

## **Assessment of Spanish Major Competency Template for 2005**

Program/Department:

Submitted by:

Period Covered by Report:

Date Completed:

**Key Learning Outcomes: What should students be able to do AFTER completing this program? State learning outcomes simply and in measurable terms. Please limit the number of outcomes to five or fewer.**

**If your department reports on General Education competency areas (writing, foreign language, quantitative reasoning, scientific reasoning), please use this form to report on those areas in a separately generated document.**

Foreign language faculty have identified a set of outcomes they believe students should achieve in the target language by the end of the major in Spanish. These are the following:

- Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation.
- Can communicate facts and talk about topics of current public and personal interest, using general vocabulary.
- Able to write and join sentences in simple discourse of at least several paragraphs in length on familiar topics.
- An appreciation and an acceptable knowledge of Hispanic culture.
- An acceptable familiarity with Hispanic literature.

**Please link learning outcomes to the College's Desired Accomplishments/Goals.**

The learning outcomes are directly related to the College's Desired Accomplishments/Goals. For example, Goal 1.3 states that students should learn to appreciate and respect diverse cultures. Culture and language are inextricably related, and in the foreign language classroom, students are taught to appreciate other cultures. Goal 1.6 states that students should acquire an international perspective. In the Spanish classroom students are introduced to the Hispanic world. Foreign language classrooms implement these goals of the College.

**Through what courses/assignments will you ensure that all students have the opportunity to learn this? List key courses, capstones, internships, experiences, etc.**

After completing the 201-202 (Intermediate) sequence, Spanish majors are required to take an advanced grammar course (SPAN 327) and an introduction to Hispanic literature course (SPAN 328). They are allowed to choose between a Spanish conversation (SPAN 321) and a Spanish composition course (SPAN 322). To satisfy the civilization requirement they may choose any one of the following three courses: an introduction to Hispanic civilization (SPAN 301), a summer immersion in Spain (SPAN 303), or a history of the Spanish language course (SPAN 383). Nine hours are required in

various literature electives (SPAN 350-80). Six hours may be taken from any 300-level or above courses (e.g. SPAN 302/Spanish for the Professions or SPAN 315/Spanish Translation). If the student is planning on teaching, then one of these courses must be a methodology of teaching Spanish course (SPAN 382). Majors must take three hours of related electives which include but are not limited to courses in art, history, sociology, etc. All majors must complete a requirement of 12 hours in another language (through 202). Finally, students are required to complete a research project under the guidance of a professor (LANG 491-92).

**Please list all tools used for assessing student achievement (CRTs, MFTs, capstones, exit interviews, external reviews, etc.). Choose a minimum of three tools.**

1. Exit interview in the target language that covers high points of the student's coursework in the major. It also includes specific discussion about Hispanic culture. The instrument of assessment is included.
2. Portfolio that includes three papers written over the course of the student's work in the major. These papers must reflect a progressive improvement in the student's written and organizational skills.
3. Capstone project that includes a research paper and an oral presentation. Copies of the assessment rubrics are included.

**How will you assess how well your students are learning? List standards/performance indicators, etc., taking care to provide quantifiable means (for example, all students should earn a minimum 50% on exit exam; 65 % should earn a minimum 70%; with a rubric, indicate the scale used, the levels of competence, what is identified as "competent," and what constitutes competence for each outcome measure, what percentage of students you would expect to see at each level, etc.). Be sure to spell out criteria.**

1. Exit Interview: Competence in this area will be indicated by an overall score of 3 (Average) on the exit interview. Each section of the test will be graded, and the average score achieved must be a 3. One hundred percent of Spanish majors should earn a 3 on their exit interviews. We believe that 50% should score a 4 (Above Average) and 5% should score a 5 (Superior).
2. Portfolio: This will be evaluated using the "Evaluation of Writing Competency Rubric." We would expect 100% to score a 3, and 50% would score a 4 with 5% scoring a 5 on the most recent paper. More importantly, we would expect to see a progressive improvement.
3. Capstone Project: This will be evaluated using the "Evaluation of Writing Competency Rubric." We would expect 100% to score a 3, and 50% would score a 4 with 5% scoring a 5. The oral presentation will be scored by using of the American Council for the Teaching of Foreign Languages (ACTFL) Guidelines for speaking which dictate the level which advanced intermediate foreign language students should achieve by the end of the course of study. Competence will be indicated by an average score of 3.

One hundred percent of students should achieve this score. We would expect about 30% to score a 4 and 5% to score a 5.

**How often, when, and under what circumstances will you gather the relevant data?**

Exit interviews and capstone projects will be administered/presented every spring semester. The portfolio will be built during the course of the major.

**Summarize what has been learned about how well students are achieving desired outcomes.**

**Action Plan: What plans have you for the future based on the data gathered that will aim to improve student learning/achievement? Should students perform at less than the standard expected, what steps will the department take to improve their learning/performance? What steps does the department anticipate to improve the program otherwise?**

Within the Spanish program many changes have been made that reflect the input we have received regarding our performance. We have steadily been hiring more professors in the Spanish section. Recently we were granted yet another tenure-track position, so we may be offering our majors more upper-level courses each semester. As a reflection of this growth, we have revisited the requirements of the major, and we have reformed the entire Spanish program. In the new program, students are required to take more hours in Spanish courses (literature, above all) and less hours in related electives. The more class time in Spanish they have, the better their linguistic skills. We added the capstone project requirement as well. The administration of the minimum competency exam has been changed embedding assessment in the final exam.

The Spanish section offers the possibility of study abroad to its majors (immersion in the target language), and many have taken advantage of it. In the future, it is our hope that all language majors can study abroad. If that is not possible, there exists the possibility of a summer immersion camp here on the campus.

**Comments**

**Please return this document by April 1, 2006**