Assessment Cycle 2022-23 (Academic Programs)

Norwegian UG Cert

Mission

The mission of the Department of Modern & Classical Languages & Literatures (MCLL) is to promote the learning of language, literature, and culture so that students are prepared to engage in a multilingual, culturally diverse, global community.

Academic Year 2022-23

Norwegian UG Cert Learning Outcomes

1. Oral Production MET

Demonstrate knowledge of the grammar of the target language; Speak comprehensibly and at an appropriate level in the target language; Comprehend spoken texts in the target language

MEASURES	RESULTS	ACTIONS
NORW 102 Data gathered from an oral exam were used to assess this outcome Direct - Exam (Course) **Target** 2.5/3 Oral.pdf	**NOT MET** NORW 102 Data.docx **Analysis** Assessment measures for NORW 102 include the oral exam (Oral Proficiency); essay sections of the unit exams (#1 [family in 2032], #2 [dream home/UND-GF promo], #3 [furniture]) (Written Proficiency); and reading comprehension sections of three homework assignments (k16 family relations, k20 housing, k22 welfare state benefits). This material collection varies somewhat from the previous years' collection strategies, which may influence the outcomes; this selection allows for more streamlined collection with homework now exclusively delivered in Bb. Work product from all 12 enrolled students was included in the calculations. Oral proficiency fell again, slightly this time from 2.31 to 2.25, while reading comprehension and written proficiency improved. Some of the lower performances on oral exams were from chronically absent students (a variety of reasons there); for students with strong attendance, their speaking skills are generally quite good. Perhaps the change in instruments for reading explains this year's numerical bump. There was only one change in the written proficiency instruments, so overall it appears that this cohort became stronger writers during their second semester of Norwegian. Reading comprehension remains consistently the strongest skillset, which is reassuring and expected based on previous years' data. I trust that the students did not use AI or translation services to help them compose the written work assessed here, but that is not impossible to rule out when work is submitted in Bb; students can use their textbook and dictionary in all their work (not the final exam, but that isn't included here) so to some degree students' information literacy is also evident in this product. We will need to address AI in the coming year in language acquisition courses across the board (programmatically and in our department).	**Revise Measurement / Assessment** **Not Started** Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.
NORW 202	**MET** NORW 202 Data.docx	**Revise Measurement / Assessment** **Not Started**

Data from an oral exam was used to assess this outcome Direct - Exam (Course) **Target** 2.6/3 Oral.pdf	**Analysis** Assessment measures for NORW 202 include the oral exam (Oral Proficiency); essay sections of the final exam (Written Proficiency); and reading comprehension sections from three selected chapter assignments (leseforståelse k17, 18, final exam) (Reading Comprehension). This material collection mirrors the previous years' collection strategies, so that should not influence this year's outcomes. Work product from 8 of the 8 enrolled students was included in the calculations. The second-year cohort demonstrated very strong ability again this year, which is delightful. Reading comprehension levels remained very high (most probably given the intense reading focus in the course delivery), and oral and written proficiency increased slightly from last year. Students read a classic Norwegian children's novel that has many implications and avenues for conversations about ideal societies and community values, so the text invites deep conversation that engages students on pressing current issues in this country and in Norway. Overall, students completing the Norwegian certificate (after successful completion of NORW 202) demonstrate their strong foundations of the skills necessary for their increasingly complex communications in the target language.	Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

General Outcome Actions

ACTIONS
Revise Measurement / Assessment **Not Started** Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

Conclusion

Students working towards a Languages certificate in Norwegian did not met the target for oral proficiency at the NORW 102, but did meet the target at the NORW 202 level. In recognition of the improvement, the overall outcome status is MET.

2. Written Production MET

Demonstrate knowledge of the grammar of the target language; Comprehend written texts in the target language; Produce clear, well-organized and comprehensible writing in the target language

MEASURES	RESULTS	ACTIONS
NORW 102 Data taken from the essay sections of three exams was used to assess this outcome Direct - Other **Target** 2.5/3 Written.pdf	**MET** NORW 102 Narr.docx **Analysis** Assessment measures for NORW 102 include the oral exam (Oral Proficiency); essay sections of the unit exams (#1 [family in 2032], #2 [dream home/UND-GF promo], #3 [furniture]) (Written Proficiency); and reading comprehension sections of three homework assignments (k16 family relations, k20 housing, k22 welfare state benefits). This material collection varies somewhat from the	**Revise Measurement / Assessment** **Not Started** Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

previous years' collection strategies, which may influence the outcomes; this selection allows for more streamlined collection with homework now exclusively delivered in Bb. Work product from all 12 enrolled students was included in the calculations.

Oral proficiency fell again, slightly this time from 2.31 to 2.25, while reading comprehension and written proficiency improved. Some of the lower performances on oral exams were from chronically absent students (a variety of reasons there); for students with strong attendance, their speaking skills are generally quite good. Perhaps the change in instruments for reading explains this year's numerical bump. There was only one change in the written proficiency instruments, so overall it appears that this cohort became stronger writers during their second semester of Norwegian. Reading comprehension remains consistently the strongest skillset, which is reassuring and expected based on previous years' data. I trust that the students did not use AI or translation services to help them compose the written work assessed here, but that is not impossible to rule out when work is submitted in Bb; students can use their textbook and dictionary in all their work (not the final exam, but that isn't included here) so to some degree students' information literacy is also evident in this product. We will need to address AI in the coming year in language acquisition courses across the board (programmatically and in our department).

NORW 202	MET	Revise Measurement / Assessment
Data gathered from the essay sections of final exam were used to assess this outcome	NORW 202 Data.docx	**Not Started**
Direct - Quiz (Course)	**Analysis**	Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.
Target	Assessment measures for NORW 202 include the oral exam (Oral Proficiency); essay sections of the final exam (Written Proficiency); and reading comprehension sections from three selected chapter assignments (leseforståelse k17, 18, final exam) (Reading Comprehension). This material collection mirrors the previous years' collection strategies, so that should not influence this year's outcomes. Work product from 8 of the 8 enrolled students was included in the calculations.	
2.6/3	The second-year cohort demonstrated very strong ability again this year, which is delightful. Reading comprehension levels remained very high (most probably given the intense reading focus in the course delivery), and oral and written proficiency increased slightly from last year. Students read a classic Norwegian children's novel that has many implications and avenues for conversations about ideal societies and community values, so the text invites deep conversation that engages students on pressing current issues in this country and in Norway. Overall, students completing the Norwegian certificate (after successful completion of NORW 202) demonstrate their strong foundations of the skills necessary for their increasingly complex communications in the target language.	
Written.pdf		

General Outcome Actions

ACTIONS
Revise Measurement / Assessment **Not Started** Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

Conclusion

Students working towards a Languages certificate in Norwegian met the targets for writing proficiency at both the NORW 102 and NORW 202 level, hence the overall outcome status is MET.

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3. Reading Comprehension & Literature MET

Critically read and interpret a variety of literary texts in the target language; Identify and know the significance of important target language authors and works; Know the history of the target language literature(s)

MEASURES	RESULTS	ACTIONS
NORW 102 Data gathered from the reading sections of three assignments were used to assess this outcome Direct - Other **Target** 2.6/3 Reading.pdf	MET NORW 102 Data.docx **Analysis** Assessment measures for NORW 102 include the oral exam (Oral Proficiency); essay sections of the unit exams (#1 [family in 2032], #2 [dream home/UND-GF promo], #3 [furniture]) (Written Proficiency); and reading comprehension sections of three homework assignments (k16 family relations, k20 housing, k22 welfare state benefits). This material collection varies somewhat from the previous years' collection strategies, which may influence the outcomes; this selection allows for more streamlined collection with homework now exclusively delivered in Bb. Work product from all 12 enrolled students was included in the calculations. Oral proficiency fell again, slightly this time from 2.31 to 2.25, while reading comprehension and written proficiency improved. Some of the lower performances on oral exams were from chronically absent students (a variety of reasons there); for students with strong attendance, their speaking skills are generally quite good. Perhaps the change in instruments for reading explains this year's numerical bump. There was only one change in the written proficiency instruments, so overall it appears that this cohort became stronger writers during their second semester of Norwegian. Reading comprehension remains consistently the strongest skillset, which is reassuring and expected based on previous years' data. I trust that the students did not use AI or translation services to help them compose the written work assessed here, but that is not impossible to rule out when work is submitted in Bb; students can use their textbook and dictionary in all their work (not the final exam, but that isn't included here) so to some degree students' information literacy is also evident in this product. We will need to address AI in the coming year in language acquisition courses across the board (programmatically and in our department).	**Revise Measurement / Assessment** **Not Started** Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

NORW 202	MET	Revise Measurement / Assessment
	NORW 202 Data.docx	Not Started
Data gathered from the reading sections of three assignments were used to assess this outcome	**Analysis**	Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.
Direct - Other	Assessment measures for NORW 202 include the oral exam (Oral Proficiency); essay sections of the final exam (Written Proficiency); and reading comprehension sections from three selected chapter assignments (leseforståelse k17, 18, final exam) (Reading Comprehension). This material collection mirrors the previous years' collection strategies, so that should not influence this year's outcomes. Work product from 8 of the 8 enrolled students was included in the calculations.	
Target	The second-year cohort demonstrated very strong ability again this year, which is delightful. Reading comprehension levels remained very high (most probably given the intense reading focus in the course delivery), and oral and written proficiency increased slightly from last year. Students read a classic Norwegian children's novel that has many implications and avenues for conversations about ideal societies and community values, so the text invites deep conversation that engages students on pressing current issues in this country and in Norway. Overall, students completing the Norwegian certificate (after successful completion of NORW 202) demonstrate their strong foundations of the skills necessary for their increasingly complex communications in the target language.	
2.7/3		
Reading.pdf		

General Outcome Actions

ACTIONS
Revise Measurement / Assessment
Not Started
Develop a specific artifact for data collection and set a specific target. Provide raw data to determine how many students met or didn't meet the target.

Conclusion

Students working towards a Languages certificate in Norwegian met the targets for reading proficiency at both the NORW 102 and NORW 202 level, hence the overall outcome status is MET.