

## World Languages & Cultures 2022 Assessment Report

### MISSION STATEMENT

The Department of World Languages and Cultures (WLC) makes an essential contribution to the University's mission, particularly in the areas of international and interdisciplinary education and in the Liberal Arts. Central to our departmental mission is to provide all UM students with second language and cultural competence in order to function in the current globalized world and our diverse and pluralistic society. Beyond language courses, WLC offers majors, minors, and certificates to students interested in pursuing careers in second languages or in attaining advanced competence in a second language to supplement their education. For majors and minors, WLC features course offerings in second-language literature, culture, linguistics, critical theory, and pedagogy, as well as opportunities for study abroad.

### DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

As a focused participant in the global mission of UM, WLC seeks to accomplish the departmental objectives stated below. After listing each departmental objective, we indicate which of the five Priorities for Action the objective supports, and why.

1. Prepare students to succeed in (work and study in) new environments characterized by the use of new systems of communication (a second language or L2) as well as by different cultural perspectives and practices
  - a. **Priority 1: Place student success at the center of all we do** → An education in World Languages and Cultures is more than gaining proficiency in a language. Every course requires students to solve communication challenges, to adapt to new cultures and ways of conveying meaning, and to collaborate with others. Our programs integrate language with cultural, historical, and communicative instruction at every level, preparing students to be successful after graduation, able to navigate different registers and settings in their L2.
  - b. **Priority 2: Drive excellence and innovation in teaching, learning, and research** → WLC is committed to transformative learning experiences through internships, projects, independent studies, and study abroad. We integrate diverse and pertinent research topics into the classroom. Faculty engage in research in their respective cultural, linguistic, and literary traditions, collaborate with research groups from other universities and participate in regional, national and international professional conferences.
  - c. **Priority 4: Partner with Place** → WLC fosters these connections even before students enroll at UM, through World Languages Day, where our current UM students help develop programming for Montana high school students and faculty, and spend the day together learning language and culture. As the world reopens after COVID, we look forward to our faculty and students resuming many activities in the community, such as We Are Montana In the Classroom, the German afterschool internship program working with Flagship at a Missoula Middle School, and service-learning work with Missoula Public Schools, Ag Worker Health and Services, and the Migrant Education Program.
  - d. **Priority 5: Proudly tell the UM story** → We send our students out into the community, to study abroad programs around the globe, and into the professional world prepared to

navigate the challenges that they will face, and to proudly present the WLC education they received at UM.

2. Prepare students to think about language critically, analyze its aesthetic and communicative uses, and develop awareness of the ways in which language and culture/thought intertwine and how they influence one another synchronically and diachronically.
  - a. **Priority 1: Place student success at the center of all we do** → Students graduate from WLC with an appropriate breadth and depth of knowledge, with metalinguistic awareness and the ability to utilize language in culturally and socially appropriate ways.
  - b. **Priority 2: Drive excellence and innovation in teaching, learning, and research** → WLC prepares students, encouraging cultural and linguistic awareness. The department is in the process of developing a new WLC major as an innovative attempt to further enhance our comparative and collaborative interdisciplinary approach to global problems and solutions.
3. Support and enhance the employability of students in other majors. A language is the perfect second major for future teachers, doctors, lawyers, social workers, biologists and many other professions.
  - a. **Priority 4: Partner with Place** → WLC fulfills an important role in the Montana community preparing future language teachers (French, German and Spanish). It also helps professionals adapt to the changing demographics in our state, where future social workers, doctors and lawyers will need to serve an increasingly international population.
  - b. **Priority 5: Proudly tell the UM story** → We send WLC students into the community and the professional world with a thorough understanding of other languages and cultures and with cultural sensitivity to people of other races, cultures, and traditions.
4. Contribute to create a diverse and inclusive community on campus.
  - a. **Priority 3: Mission First, People Always** → As one of the most diverse departments on campus we strive to recruit and retain excellent and diverse faculty. This provides Montana students the opportunity to interact and learn from people of other languages and cultures.

## STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

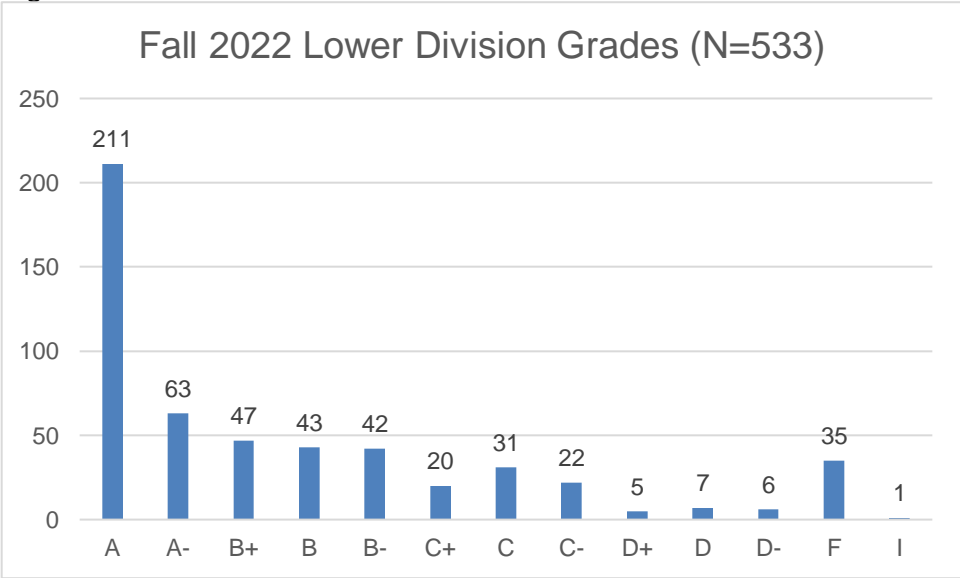
Outcome	Student Learning Goals	Grades	Student Self-Assessment Survey
<b>COMMUNICATION</b> Communicate effectively in the second language	<b>1. Interpersonal Communication:</b> Students engage in conversation, provide and obtain information, express feelings and emotions		
	<b>2. Interpretive Communication:</b> Students understand and interpret spoken and/or written language or a variety of topics		
	<b>3. Presentational Communication:</b> Students convey information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics		

Outcome	Student Learning Goals	Grades	Student Self-Assessment Survey
<p><b>CULTURES</b> Interact with cultural competence and understanding</p>	<p><b>4. Relating Cultural Practices and Products to Perspectives:</b> Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use the knowledge to interact effectively in cultural contexts</p>	<p>See Below</p> <p><b>Data from Fall 2022</b></p> <p>Final grade data represent Fall 2022 courses in<sup>1</sup>: <i>Chinese</i> <i>French</i> <i>German</i> <i>Japanese</i> <i>Russian</i> <i>Spanish</i></p>	<p>See Below</p> <p><b>Data from Fall 2022</b></p> <p>Responses from<sup>2</sup>: <i>Arabic</i> <i>Chinese</i> <i>French</i> <i>German</i> <i>Japanese</i> <i>Russian</i> <i>Spanish</i></p>
<p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>5. Making Connections:</b> Students reinforce and increase their knowledge of other disciplines, ideally through the second language (use of authentic materials in the second language)</p>		
<p><b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>6. Establishing Comparisons:</b> Students use the second language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language studied and their own</p>		
<p><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>7. School and global communities:</b> Students apply language skills and cultural knowledge within and beyond the classroom to interact and collaborate in their community and the globalized world</p>		
<p><b>PEDAGOGY</b> Design and teach language classes that seek to develop second language proficiency</p>	<p><b>8. World Language Pedagogy:</b> Students become familiar with world language teaching methods and approaches, they design lesson plans and language learning tasks, and practice implementing them in a controlled environment.</p>	<p>See Below</p> <p><b>Data from Fall 2022</b></p> <p>Only section</p>	<p>N/A</p>

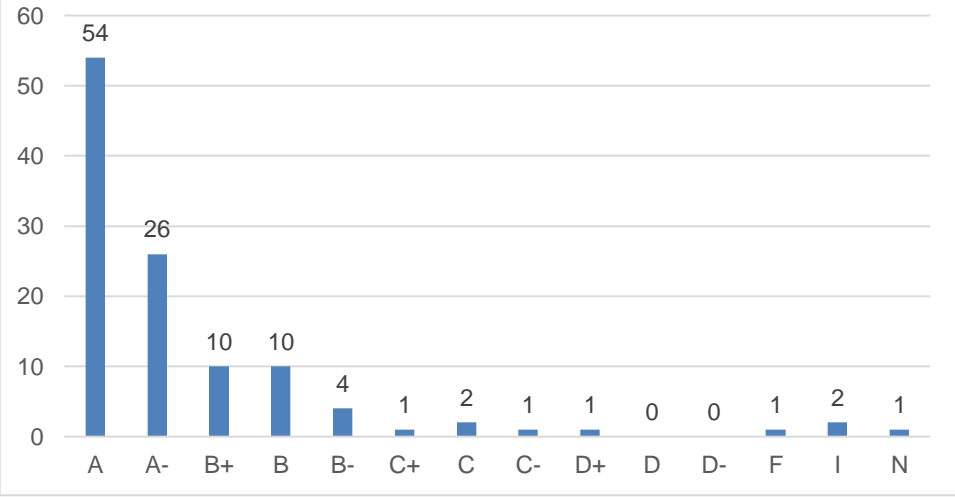
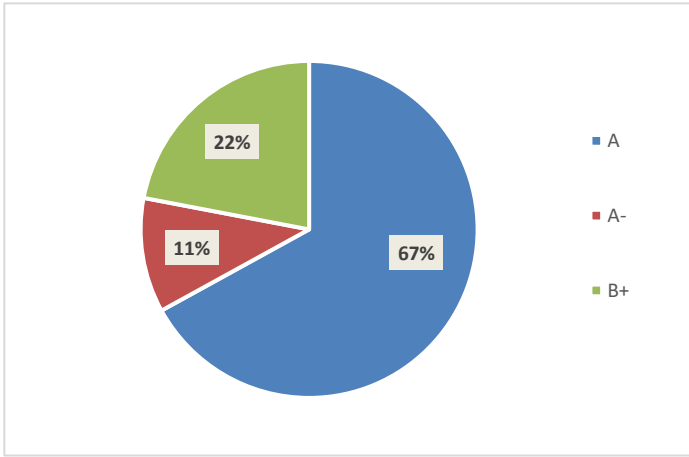
<sup>1</sup> See Appendix 1 for a list of all courses included in the final grade data.

<sup>2</sup> Because of the nature of Latin and Ancient Greek, the student self-assessment (which is geared towards standards for modern languages) was not suitable for these students, as Classics have their own set of standards which reflect the nature of their field (see [https://www.acclassics.org/Portals/0/Site%20Documents/Publications/Standards\\_Classical\\_Learning.pdf](https://www.acclassics.org/Portals/0/Site%20Documents/Publications/Standards_Classical_Learning.pdf) for more information). We did not create a self-assessment for Classics, but this will be a part of our future assessment plans.

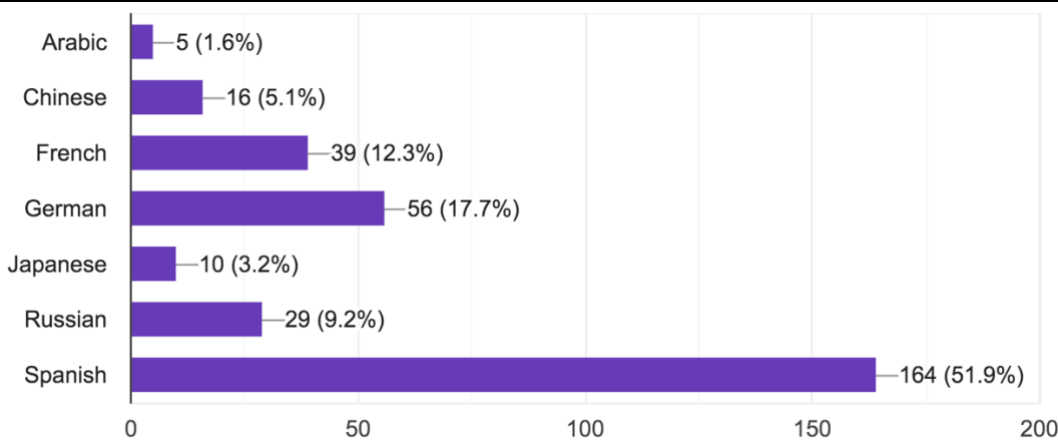
## RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning																												
<p><b>Grades: Lower-Division Classes<sup>3</sup></b></p> <p>An analysis of grades obtained in WLC courses shows that a majority of lower-division students in Fall 2022 (Figure 1) obtained grades that indicate that they successfully attained the learning goals set by faculty. These courses are designed around student learning goals 1-7, and successful completion of these courses indicates progress on each of these goals 1-7.</p> <p>Figure 1. Lower-Division Grades Fall 2022</p>  <table border="1" data-bbox="71 583 1026 1157"> <caption>Fall 2022 Lower Division Grades (N=533)</caption> <thead> <tr> <th>Grade</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>A</td><td>211</td></tr> <tr><td>A-</td><td>63</td></tr> <tr><td>B+</td><td>47</td></tr> <tr><td>B</td><td>43</td></tr> <tr><td>B-</td><td>42</td></tr> <tr><td>C+</td><td>20</td></tr> <tr><td>C</td><td>31</td></tr> <tr><td>C-</td><td>22</td></tr> <tr><td>D+</td><td>5</td></tr> <tr><td>D</td><td>7</td></tr> <tr><td>D-</td><td>6</td></tr> <tr><td>F</td><td>35</td></tr> <tr><td>I</td><td>1</td></tr> </tbody> </table> <p>Overall, 7% of lower-division students received a failing grade in their 100 or 200 level WLC course in Fall 2022.</p>	Grade	Number of Students	A	211	A-	63	B+	47	B	43	B-	42	C+	20	C	31	C-	22	D+	5	D	7	D-	6	F	35	I	1	<p>In order to reduce the rate of students failing classes, WLC should increase student participation in existing study groups, free tutoring, conversion tables, language clubs, as well as in office hour consultations. Faculty should also continue to use Navigate to communicate student progress with other members of students' support teams. In the case of first-year Spanish, classes should have a lower cap (currently between 30-35 when ACTFL recommends 18) in order to create more opportunities to interact in the target language.</p>
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F	35																												
I	1																												
<p><b>Grades: Upper-Division Classes</b></p> <p>Data from upper-division students in the Fall 2022 (Figure 2) show a distribution similar to that of the lower-division data. The majority of students obtained grades that indicate that they successfully attained the learning goals set by faculty. These courses are designed around student learning goals 1-7, and successful completion of these courses indicates progress on each of these goals 1-7.</p> <p>Figure 2. Upper-Division Grades Fall 2022</p>	<p>In order to further reduce the rate of students failing classes, WLC should continue to encourage student participation in existing study groups, free tutoring, conversion tables, language clubs, as well as in office hour consultations. Faculty should also continue to use Navigate to communicate student progress with other members of students' support teams.</p>																												

<sup>3</sup> Here and throughout, withdrawals are not included in final grade numbers.

Student Learning Outcomes results	Modifications made to enhance learning																														
<p style="text-align: center;"><b>Fall 2022 Upper Division Grades (N=113)</b></p>  <table border="1" data-bbox="73 252 1023 745"> <thead> <tr> <th>Grade</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>A</td><td>54</td></tr> <tr><td>A-</td><td>26</td></tr> <tr><td>B+</td><td>10</td></tr> <tr><td>B</td><td>10</td></tr> <tr><td>B-</td><td>4</td></tr> <tr><td>C+</td><td>1</td></tr> <tr><td>C</td><td>2</td></tr> <tr><td>C-</td><td>1</td></tr> <tr><td>D+</td><td>1</td></tr> <tr><td>D</td><td>0</td></tr> <tr><td>D-</td><td>0</td></tr> <tr><td>F</td><td>1</td></tr> <tr><td>I</td><td>2</td></tr> <tr><td>N</td><td>1</td></tr> </tbody> </table> <p>Overall, less than 1% of our upper-division students received a failing grade in a 300 or 400 level WLC course in Fall 2022.</p>	Grade	Number of Students	A	54	A-	26	B+	10	B	10	B-	4	C+	1	C	2	C-	1	D+	1	D	0	D-	0	F	1	I	2	N	1	
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I	2																														
N	1																														
<p><b>Grades: Pedagogy Class</b></p> <p>WLC 410: Methods of Teaching Foreign Language, is designed around student leaning goal 8. The grades from the Language Teaching Methods class (Figure 3) indicate that all students attain the learning goals with a high degree of success.</p> <p>Figure 3. Percent of Students by Letter Grade in Language Teaching Methods Class (N=9)</p>  <table border="1" data-bbox="256 1117 941 1570"> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>67%</td></tr> <tr><td>A-</td><td>11%</td></tr> <tr><td>B+</td><td>22%</td></tr> </tbody> </table>	Grade	Percentage	A	67%	A-	11%	B+	22%	<p>Based on levels of student attainment in this course, no modifications need to be made in order to enhance learning.</p>																						
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<p><b>ANALYSIS OF STUDENT SELF-ASSESSMENT SURVEY:</b></p> <p><b>LOWER-DIVISION OVERVIEW</b></p> <p>A total of 316 responses were received from lower-division students in Arabic (5), Chinese (16), French (39), German (56), Japanese (10), Russian (29), and Spanish (164) on our optional online self-assessment survey during the final week of classes Fall 2022 semester (Figure 4). 79% percent of the students who responded to the survey were in 101 courses, and 21% were in 201 courses.</p> <p>Figure 4. Lower-Division Responses by Language</p>	<p>Here we offer some general information on our current population that may be helpful in interpreting our self-assessment survey results. Overall, our Fall 2022 respondents have indicated lower levels of proficiency on our self-assessment survey when compared to our 2018</p>																														

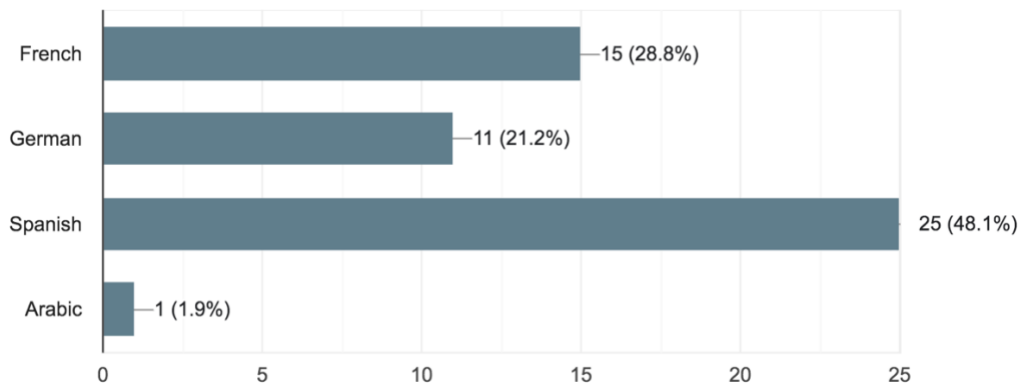
## Student Learning Outcomes results



### UPPER-DIVISION OVERVIEW

A total of 52 responses were received from lower-division students in Arabic (1), French (15), German (11), and Spanish (25) on our optional online self-assessment survey during the final week of classes Fall 2022 semester (Figure 5). 85% of the students who responded to the survey have taken 300-level courses as their highest course, and 15% have taken 400-level courses as their highest course.

Figure 5. Upper-Division Responses by Language



### QUESTIONS ON THE SELF-ASSESSMENT SURVEY

The questions were based on the American Council on the Teaching of Foreign Languages (ACTFL)'s "Can-Do Statements." Through this survey, students self-assessed Goal 1 (Interpersonal Communication), Goal 2 (Interpretive Communication – through Listening and Reading), and Goal 3 (Presentational Communication – Speaking and Writing). Below we present the results. For each item reported, increasing proficiency is represented visually through blue < red < orange < green, where green is the highest degree of mastery. When reporting results for **lower-division** students (i.e., 100-200 courses), blue corresponds to proficiency level Novice Low and green corresponds to proficiency level Intermediate Low according to ACTFL. When reporting results for **upper-division** students (i.e., 300-400 courses), blue corresponds to proficiency level Intermediate Low and green corresponds to Advanced Low according to ACTFL. This is important in order to interpret the data below correctly: orange and green scores among lower-division students mean that they locate their language skills toward the Novice-high/Intermediate-low. Orange and green scores among upper-division students mean that they assess their language own skills toward the Intermediate-high/Advanced-low.

## Modifications made to enhance learning

assessment report. First, it should be noted that during the first few years of the COVID pandemic, we taught and retained fewer students, meaning that the majority of our respondents are in lower level courses (100 level for lower-division and 300 level for upper-division). Second, these students received several years of language instruction remotely, whether in high school or at university, meaning that they had less opportunity for interaction and presentation. We expect the effects of the pandemic to have consequences on overall student achievement in coming years, but anecdotally we have already seen increases in student interest, engagement, and ability with a return to primarily in-person learning.

## Student Learning Outcomes results

## Modifications made to enhance learning

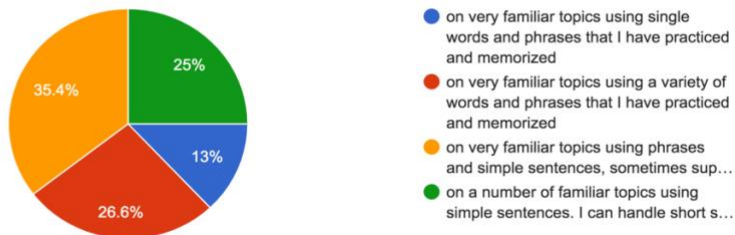
### LOWER-DIVISION SURVEY RESULTS

#### 1. Interpersonal Communication (Figure 6):

When communicating in the target language, 35% of the students can communicate on very familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions by asking and answering simple questions. 25% of the students can communicate on a number of familiar topics using simple sentences and can handle short social interactions in everyday situations by asking and answering simple questions. 27% of the students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized, while only 13% of the students (lower is better) can communicate on very familiar topics using single words and phrases that they have practiced and memorized. This is particularly impressive since most (79%) of responses were from 100 level students. Among 200 level students, only 12% of students (8/69) reported falling into the 2 lowest categories (blue and red).

Figure 6. Interpersonal Communication Results: Lower-Division

When I use my second language with others, I can communicate...  
316 responses



#### 2.1 Interpretive Communication- Listening (Figure 7):

44% of the students who took the survey often can understand words, phrases, and simple sentences related to everyday life and can recognize pieces of information and sometimes understand the main topic of what was being said. 21% percent of the students can understand the main idea in short, simple messages and presentations on familiar topics and can understand the main idea of simple conversations that they overhear. 27% percent of the students can recognize some memorized words and phrases, while only 9% (lower is better) can recognize a few memorized words and phrases. When we look only at 200 level students, the lowest-proficiency response was red, with only 20% of students (13/67) reporting that level.

Figure 7. Interpretive Communication (Listening) Results

Based on the self-assessment results, no modifications need to be made for lower-division **interpersonal communication**. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for course level. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

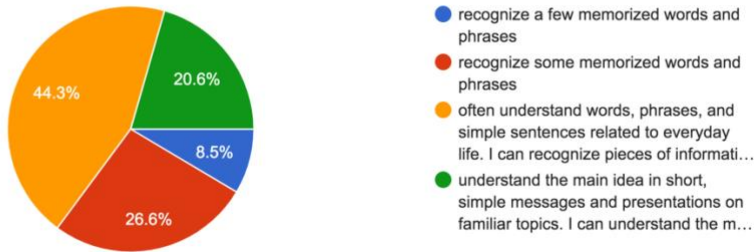
Based on the self-assessment results, no modifications need to be made for lower-division **listening**. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.



## Student Learning Outcomes results

## Modifications made to enhance learning

When I hear in my second language, I can...  
316 responses



### 2.2 Interpretive Communication- Reading (Figure 8):

43% of the respondents can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. They can sometimes understand the main idea of what they have read. 35% of the students can understand the main idea of short and simple texts when the topic is familiar. 17% of the students (lower is better) can recognize some letters or characters and can identify some learned or memorized words and phrases. Finally, 5% of the students (similarly, lower is better) can recognize a few letters or characters and can identify a few memorized words and phrases. For 200 level students, responses again indicated higher overall proficiency, with only 15% of students (10/67) answering blue or red.

Figure 8. Interpretive Communication (Reading) Results

When I read in my second language, I can...  
316 responses



### 3.1 Presentational Communication- Speaking (Figure 9):

29% of the students who took the survey can speak on familiar topics using language they have practiced using phrases and simple sentences. 36% of the students can speak about themselves and some other very familiar topics using a variety of words, phrases, and memorized phrases. 15% of the students can speak on most familiar topics using a series of simple sentences, while 20% of the students (lower is better) can speak about themselves and some other very familiar topics using single words or memorized phrases. When we look at our 200 level students, 27% of them assessed themselves as blue or red, with 73% assessing their skills in the yellow or green categories.

Figure 9. Presentational Communication (Speaking) Results

Based on the self-assessment results, no modifications need to be made for lower-division **reading**. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

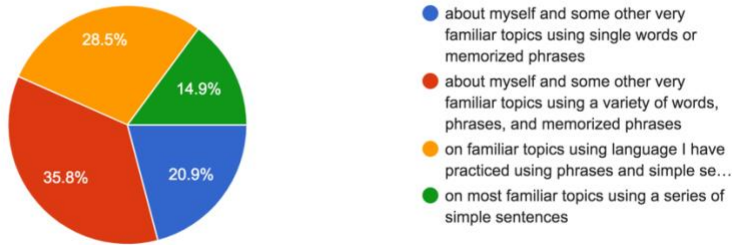
Overall, lower-division students rated their **presentational speaking** skills as lower than other skills. As mentioned above, this might be, in part, due to distance and asynchronous learning necessitated by the pandemic. In order to enhance learning, lower-division courses will incorporate more



## Student Learning Outcomes results

## Modifications made to enhance learning

I can present information in my second language...  
316 responses



### 3.2 Presentational Communication-Writing (Figure 10):

43% of the students can write short messages and notes on familiar topics related to everyday life. 31% of the students who took the survey can write briefly about most familiar topics and present information using a series of simple sentences. 15% of the students (lower is better) can write lists and memorized phrases on familiar topics, and only 10% of the students (similarly, lower is better) can copy some familiar words, characters, and phrases. At the 200 level, only 6% of students (4/67) placed themselves in the two lower-proficiency categories.

Figure 10. Presentational Communication (Writing) Results

When I write in my second language, I can...  
316 responses



## UPPER-DIVISION SURVEY RESULTS

### 1. Interpersonal Communication (Figure 11):

48% of the students who responded to the survey can communicate in the target language with ease and confidence and can usually talk about events and experiences in various time frames. They can usually describe people, places, and things and can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. 15% can communicate using sentences and series of sentences and can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday life. 31% of the students can communicate on familiar topics that go beyond their everyday life and can talk in an organized way and with some detail about events and experiences in various time frames. They can also describe people, places, and things in an organized way and with some detail and can handle a familiar situation with an unexpected complication. Only 6% of the students (lower is better) can communicate on familiar topics using simple sentences and can handle short social interactions in everyday situations by asking and answering simple questions. Again, these results are especially impressive since only 15% of responses are from students who have, at some point, taken a 400-level class.

opportunities for students to practice their presentational communication.

Based on the self-assessment results, no modifications need to be made for lower-division **writing**. 100 and 200 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

Based on the self-assessment results, no modifications need to be made for upper-division **interpersonal communication**. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

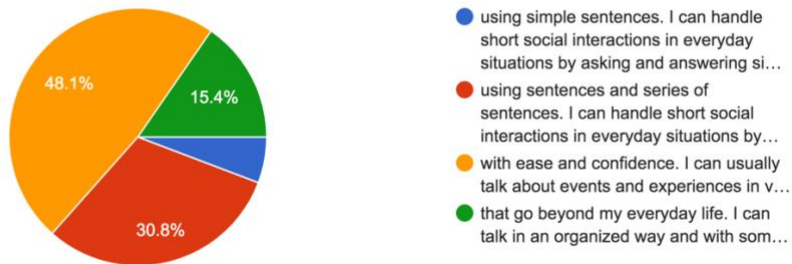
## Student Learning Outcomes results

## Modifications made to enhance learning

When separated out, the self-assessments from the eight 400-level respondents do not differ from our 300-level responses, and so will not be discussed separately in this section.

Figure 11. Interpersonal Communication Results

When I use my second language with others, I can communicate on familiar topics...  
52 responses

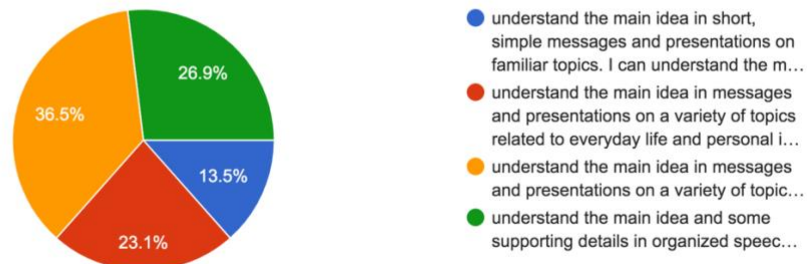


### 2.1 Interpretive Communication- Listening (Figure 12)

37% of the students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed and can sometimes follow what they hear about events and experiences in various time frames. 27% of students can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. They can also follow stories and descriptions of some length and in various time frames and can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. 23% can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies and can understand the main idea in conversations that they overhear. 14% of the students who responded to the survey understand the main idea in short, simple messages and presentations on familiar topics and can understand the main idea of simple conversations that they overhear.

Figure 12. Interpretive Communication (Listening) Results

When I hear in my second language, I can...  
52 responses



Based on the self-assessment results, no modifications need to be made for upper-division **listening**. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

## Student Learning Outcomes results

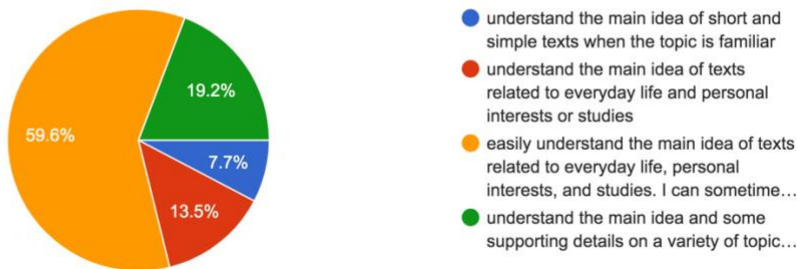
## Modifications made to enhance learning

### 2.2 Interpretive Communication- Reading (Figure 13)

60% can easily understand the main idea of texts related to everyday life, personal interests, and studies and can sometimes follow stories and descriptions about events and experiences in various time frames. 19% of the students who responded to the survey can understand the main idea and some supporting details on a variety of topics of personal and general interest. They can follow stories and descriptions of some length and in various time frames and genres. 13.5% can understand the main idea of texts related to everyday life and personal interests or studies, and only 8% (lower is also better) can understand the main idea of short and simple texts when the topic is familiar.

Figure 13. Interpretive Communication (Reading) Results

When I read in my second language, I can...  
52 responses

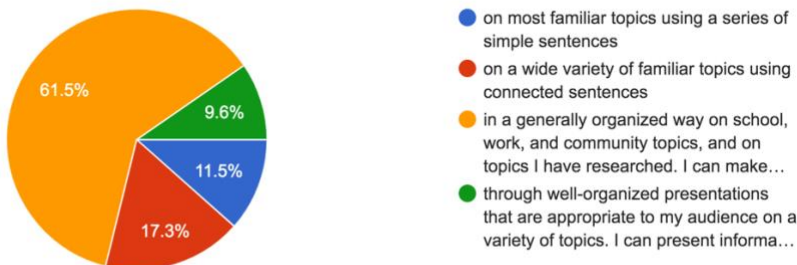


### 3.1 Presentational Communication- Speaking (Figure 14)

62% of the students can speak in a generally organized way on school, work, and community topics, and on topics they have researched. They can also make presentations on some events and experiences in various time frames. 10% of the students can speak through well-organized presentations that are appropriate to my audience on a variety of topics and can present information about events and experiences in various time frames. 17% of the students can speak on most familiar topics using a series of simple sentences, and only 10% (lower is better) can speak on a wide variety of familiar topics using connected sentences.


Figure 14. Presentational Communication (Speaking) Results

I can present information in my second language...  
52 responses



Based on the self-assessment results, no modifications need to be made for upper-division **reading**. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

Based on the self-assessment results, no modifications need to be made for upper-division **presentational speaking**. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.

Student Learning Outcomes results	Modifications made to enhance learning										
<p><b>3.2 Presentational Communication-Writing (Figure 15)</b></p> <p>52% of respondents can write on topics related to school, work, and community in a generally organized way and can write some simple paragraphs about events and experiences in various time frames. 21% of the students who responded to the survey can write on general interest, academic, and professional topics and can write organized paragraphs about events and experiences in various time frames. 23% of the students can write on a wide variety of familiar topics using connected sentences, while only 4% (lower is better) can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>Figure 15. Presentational Communication (Writing) Results</p> <p>When I write in my second language, I can... 52 responses</p>  <table border="1"> <caption>Data for Figure 15: Presentational Communication (Writing) Results</caption> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</td> <td>51.9%</td> </tr> <tr> <td>write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</td> <td>21.2%</td> </tr> <tr> <td>write on a wide variety of familiar topics using connected sentences</td> <td>23.1%</td> </tr> <tr> <td>write briefly about most familiar topics and present information using a series of simple sentences</td> <td>4%</td> </tr> </tbody> </table>	Proficiency Level	Percentage	write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	51.9%	write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.	21.2%	write on a wide variety of familiar topics using connected sentences	23.1%	write briefly about most familiar topics and present information using a series of simple sentences	4%	<p>Based on the self-assessment results, no modifications need to be made for upper-division <b>writing</b>. 300 and 400 level students cluster towards the higher proficiency bands (orange and green) expected for their level of proficiency. This indicates that they self-assess their communication abilities as successfully attained at the appropriate level.</p>
Proficiency Level	Percentage										
write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.	51.9%										
write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.	21.2%										
write on a wide variety of familiar topics using connected sentences	23.1%										
write briefly about most familiar topics and present information using a series of simple sentences	4%										

## FUTURE PLANS FOR CONTINUED ASSESSMENT

WLC is working on our assessment tools and future use of the information gathered. Support from Main Hall would be greatly appreciated since the department doesn't have a dedicated staff person nor accessibility to staff trained in assessment and assessment tools (how to create surveys, process information, etc.). Future plans of assessment include the use of gathered information to improve curriculum planning, scheduling and possible changes for the majors/minors.

## APPENDICES

1. List of courses included in Fall 2022 final grade data
2. Lower-division student self-assessment survey
3. Upper-division student self-assessment survey
4. Curriculum Maps: French, German, Spanish

Appendix 1: Courses included in Fall 2022 Final Grade Data (all sections are included for those courses with more than one section)

CHIN 101  
CHIN 201  
CHIN 380  
FILM 308  
FRCH 101  
FRCH 201  
FRCH 301  
FRCH 311  
GRMN 101  
GRMN 201  
GRMN 301  
GRMN 311  
JPNS 150H  
JPNS 302  
RUSS 101  
RUSS 301  
SPNS 101  
SPNS 201  
SPNS 301  
SPNS 305  
SPNS 315  
SPNS 326  
WLC 110  
WLC 391

## UM Curriculum Mapping Template French Degree

Required Course (Name and Number)	Ability to communicate orally in French in a number of social situations	Ability to read and understand literary and/or non-literary texts	Ability to write French in a variety of situations and registers, from social to academic	Ability to identify and situate key aspects of French cultural production	Ability to analyse and interpret complex discursive, textual and pictural messages	Knowledge of the main periods of French cultural, political, social and economic history
FRCH 101	I	I	I			
FRCH102	D	D	D			
FRCH201	D	D	D			
FRCH202	D,M	D,M	D,M	I		
FRCH 301	D,M	D,M	D,M	D	I	I
FRCH 350	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 310	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 311	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 312	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 313	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 338	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 339	D,M	D,M	D,M	D,M	D,M	D,M
FRCH 420	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A
FRCH 421	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A
FRCH 430	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A
FRCH 494	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A	D,M,A

**KEY:**

I = Introduced

D = Developed/reinforced, with opportunities to practice

M = Mastery

A = Assessment evidence collected