

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Spanish

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.	The Spanish faculty decided to conduct the current program assessment in the two sections of Spanish 303: Advanced Oral Expression, which were taught during the fall of 2012. From each section, the culminating oral presentation was selected. This was a persuasive speech presented by the students in front of the class. The instructors of these two sections agreed on the following: 1. They selected a rubric to grade this presentation. 2. Provided that the student population in these two courses	The two instructors met to compare and discuss results. The conclusions for each group are: Spanish Heritage Speakers: • The presentation with the best score showed a well-organized and well delivered presentation with a variety of examples and proper academic language. • On the other hand, the presentation with the lower score showed language that was less academic or more informal, and it was evident that the student was not well prepared for the presentation, lacking organization. The student seemed to be over confident in his/her language ability, but could have prepared better. It was also noted that this student employed code-switching on a few occasions. • Also the student with the low grade in this group did not show much passion or enthusiasm for the topic presented. The instructor felt the student was just ‘winging it.’	The Spanish faculty met to discuss these results and it was proposed that we do the following: • For Spanish heritage speakers, all faculty agreed that these students needed to be better guided, with preliminary steps to help them prepare for the oral presentation. So if an oral presentation is to be expected from the students, the instructor shall schedule preliminary deadlines that may include the following steps: o Turn in and get the topic approved by the instructor. o Turn in a bibliography with possible articles to be consulted. o Turn in a written summary of the main ideas for the presentation. o Meet with the instructor to discuss strategies for the presentation.

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		<p>included a balanced number of Spanish heritage learners as well as nonnative Spanish speakers, the instructors decided to sample the presentations as follow. They selected one high and one low score in the presentation from the Spanish heritage learners and the same was done for nonnative speakers. The rationale behind this selection was to compare the better presentation with the one with lower score in each group.</p>	<p>Nonnative Speakers</p> <ul style="list-style-type: none"> • The best score in this group showed an excellent and meticulous preparation for the presentation, resulting in a well-organized speech. • The lower score in this group had to do mostly with problems in grammar and vocabulary, yet this was compounded with lack of preparation. 	<p>These steps should carry some weight in the overall grade of the presentation.</p> <p>Even though the above are only suggestions presented by faculty, each instructor will decide on a way to scaffold the assignment, breaking it down in doable steps. This should lead to a better prepared and/or organized presentation.</p> <ul style="list-style-type: none"> • For nonnative students, it was discussed that their needs are quite different from Spanish heritage learners. What the results of this assessment show is that this group tends to prepare more, yet they lack sometimes the linguistic skills to succeed in their presentation; therefore, what they need is an ample and varied set of opportunities for target language output, and not only in Spanish 303 but in most upper division courses. Each instructor shall approach that need differently, but some ideas are: <ul style="list-style-type: none"> o Combine Spanish heritage learners with nonnatives in class projects that require much

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				<p>language output.</p> <ul style="list-style-type: none"> o Assign an oral portfolio of activities that students can complete individually. o Continue to motivate students to speak as much as possible in every upper division class.
<p>2013 – 2014</p>	<p>SLO 3: To develop advanced proficiency in reading comprehension in order to be able to analyze and interpret authentic texts from the target language and culture. Reading comprehension includes the following: Understanding the development of ideas; Following the organization of ideas; Accuracy of understanding; Knowledge of vocabulary/expressions; and Socio-linguistic awareness.</p>	<p>In this junior level survey course of Latin American literature, SPAN 341, students took weekly reading comprehension quizzes on assigned poems, short stories, and non-fiction essays. The quizzes were a combination of true/false, multiple choice, and matching in the Bb Learn learning management system and were taken prior to class time each week. Quizzes addressed basic understanding of language, understanding of cultural content, placement within</p>	<p>13 quizzes were administered over the course of the semester, and for each of the quizzes at least 90% of the students passed with at least a C. This would be indicative of an Intermediate High on the ACTFL scale. Of those, about 35% earned an A on each quiz. This would be indicative of an Advanced Low on the ACTFL scale.</p>	<p>No specific action was taken. Students are reading at the expected proficiency level. We will continue doing as we are now to promote reading proficiency in Spanish.</p>

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		literary movements, and some degrees of synthesis and literary analysis.		
2014 – 2015	SLO 2: To develop advanced proficiency in the written expression of the target language. Writing proficiency includes the following: the development of ideas; organization of ideas; knowledge and accurate use of syntax/vocabulary/expressions; and use of appropriate sociolinguistic strategies.	4 written essays and 20 samples of written homework: development of ideas-10% organization of ideas-10% knowledge and accurate use of syntax-20% vocabulary-20% expressions-20% use of appropriate sociolinguistic strategies-20%	Of 39 students, 12 achieved "Intermediate High" level of writing proficiency by demonstrating a superb to very good command of the writing tasks as indicated in the ACTFL Standards for Writing; 24 students achieved "Intermediate Mid" by demonstrating a general to average application and command of writing task; and 3 achieved "Intermediate Low" by demonstrating a fair to poor command of the writing tasks.	The results of students' performance shows that they performed at or above expectations. Thus, assessment revealed that the assessment process is working well.
2015 – 2016	SLO 4: Student: Has knowledge of culture; Investigates dynamic/variant dimensions of culture; Integrates textual/experiential knowledge into own framework of knowledge and compares to American culture; Recognizes stereotypes, including those of race, gender, and ethnicity; understanding of community language/culture.	Data was collected using the in-class writes throughout the semester. There were 6 in-class writes, on the topics of: Cuban politics, race, gender, literature, language, and relevance of Cuban culture/literature to own life. In-class writes were completed in groups,	Of 23 students in the senior level seminar SPAN452 Viewing the Hispanic Caribbean, 100% exceeded the standards for the cultural competency "Knowledge grounded in direct experiences of culture." In terms of the second competency, "Investigates dynamic/variant dimensions of culture" 9 students exceeded the standards, 13 met the standards, and 1 approached the standard. The third competency from the Rubric for cultural competencies was not evaluated on the	The section concludes that the results of the assessment of cultural competencies are acceptable, as almost all students at least met almost all the standards, so we do not see that program improvement is necessary in this area.

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		<p>in response to prompts that required addressing 3-4 specific elements of the topic in question. The assignments were started in class (usually 30 minutes given) and turned in as a Google Doc by the following evening. Each in-class write generated from a page to a page and a half of text, focusing on cultural analysis, and always requiring direct reference to and quotes from relevant primary cultural sources. For example, students referred to Fidel Castro's speeches, Che Guevara's essays, novels and poems by Cuban and Cuban-American authors, and guest speakers from Cuba. The ILLC Rubric for Assessment of Cultural Perspectives</p>	<p>assignments ("Demonstrates extracurricular pursuit of cultural insight"); however, seven students were extensively involved in planning and implementing a Cuban author event. In the data collected, 100% of the students met the standards for the cultural competency "Integrates textual/experiential knowledge into own framework of knowledge and compares to American culture," and in class discussions I estimate that approximately 9 students exceed the standards, systematically analyzing target culture products, practices, and perspectives and their comparison to American culture. 7 students exceeded standards in "Recognizes stereotypes, including those of race, gender, and ethnicity" and the remaining 16 students met the standards for this competency. 5 students demonstrate a sophisticated understanding of the language and culture of the community which they study; demonstrate complex linguistic and cultural comparisons, connections to the other disciplines in the curriculum, thus exceeding standards for the last competency. 17 students meet the standards for this competency of "Demonstrates</p>	

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		was applied to the writing assignments.	understanding of community language/culture" and 1 student only approaches the standard.	
2016 – 2017	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.	Faculty conducted embedded assessment in two courses required of all majors -- SPAN 303 "Advanced Oral Expression" (14 students) and SPAN 302 "Reading and Composition" (23 students). Oral presentations were assessed in both classes. In SPAN 303, pair and group presentations were evaluated using a previously agreed-upon rubric that was adapted from the rubric established by the American Council on the Teaching of Foreign Languages (ACTFL). In SPAN 302, a series of low-stakes individual presentations were evaluated with the	All students eventually achieved the benchmark for this SLO, as meeting this standard is a requirement for passing the course. Nonetheless, some students needed additional practice and preparation with faculty in order to achieve this objective; this was done by allowing individuals to practice presentations during office hours.	Faculty were satisfied with these assessment results and didn't specify any particular action regarding program improvement.

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		same rubric, as well as the culminating final oral presentation, which is a major component of the course.		