

# Department of Literature, Journalism, Writing and Languages

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## End of the Year Report for Languages

Scott Bennett, PhD, Professor of Spanish, 2020-21

**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, FA20-SP21**

**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>2020-21</b>
<b>Finding 1</b>	<b>85% Adv Mid</b>	<b>90% Adv high</b>
<b>Finding 2</b>	<b>90% Adv high</b>	<b>90% Adv high</b>
<b>Finding 3</b>	<b>90% Adv high</b>	
<b>Finding 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 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 Proficiency Guidelines – Writing (Revised 2001)  
ASSESSMENT CRITERIA CHART**

<b>Proficiency Level</b>	<b>Tasks and Functions</b>	<b>Context/Content</b>	<b>Text Type</b>	<b>Accuracy</b>
<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>

**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>2020-21</b>
<b>Finding 1</b>	<b>80% Adv low</b>	<b>80% Adv low</b>
<b>Finding 2</b>	<b>80% Adv low</b>	<b>85% Adv mid</b>
<b>Finding 3</b>	<b>80% Adv low</b>	
<b>Finding 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 (see 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	2020-21
Finding 1	80% Adv low	80% Adv low
Finding 2	80% Adv low	85% Adv mid
Finding 3	80% Adv low	
Finding 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 (see PLO 2 rubric)

**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	2020-21
Finding 1	85% Adv Mid	90% Adv high
Finding 2	90% Adv high	90% Adv high
Finding 3	90% Adv high	
Finding 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>2020-21</b>
<b>Finding 1</b>	<b>85% Adv Mid</b>	<b>90% Adv high</b>
<b>Finding 2</b>	<b>85% Adv Mid</b>	<b>90% Adv high</b>
<b>Finding 3</b>	<b>80% Adv Low</b>	
<b>Finding 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:**

Writing	2019-20	2020-21
Finding 1	80% Adv Low	90% Adv High
Finding 2	80% Adv Low	90% Adv High
Finding 3	85% Adv Mid	
Finding 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 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 2020-2021 Academic Year

Here are a few updates concerning the 2020-2021 academic year:

- 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. 100% online courses were also offered during the 2021 Mini-term (both SPA 1001 and SPA 1002). This was a popular course choice during the Mini-term, and we ended up opening extra sections to help cover the increased student interest. These were the first fully vetted 100% online language courses through Instructional Design at PLNU.
- From mid-March 2020 until the end of spring 2021, the language professors have pivoted to teach remote hybrid (both fall 2020 and spring 2021) while also offering 100% online courses during the summer (2020 and 2021) and Mini-term 2021. The professors put in many extra hours of work to prepare for these changes, and also adapted graciously and patiently to the new online environment.
- 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 French professors continued with the popular French film nights to enhance cultural understanding and connect with students.
- The CA Commission on Teacher Credentialing (CTC) for Spanish Waiver is still 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 nationwide exam.
- The Spanish section required more cultural engagement activities focusing on anti-racism initiatives, including presentations on immigration, poetry from Puerto Rico, the Brown church, and anti-human trafficking (including perspectives concerning the transatlantic slave trade). After initial observations, the new requirement has led to a higher number of rating of 4 (Capstone) responses on the FELO 2c assessment. The Spanish section will continue to implement cultural engagement activities that both challenge and engage students with topics about the Spanish speaking world, and that are also socially conscious and relevant.
- Even though the Office of Global Studies was closed at the beginning of summer 2020, the Spanish section still hopes to develop a semester-length Spanish program in Buenos Aires, Argentina. The program will offer two separate tracks that will allow Foundational Explorations

language courses, intermediate, and major and minor students to learn Spanish in an immersive, cosmopolitan setting. This will also help promote the Spanish Certificate, diversity, and international connections. Offering the program will depend on the status of the COVID-19 pandemic in both the United States and Argentina.

While none of the language professors could have anticipated the changes and requirements brought about because of the COVID-19 pandemic, we have successfully managed to weather the storm and complete the 2020-2021 academic year. After completing our courses as hybrid remote (with some synchronous sessions on Zoom) in fall 2020, the administration requested that the language section continue using this format for spring 2021 (due to pedagogical reasons concerning the use of face coverings and the difficulties created by not being able to see a professor's face). While Zoom is by no means perfect, it at least allowed for clear diction and allowed students to see and hear how the professor pronounced the language.

The number of students in the intermediate SPA 2050-2051 sequence has increased, due to both promoting our program and the results of OPI tests completed individually with students. We welcomed a good group of students into SPA 2050 and 2051 (Intermediate Spanish Conversation) with 16 students in 2050 in fall 2020 and continued with 16 students in 2051 in spring 2021. Concerning fall 2021 enrollment, we currently have 11 students enrolled in SPA 2050 (and this number will definitely increase due to the fall language placement test and OPI tests). We also have an increase in numbers in some of our upper division courses for fall 2021: 20 students enrolled in SPA 3000 and 16 students in SPA 3010, definitely a healthy increase in numbers for these higher level courses.

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 during the 2020-2021 academic year. We were able to hold the Spanish Research Conference on Zoom, and the event was successful. Our plan will be to implement these events again (in person) during the 2021-2022 academic year, including the popular Café Latino (now in its 5<sup>th</sup> year) to help promote language programs and cultural awareness on campus. We are

especially thankful to the LJWL administrative support concerning events and promoting them through social media channels.

Before the COVID-19 pandemic, professor Paula Cronovich had explored the possibilities for creating a PLNU Study Abroad Program in Buenos Aires, and we continue to be excited about this endeavor as it could potentially create great interest in all of our programs, including the Spanish certificate, minor, and major. We still hope to implement and proceed with this program, but that will depend on the possibilities due to the COVID-19 pandemic and restrictions in Argentina.

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. The language professors have become more proficient with both Zoom and the use of Canvas, thanks to trainings from the CLT, including one specifically for the languages section on how to engage classes more on Zoom, specifically in the language pedagogy field (by Megwen Loveless, professor of Portuguese from Tulane University). We appreciate Jo Clemmons in the CLT for setting that workshop up, and also her willingness to help the languages section gain more understanding about Zoom and best practices in teaching.

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. French has a similar blended degree as well, and we see these connections and possibilities as a positive collaboration between languages and the School of Education.

Finally, we were happy to welcome new Spanish majors this year, as freshmen, transfer students, and also through departmental promotions and OPI testing on campus. Both the numbers of majors for French and Spanish have grown over the past three years, which is a positive sign. We currently have 18 Spanish majors, not including two that just graduated in spring 2021. Moreover, we have over forty Spanish minors, one of the most popular minors at PLNU.

Once again, we were fortunate to receive more financial donations 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, including French majors as well. The Language Major Scholarship 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 any and every way we can. Our most profound gratitude to our donors for this grant, which has made so much of our work possible, especially in retaining Spanish majors. It has had an extremely positive and direct impact on the numbers of students in our language program.