

POINT LOMA NAZARENE UNIVERSITY

# Department of Literature, Journalism and Modern Languages

---

End of the Year Report for Languages

Professor Jacque Mitchell

2016-2017

## **Assessment Plan Description:**

### **1. Program Mission Statement:**

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):**

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:**

**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):**

<b>NOVICE</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>	<b>SUPERIOR</b>
<b>LOW= 50%</b>	<b>LOW=65%</b>	<b>LOW=80%</b>	<b>95% &amp;HIGHER</b>
<b>MID=55%</b>	<b>MID=70%</b>	<b>MID=85%</b>	
<b>HIGH= 60%</b>	<b>HIGH=75%</b>	<b>HIGH=90%</b>	

**ACTFL WRITING RUBRIC:**

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

Proficiency Level	Tasks and Functions	Context/Content	Text Type	Accuracy
Superior	Can write most correspondence (memos, letters, summaries, reports)  Can write in detail and explain complex matters, state opinions, present supporting arguments and compose hypotheses and conjectures.	Most formal and informal settings.  <i>Practical, professional and social topics treated both concretely and abstractly.</i>	Writes a clearly organized and articulated text that can extend from several paragraphs to pages.	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.
Advanced	Can write informal and some routine formal correspondence and reports that require simple narratives, descriptions, and summaries of a factual nature.  Can narrate and describe in major time frames, at times uses paraphrase and elaboration to provide clarity.	Informal settings and some routine formal settings on familiar topics.  <i>Topics of personal and general interest.</i>	Writes a connected, cohesive text of at least a paragraph in length. Can extend to two or more paragraphs in length on familiar topics.	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.
Intermediate	Can meet practical writing needs, i.e., notes, simple messages, and requests for information. Can ask and respond to straightforward questions.	Routine informal settings and limited tasks involving the exchange of simple information  <i>Predictable, familiar topics related to self and daily routines and activities.</i>	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.	Expresses meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.
Novice	Can write words, lists and notes and limited formulaic information to communicate the most basic information	The most common informal settings.  <i>Most common aspects of self and daily life.</i>	Words, lists, phrases and some limited formulaic information.	May be difficult to comprehend, even for readers accustomed to dealing with non-native writers.

© 2002 American Council on the Teaching of Foreign Languages

**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 Professors Cronovich and Mitchell. The Oral Proficiency Interviews were

conducted by Professor Mitchell, and the SATII Exam was graded according to the College Board instructions by Professor Cronovich. 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.

**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: 2017 SPANISH MAJORS**

WASC REQUIRED GRADUATION PROFICIENCIES	ASSIGNMENT	MEANS OF ASSESSMENT	Finding 1	Finding 2	Finding 3	Finding 4	Finding 5
QUANTITATIVE REASONING	ORAL PRESENTATION	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV HIGH 91%	ADV HIGH 94%	ADV MID 88%	ADV HIGH 94%	ADV HIGH 95%
ORAL COMMUNICATION	ORAL PROFICIENCY IINTERVIEW	OPI ACTFL STANDARDS	ADV LOW 80%	ADV MID 85%	ADV LOW 85%	ADV HIGH 90%	ADV HIGH 90%
WRITTEN COMMUNICATION/ CRITICAL THINKING	PORTFOLIO	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV LOW 80%	ADV HIGH 90%	ADV MID 85%	ADV HIGH 90%	ADV HIGH 90%
INFORMATIONAL LITERACY/ORAL COMMUNICATION	ORAL PRESENTATION	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV HIGH 91%	ADV HIGH 94%	ADV MID 88%	ADV HIGH 94%	ADV HIGH 95%
WRITTEN COMMUNICATION/ CRITICAL THINKING	FINAL ESSAY	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV HIGH 90%	ADV MID 85%	ADV HIGH 90%	ADV HIGH 90%

<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>	<b>Find 4</b>	<b>Find 5</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	ADV LOW 80%	ADV HIGH 90%	ADV MID 85%	ADV HIGH 90%	ADV HIGH 90%
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>	ADV LOW 80%	ADV MID 85%	ADV LOW 80%	ADV HIGH 90%	ADV HIGH 90%
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>	ADV LOW 80%	ADV MID 85%	ADV LOW 80%	ADV HIGH 90%	ADV HIGH 90%
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	ADV LOW 80%	ADV HIGH 90%	ADV MID 85%	ADV HIGH 90%	ADV HIGH 90%
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>	ADV LOW 82.5%	ADV LOW 82.5%	NOV MID 58.7%	ADV HIGH 97.5%	ADV HIGH 97.5%
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	ADV LOW 80%	ADV HIGH 90%	ADV MID 85%	ADV HIGH 90%	ADV HIGH 90%

## **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. The Department has ensured Key Assignments are 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. 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. There was one particularly low score in this area. The student answered only the minimum amount of questions in order to score the exam. We consider this an anomaly. In the area of Oral Proficiency, all of the Language programs administer the ACTFL Oral Proficiency Interview.

The Department successfully completed its Program Review, and received feedback from external reviewers and the University's Program Review committee. This year we began to address some of the findings and recommendations given. In the Beginning Language courses we adopted a new textbook that allowed us more flexibility in adjusting content. Our goal was to give more focus more to communicative skills and inclusion of cultural material. In order to further this goal, we also implemented Talk-abroad conversations with native speakers from all over the Spanish speaking world. This gave students motivation and provided a goal for



improving their communicative skills. It also provided direct insight into the various cultures of the Spanish speaking world.

In order to promote the Minor and Language study, we hosted “Café Latino,” an evening featuring Latin music, coffee, a raffle, and short presentations by students on their experience in Language study. The event was attended by 300 plus students, and gave the program publicity as well as created anticipation for the next big event. We plan on making this a yearly event in which we include featured speakers that will bring excitement, relevance and popularity to Language study. We are also pursuing establishing a film festival on campus that will give prominence on campus to Latino/Spanish voices and culture.

In the coming year we have plans to make the following additions and changes to the Program:

- Change the name of the Intermediate sequence in order to highlight its emphasis on conversation, and thereby attract more students.
- Offer SPA 320 as a cross listed course for Literature in English. SPA 320 is Mexican American Literature and Culture. The readings of this course are in English, and the course material necessitates the use of English already. If the course is open to all students as a possibility for meeting a Lit requirement, it would potentially draw heritage speakers and encourage them to take other SPA courses.
- Propose a Civic Engagement course that would be required for all Minors and Majors. This course would emphasize cultural interaction and promote the use of oral skills. It would allow our program to take advantage of our location, as well as highlight missional distinction through partnership with Christian organizations serving the community.
- Drop LIT 250 as a Major requirement. Due to scheduling and the study abroad requirement, students are currently taking the course during the spring semester of their senior year. This defeats the purpose of the requirement. We are currently incorporating the material needed into the Advanced Grammar and Reading course, as well as Literature courses in general. Dropping the course would allow us to add the Civic Engagement course without adding units to the Major.
- Add 2 units to SPA 485, the capstone course. This would allow for all assessment work to be completed, and for the course to also serve its academic purpose. The current one unit credit is insufficient for the demands of the course.
- Add a Certificate in Spanish in hopes of drawing students who are unsure of the Minor and Major, and allow them to continue their Language study.

We are also working toward approval of hiring one perhaps two additional full-time faculty in Spanish. Currently, we have three full-time faculty in Spanish. In the spring semester, Dr. Bennett was on Sabbatical. We strongly believe that in order to grow the program, we need more hands on deck, especially when individual circumstances can leave us even more short-handed. We currently handle 35-40 Minors and 8-10 Majors. All full-time faculty have extensive service responsibilities to the University, heavy teaching loads and research requirements. We see the possibility of these additions and completely beneficial to the improvement of the program.