

Program Assessment: *Annual Report*

Program(s): Spanish

Department: Languages, Literatures, and Cultures

College/School: Arts & Sciences

Date: December 14, 2018

Primary Assessment Contact: Ana Montero

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Interpersonal Communication–Written Mode
Intercultural Competence–Written Mode

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

A final paper from the final course in Spanish taken by graduating seniors with a major in Spanish.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Papers were distributed to all full-time faculty in Spanish who evaluated the papers according to the program assessment rubric. Student names were removed from the papers before distribution, and care was taken that faculty would not assess papers written by their own students. The assessment plan and rubric will be submitted with this report.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Meaning of scale
4 = exceeds expectations
3 = meets expectations (strong)
2 = meets expectations (minimal)
1 = does not meet expectations

Number of assessed papers: 10 (though all categories didn't apply to all papers)

Conclusions

→ assessed students meet expectations comfortably (strong) in the following areas:

- a. Comprehensibility (3.36)
- b. Language Function (3.27)
- c. Text Type (3.18)
- d. Cultural Knowledge (3.14) (only pertinent in 8 papers)
- e. Cultural Self-Awareness (3.14) (only pertinent in 7 papers)

- f. Empathy (3) (only pertinent in 8 papers)

→ assessed students meet expectations (minimal) in the following areas:

- a. Language Control (2.82)
- b. Communication Skills (2.75) (only pertinent in 4 papers)
- c. Attitude of Openness (2.625) (only pertinent in 4 papers)
- d. Curiosity (2.5) (only pertinent in 5 papers)

Summary

→ Results are satisfactory insofar as all majors of Spanish graduating in May 2018 meet expectations; there are no cases of students not meeting them. Therefore, these students demonstrated that they are able to communicate in their second language in writing with a clear understanding of genre, context, and cultural expectations. Furthermore, students demonstrate an effective knowledge of cultural differences which translates into the ability to deal with complex and diverse identities, and to understand both the differences and interdependence of human cultures, institutions and systems of thought. Accuracy in language control may be more limited when the complexity of tasks increases.

→ Results show some hesitancy with a few skills which could not be tracked in all papers, and therefore, there is a more limited view of the degree of achievement in those cases. Furthermore, those results are lower though they still meet expectations. These skills are: attitude of openness, curiosity, and communication skills. Basically they point to a higher degree of complexity in the understanding of cultural differences and in the ability to engage with different cultural systems in a more broad-minded, objective, unbiased mind.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

A. Though students are able to compare successfully their own values and biases to those of people from different backgrounds, courses will be more intentionally designed with the purpose of fostering attitudes of openness, curiosity and critical observation so that students dig more profoundly in the analysis of different points of view.

B. We will review the assessment plan and accompanying rubrics as a group with the following goals:

- to have a common understanding of what the categories mean
- to reflect on how to integrate them in our curriculum

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Because this is a new assessment plan (and rubric) in the Spanish program we do not yet have data to respond to this question.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Spanish Exit Interview and Summative Essay Assessment Rubrics

Assessment Tools: Oral Interview ACTFL Proficiency: at least Intermediate High

NAME: _____ Date: _____

In the following rubrics, “target language” is to be interpreted as Spanish. Because Spanish is spoken in many areas of the world outside of France, it would be misleading in this context to specify “Spanish culture(s)”.

A. Oral Interview

Interpersonal Communication Rubric – Oral Mode

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	<ul style="list-style-type: none"> Narrates and describes fully and accurately in all major time frames. Can discuss some topics abstractly, especially those related to particular interests and expertise. Provides a structured argument to support opinions and may construct hypotheses. 	<ul style="list-style-type: none"> Consistently and extensively narrates and describes in all major time frames by providing a full account. Participates actively in most informal and some formal exchanges on a variety of concrete topics. Can discuss/write about topics relating to events of current, public, and personal interest. Can handle successfully and with ease an unexpected turn of events or complication. 	<ul style="list-style-type: none"> Consistently narrates and describes in all major time frames. Able to participate in most informal and some formal exchanges on familiar topics Can engage about current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication. 	<ul style="list-style-type: none"> Narrates and describes in most but not all major time frames, but often not consistently. Handles successfully uncomplicated tasks and situations requiring exchange of basic information. Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.
Text Type Quantity and organization of language discourse (Connected sentences moving into the paragraph length)	<ul style="list-style-type: none"> Uses informal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in connected paragraph-length discourse. (5-8 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in connected sentences. (3-5 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
Communication Strategies Quality of engagement and interactivity; how one participates in the conversation/written exchange and advances it; strategies for negotiating meaning in the face of breakdown of communication	<ul style="list-style-type: none"> • Converses with ease, confidence, and competence. • Maintains, advances and/ or redirects conversation. • Demonstrates confident use of strategies such as paraphrasing, circumlocution, or examples. 	<ul style="list-style-type: none"> • Converses with ease and confidence. • Maintains and advances conversation. For example asking questions. • Uses communicative strategies such as rephrasing and circumlocution. 	<ul style="list-style-type: none"> • Maintains conversation. • May use strategies such as rephrasing and circumlocution, but will still have some breakdown in communication. 	<ul style="list-style-type: none"> • Converses with ease and confidence only when dealing with routine tasks and situations. • May clarify by paraphrasing but cannot communicate when presented with unknown words or contexts.
Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	<ul style="list-style-type: none"> • Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives. 	<ul style="list-style-type: none"> • Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives. 	<ul style="list-style-type: none"> • Is understood by native audiences (speaking/writing), although this may require some repetition or restatement. 	<ul style="list-style-type: none"> • Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	<ul style="list-style-type: none"> • Demonstrates full control of aspect in narration. • Uses precise vocabulary and intonation, great fluency, and ease of speech. • Accuracy may break down when attempting to perform the complex tasks over a variety of topics. 	<ul style="list-style-type: none"> • Demonstrates good control of aspect in narration. • Has substantial fluency and extensive vocabulary. • The quality and/or quantity of language use generally declines when attempting to perform complex tasks. 	<ul style="list-style-type: none"> • Demonstrates some control of aspect in narration. • Vocabulary may lack specificity. • Fluency decreases in quality and quantity when attempting to perform advanced tasks. 	<ul style="list-style-type: none"> • There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.

Intercultural Competence Rubric – Oral Mode*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Cultural self-awareness (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases as compared to the target language culture(s).	Recognizes new perspectives about own cultural rules and biases as compared to the target language culture(s).	Identifies own cultural rules and biases as compared to the target language culture(s).	Shows minimal awareness of own cultural rules and biases as compared to the target language culture(s).
Cultural Knowledge Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and	Demonstrates sophisticated understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates adequate understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates partial understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates surface understanding of the complexity of culture important to members of the target language culture(s).

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
practices				
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of the target language culture(s).	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview when discussing the target language culture(s).	Identifies components of the target language cultures' perspectives, but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Communication Skills Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Curiosity	Asks complex questions about the target language culture(s), seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about the target language culture(s), and seeks out answers to these questions.	Asks simple or surface questions about the target language culture(s).	States minimal interest in learning more about the target language culture(s).
Attitude of Openness	Initiates and develops interactions with others from the target language culture(s). Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with others from the target language culture(s). Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most interactions with others from the target language culture(s). Has difficulty suspending judgment in her/his interactions, but is aware of own judgment expressing a willingness to change.	Receptive to interacting with others from the target language culture(s). Has difficulty suspending any judgment in her/his interactions with culturally different others and is unaware of own judgments.

* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

Spanish Exit Interview and Summative Essay Assessment Rubrics

**Assessment Tools: Summative Essay
ACTFL Proficiency: at least Intermediate High**

NAME: _____ **Date:** _____

B. Written Summative Essay

Interpersonal Communication Rubric –Written Mode

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p>Language Function Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<ul style="list-style-type: none"> Narrates and describes fully and accurately in all major time frames. Can discuss some topics abstractly, especially those related to particular interests and expertise. Provides a structured argument to support opinions and may construct hypotheses. 	<ul style="list-style-type: none"> Consistently and extensively narrates and describes in all major time frames by providing a full account. Participates actively in most informal and some formal exchanges on a variety of concrete topics. Can discuss/write about topics relating to events of current, public, and personal interest. Can handle successfully and with ease an unexpected turn of events or complication. 	<ul style="list-style-type: none"> Consistently narrates and describes in all major time frames. Able to participate in most informal and some formal exchanges on familiar topics Can engage about current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication. 	<ul style="list-style-type: none"> Narrates and describes in most but not all major time frames, but often not consistently. Handles successfully uncomplicated tasks and situations requiring exchange of basic information. Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.
<p>Text Type Quantity and organization of language discourse (Connected sentences moving into the paragraph length)</p>	<ul style="list-style-type: none"> Uses informal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in connected paragraph-length discourse. (5-8 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in connected sentences. (3-5 sentences per exchange) 	<ul style="list-style-type: none"> Uses informal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
Communication Strategies Quality of engagement and interactivity; how one participates in the conversation/written exchange and advances it; strategies for negotiating meaning in the face of breakdown of communication	<ul style="list-style-type: none"> • Converses with ease, confidence, and competence. • Maintains, advances and/ or redirects conversation. • Demonstrates confident use of strategies such as paraphrasing, circumlocution, or examples. 	<ul style="list-style-type: none"> • Converses with ease and confidence. • Maintains and advances conversation. For example asking questions. • Uses communicative strategies such as rephrasing and circumlocution. 	<ul style="list-style-type: none"> • Maintains conversation. • May use strategies such as rephrasing and circumlocution, but will still have some breakdown in communication. 	<ul style="list-style-type: none"> • Converses with ease and confidence only when dealing with routine tasks and situations. • May clarify by paraphrasing but cannot communicate when presented with unknown words or contexts.
Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	<ul style="list-style-type: none"> • Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives. 	<ul style="list-style-type: none"> • Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives. 	<ul style="list-style-type: none"> • Is understood by native audiences (speaking/writing), although this may require some repetition or restatement. 	<ul style="list-style-type: none"> • Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	<ul style="list-style-type: none"> • Demonstrates full control of aspect in narration. • Uses precise vocabulary and intonation, great fluency, and ease of speech. • Accuracy may break down when attempting to perform the complex tasks over a variety of topics. 	<ul style="list-style-type: none"> • Demonstrates good control of aspect in narration. • Has substantial fluency and extensive vocabulary. • The quality and/or quantity of language use generally declines when attempting to perform complex tasks. 	<ul style="list-style-type: none"> • Demonstrates some control of aspect in narration. • Vocabulary may lack specificity. • Fluency decreases in quality and quantity when attempting to perform advanced tasks. 	<ul style="list-style-type: none"> • There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.

Interpretive Communication Rubric —Written Mode

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).

Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspective	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/products to perspectives is superficial or lacking.

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Intercultural Competence Rubric –Written Mode*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Cultural self-awareness (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases as compared to the target language culture(s).	Recognizes new perspectives about own cultural rules and biases as compared to the target language culture(s).	Identifies own cultural rules and biases as compared to the target language culture(s).	Shows minimal awareness of own cultural rules and biases as compared to the target language culture(s).
Cultural Knowledge Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates sophisticated understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates adequate understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates partial understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates surface understanding of the complexity of culture important to members of the target language culture(s).
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of the target language culture(s).	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview when discussing the target language culture(s).	Identifies components of the target language cultures' perspectives, but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Communication Skills Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Curiosity	Asks complex questions about the target language culture(s), seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about the target language culture(s), and seeks out answers to these questions.	Asks simple or surface questions about the target language culture(s).	States minimal interest in learning more about the target language culture(s).

Attitude of Openness	Initiates and develops interactions with others from the target language culture(s). Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with others from the target language culture(s). Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most interactions with others from the target language culture(s). Has difficulty suspending judgment in her/his interactions, but is aware of own judgment expressing a willingness to change.	Receptive to interacting with others from the target language culture(s). Has difficulty suspending any judgment in her/his interactions with culturally different others and is unaware of own judgments.
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* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS: