

POINT LOMA NAZARENE UNIVERSITY

Department of Literature, Journalism and Modern Languages

End of the Year Report for Languages

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2018-2019

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. Written Essay as administered by an Exit Assessment Writing Prompt

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. Written Essay as administered by an Exit Assessment Writing Prompt. The criteria set by the Department establish that 70% of graduating students will achieve the Advanced Low Level (80%) as set by ACTFL standards.

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: 2019 SPANISH MAJORS

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

PROGRAM LEARNING OUTCOMES	ASSIGNMENT	MEANS OF ASSESSMENT	Finding 1
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 HIGH 90%
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%
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%
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 HIGH 90%
5. Display knowledge of the nature and structure of language.	WRITTEN ESSAY	1)TASKS & FUNCTIONS 2)CONTEXT &CONTENT 3)TEXT TYPE 4)ACCURACY	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 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. The assessment of PLO 5 was revised this year due to changes by the College Board in the administration of the SATII Subject Exam. We decided to use the final in class written essay as the assessment for PLO 5. Since this is an in class exam prompt, it is unassisted writing that demonstrates student's knowledge of the nature and structure of language.

The 2018-2019 Academic Year

This fall marked the first year of implementation of the many curricular changes approved for the Program last spring:

- 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.
- Allow SPA 320/380/400/402/437 or 439 to count as the Upper Division GE Lit course. This will allow our Majors to reduce their overall number of added units, and allow flexibility in their schedules.

As it is the first year, it is difficult to see what results the changes are having as of yet. Our focus of highlighting oral skills will take some time to gain recognition around campus and draw student's interest. Despite our great excitement and interest in *Arriba* and *Duolingo*, we were unable to change the Elementary Spanish textbook. Unfortunately, the publisher was completely unprepared to deliver a finished product. We waited for them until the day before classes began. We went through training with them, but when they finally delivered what they had, it was completely inadequate. We will continue to look for better and more economic options in the future.

The Faculty continued its efforts in promoting the program and improving its visibility through marketing, hosting events, cross-campus collaborations and more. This year hosted Café Latino in conjunction with Admissions during a Junior/Senior Day Visiting day. We had over 300 in attendance. It was a great way to promote the Program to PLNU students, and to future ones. We were once again able to sponsor the attendance of our Majors and Minors to the San Diego Latin American Film Festival. We also held a "Night with D.J. Jeremías" We had at least 100 students in attendance. This year "Senior presentations", we invited alumni to present as well. We had three alumni from various graduating years present. We thought it would be great for our students to see where the Major has taken alumni, and this could help them envision their future career and selves. The response from our

students was extremely positive. They were astounded at the level of skill demonstrated by the alumni, and were excited and motivated to think they could someday be there. There was visible enthusiasm and excitement created by these events, and it is our hope to continue these and to pursue other events that can draw students from surrounding High Schools, so we can initiate recruitment opportunities.

The blended degree of Spanish Major and Teaching Credential is in place, and in the Catalog. We have one new major entering fall 2019 because of this program. We hope to explore more ways of highlighting this program in the future. We continue to look for ways to collaborate across campus. Unfortunately, the joint Study Abroad course for summer 2019 with the Business Department was cancelled. The program had been approved, it seemed like there would be enough students to make the trip go, and it was cancelled. We were rather disappointed, as it had been our faculty who had put much of the effort into the proposal, the planning, and the recruiting efforts. We found out after the decision had been made.

We welcomed one new fulltime faculty member in the fall, Margarita Pintado. She has already been a great addition to the Department. She brings great energy, and will be an enormous asset. Spring semester she was out on family leave, so we look forward to having her a full year in 2019-2020. We also had another full time faculty member out on Sabbatical in spring. Paula Cronovich spent the spring semester in Argentina. Part of the time during her Sabbatical, she explored the possibilities for creating a PLNU Study Abroad Program in Buenos Aires. We are very excited about this endeavor as it could potentially create great interest in all of our programs: Certificate, Minor, Major. It could also solve some of the issues we are having with the small numbers in the upper division courses by limiting the courses our students are taking abroad and by drawing more students into our programs.

In addition, we all presented papers at various national and international conferences. We will also be attending the American Association of Teachers of Spanish and Portuguese Conference, which will be held in San Diego this July.

Finally, we happily welcomed five new Majors this year again. We were fortunate to receive more money for the Language Scholarship last summer. Because of this money, we were able to provide scholarships to many of our students. Some of our students are using their scholarship money for their study abroad requirement. If they study abroad in the summer, they have no access to financial aid. The Language Scholarship Fund has been life saving for these students. Most of our students 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.