

Annual Assessment Report/ June 2011

Department Literature, Journalism, Modern Languages

Spanish & Romance Languages

Assessment Plan Description:

1. Expanded Statement of Purpose or Program Mission Statement:

The department guides and assists students in developing foreign language skills and expertise so that graduates are prepared to serve the Church and society. To achieve those goals, the faculty facilitates and encourages the development of receptive and productive skills at an advanced level; cultural awareness, appreciation, and sensitivity to the target culture(s); a working knowledge of the science of language; an appreciation and understanding of representative literatures; and practical and professional knowledge for working in a local or international setting (this statement is pending approval of the department).

2. Program Learning Outcomes (Integration of ILO's, DLO's, PLO's):

PLO's for Languages:

Upon graduation, Spanish and Romance language majors will be able to:

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. Interpret Spanish language texts 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.

SPANISH & ROMANCE LANGUAGE MAJORS-Alignment of ILO's, DLO's & PLO's/ May 2011

ILO01. Learning, Informed by our Faith in Christ

Members of the PLNU community

ILO1.a will display openness to new knowledge and perspectives.

DLO3: Students will demonstrate knowledge of diverse cultures and literary texts.

PLO4: Students will interpret language texts according to their cultural, literary and/or linguistic content

PLO6: Students will discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities

ILO1.b think critically, analytically, and creatively; and

DLO2: Students will display interpretive, analytical, and critical skills developed through the close study analysis of texts

PLO4: Students will interpret language texts according to their cultural, literary and/or linguistic content

PLO3: Students will converse in a participatory fashion with a native speaker or near native speaker using a variety of strategies to convey meaning

ILO1.c communicate effectively.

DLO 1: Students will demonstrate the skills necessary for effective research, writing, and oral communication in various genres and media.

PLO1: Students be able to write essays without significant errors of grammar, spelling or vocabulary usage that would impede comprehension by a native speaker.

PLO2: Students will comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics

PLO3: Students will be able to converse in a participatory fashion with a native speaker or near native speaker using a variety of language strategies to convey meaning.

DLO4: Students will demonstrate knowledge of the nature, structure and history of the language.

PLO5: Students will display knowledge of the nature and structure of language.

ILO2. Growing, in a Christ-centered faith community

Members of the PLNU community will

ILO2.a demonstrate God-inspired development and understanding of others.

DLO3: Students will demonstrate knowledge of diverse cultures and literary texts.

DLO5: Students will develop redemptive social and spiritual engagement through studies of Language, text, cultures, and media

PLO3: Students will be able to interpret language texts according to their cultural, literary, and or linguistic content.

PLO6: Students will be able to discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.

ILO2.b live gracefully within complex environmental and social contexts.

DLO2: Students will display interpretive, analytical, and critical skills developed through the close study and analysis of texts.

PL03: Students will be able to interpret language texts according to their cultural, literary, and or linguistic content.

DLO3: Students will demonstrate knowledge of diverse cultures and literary texts.

PL06: Students will be able to discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.

ILO3. Serving, In a Context of Christian Faith

Members of the PLNU Community will

ILO3.a engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility.

DLO5: Students will develop redemptive social and spiritual engagement through the studies of Language, text, cultures, and media.

PL03: Students will be able to interpret language texts according to their cultural, literary, and or linguistic content.

PL06: Students will be able to discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.

ILO3.b serve both locally and globally.

DLO5: Students will develop redemptive social and spiritual engagement through the studies of

Language, text, cultures, and media.

PLO6: Students will be able to discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.

3. Curricular Maps/PLO's: Romance and Spanish Majors:

Program Learning Outcomes/Romance Languages

Upon graduation, Romance majors will be able to do the following in French and Spanish:

Bloom's	Learning Outcomes
1 Knowledge Application	write essays without significant errors of grammar, spelling or vocabulary usage that would impede comprehension by a native speaker.
2 Comprehension	comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics
3 Application	converse in a participatory fashion with a native speaker or near native speaker using a variety of language strategies to convey meaning
4 Comprehension Analysis	interpret language texts according to their cultural, literary and/or linguistic content
5 Knowledge	display knowledge of the nature and structure of language

- 6 Knowledge Analysis discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities

Curricular Map-Where do these learning outcomes take place and to what degree?

I=Introduced D1=integrating into a whole and internalizing material D2=solid foundation with expansion into finer points M=mastery level appropriate for graduation

Learning Outcomes	#1	#2	#3	#4	#5	#6
FRE	101	101-102 assessed as whole				
	102					
SPA	101	101-102 assessed as whole				
	102					
FRE	250	250-251 assessed as whole				
	251	D1	D1		D1	
SPA	250	250-251 assessed as whole				
	251					
FRE	301		D2		M	
	303		D2		D2	
	315	D2-M		D2		D1
	320	D2-M		D2		
SPA	302				D1	
	303	D2	D2	D2	D2	
	310					D1
SPA	315					D1
	390		D2		M	
SPA	320			D1		
Choose 1	380			D1		
	400			D2-M		

		402			D2-M	
		437			D2-M	
		439			D2-M	
FRE	Study Abroad		M	M	M	M

Program Learning Outcomes/Spanish

Upon graduation, Spanish majors will be able to:

	Bloom's	Learning Outcomes
1	Knowledge Application	write essays without significant errors of grammar, spelling or vocabulary usage that would impede comprehension by a native speaker.
2	Comprehension	comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics
3	Application	converse in a participatory fashion with a native speaker or near native speaker using a variety of language strategies to convey meaning
4	Comprehension Analysis	interpret Spanish language texts according to their cultural, literary and/or linguistic content
5	Knowledge	display knowledge of the nature and structure of language
6	Knowledge Analysis	discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities

Curricular Map-Where do these learning outcomes take place and to what degree?

I=introduced

D1=integrating into a whole and internalizing material D2=solid foundation with expansion into finer points M=mastery level appropriate for graduation

Learning Outcomes	#1	#2	#3	#4	#5	#6
101	101-102 together.					
102	I	I	I	I	I	I
250	250-251 together.					
251	I		I	I	I	I
302	D1	D1		D1	D1	
303	D2	D2	D2		D2	
310				D1		D1
315				D1		D1
320				D1		
380				D1		
390			D2		M	
400				D2-M		
402				D2-M		
437				D2-M		
439				D2-M		
485	M	M	M	M		M
Study Abroad		D2	D2			D2

- 4. Multi-Year Assessment Plan: to be determined by the fall, 2011.
- 5. Methods of Assessment and Criteria for success: see following tables.
- 6. Summary of data collected: see following tables.

7. Use of Results: see following tables.

Department: Literature, Journalism & Modern Languages				
Degree: Spanish		Major: Spanish		
Date Submitted: June 2011		Assessment Period: 2009-2011 (2 year cycle)		
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes Senior Spanish majors will be able to:	Means of Program Assessment and Criteria for Success All of the data collected has been analyzed using standards set by the American Council of Foreign Languages, the College Board SATII language exam, and the language section of the LJML department.	Summary of Data Collected ACTFL Key (corresponds to proficiency levels for oral and writing abilities): Novice Low=50 Mid=55 High=60 Intermediate Low=65 Mid=70	Use of Results

			<p>High=75</p> <p>Advanced</p> <p>Low=80</p> <p>Mid=85</p> <p>High=90</p> <p>Superior=95 & higher</p> <p>SATII=consideration of percentiles and percentages for reading comprehension and knowledge of grammar.</p> <p>Portfolios: Used to assess writing ability using ACTFL standards.</p>	
	(1). Write essays in Spanish without significant errors of grammar, spelling or vocabulary usage that would impede comprehension by a native	<p>1a. Exit assessment-writing prompt</p> <p>Criteria: 70% of graduating students will be judged as having reached the advanced level of</p>	1a. No data collected here.	1a. The writing prompt is based on a situation or situations. Students have successfully applied themselves so that they can resolve the problems evoked by the particular

	speaker.	writing according to standards set by the American Council of Foreign Languages (ACTFL) low advanced level will be considered as a score of 80%		situation.
		<p>1b. Exit assessment: portfolio of reflective writing to include four pieces of writing: demonstration of literary scholarship or research, demonstration of cultural awareness; knowledge of language, evidence of professional preparation.</p> <p>Criteria: 70% of graduating students will achieve at least the advanced low level of writing (80%) as set by ACTFL standards.</p> <p>1c. Exit assessment-department exam on knowledge of grammar.</p> <p>1 d. Standardized exam on grammar and reading.</p>	<p>1b. Of the 11 portfolios read, the following data has emerged: 70% or intermediate mid (1 student); 80% or advanced low (1 student);</p> <p>85% or advanced mid (5 students); 90% or advanced high (3 students); 95% or superior (1 student)</p>	<p>1b. Reflective writing is graded after students have had an opportunity to polish up their writing and be involved in peer editing. This has been a successful exercise. This data mirrors what most universities expect of graduates.</p> <p>1c.</p>

		Criteria: 70% of graduating students will score at least 80% on grammatical structures.	1c. No data collected here. 1d. See section 2 data for SATII reading and grammar exam.	1d. See summary for section 2.
	(2). Comprehend the main ideas and details of connected oral discourse and will be able to (3) converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.	2-3. Exit assessment: oral interview Criteria: 70% of graduating students will achieve at least the low oral advanced level (80%) as set by ACTFL	2-3. Of 11 students completing the OPI (ACTFL oral proficiency exam), the following scores were attained: 75% or intermediate high (1 student); 85% or advanced mid (2 students); 90% or advanced high (6 students); 95% or superior (2 students)	2-3. Excellent progress is being made in this area, perhaps it can be attributed to the study abroad component required for all majors. Both students who attained the superior level were native speakers. This data mirrors what most universities expect of graduates.

	<p>(4). Interpret Spanish language texts according to their cultural, literary and/or linguistic content.</p>	<p>4a. Exit assessment- department reading exam.</p> <p>Criteria-70% of graduating seniors will achieve the advanced level (80%) as set by ACTFL.</p>	<p>4a. No data was collected here.</p>	<p>4a.</p>
		<p>4b. Exit assessment-standardized reading exam.</p> <p>Criteria-70% of graduating seniors will achieve the low advanced level (80%) and will be at least at the 80th percentile of all those tested nation wide.</p>	<p>4b. SATII Reading exam in Spanish. Of the 11 students who took the reading exam, the following scores were attained and only two students did not reach the projections:</p> <p>Percentiles: 61st (1 student); 74th (1 student); 84th (3 students); 87th (2 students); 89th (3 students); 90th (1 student)</p> <p>All percentages were 80% or higher though the percentile is much more meaningful</p>	<p>4b. Excellent progress has been made in this area. The reading exam also tests knowledge of grammatical structures, so this data is very positive and attests to the fact that students are leaving with solid skills and understanding of grammatical structures.</p> <p>This data is consistent with what Spanish majors should be able to accomplish.</p>

			data.	
	5. Display knowledge of the nature and structure of the language.			
	6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national or international communities.	.6. Reflective essay on study abroad experience. Criteria-70% of graduating seniors will successfully make connections between their own culture and the cultures represented by the target cultures.		6. This will be a part of the final writing portfolio completed in the capstone course.

