

POINT LOMA NAZARENE UNIVERSITY

# Department of Literature, Journalism and Modern Languages

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End of the Year Report for Languages

Professor Jacque Mitchell

2013-2014

## **Assessment Plan Description**

1. **Program Mission Statement:** Please see the Assessment Wheel.

Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

2. **Program Learning Outcomes (PLOs):** Please see the Assessment Wheel.

1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.
4. Analyze and interpret target language texts and data sets according to their cultural, literary, and /or linguistic content.
5. Display knowledge of the nature and structure of language.
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.

3. **Curriculum Map:** Please see the Assessment Wheel.

4. **Multi-Year Assessment Plan:** Please see the Assessment Wheel.

## Assessment Activities

### Key Assignments:

**PLO 1.** *Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio Reflective Writing Piece.*

**PLO 2 .** *Oral Proficiency Interview as per ACTFL standards.*

**PLO 3 .** *Oral Proficiency Interview as per ACTFL standards.*

**PLO 4.** *Written Literary Analysis from Portfolio.*

**PLO 5.** *Exit Assessment through Standardized Grammar Exam, SATII Subject Test in Spanish.*

**PLO 6 .** *Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing Prompt and included in the Portfolio.*

### 5. Methods of Assessment: Please see the Assessment Wheel.

#### Rubrics for Key Assignments

1. ACTFL Writing Rubric: Attached
- 2/3. OPI ACTFL Standards
- 4/6. ACTFL Writing Rubric: Attached
5. SATII Subject Test in Spanish: SATII scoring guidelines.

ACTFL Key (corresponds to proficiency levels for oral and writing abilities):

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR
LOW= 50%	LOW=65%	LOW=80%	95% &HIGHER
MID=55%	MID=70%	MID=85%	
HIGH= 60%	HIGH=75%	HIGH=90%	

**ACTFL WRITING RUBRIC:**

ACTFL Proficiency Guidelines – Writing (Revised 2001)  
ASSESSMENT CRITERIA CHART

Proficiency Level	Tasks and Functions	Context/Content	Text Type	Accuracy
Superior	<p>Can write most correspondence (memos, letters, summaries, reports)</p> <p>Can write in detail and explain complex matters, state opinions, present supporting arguments and compose hypotheses and conjectures.</p>	<p>Most formal and informal settings.</p> <p><i>Practical, professional and social topics treated both concretely and abstractly.</i></p>	<p>Writes a clearly organized and articulated text that can extend from several paragraphs to pages.</p>	<p>Demonstrates no patterned errors in basic structures, vocabulary, punctuation, or spelling. Some occasional errors may occur, particularly in low-frequency structures, which rarely disturb the native reader.</p>
Advanced	<p>Can write informal and some routine formal correspondence and reports that require simple narratives, descriptions, and summaries of a factual nature.</p> <p>Can narrate and describe in major time frames, at times uses paraphrase and elaboration to provide clarity.</p>	<p>Informal settings and some routine formal settings on familiar topics.</p> <p><i>Topics of personal and general interest.</i></p>	<p>Writes a connected, cohesive text of at least a paragraph in length. Can extend to two or more paragraphs in length on familiar topics.</p>	<p>Expresses meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used basic structures and punctuation.</p>
Intermediate	<p>Can meet practical writing needs, i.e., notes, simple messages, and requests for information. Can ask and respond to straightforward questions.</p>	<p>Routine informal settings and limited tasks involving the exchange of simple information</p> <p><i>Predictable, familiar topics related to self and daily routines and activities.</i></p>	<p>Writes a loosely connected text made up of a collection of primarily discrete sentences that may or may not be presented in the semblance of a paragraph.</p>	<p>Expresses meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.</p>
Novice	<p>Can write words, lists and notes and limited formulaic information to communicate the most basic information</p>	<p>The most common informal settings.</p> <p><i>Most common aspects of self and daily life.</i></p>	<p>Words, lists, phrases and some limited formulaic information.</p>	<p>May be difficult to comprehend, even for readers accustomed to dealing with non-native writers.</p>

### **Criteria for Success:**

All of the data collected has been analyzed using the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), the College Board SATII Language Exam, and the Language Section of the LJML Department. All of the assessments were conducted as part of the requirements for SPA485 Senior Seminar. The assessment for the Portfolio Writing was carried out by the Full Time Language faculty. The Oral Proficiency Interviews were conducted by Professor Mitchell, and the SATII Exam was graded according to the College Board instructions by Professor Yorba-Grey. The criteria set by the Department follows ACTFL Standards of proficiency. The Department decided to set the mean at 70% of graduating students considering this would then represent the average student. The average student then is expected to achieve in the 80<sup>th</sup> percentile according to ACTFL, the Advanced Low Level. The rationale is that, according to ACTFL standards, for language proficiency to be sufficient for use in the work place, it should be at least at an Advanced Low Level. This year we did not have any graduates in the Romance Languages or French Majors.

- PLO 1.** Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio of Reflective Writing. The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered as a score of 80%. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards. **PLO's 2-3.** Oral Proficiency Interview: The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the ACTFL standards.
- PLO 4.** Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio of Reflective Writing. The criteria set by the Department establish that 70% of graduating students will reach the Advanced Level of writing according to the ACTFL. An Advanced Low Level will be considered as a score of 80%. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. The criteria set by the Department establish that 70% of graduating students will achieve at least the Advanced Low Level of writing (80%) as set by the ACTFL standards.
- PLO 5.** Exit assessment through the SATII Subject Test in Language. The criteria set by the Department establish that 70% of graduating students will achieve the Advanced Low Level (80%) as set by ACTFL standards, and will be at least at the 80<sup>th</sup> percentile of all those tested nation-wide.
- PLO 6.** Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing Prompt and included in the Portfolio. The criteria set by the Department establish that 70% of graduating seniors will successfully make connections between their own culture and the cultures represented by the target countries.

6. Summary of Data Collected:

<b>WASC REQUIRED GRADUATION PROFICIENCIES</b>	<b>ASSIGNMENT</b>	<b>MEANS OF ASSESSMENT</b>	<b>Finding 1</b>	<b>Finding 2</b>	<b>Finding 3</b>
<b>QUANTITATIVE REASONING</b>	<b>SATII SUBJECT TEST IN SPANISH</b>	<b>SATII SCORING GUIDELINES (800 PTS POSSIBLE)</b>	<b>770</b>	<b>610</b>	<b>770</b>
<b>ORAL COMMUNICATION</b>	<b>ORAL PROFICIENCY IINTERVIEW</b>	<b>OPI ACTFL STANDARDS</b>	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV MID 85%</b>
<b>WRITTEN COMMUNICATION/ CRITICAL THINKING</b>	<b>PORTFOLIO</b>	<b>ACTFL WRITING RUBRIC: 1)TASKS &amp; FUNCTIONS 2)CONTEXT &amp;CONTENT 3)TEXT TYPE 4)ACCURACY</b>	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV HIGH 90%</b>
<b>INFORMATIONAL LITERACY/ORAL COMMUNICATION</b>	<b>ORAL PRESENTATION</b>	<b>ACTFL WRITING RUBRIC: 1)TASKS &amp; FUNCTIONS 2)CONTEXT &amp;CONTENT 3)TEXT TYPE 4)ACCURACY</b>	<b>ADV HIGH 90%</b>	<b>ADV HIGH 90%</b>	<b>ADV HIGH 90%</b>
<b>WRITTEN COMMUNICATION/ CRITICAL THINKING</b>	<b>FINAL ESSAY</b>	<b>ACTFL WRITING RUBRIC: 1)TASKS &amp; FUNCTIONS 2)CONTEXT &amp;CONTENT 3)TEXT TYPE 4)ACCURACY</b>	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV HIGH 90%</b>

<b>PROGRAM LEARNING OUTCOMES</b>	<b>ASSIGNMENT</b>	<b>MEANS OF ASSESSMENT</b>	<b>Finding 1</b>	<b>Finding 2</b>	<b>Finding 3</b>
1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.	<b>PORTFOLIO: Literary Analysis</b>	<b>ACTFL WRITING RUBRIC:</b> 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV HIGH 90%</b>
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on variety of topics.	<b>ORAL PROFICIENCY IINTERVIEW</b>	<b>OPI ACTFL STANDARDS</b>	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV MID 85%</b>
3. Converse in a participatory fashion with a native speaker using a variety of language. strategies to convey meaning.	<b>ORAL PROFICIENCY IINTERVIEW</b>	<b>OPI ACTFL STANDARDS</b>	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV MID 85%</b>
4. Analyze and Interpret target language texts and data sets according to their cultural, literary, and/or linguistic content.	<b>PORTFOLIO: Literary Analysis</b>	1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	<b>ADV HIGH 90%</b>	<b>ADV LOW 80%</b>	<b>ADV HIGH 90%</b>
5. Display knowledge of the nature and structure of language.	<b>SATII SUBJECT TEST IN SPANISH</b>	<b>SATII SCORING GUIDELINES (800 PTS POSSIBLE)</b>	<b>770</b>	<b>610</b>	<b>770</b>
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.	<b>PORTFOLIO: Cultural Connections Essay</b>	1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	<b>ADV MID 85%</b>	<b>ADV MID 85%</b>	<b>ADV HIGH 90%</b>

## 7. Use of Results:

The results gathered demonstrate the Program is working effectively in all areas of proficiency. All of the Department's established goals were met or exceeded. Since the targets set were met, no changes in the assessment process are needed at this time. The Language Faculty met and assessed all of the writing components using the ACTFL Writing Rubric. The Language Faculty as a whole designated the levels and scores according to the criteria established by the rubric. This year the Department ensured Key Assignments were in alignment with the Program Learning Outcomes and the WASC Required Graduation Proficiencies. All assignments were administered as part of the Capstone Course. Since all of the PLOs were being targeted in that course, the Spanish Faculty did not see a need for assessing other courses. All of the Language Programs utilize the SATII Subject Test in Language in order to assess general grammar and reading skills. These are scored according to strict College Board Guidelines. In the area of Oral Proficiency, all of the Language programs administer the ACTFL Oral Proficiency Interview.

During the academic year, the Language Faculty reviewed the Program Learning Outcomes and Course Learning Outcomes and ensured their alignment. We changed one of the PLOs in order to better address the WASC Core Learning Proficiencies. We created a new key assignment to assess the changes in the PLO, and this will be given next year, 2015. We redesigned the Alumni Survey for all Language Majors in order to gather more data regarding the Program Learning Outcomes, in addition to information on employment preparation and success. One area of concern for the Language Faculty has been cultural integration. To this end, we continue to improve and create more cultural exposure for students. All Language Faculty are now requiring students to attend and participate in cultural activities off campus, in order to engage in local/living culture. This also marks the third summer the Department is offering Spanish 101 and 102 in Costa Rica. This is the beginning of what we hope to expand into a Department Study abroad Program. We believe this would be an excellent way to promote cultural awareness and curiosity in the Program. From the assessment process, the need for a Capstone Course in French is clear. Next year the Department plans to bring a course proposal to APC so that all Language students can be assessed uniformly. . The Language Faculty worked extensively in reviewing its own curriculum as well as those of comparator schools in preparation for both Program Review and the Prioritization Report requested by Administration. We are currently considering some curricular changes and would bring those proposals next year.

The Foreign Language Faculty will meet and discuss the results of assessment at the first meeting of the Department. As we continue with our Program Review process, we will have the opportunity to study our program further and fill in gaps.