

Assurance of Student Learning 2018-2019	
PCAL	Modern Languages
SPANISH 778	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate an ability to analyze a literary text.

Instrument 1	Students complete an analytical essay in SPAN 374 or 376 (see attached rubric)
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Instrument 2	Exit exam Students are assessed for their ability to analyze a brief literary text during the timed exam.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will demonstrate oral and written competence in the language.

Instrument 1	SPAN 370 470 final oral interviews.
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Instrument 2	Exit exam; The 3 upper-division Spanish faculty conduct an oral interview with Spanish majors in Spanish about a variety of topics. Students write an extemporaneous essay in Spanish with a time limit.
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Instrument 3	STAMP test
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will demonstrate an ability to express their ideas about relevant cultural topics in the Hispanic world.

Instrument 1	SPAN 331, 345 oral tasks; SPAN 372, 373 presentations.
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Instrument 2	Exit exam Students read a cultural text and expressed their ideas about the information presented.
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

As you will see from the data provided, our students met the assessment goals for each outcome. We have a strong program and prepare our students well to be workforce ready. We have been tasked by CAPE to transform and as such have currently sent four certificates through the curricular process and are working on fine tuning five tracks for our students so that they can specialize more closely to their second major or minor. During this time of transformation, we are considering the following points:

- Should we maintain the same outcomes or modify them to account for our new certificates and tracks? Or should we have slightly different ones for each certificate and track?
- Are these outcomes well articulated and measurable so that they truly assess what students can do?
- How can we use the assessments to improve both how we measure the outcomes and student performance on those measures?

As we move forward and solidify our transformed program, we will:

- Review our program mission statement and outcomes
- Review our assessments to ensure they continue to be effective
- Explore a way to build a formal assessment lab into the new major tracks
- Use the assessments to keep program quality high

Student Learning Outcome 1			
Student Learning Outcome	Students will demonstrate an ability to analyze a literary text.		
Measurement Instrument 1	Students complete an analytical essay in SPAN 374 or 376 that is evaluated with the attached rubric.		
Criteria for Student Success	A score of 70% or better on the essay (at least 87.5 of a possible 125 points)		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	90%
Methods	Course instructor evaluates for content, analysis, organization, language use and grammar, vocabulary, and MLA format.		
Measurement Instrument 2	Exit exam		
Criteria for Student Success	On the exit exam they will obtain a passing score of 3 out of 5 (equivalent to a C, which is required for courses to count towards the major). (3=meets expectations, 4= exceeds expectations, and 5 = superior) We applied ACTFL standards (attached) and our target was for students to reach intermediate high.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	All graduating seniors that are identified by the system are notified and given a timed exit exam which includes an interview and a timed essay. The 3 Spanish faculty that teach upper-division courses assess students. The exams are not anonymized. In fall 2018, 8 students took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
As indicated above, our students met the assessment goal. We are currently in the process of transformation as per CAPE and may modify our current outcomes and assessments based on the changes we make, especially with regard to tracks and certificates.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			

Student Learning Outcome 2			
Student Learning Outcome	Students will demonstrate oral and written competence in the language.		
Measurement Instrument 1	SPAN 370/470 final oral interviews		
Criteria for Student Success	Based on a rubric that includes evaluation of functions, text type, and comprehensibility, the goal is for students to achieve intermediate mid in 370 and intermediate high in 470.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	90%
Methods	As part of these courses, 15-20 students are assessed by faculty in a final oral interview. They do self-assessment as well at the beginning and end of the semester.		
Measurement Instrument 2	Exit exam The Spanish faculty conduct an oral interview with Spanish majors in Spanish about a variety of topics and students write an extemporaneous essay in Spanish.		
Criteria for Student Success	Will obtain a passing score of 3 out of 5 (equivalent to a C, which is required for courses to count towards the major). (3=meets expectations, 4= exceeds expectations, and 5 = superior) The target was for students to reach intermediate high, according to ACTFL standards.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	All graduating seniors that are identified by the system are notified and given a timed exit exam which includes an interview and a timed essay. The 3 Spanish faculty that teach upper-division courses assess students. The exams are not anonymized. In fall 2018, 8 students took the exam.		
Measurement Instrument 3	STAMP test		
Criteria for Student Success	Scoring at least Intermediate high or above per ACTFL scale on the writing, listening, reading, and speaking sections of standardized exam.		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a rating of Intermediate high in all four categories	Percent of Program Achieving Target	100% reading, 94% listening, 87% writing, 75% speaking.
Methods	Spring 2019 19 of 19 scored at Intermediate high or above on reading; 16 of 17 scored at Intermediate high or above on listening; 13 of 15 scored at Intermediate high or above on writing; 9 of 12 scored at Intermediate high or above on speaking.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The spring semester was the first time we used the STAMP test for assessment of our graduating seniors. There are certain limitations with a standardized test. On the speaking section it was noted that some of the students who would likely have placed at the Intermediate high level or above were those who were not able to complete that section (due to time constraints) and that among those not placing at the Intermediate high level or above were several students who had not studied abroad. It also appears that some technological issues may have influenced those results. We will be studying these different options for final assessments in the program as we move ahead with transformation plans. We have also considered implementing an assessment mid-way, after SPAN 370 and SPAN 371, and then using the same instrument after their last Spanish class.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

As indicated above, our students met the assessment goal. We are currently in the process of transformation as per CAPE and may modify our current outcomes and assessments based on the changes we make, especially with regard to the tracks and certificates. We are looking at other tools (such the APPL, the new AATSP test, and the OPIC).

Student Learning Outcome 3			
Student Learning Outcome	Students will demonstrate an ability to express their ideas about relevant cultural topics in the Hispanic world.		
Measurement Instrument 1	SPAN 331, 345 oral tasks; SPAN 372, 373 presentations on contemporary cultural topics.		
Criteria for Student Success	A score of 75% on the task or presentation.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	85%
Methods	Presentations and oral tasks are evaluated with class-specific rubrics that take into account expression of ideas and content (see attached). The level and content will vary according to the class. 15-20 students were evaluated.		
Measurement Instrument 2	Exit exam Students read a contemporary cultural text and answer questions, expressing their ideas about the information presented.		
Criteria for Student Success	Will obtain a passing score of 3 out of 5. (3=meets expectations, 4= exceeds expectations, and 5 = superior)		
Program Success Target for this Measurement	At least 80% of Spanish majors will obtain a passing score of 3 out of 5.	Percent of Program Achieving Target	100%
Methods	All graduating seniors that are identified by the system are notified and given a timed exit exam which includes an interview and a timed essay. The 3 Spanish faculty that teach upper-division courses assess students. The exams are not anonymized. In fall 2018, 8 students took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
As indicated above, our students met the assessment goal. We are currently in the process of transformation as per CAPE and may modify our current outcomes and assessments based on the changes we make, especially with regard to the tracks and certificates. We are looking at other tools (such as the APPL, the new AATSP test, and the OPIC). As we move forward and solidify our transformed program, we will be evaluating these assessment tools.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) N/A			

Spanish 470: Oral Interview Assessment Rubric

Criteria/ Score	4	3	2	1
Comprehension	Understands and responds to all prompts/questions.	Understands and responds to most of the prompts/questions.	Understands and responds to some of the prompts/questions.	Understands and responds to few or none of the prompts/questions.
Vocabulary/idioms	Employs a significant amount of vocabulary covered in class, with varied and accurate word choices. Uses appropriate idioms and register.	Employs much of the vocabulary covered in class. Uses mostly appropriate idioms and register.	Employs some of the vocabulary covered in class. Infrequent or inaccurate use of idioms. Inconsistent register.	Employs few or no items of vocabulary covered in class. Little or no use of idioms. Inappropriate register.
Comprehensibility (Quality of response conveyed)	Fully sustains a sophisticated, in-depth response to the prompts. Responds in paragraphs and uses transitional phrases frequently.	Mostly maintains an adequate depth of response to the prompts. Responds in paragraphs and uses transitional phrases occasionally.	Somewhat and/or briefly responds. Occasionally reverts to English or other language.	Minimally and inaccurately responds to the prompts. Is at a loss for appropriate vocabulary. Reverts to English or other language frequently.
Fluency (Form of the response)	Speaks at a continuous, and sustained rate of speech. Pronunciation is accurate. Mistakes in stresses and intonation are rare.	Speaks at a mostly continuous rate of speech. Mistakes in pronunciation, stresses, and intonation occur but do not distract from meaning.	Speaks haltingly and tentatively. Mistakes in pronunciation, stresses and intonation often interfere with meaning.	Hesitates very frequently with extended pauses. Mistakes in pronunciation, stresses and intonation interfere always or most of the time with meaning.
Structure (Grammatical accuracy of the response)	Uses basic and advanced grammatical structures and syntax of the language with accuracy. Very few errors.	Uses basic and some advanced grammatical structures and syntax of the language with accuracy most of the time. Errors seldom interfere with comprehensibility.	Uses basic grammatical structures accurately some of the time. Few or no advanced grammatical structures. Errors often interfere with comprehensibility.	Uses basic grammatical structures inaccurately most of the time. Errors impede comprehension for a sympathetic interviewer.

Total score /20

SPAN 331 RUBRICAS DE LAS DIFERENTES TAREAS

RÚBRICA DE CALIFICACIÓN DE LA PRESENTACIÓN PROFESIONAL

1. Reportaje individual sobre el aspecto del tema de la presentación para los compañeros (1-2 páginas, más bibliografía):
- Información ampliada, apropiada, original,
 - (no es una copia del Power Point; no repite la información del texto; incluye datos relevantes y útiles)
 - Incluye las fuentes bibliográficas utilizadas
 - Revisado por errores gramaticales y de ortografía
 - Entrega el sumario por la sección Discusiones antes de clase _____/20
2. Preparación de una presentación de Power Point / Prezzi (solo una por presentación, no individual en el caso de más de un estudiante presentando):
- Incluye los puntos más importantes del tema
 - No repite la información del texto; no es una copia del sumario sobre el tema
 - Incluye fuentes bibliográficas
 - Revisado por errores gramaticales y de ortografía
 - Entregan una copia del PP por la sección Discusiones antes de clase _____/10
3. Presentación oral del tema:
- Se ajusta al límite de tiempo (5 minutos cada miembro del grupo)
 - Ideas centrales bien presentadas, conectando el tema con la cultura, el contexto comercial, el mundo hispano
 - Cada estudiante presenta información original, conectada con el tema de la presentación, sin repetir información
 - Demuestra conocimiento del tema tratado; responde a las preguntas de los compañeros
 - Usa vocabulario y gramática adecuada
 - Pronunciación y fluidez al nivel adecuado.
 - No lee parcial o totalmente de la pantalla o las notas
- _____ /20
Total: _____ /50

GUÍA DE CALIFICACIÓN DEL REPORTAJE CULTURAL

- Entrega de la descripción del reportaje** (1 página)
Descripción del objetivo del reportaje, contenido, formato y labor de cada miembro del grupo _____/15
- Ensayo individual** (2-3 páginas)
Contenido /Gramática/ Vocabulario/ Ortografía _____/35
- Entrega del reportaje completo** _____/5
- Proyecto global**
Cumple los objetivos iniciales
Contenido cultural apropiado
Gramática/Vocabulario/Ortografía
Diseño/imágenes/ organización/ estructura _____/35
- Presentación del reportaje**
Ideas /respuestas/ integración de los miembros _____/10

CRITERIA	Topic Development (relevance, accuracy of information, cultural references, integration of relevant and reliable sources)	Exposition, organization & Time management	Illustrations (the topic has been Illustrated with appropriate examples-clips and audiovisuals) Good Handout for your classmates	Language Use: Control and complexity of grammatical structures and vocabulary + fluency (correct forms, complexity, variety and use of appropriate words and terms from the literature jargon)
A+	x 9 = ___ /45 Points	x 3 = ___ /15 pts.	x 2 = ___ / 10 pts	x 4 = ___ / 20 pts
A = High Demonstrates excellence 5	<ul style="list-style-type: none"> • Provides introduction and conclusion • Relevant & thorough treatment- topic • All info is accurate & appropriate • Provides social/historical/ cultural references • Refers to and integrates well needed relevant & reliable sources and includes them during and after presentation. 	<ul style="list-style-type: none"> • Very well presented. Shows knowledge about the topic and a great deal of ease to present it • Very well organized and cohesive • Very equitable & balanced management of time 	<ul style="list-style-type: none"> - Extremely appropriate use and choice of the examples and audio-visuals (i.e. video clips) topic • Handout to understand contains all the necessary info 	<ul style="list-style-type: none"> • Use & control of complex structures w/ very few errors • Rich vocab. w/ precision • High level of fluency • Incorporates many connectors . Presentation well rehearsed • Very easily understood
A- to B+ = Mid-High Demonstrates command 4	<ul style="list-style-type: none"> • Provides mostly introduction and conclusion • Relevant & well-developed treatment of topic • Info is generally accurate & appropriate • Provides most soc./hist./cultural references • Refers to and integrates fairly well -needed relevant & reliable sources... 	<ul style="list-style-type: none"> • Well presented. Shows knowledge about the topic and ease to present it. • Well organized, generally cohesive • Equitable & well balanced management of time 	<ul style="list-style-type: none"> • Appropriate use and choice of the examples and audio-visuals to understand topic • Handout contains almost all the necessary info 	<ul style="list-style-type: none"> • Use & control of complex structures but may contain more than a few errors • Very good vocab. • High level of fluency w/few hesitance * Incorporates some connectors - Pretty well rehearsed • Easily understood.
B to B- = Mid Demonstrates competence 3.5	<ul style="list-style-type: none"> • Provides partially introduction and conclusion • Relevant & quite well-developed treatment of topic. • Some inaccuracies or inappropriate info • Provides some soc./hist./cultural references • Refers to and integrates few relevant & reliable sources... 	<ul style="list-style-type: none"> • Pretty well presented. Shows certain knowledge about the topic and ease to present it • Organized and adequately cohesive • Quite equitable and balanced management of time 	<ul style="list-style-type: none"> • Quite appropriate use and choice of the examples and audio-visuals to understand topic • Handout contains some of the most necessary info 	<ul style="list-style-type: none"> • Control of simple structures w/ few errors; may use complex structures w/ little or no control • Good range of vocab, but may have one or two interference from English. * Incorporates few connectors . Good fluency w/ occasional hesitance. • Mostly understood
C = Mid-Low Suggests lack of competence 3	<ul style="list-style-type: none"> • Provides either introduction or conclusion • May have irrelevant/ unsatisfactory treatment of topic • Info may be limited, inappropriate or Inaccurate. • Little or inappropriate soc./hist./cultural references • Refers to and integrates very few relevant & reliable sources... 	<ul style="list-style-type: none"> • Inadequately presented. Shows gaps about the topic and does not feel at ease presenting it • Inadequately organized. • Inadequately balanced & equitable management of time. 	<ul style="list-style-type: none"> • Deficiency or inappropriate use and choice of the examples and audio-visuals to understand topic • No handout is provided for the classmates 	<ul style="list-style-type: none"> • Limited control of simple structures, w/ errors. • Narrow range of vocab; frequent interference from English. * Incorporates 1 or 2 connectors • Needs more fluency & show less hesitance • May be difficult to understand or hear.
D-F = Low Demonstrates lack of competence 2	<ul style="list-style-type: none"> • Provides some kind of introduction or conclusion • Irrelevant/unsatisfactory treatment of topic • Info very limited, inappropriate & mainly inaccurate. • Almost none soc./hist./cultural references • Refers to and integrates almost none relevant & reliable sources... 	<ul style="list-style-type: none"> • Not well presented. Shows major gaps about the topic and does not feel at ease presenting it • Disorganized. • Lacks equitable and/or balanced management of time 	<ul style="list-style-type: none"> • Lack or very inappropriate or inaccurate use and choice of the examples and audio-visuals to understand topic • No handout is provided for the classmates 	<ul style="list-style-type: none"> • Frequent errors in grammatical structures. • Few vocab resources; Constant interference from English. * Does not incorporate connectors • Lacks fluency w/much hesitance • Difficult to understand or hear.
		FOR EACH 30 SECONDS BELOW 6 MIN. 10 POINTS WILL BE DEDUCTED	IF PRESENTATION WAS READ (UP TO 40 POINTS WILL BE DEDUCTED)	

NOMBRE: _____

SPAN 370 Conversación Intermedia

Comunicación Interpersonal e Interpretativa

Nota: ____ / 65 = ____ / 10

EVALUACION DE FIN DE SEMESTRE

I can use my language to handle tasks related to my personal needs.

___ I can request something, invite someone, accept and decline an invitation.

___ I can ask informational questions and provide opinions about topics related to the Hispanic world.

___ I can give commands, affirmative and negative, formal and informal, to tell how to use the train system for traveling or to prepare a dish

___ I can provide suggestions with the subjunctive for studying abroad

___ I can inform with objectivity about the news in the Hispanic world.

___ I can apply the appropriate vocabulary about the train station, food and the expressions for accepting and declining an invitation.

I can exchange information about subjects of special interest to me.

___ I can talk about information presented by me and/or my classmates about a topic related to the Hispanic culture and world.

___ I can talk about important considerations when studying abroad.

___ I can give instructions for preparing a dish.

I can start, maintain, and end a conversation on a variety of familiar topics.

___ I can be the first to start a conversation.

___ I can ask for information, details, and explanations during a conversation.

___ I can give reasons for my decisions (i.e: to study my major, study abroad)

___ I can bring a conversation to a close.

Title:

Nota: / 20

Possible points	4	3	2	1
Content / 4	Addresses all aspects of topic. Paragraphs start with a topic sentence and each idea is thoroughly developed with good range of detail and specific examples. Provides excellent background information (geographical, historical, political, etc) which is well connected with the topic	Adequately addresses topic. Paragraphs start with a topic sentence and each idea is mostly developed with moderate range of detail and specific examples. Provides adequate background information (geographical, historical, political, etc) which is well connected with the topic	Addresses some aspects of the topic. Paragraphs start with a topic sentence and each idea is partially supported. Lack of detailed development of ideas and specific examples. Provides some background information (geographical, historical, political, etc) which is well connected with the topic	Does not adequately address topic. Paragraphs do not start with a topic sentence and there is almost no development of ideas and specific examples. Does not provide adequate background information (geographical, historical, political, etc) which is well connected with the topic
Analysis /4	Analysis is logical. Opinions are well-supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows great understanding of topic (different positions) and literature	Analysis is logical. Most opinions are supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows very good understanding of topic and literature	Gaps in logic of argument. Some opinions are supported with appropriate citations from the text and additional academic work to support thesis and ideas. Shows good understanding of topic and literature	Argument is difficult to follow. Few or no opinions are supported with appropriate citations from the text or additional academic work to support thesis and ideas. Shows less than adequate understanding of topic and literature
Organization /4	Well organized with clear introduction, development and conclusion. Coherent and cohesive. Excellent use of connecting words.	Mostly organized and exhibiting coherence among the parts. Adequate use of connecting words.	Somewhat organized and coherent but with disconnected and/or repetitive ideas. Appropriate use of basic connecting words	Confusing and disconnected organization. Lacks introduction and conclusion. Little or no appropriate use of connecting words.
Language / 4	Well written. Shows great variety of grammatical forms, complex sentences and sophisticated vocabulary and literary terms. Demonstrates thorough edition.	Adequately written. Shows good variety of grammatical forms, pretty complex sentences and adequate vocabulary and literary terms. Demonstrates pretty thorough edition.	Somewhat adequately written. Shows limited variety of grammatical forms, pretty simple sentences and vocabulary and literary terms. Demonstrates very little edition.	Not very well written. Shows almost no variety in grammatical forms, numerous errors in simplistic sentence structures. Limited variety of words and literary terms. Errors obscure meaning. Demonstrates little to none edition
References / 4	Six or more sources well cited within the text & /or reference list.	Five sources mostly well cited within the text &/or reference list.	Four sources not well cited within the text &/or reference list	Three or two sources cited within the text &/or reference list.

Comments: