PROGRAM ASSESSMENT PLAN – SPANISH MAJOR / ITL and SPN MINOR

- Department of English and World Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
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I. Mission and goals

Spanish Majors will achieve a level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and in the understanding of Hispanic cultures sufficient to allow them to function effectively in careers in teaching, business, the media, government, the arts, etc.

Italian and Spanish Minors will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

II. Student Learning Outcomes

Our program focuses on five learning outcomes. Students are pushed to develop the maximum level of proficiency in the following five areas:

1. **Communication:** The communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.

2. **Cultures:** Cultural understanding is an important part of the target language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

3. **Connections:** Target language instruction must be connected with other subject areas. Content from other subject areas is integrated with the target language instruction through lessons or courses that are developed around various themes. Students are then able to connect the Spanish language to other subject areas and use Spanish to learn content.

4. **Comparisons:** Students are encouraged to compare and contrast the target language and its cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

5. **<u>Communities:</u>** Extending learning experiences from the target language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Students learn that Spanish exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; use of e-mail and the Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of the target language at the University and in the classroom.

III. Performance criteria: We measure our student's communicative proficiency through the standards established by the <u>American Council on the teaching of Foreign Languages</u> (ACTFL). Cultures, Connections, Comparisons and Communities are measured through in house developed rubrics. (See the end of the document)

IV. Performance level: Each learning outcome has a different measure:

1. Communication:

SPN BA: graduating majors should achieve Intermediate High or higher (ACTFL) in Oral Proficiency on their OPI (Oral Proficiency Interview), and Advanced Low (ACTFL) in Written Proficiency on their WPT (Written Proficiency Test) and their Student Portfolio. In the Senior Survey students should "agree" or "agree strongly" to all questions pertaining to Communication. *Minimum percentage of students reaching this goal should be 85%*
ITL and SPN Minors: graduating minors should achieve Intermediate Mid or higher (ACTFL) in Oral Proficiency on their OPI (Oral Proficiency Interview), and Intermediate Mid or higher (ACTFL) in Written Proficiency on their WPT (Written Proficiency Test). In the Senior Survey students should "agree" or "agree strongly" to all questions pertaining to Communication. *Minimum percentage of students reaching this goal should be 85%*

2. Cultures:

SPN BA, and ITL and SPN minors: graduating majors should score "well" or "very well" to the question: "Does the student show an understanding of cultures of the Hispanic world?" on their WPT (Written Proficiency Test) and their Student Portfolio (majors). In the Senior Survey students should "agree" or "agree strongly" to all questions pertaining to Cultures. *Minimum percentage of students reaching this goal should be 85%*

3. Connections:

SPN BA, and ITL and SPN minors: graduating students should score "well" or "very well" to the question: "Is the student able to use the Spanish Language to connect to other subject areas?" on their WPT (Written Proficiency Test) and their Student Portfolio (majors). In the Senior Survey students should "agree" or "agree strongly" to all questions pertaining to Connections. *Minimum percentage of students reaching this goal should be 85%*

4. Comparisons:

SPN BA, and ITL and SPN minors: graduating students should score "well: or "very well" to the question: "Is the student able to compare and contrast Spanish language and cultures with their own?" on their WPT (Written Proficiency Test) and their Student Portfolio (majors). In the Senior Survey students should "agree" or "agree strongly" to all questions pertaining to Comparisons. *Minimum percentage of students reaching this goal should be 85%*

5. Communities:

SPN BA, and ITL and SPN minors: graduating students self assess on their Senior Survey and should "Agree" or "Strongly Agree" to the question: "I was able to take my Spanish language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc." *Minimum percentage of students reaching this goal should be 85%*

Learning outcomes are currently listed in the course catalog; developed by department faculty; and communicated to students in courses.

V. Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have reached the program outcomes through various forms of assessments including papers, presentations, independent and group projects, exams, service-learning projects, oral language interviews, etc.

VI. Assessment methods

1. An Oral Proficiency Interview (OPI) that determines students' oral language communication level based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. (For the rubric used please see the end of this document)

2. A Written Proficiency Test (WPT) that determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures the students' knowledge of Cultures, Connections and Comparisons. (For the rubric used for the WPT please see the end of this document)

3. An exit survey that measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see the survey at the end of this document)

4. A portfolio consisting of a sample of a student's best writing in the target language. This item measures Communication, Cultures, Connections and Comparisons. (For the rubric see the end of this document) – This is just for majors.

VII. Assessment results

- The director of World Languages generates an assessment report every year. The report is distributed to the faculty.
- All faculty participate in reviewing the assessment items (OPI, WPT, Portfolios, Surveys).
- The results are used to help the program stay the course on the outcomes.
- The program faculty considers data in light of intersections between program goals and the University's Strategic Plan.
- The results appear on every five-year program review in order to have faulty, advisory boards and administrators informed.
- Students are informed on how to keep track of their progress toward learning outcomes by all the specifics outlined on each course syllabi.

VIII. Continuous processes

- Annual Update Measures: Annual assessment report, university reporting cycle, scheduled faculty meetings.
- Responsible Parties for Assessment, Implementation, and Follow-Up: Department Chairperson, WL Director, and faculty.

IX. Assessment rubrics and survey

ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY
(Full descriptors found at : http://actflproficiencyguidelines2012.org/speaking)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
Novice	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND PORTFOLIOS

Student name _____ **Grad year** _____ **WPT** _____ **Portfolio** _____

1. Does the student show an understanding of cultures of the Hispanic world?

        1. Yes, very well   2. Yes, well   3. Some   4. No   5. N/A

2. Is the student able to use the Spanish Language to connect to other subject areas?

        1. Yes, very well   2. Yes, well   3. Some   4. No   5. N/A

3. Is the student able to compare and contrast Spanish Language and cultures with their own?

        1. Yes, very well   2. Yes, well   3. Some   4. No   5. N/A

4. Language Proficiency: After reading the students writing mark what the student can do by each box:

        1. Can do it   2.Can do most of it   3. Can do some of it 4. Cannot do it   4. N/A

	Global Tasks		**Content**		**Accuracy**		**Text Type**	
Int	Create with language		Write about predictable familiar topics related to daily activities		Understood, by those accustomed to dealing with non-native speakers		Write discrete sentences	
	Describe and narrate in the present							
Adv	Narrate and describe in major time frames		Write about topics of general and personal interest.		Understood without difficulty by those unaccustomed to dealing with non-native speakers.		Write paragraphs	
Sup	Discuss topics extensively		Express him/herself in a formal setting		Shows no pattern of errors in basic structures.		Use extended discourse	
	Support opinions and hypothesize		Write about a wide range of general interest topics.		Errors virtually never interfere with communication or distract the native speaker from the message.			
	Speak in the abstract		Write about some special fields of interest and expertise					

CSU-Pueblo - Spanish Program Survey for Graduating Spanish Majors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

1. Strongly agree   2. Agree   3. Disagree   4. Strongly disagree   5. No basis to judge

1. **Communication:**

	I have developed practical skills, such as the ability to communicate orally and in writing in "real life" situations.
	I have attained a level of speaking and listening proficiency in Spanish sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

2. **Cultures:**

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of Latin America and know how to update and enhance this knowledge.
	I have acquired a basic understanding of the history, culture, and literature of Spain and know how to update and enhance this knowledge.
	I am more able to understand other people's point of view, ways of life and contributions to the world.

3. **Connections:**

	I was able to connect my Spanish studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.

4. **Comparisons:**

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

5. **Communities:**

	I was able to take my Spanish language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc

6. The Spanish program faculty members:

	--demonstrate enthusiasm for and mastery of their areas of expertise.
	--facilitate the learning process in and out of the classroom.
	--encourage and stimulate students to be independent thinkers and lifetime learners.
	--provide adequate and effective support when advising students in matters related to the Spanish program.

7. As a result of my efforts to obtain the Spanish major:

	--I feel adequately prepared to pursue a career or an advanced degree in a field related to my major/s.
	--I would advise a friend with interests similar to mine to major in Spanish at CSU-Pueblo.

B. Please take a few moments to respond to the questions below. Your insights are valuable and appreciated. ¡Gracias!

1. **What are some of the things you liked about the Spanish program at CSU-Pueblo? (Consider not only courses and faculty but also the Language Center, travel opportunities, conferences, speakers, readings, clubs, and publications sponsored by the Spanish program, etc.)**
2. **What specific changes would you suggest to improve the Spanish program**?
3. **Please add any further comments you would like to make**.