

POINT LOMA NAZARENE UNIVERSITY

Department of Literature, Journalism and Modern Languages

End of the Year Report for Languages

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2017-18

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):

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	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.

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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. Professors Bennett, Cronovich and Mitchell carried out the assessment for the Portfolio Writing. Professor Mitchell conducted the Oral

Proficiency Interviews, and Professor Cronovich graded the SATII Exam according to the College Board instructions. 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 80th 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 80th 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: 2018 SPANISH MAJORS

WASC REQUIRED GRADUATION PROFICIENCIES	ASSIGNMENT	MEANS OF ASSESSMENT	Finding 1	Finding 2
QUANTITATIVE REASONING	ORAL PRESENTATION	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV MID 88%
ORAL COMMUNICATION	ORAL PROFICIENCY IINTERVIEW	OPI ACTFL STANDARDS	ADV HIGH 90%	ADV MID 85%
WRITTEN COMMUNICATION/ CRITICAL THINKING	PORTFOLIO	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV LOW 80%
INFORMATIONAL LITERACY/ORAL COMMUNICATION	ORAL PRESENTATION	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV MID 88%
WRITTEN COMMUNICATION/ CRITICAL THINKING	FINAL ESSAY	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV LOW 84%

PROGRAM LEARNING OUTCOMES	ASSIGNMENT	MEANS OF ASSESSMENT	Finding 1	Finding 2
1. Write essays without significant errors of grammar, spelling, or vocabulary usage that would impede comprehension by a native speaker.	PORTFOLIO: Literary Analysis	ACTFL WRITING RUBRIC: 1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV LOW 80%
2. Comprehend the main idea and most details of connected oral discourse by a native speaker on variety of topics.	ORAL PROFICIENCY IINTERVIEW	OPI ACTFL STANDARDS	ADV HIGH 90%	ADV MID 85%
3. Converse in a participatory fashion with a native speaker using a variety of language strategies to convey meaning.	ORAL PROFICIENCY IINTERVIEW	OPI ACTFL STANDARDS	ADV HIGH 90%	ADV MID 85%
4. Analyze and Interpret target language texts and data sets according to their cultural, literary, and/or linguistic content.	PORTFOLIO: Literary Analysis	1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV LOW 80%
5. Display knowledge of the nature and structure of language.	SATII SUBJECT TEST IN SPANISH	SATII SCORING GUIDELINES (800 PTS POSSIBLE)	SUPERIOR 95%	ADV MID 85%
6. Discuss the influence of their own perspective on cultural interconnections through engagement with local, national, or international communities.	PORTFOLIO: Cultural Connections Essay	1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	ADV MID 85%	ADV LOW 82%

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. In the area of Oral Proficiency, all of the Language programs administer the ACTFL Oral Proficiency Interview.

The Fall 17 semester began with the Department signing a Memorandum of Understanding in agreement with the Provost and the Dean. The MOU contains particular plans for improvement for the Language Programs, areas of accountability, as well as targeted sustainability goals, derived from the completed its Program Review. In accordance with the contents of the MOU, the Program made the following changes:

1. We successfully conducted a national search for a new hire, and hired a full time faculty member in Spanish. Margarita Pintado will be joining the Department in the fall of 2018.
2. We had the following curricular changes approved by the Academic Policies Committee and majority vote of the Faculty. These changes will be instituted fall 2018.

- Added 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.
- Added “Conversation” to the name of the Intermediate sequence in order to highlight its emphasis on conversation, and thereby attract more students.
- Changed SPA 303 to SPA 300 adding a Civic Engagement component to the course that will be required for all Minors and Majors. This course will emphasize cultural interaction and promote the use of oral skills. It will allow our program to take advantage of our location, as well as highlight missional distinction through partnership with Christian organizations serving the community.
- Added 2 units to SPA 485, the capstone course. This will allow for all assessment and academic work to be completed. The current one unit credit is insufficient for the demands of the course.
- Dropped LIT 250 as a Major requirement. Due to scheduling and the study abroad requirement, students were taking the course during the spring semester of their senior year. This defeated the purpose of the requirement. We were incorporating the material needed into the Advanced Grammar and Reading course, as well as Literature courses in general. Dropping the course allowed us to add the units to the capstone course without adding units to the Major.

We believe the institution of these changes will allow the program to highlight oral skills as a focus, as well as take advantage of its location and mission, in order to draw more student’s attention and interest. We have also decided to change the Elementary Spanish textbook again. We are changing to Arriba. This textbook is using the application Duolingo for accessible and innovative practice. The textbook is also compatible with Canvas, thus allowing the use of one platform. We continue to experiment changes in an attempt to make the elementary program more accessible, practical, and engaging to our students.

The Faculty also put forth an enormous effort in promoting the program and improving its visibility through marketing, hosting events, cross-campus collaborations and more. In the summer of 2017, the Faculty applied for and was fortunate to have received a grant donation for scholarships and promotion events. With this grant, we were able to host a number of events. We once more hosted Café Latino. Café Latino, with its live music, snacks, and raffle-prizes has become a known event and more than 100 students attended. We also hosted “Tacos y Textos” for the first time. This event took place during a family weekend. We hosted a taco truck, and had Spanish poems to feature our programs. With the grant money, we were able to

have special stickers designed and printed to market the program. More recently, we have had marketing brochures printed as well. We were able to sponsor the attendance of our Majors and Minors to the San Diego Latin American Film Festival. There was visible enthusiasm and excitement created by these events, and it is our hope to continue these and to see this eagerness follow our programs.

In addition, we pursued several venues of collaboration across campus. We met with Business Faculty and International Development Faculty in hopes of joint programs or work. WE worked with Randal Schober in the Business Department to propose a joint Study Abroad course in the summer of 2019. The course was approved, and Business and Spanish will collaborate and travel to Chile, Argentina and Brazil with two Courses: BUS 480 and SPA 302. We hope this will be the beginning of many more collaborations with the Business Department, as we see a lot of potential for future work together. We attempted to create a joint degree, and we hope to continue with this proposal in 2018-2019. With the Education Department, we created a template for the blended degree completion of the Spanish Major and a Teaching Credential to be completed in four years. This will be available to students fall 2018. We hope this option will also draw students to the Major. We are exploring multiple areas of collaboration across campus in order to maximize our presence and potential at the University.

Outside of the University, we attended several conferences and events. All three Spanish language professors presented papers at the Christian Association of World Languages conference at Whitworth University in Spokane, WA. We were able to hear about current practices as well as discuss at length present circumstances of Language programs around the country. We were able to gain insights about other programs efforts for growth. Several communicate with local High schools, and recruit locally. We have begun these efforts. We have researched which High Schools are best to

contact. I attended Preuss High School Career and College Day in April. We are certainly looking into every possibility for growth and promotion of our program.

Finally, we happily welcomed five new Majors this year. Again, because of our grant, we were able to provide scholarships to these students. All of these are double Majors, and have excellent academic standing. Due to their double Major and study abroad requirement they will also have more financial demands. We will continue to recruit students every way we can. We will continue to apply for the grant, and hope to continue to receive it. Our most profound gratitude to our donors for this grant, which has made so much of our work possible.