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| **Assurance of Student Learning Report**  **2022-2023** | | |
| PCAL | | Modern Languages |
| SPANISH 778 | | |
| Melissa Stewart | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:** | | | |
| **Instrument 1** | Analytical essay in SPAN 374 or 376 | | |
| **Instrument 2** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Students will demonstrate oral and written competence in the target language. | | | |
| **Instrument 1** | SPAN 370 STAMP test – speaking and writing sections | | |
| **Instrument 2** | SPAN 470 final oral interviews | | |
| **Instrument 3** | Exit exam STAMP test - speaking and writing sections | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program 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 | | |
| **Instrument 2** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Nothing will change in terms of the timeline. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | Students will demonstrate the ability to analyze a literary text in Spanish by writing an analytical essay in Spanish. | | | | |
| **Measurement Instrument 1** | Students complete an analytical essay in SPAN 374 or 376. | | | | |
| **Criteria for Student Success** | A score of 70% or better on the essay (score based on rubric) | | | | |
| **Program Success Target for this Measurement** | | 80% of students in each literature class will earn a 70% or better. | **Percent of Program Achieving Target** | SPAN 374 94%  SPAN 376 100% | |
| **Methods** | Content, analysis, organization, language use and grammar, vocabulary, and MLA format are all evaluated. All the students in SPAN 374 (17 students) and SPAN 376 (9 students) completed an analytical essay. Dr. Pertusa evaluated the essays in her SPAN 374 course and Dr. Lenk evaluated the essays in her SPAN 376 course, using the attached rubrics. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| The results were in line with what they have been in past years.  We plan to continue to use this tool, as it is effective and provides a representative sample of our majors, since they must take one of the literature courses, but very rarely take both. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Students will demonstrate oral and written competence in the target language. | | | | | | |
| **Measurement Instrument 1** | SPAN 370 STAMP test – speaking and writing sections | | | | | | |
| **Criteria for Student Success** | The goal is for students to achieve intermediate mid proficiency (a composite score of 5 or better) on the speaking and writing sections of STAMP test in SPAN 370. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 70% | |
| **Methods** | The STAMP test was taken before the end of SPAN 370 in fall 2022 (12 students) and spring 2023 (8 students) and administered by DELO Testing Center at WKU. | | | | | | |
| **Measurement Instrument 2** | SPAN 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 earn a score of 85% or better. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | 100% | |
| **Methods** | As part of this course, all students are assessed in a final oral interview. They also complete a self-assessment at the beginning and end of the semester. Dr. Stewart, the professor who taught SPAN 470, assessed the final oral interviews (Fall 2022, 12 students) using the attached rubric. | | | | | | |
| **Measurement Instrument 3** | EXIT EXAM: Graduating Spanish majors take the STAMP test, including speaking and writing sections. | | | | | | |
| **Criteria for Student Success** | The goal is for students to achieve intermediate high proficiency (a score of 6 or better) on the speaking and writing sections of the STAMP test. | | | | | | |
| **Program Success Target for this Measurement** | | At least 80% of Spanish majors will obtain a rating of Intermediate high (6 or better) in the speaking and writing parts. | | **Percent of Program Achieving Target** | | 93% speaking; 93% writing | |
| **Methods** | In fall 2022, 5 students took the exit exam. In spring 2023, 10 students took the exit exam. The STAMP test was administered by DELO Testing Center at WKU. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| Since two of the three measures met their targets fully, we deem the target for this SLO to be met. The graduating seniors surpassed the success target for the program. Some observations about the 370 results: 4 of the 6 who didn’t score 5 in the 2 areas had a composite score of 4.5, indicating that in either speaking or writing they did score a 5; a number of them had high scores in reading as well. It is also worth noting that 7 of the 20 had not yet taken 371, the intermediate composition course, which is likely linked to poorer performance in writing. Moving forward we will discuss what possible steps might be appropriate to support those few who are falling below the mark.  Although using a standardized test has certain limitations, it seems to be the most effective way to: 1) show students what they can do with their language skills, assess their proficiency level, and allow them to set goals for the future in the four skills of reading, writing, listening, and speaking, and 2) implement appropriate activities to foster improved proficiency language learning outcomes in our Spanish program. The Dept. of Modern Languages has been able to finance these exams thus far, but additional funding may be needed, either through a course fee for SPAN 370 and a program fee to cover the exit exams or with funding from the College.  Moving forward we anticipate being able to compare the STAMP scores of some graduating seniors with their 370 STAMP scores, as we have now being using this assessment for several years. Such data could provide some further insights into how students are progressing towards this target for proficiency. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program 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% of the students in SPAN 331, 345, 372, 373 earn a score of 75% or better on the task or presentation. | **Percent of Program Achieving Target** | SPAN 331 100%. SPAN 373 100%  SPAN 345 Fall 100% SPAN 345 Spring 100%  SPAN 372 100% | |
| **Methods** | Presentations and oral tasks are evaluated with class-specific rubrics that take into account expression of ideas and content. The level and content will vary according to the class. The professor teaching the course assessed the the task or presentation: in SPAN 331, Dr. Pertusa (spring 2023, 15 students); in SPAN 345, Dr. Pertusa (fall 2022, 12 students) and Dr. Lenk (spring 2023, 15 students); in SPAN 372, Dr. Lenk (spring 2023, 7 students); and in SPAN 373, Dr. Stewart (fall 2022, 8 students). | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| As expected, our students met the assessment goal. We embrace the idea that language and culture are two sides of the same coin. Therefore, we believe our students need to develop their linguistic and cultural skills simultaneously because their cultural competence is as important for their communication skills as their linguistic competence. The cultural competence our students develop through their classes enables them to be able to respect, communicate and collaborate with increasingly diverse groups in their personal and professional worlds.  We feel that the method of measurement for this SLO is effective and provides a representative sample of our majors, since they must take one of the civilization and culture courses, but very rarely take both. Including SPAN 331 allows us to see how students who are generally just getting in to the intermediate courses are doing with this SLO. | | | | | |

**Spanish 374 Analytical Essay (100 points)**

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| **Possible points** | **Exemplary Work -** 20 19.5 19 18.5 18 (10-9) | **Standard Met -  17 16.5 16 15.5 15 (8-7)** | Standard Partially Met – 14 13.5 13 12.5 12 11 (6-4) | **Standard Not Met – 10 9 8 7 6 5 4 0 (3-0)** |
| **Content**  **20** | Addresses all aspects of topic. Ideas thoroughly developed with good range of detail. | Adequately addresses topic. Ideas mostly developed with moderate range of detail. | Addresses some aspects of the topic. Ideas partially supported. Lack of detailed development of ideas. | Does not adequately address topic. Almost no development of ideas |
| **Analysis**  **20** | Analysis is logical. Opinions are well supported with appropriate citations from the text. | Analysis is logical. Most opinions are supported with appropriate citations from the text. | Gaps in logic of argument. Some opinions are supported with appropriate citations from the text. | Argument is difficult to follow. Few or no opinions are supported with appropriate citations from the text. |
| **Organization**  **20** | 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 somewhat 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 Use**  **and**  **Grammar**  **20** | Excellent variety of grammatical forms, use of complex sentences, mastery of basic grammar aspects with very few errors. No errors that interfere with meaning. | Good variety of grammatical forms. Attempts complex sentences that may not always be accurate. Occasional errors in basic grammar aspects, but these seldom obscure meaning. | Some variety of grammatical forms but with inaccuracies. Simplistic sentence structure. Frequent errors with basic grammar aspects that may at times obscure meaning. | Almost no variety in grammatical forms. Numerous errors in simplistic sentence structures. Errors obscure meaning. |
| **Vocabulary**  **10** | Sophisticated range and extensive variety of words. Appropriate use of idiomatic expressions and register. | Good but not extensive variety. Occasional errors of word choice such as false cognates, invented words, but they seldom obscure meaning. Register mostly appropriate | Limited range and variety of words. Frequent errors of word choice or usage. Some obscure meaning. Some evidence of translation from the native language. | Very limited range and variety of words. Consistent and frequent errors with word choice. Frequent evidence of translation from the native language. |
| **Citation and bibliography**  **10** | Follows MLA format.  Includes and uses at least three academic secondary sources in the bibliography. | Follows MLA format with some errors.  Includes and uses fewer than three academic secondary sources.  Incomplete bibliography | Many errors in the MLA format.  Non-academic secondary sources.  Does not use sources in the essay.  Incomplete /missing bibliography. | No MLA style used.  Inappropriate/Missing bibliography.  Missing citations in the essay. |



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Español 373 Presentación cultural

1. Turned in outline in Spanish by deadline 5

2. Treatment of topic -- Informative

Presentation includes research (15) 40

as well as **thesis/personal opinión** (10)

Central points clearly presented and

supported (15)

3. Effectiveness of communication 15

Do not read from paper (5)

Both students participate in giving

presentation and are engaged in topic and

connecting with audience (10)

4. Quality of power point (accuracy of 30

Spanish 10, inclusion of appropriate photos,

video clips, and/or audio 10, readable text 10)

5. Included a complete list of appropriate 10

references(at least 3, no *Wikipedia*)

Nota





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