

POINT LOMA NAZARENE UNIVERSITY

# Department of Literature, Journalism, Writing and Languages

---

## End of the Year Report for Languages

Scott Bennett, PhD, Associate Professor of Spanish

2019-2020

**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 LJWL 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.

**LJWL**  
**PLO Data for Languages, FA19-SP20**

**Learning Outcome 1:**

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

**Outcome Measure:**

Written Essay as administered by an Exit Assessment Writing Prompt, and/or Portfolio of Reflective Writing. The Portfolio includes four pieces of reflective writing in which students demonstrate literary scholarship or research, cultural awareness, knowledge of language and professional preparation. Assignments were administered as part of the SPA 4085 Capstone Course

**Criteria for Success (how do you judge if the students have met your standards):**

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 a score of 80%. 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.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

<b>Writing</b>	<b>2019-20</b>
<b>Findings 1</b>	<b>85% Adv Mid</b>
<b>Findings 2</b>	<b>90% Adv high</b>
<b>Findings 3</b>	<b>90% Adv high</b>
<b>Findings 4</b>	<b>90% Adv high</b>

\*Findings = students

**Conclusions Drawn from Data:**

The Language Faculty 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 established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

ACTFL Writing Rubric: (see next page)

**ACTFL WRITING RUBRIC:**

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

Proficiency Level	Tasks and Functions	Context/Content	Text Type	Accuracy
<b>Superior</b>	<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>
<b>Advanced</b>	<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>
<b>Intermediate</b>	<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>
<b>Novice</b>	<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>

© 2002 American Council on the Teaching of Foreign Languages

**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%	

**Learning Outcome 2:**

Students will be able to comprehend the main idea and most details of connected oral discourse by a native speaker on a variety of topics.

**Outcome Measure:**

An Oral Proficiency Interview was administered during the departmental Exit Interview.

**Criteria for Success (how do you judge if the students have met your standards):**

The criteria set by the department establishes that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the OPI ACTFL standards.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

<b>Oral</b>	<b>2019-20</b>
<b>Findings 1</b>	<b>80% Adv low</b>
<b>Findings 2</b>	<b>80% Adv low</b>
<b>Findings 3</b>	<b>80% Adv low</b>
<b>Findings 4</b>	<b>90% Adv high</b>

**\*Findings = students**

**Conclusions Drawn from Data:**

The established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

OPI ACTFL Standards (next page)

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
<b>Superior</b>	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
<b>Advanced</b>	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Most informal and some formal settings. <i>Topics of personal and general interest.</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
<b>Intermediate</b>	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
<b>Novice</b>	Communicate minimally with formulaic and rote utterances, lists, and phrases.	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

**Learning Outcome 3:**

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

**Outcome Measure:**

An Oral Proficiency Interview was administered during the departmental Exit Interview.

**Criteria for Success (how do you judge if the students have met your standards):**

The criteria set by the department establishes that 70% of graduating students will achieve at least the Advanced Low Level (80%) as set by the OPI ACTFL standards.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

Oral	2019-20
Findings 1	80% Adv low
Findings 2	80% Adv low
Findings 3	80% Adv low
Findings 4	90% Adv high

\*Findings = students

**Conclusions Drawn from Data:**

The established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

OPI ACTFL Standards (next page)

Proficiency Level*	Global Tasks and Functions	Context / Content	Accuracy	Text Type
<b>Superior</b>	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse
<b>Advanced</b>	Narrate and describe in major time frames and deal effectively with an unanticipated complication.	Most informal and some formal settings. <i>Topics of personal and general interest.</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
<b>Intermediate</b>	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
<b>Novice</b>	Communicate minimally with formulaic and rote utterances, lists, and phrases.	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases

**Learning Outcome 4:**

Students will be able to analyze and interpret target language texts and data sets according to their cultural, literary, and /or linguistic content.

**Outcome Measure:**

Written Literary Analysis from Portfolio. Assignments were administered as part of the SPA 4085 Capstone Course

**Criteria for Success (how do you judge if the students have met your standards):**

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 a score of 80%. 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.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

Portfolio - writing	2019-20
Findings 1	85% Adv Mid
Findings 2	90% Adv high
Findings 3	90% Adv high
Findings 4	90% Adv high

\*Findings = students

**Conclusions Drawn from Data:**

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

ACTFL Writing Rubric (see PLO 1 for rubric)



**Learning Outcome 5:**

Students will be able to display knowledge of the nature and structure of language.

**Outcome Measure:**

Written Essay as administered by an Exit Assessment Writing Prompt. Assignments were administered as part of the SPA 4085 Capstone Course

**Criteria for Success (how do you judge if the students have met your standards):**

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.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

<b>Writing</b>	<b>2019-20</b>
<b>Findings 1</b>	<b>85% Adv Mid</b>
<b>Findings 2</b>	<b>85% Adv Mid</b>
<b>Findings 3</b>	<b>80% Adv Low</b>
<b>Findings 4</b>	<b>95% Superior</b>

\*Findings = students

**Conclusions Drawn from Data:**

The Language Faculty assessed all of the writing components using the ACTFL Writing Rubric. The established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

ACTFL Writing Rubric (see PLO 1 for rubric)

**Learning Outcome 6:**

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

**Outcome Measure:**

Reflective Essay on Study Abroad Experience administered by an Exit Assessment Writing and included in the portfolio.

**Criteria for Success (how do you judge if the students have met your standards):**

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.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

**Longitudinal Data:**

<b>Writing</b>	<b>2019-20</b>
<b>Findings 1</b>	<b>80% Adv Low</b>
<b>Findings 2</b>	<b>80% Adv Low</b>
<b>Findings 3</b>	<b>85% Adv Mid</b>
<b>Findings 4</b>	<b>90% Adv High</b>

**\*Findings = students**

**Conclusions Drawn from Data:**

The Language Faculty 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 established goals were met or exceeded.

**Changes to be Made Based on Data:**

Since the targets set were met, no changes in the assessment process are needed at this time.

**Rubric Used**

ACTFL Writing Rubric (see PLO 1 for rubric)

## The 2019-2020 Academic Year

Here are a few updates concerning the 2019-2020 academic year:

- The new SPA 3000 (as of fall 2019) course completed a Civic Engagement component that is now required of all majors and minors. This course emphasized cultural interaction and promoted the use of both oral and writing skills. It allowed the program to take advantage of our location, as we highlighted our missional distinction through partnerships with nonprofit organizations serving the community.
- The CA Commission on Teacher Credentialing (CTC) for Spanish Waiver has been submitted and is under review. With this track, Spanish majors will be able to waive the CSET Exam, and our program demonstrates sufficient rigor in order for majors to complete the requirements of this nation-wide exam.
- We developed and taught the first fully online Spanish courses for summer 2020 (both SPA 1001 and SPA 1002) in response to the COVID-19 pandemic.
- The French professors implemented new video and recording technology to enhance the remote learning experience during spring 2020 due to the COVID-19 pandemic. The example has prompted other language professors to develop an innovative response to the challenges of remote learning.
- We are currently in the process of developing a semester-length Spanish program in Buenos Aires to be launched during the spring 2021 semester. The program will offer two separate tracks that will allow Foundational Explorations (formerly GE), intermediate, and major and minor students to learn Spanish in an immersive, cosmopolitan setting. This will also help promote the Spanish Certificate. Offering the program will depend on the status of the COVID-19 pandemic, but if approved, we will be ready with promotion and recruitment during fall 2020.

The Faculty continued its efforts in promoting the program and improving its visibility through marketing, hosting events, cross-campus collaborations and more. This year we hosted our fourth annual Café Latino event in conjunction with Admissions during a Junior/Senior visiting day. We had over 175 in attendance. It was a great way to promote the Spanish program to PLNU students, and to future PLNU students as well. We hosted a promotional table at a book presentation by world-renown author Isabel Allende with over 1600 people attending (many from the Spanish-speaking community). Moreover, Spanish professors made visits to local high schools to help promote and share PLNU language programs to possible future students and the San Diego community. There was visible

enthusiasm and excitement created by all of 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. Also, Spanish faculty had a meeting with the Provost and Dean in spring 2020 to update the administration about our activities, recruiting efforts, and current state of our program and how it has grown. We also sought feedback from the Provost and Dean as to which direction to take on how to continue to improve our program. We noted that our number of Spanish majors increased to 14, and that we have also welcomed more students into SPA 2050 and 2051 (Intermediate Spanish Conversation) with 20 students in 2050 in fall 2019 and 16 students in 2051 in spring 2020. We also highlighted the consistent numbers in upper division classes, such as SPA 3000 (13 in fall 2019), SPA 3010 (13 in fall 2019), SPA 3002 (14 in spring 2020), and SPA 3020 (16 students in spring 2020).

We normally invite students to watch films at the San Diego Latino Film Festival and also host a Spanish Research Conference, but these events were canceled due to the COVID-19 pandemic. Our plan will be to implement these events again during the 2020-2021 academic year. Also, the blended degree of Spanish Major and Teaching Credential is in place, and in the catalog. We hope to explore more ways of highlighting this program in the future, and we will continue to look for ways to collaborate across campus.

After professor Paula Cronovich 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, including the Spanish certificate, minor, and 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 a PLNU sponsored program. We hope to implement this program during the spring 2021, but that will depend on the possibilities due to the COVID-19 pandemic.

In addition, the languages faculty presented papers at various national and international conferences. While all fulltime Spanish faculty were going to attend the American Association of

Teachers of Spanish and Portuguese Conference in Puerto Rico in July 2020, due to the pandemic this event was canceled. Both Spanish and French professors remain active in their respective fields, presenting at conferences and leading workshops. Due to the current COVID-19 pandemic, we have all adapted and learned about remote learning options, and although the circumstances have been difficult, we have progressed and developed new course material in response to the situation.

Finally, we happily welcomed four new Spanish majors this year, one as a transfer student and three through promotions and OPI testing on campus. Both the numbers of majors for French and

Spanish have grown over the past two years, which is a positive sign. Also, we have over forty Spanish minors, one of the most popular minors at PLNU. Once again, we were fortunate to receive more money for the Language Major Scholarship this past year. Because of this thoughtful and generous donation, we were able to provide scholarships to many of our students in Spanish and now French for the first time. 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. It has had an extremely positive impact on the numbers of students in our language program.