



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: Language & Cultural Training

2. College/School: College of Liberal Arts & Education

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The LCT program has three student learning outcomes, based on the three modes of communication (interpretive, interpersonal, presentation) with one outcome formally assessed annually. Faculty assess student learning outcomes using direct measures from embedded assignments, including a presentational final paper and/or presentation at the conclusion of each course at each level. Students are assessed not only content pertaining to how well they discuss cultural diversity applying the IT3 subareas, but they must deliver the final assignment fully in the target language at level 2100 (the level required to complete the four-semester certificate program). We looked at outcome 3:

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Topics can include the following:

- o Ethnography assignment
- o Language and cultural interconnectedness
- o Diverse ways of knowing assignment
- o Cultural pragmatics and politeness

Each instructor provides an assignment description and criteria. Students are assessed using the master LCT rubric.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2021-2022

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

We looked at outcome 3: Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. While the majority of students are able to write proficiently in the target language by the time they complete intermediate level I, students who are non-native speakers or non-heritage speakers still perform in very rote ways during the presentational aspect, when the target language should be spoken the majority of the time. It is difficult for them to do so without a script. We are looking at the ACTFL Can-Do-Statements to help provide more target-level appropriate guidance.

Attachment(s):

[Master LCT Rubric Lara Wasner.docx](#)