

**ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM**

**Assessment Period:** Fall 2014-Spring 2016

**Department/Program:** World Languages and Cultures

**Department Chair:** Alexis Birdsall-Griffiths

**Department Assessment Liaison:** Cesarina Viñas

**Date Submitted:** 5/30/2016

❖ **Program Description or mission/goal statement of the Department/Program:**

The World Languages and Cultures Department fosters the study of thirteen languages offered at Bergen Community College. It also furthers the experience for those students who wish to continue learning a language previously studied. The World Languages and Cultures Department courses develop in students an appreciation for other cultures and other ways of living and thinking. The department offers the following courses: American Sign Language, Arabic, Chinese, French, German, Hebrew, Irish, Italian, Japanese, Korean, Latin, Russian and Spanish. Liberal Arts students may choose World Languages as an option or "major" by taking two general education Humanities in World Languages (6 credits) and two free electives in World Languages.

❖ **Program Learning Goals/Outcomes:**

Students will:

- ❖ Demonstrate listening, speaking/signing, reading and writing skills.
- ❖ Demonstrate an understanding of traditions, customs and beliefs related to the target language.
- ❖ Link information about the target language and cultures to other disciplines.
- ❖ Compare and contrast language and cultural concepts with one's own language and culture.
- ❖ Interact with native speakers, both locally and globally, and gain a world perspective.

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**SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN**

**1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):**

Students will compare and contrast language and cultural concepts with one's own language and culture.

## 2. Means of Assessment:

Students will learn about the differences and similarities of holidays in the United States and holidays in other cultures.

They will research a particular holiday and write a paper about their findings. Then, they will do a comparison of the holiday assigned and a holiday in the United States.

Instructors will need to address topics such as holiday, date, origin and customs in their class lessons. These lessons will focus on traditional holidays in a country where the target language is spoken and students will be given specific questions to answer.

## **SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE**

### **3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.**

The assignment will be given to all level one students in all 12 languages classes the second week of the semester. Students will have 7 weeks to complete the assignment including the research. The data will be analyzed using the rubric included.

These are the instructions the students will receive:

#### **RESEARCH PAPER: CULTURAL ACTIVITY**

#### **TOPIC: TRADITIONS, CUSTOMS & BELIEFS OF A CULTURAL ACTIVITY RELATED TO YOUR TARGET LANGUAGE**

**Topic: traditions, customs, and beliefs in countries where the target language is spoken.**

**DUE DATE: 10/19-23**

- ❖ The research paper consists of comparing and contrasting cultural concepts pertaining to the target language with one's own language and culture. You will accomplish this goal by researching the traditions, customs, beliefs, holidays and festivities of a selected place where the language is spoken. The paper will be written in English.
  
- ❖ Address the following points:
  1. Name, date, country of cultural activity if applicable.
  2. **Explain** the tradition, custom, or belief that the cultural activity celebrates.
  3. **Explain** the reason behind the celebration and why it is important to the people who celebrate it.
  4. Write about the activities such as food, games, parades, music, dances, etc.
  5. **Explain** how the cultural concepts from your researched activity **compare and contrast** with the ones from your own culture/language. **Give examples.**

6. **Summarize** your paper by **explaining** how this assignment has influenced your understanding of the traditions, customs and beliefs related to the target language.

❖ **Format:**

1. Minimum 500 words (2-3 pages), double-spaced, Times New Roman, 12- pitch font.
2. Cite your work using MLA  
[\(http://academictips.org/mla-format/mla-format-sample-paper-with-cover-page-and-outline/\)](http://academictips.org/mla-format/mla-format-sample-paper-with-cover-page-and-outline/)  
 or APA  
[\(http://content.easybib.com/citation-guides/apa-format/\)](http://content.easybib.com/citation-guides/apa-format/) formatting.
3. Minimum of references required is 3.
4. References must be included on a different page and attached to paper.

The following assessment paper rubric was distributed to all instructors participating in the assessment in order to keep consistency throughout the grading process:

<b>Cultural activity Rubric</b>	<b>Citations (Sources)</b>	<b>Goal (Demonstrates Understanding)</b>	<b>Content</b>	<b>Format</b>
<b>Excellent</b>  <b>5</b>	Cites source material accurately & correctly, includes multiple citations; cites both quotes & paraphrases	Reflection section of paper completed & includes: who, what why & where	Content requirements fulfilled correctly: topic addressed, supporting elements included. Summary &/or perspective(s) included	Paper is 2-3 pages in length, covers the topic fully, and complies with directions & formatting. Includes original work
<b>Good</b>  <b>4</b>	Cites source material mostly accurately & correctly, includes multiple citations; cites both quotes & paraphrases. No citations missing	Reflection section of paper completed & includes ¾ : who, what why & where	Content requirements mostly fulfilled correctly: ¾ of components of topic, supporting elements , summary &/or perspective(s) included	Paper is less than 2-3 pages, covers the topic partly, &/or does not comply with directions or formatting. Some original work Included
<b>Adequate</b>  <b>3.5</b>	Cites most source material accurately &/or correctly, but with errors; some citations missing; cites some quotes &/or paraphrases,	Reflection section of paper completed & includes 2/4: who, what why & where	Content requirements mostly fulfilled correctly: 2/4 of components of topic , supporting elements , summary &/or perspective(s)	Paper is less than 2 pages, omits info, &/or does not comply with directions &/or formatting. Little original work

	but not all		included	Included
<b>In Progress</b>  <b>2.5</b>	Citations are missing or structured incorrectly	Reflection section of paper completed & includes ¼: who, what why & where	Content requirements mostly fulfilled correctly: only ¼ of components of topic, supporting elements , summary &/or perspective(s) included	Paper is less than 2 pages, omits info, & does not comply with directions & formatting. Original work not included

### 3B. Desired results faculty would like to see.

The faculty would like to see that the students are able to compare and contrast cultural concepts related to the target language with their own culture.

The desired outcome is that at least 80% of the students get an 80 or higher on the rubric.

- **Feedback from CIE:**

This assessment project looks good. Please add info asked about in which classes the assignment will be given.

## **SEMESTER 3: COLLECTING AND ANALYZING DATA**

### 4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

47 level one classes participated in this assessment cycle. A total of 668 projects were graded from 12 different languages. 78% of the projects submitted received a grade of 80 or higher; 14% received a grade of 70-79 and only 2% had a grade below 60 (see graph below). We were very pleased with the results since we were very close to achieve our overall goal.



**5. Recommendations for Improvement:**

In order to be consistent with grading, all instructors who participated in this assessment were given the same rubric to grade their respective projects. However, since each of the 35 instructors involved in the assessment have different perspectives, we are not sure that the consistency in grading was kept throughout the process. For this reason, we recommend that in future assessment projects, to schedule working session with all participants to discuss grading methods and ensure that consistency is kept throughout the grading process. Our recommendation is to have the working session at the beginning of each semester. This approach will help all instructors better understand the expectations of this initiative and ensure uniformity in the grading criteria.

▪ **Feedback from Dean:**

## **SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE**

### **6. Use of Results:**

We are satisfied with the results of the projects. Even though we did not achieve the desired outcome, we were very close, 78 % of the students got an 80 or higher. However, changes need to be made to the grading criteria as stated in the Recommendation for Improvement section. We have identified an issue with grading consistency as a result of the high volume of instructors in our department and the variety in grading styles. To mitigate this problem, we recommend a grading practice section with the adjuncts to take place next semester.

#### ▪ **Feedback from CIE:**

This is a well-thought out and conducted assessment project. When World Languages conducts its next assessment project, you already know that you will need to have a norming session so that everyone grades the same.