Our classes are small enough to allow faculty to get to know students individually. In addition, most faculty take daily attendance in face-to-face classes. In online classes, faculty do not currently perform ID verification, except that most students have a Canvas profile picture. Overall, faculty hope for the best, trusting that students will maintain integrity and complete their own work. Some faculty use Proctorio (with ID verification) and testing centers for exams. Others have moved some assignments to be completed in the classroom.

2. Online test proctoring – the ability to provide secure testing for online courses, as well as many face-to-face and hybrid classes is currently dependent upon tools such as Proctorio. What concerns do you have about the use of tools such as Proctorio? What strategies have you put into place to ensure security of your testing?

Faculty who use Proctorio believe its many settings, such as room scanning and tracking students' movements both in the room and online (e.g., opening tabs), make it a strong tool for detecting cheating. However, faculty feel that students still find ways to cheat, so they often structure exams and design questions in a way that makes cheating difficult. In cases where faculty want to ensure they see students' authentic work, they administer assignments or assessments in class. Other faculty prefer to conduct most exams in the classroom, while a few assign quizzes on Canvas with time limits.

3. Artificial intelligence (AI) tools like ChatGPT pose significant challenges to academic integrity. These tools can generate high-quality written content, raising concerns about students using AI-generated work and passing it off as their own. This could enable new forms of cheating and plagiarism that undermine the principles of academic honesty. On the other hand there is potential for AI to positively impact and enhance the higher education experience for students. How is your department or program approaching AI broadly?

Faculty include statements in syllabi or on individual writing-focused assignment regarding the use (or non-use) of AI and machine translation. For faculty who allow the use of AI and translation tools, the focus has shifted to instructing students on how to use these tools properly for research, as long as they provide proper citations or explanatory notes. Other faculty prefer to direct students to other resources, such as student hours, tutoring services, or simply remind them about plagiarism and how faculty use tools like Copyleaks to check for AI-generated content. Faculty have also expressed the intention to include more activities in AI best practices in the future.