

Assessment Report: EXAMPLE

Program Information	
Academic Program (Major)	Portuguese
Degree	B.A.
Department	Modern Languages and Culture
School	Humanities & Science
Academic Year	2010
Contact Person	
Name	Joan Silvia
Title	Professor and Coordinator of Portuguese Program
Department	Modern Languages and Culture
E-Mail Address	Jsivia99@stanford.edu
Extension	34528
Program Learning Outcomes	
Students will demonstrate their command of written Portuguese, in an advanced level with few errors in grammar	
Students will demonstrate advanced oral proficiency in Portuguese	
Students will demonstrate advanced reading proficiency in Portuguese	
Students will be able to analyze and interpret works in a historical and cultural context	

Means of Assessment and Targets:	
Data Source	Data were collected in the Fall and Spring semesters in our capstone class which consisted of two sections. All students in these sections participated (n=60).
Means of Assessment	Assessment of students’ written, oral, and reading proficiency were evaluated based on a written and oral exam.
Means of Scoring	These separate exams were each scored using a specified set of rubrics and answer keys.
Assessment Results	<p>Data were collected and aggregated across the two sections (i.e., Spring and Fall). The combined sample size was (n=60). Descriptive Statistics are presented in the attached tables.</p> <p>Outcome 1: Overall, it appears that students in this sample have a good grasp on grammar and vocabulary, as 80% of the students scored a 4 or higher on grammar structure and vocabulary choice. Students however demonstrated room for improvement in organization and content relevant skills as only 10% of the students scored a 4 or higher.</p> <p>Outcome 2: Overall, it appears that students in this sample are orally proficient as 80% of the students scored a 4 or higher on each of the orally proficiency dimensions.</p> <p>Outcome 3: The mean for the comprehension exam was (M=70.5) with a standard deviation of (SD=1.0). Overall, it appears that students in the sample are average in reading comprehension and could show room for improvement.</p> <p>Outcome 4: Overall, 60% of the students sampled scored a 4 or higher on each of the interpretative dimensions. This shows improvement from our sample from last year where only 30% of our students received a 4 or higher.</p>
Target	<i>We hope that 80% of our students next year will achieve a 4 or higher on each of these</i>

	<i>tasks and that our mean on the reading comprehension exam increases.</i>
Dissemination and Use	
<p>What were the most valuable things you learned?</p>	<p>Discovering that students need to make improvements in their writing skills earlier on in the program was an important finding because these skills are critical for success in historical and cultural interpretation of texts. It was found that students who scored low on organization and content relevant skills also scored low on cultural and historical interpretation.</p>
<p>How will these findings be used?</p>	<p>Based on the evidence we collected this year and last we plan to make some adjustments in our earlier courses that focus on writing. This could take the form of requiring more writing assignments or providing feedback to students that is more comprehensive.</p>
<p>How have you provided assessment feedback to your faculty and staff?</p>	<p>Assessment results have been shared at our last faculty meeting. We also distributed this report to all faculty members in the program.</p>