Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: **Spanish B.A.**	Degree Level: **Undergraduate**
Department: **Languages, Literatures & Cultures**	College/School: **College of Arts & Sciences**
Date (Month/Year): **July 2021**	Primary Assessment Contact: **Ana M. Montero/ Sheri Anderson/ Simone Bregni**

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	**Evaluation Process (How)**
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (introduced, developed, reinforced, achieved etc.).	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	**Presentional communication**: Graduates will be able to articulate complex ideas and have meaningful interactions in Spanish, both orally and in writing.	-2010, 3010, 3020 INTRODUCED -3000-level courses above 3020 DEVELOPED -4000, 4030, 4200 REINFORCED -4000-level courses above 4200 ACHIEVED AT ADVANCED LEVEL	1. Artifact: one oral interview, 2. Interview is conducted during student´s last semester, as part of the last 4000-level course	1. Oral interview will allow to assess students´ oral proficiency (SLO1) and partially cultural awareness (SLO5) with the help of a rubric. Instructor for student´s last 4000-level course will conduct interview. Undergraduate Program Coordinator provides further feedback. 2. A pool of questions and a rubric are provided for the interview. The rubric is used to measure students´ achieved proficiency (please see annex).
2	**Interpretive communication**: Graduates will be able to	-2010, 3010, 3020 INTRODUCED -3000-level courses above 3020 DEVELOPED		

	interpret texts and artifacts produced in Spanish.	-4000, 4030, 4200 REINFORCED -4000-level courses above 4200 ACHIEVED AT ADVANCED LEVEL		
3	**Cultural awareness**: Graduates will be able to demonstrate an awareness of the diversity of the Spanish language, cultures, and Hispanic populations.	-2010, 3010, 3020 INTRODUCED -3000-level courses above 3020 DEVELOPED -4000, 4030, 4200 DEVELOPED -4000-level courses above 4200 ACHIEVED AT AN INTERMEDIATE TO ADVANCED LEVEL		
4	**Cultural awareness**: Graduates will be able to demonstrate an understanding of the role of Spanish as a major world language with a relevant cultural legacy.	-2010, 3010, 3020 INTRODUCED -3000-level courses above 3020 DEVELOPED -4030, 4200 REINFORCED -4000-level courses above 4200 ACHIEVED AT AN INTERMEDIATE TO ADVANCED LEVEL		
5	**Intercultural communication**: Graduates will be able to engage with Spanish-speaking cultures. They will be able to explain similarities and differences between cultures.	2010, 3010, 3020 INTRODUCED 3000-level courses above 3020 DEVELOPED 4000, 4030, 4200 REINFORCED 4000-level courses above 4200 ACHIEVED AT AT AN INTERMEDIATE TO ADVANCED LEVEL		

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Analyzed data will be reviewed by Spanish program faculty in a meeting at the end of the Spring semester (artifacts are planned to be collected at the beginning of the Spring semester). Changes will be implemented in the next Fall.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

We will probably be able to detect the impact of assessment-informed changes in the final survey students complete before graduation. There have been ongoing efforts to improve our program as a response to students´ needs (such as an increase in elective courses at the 3000 level, since 2017, and creation of courses on Spanish for medical purposes at the 3000 and 4000 level). These changes have been welcomed by the students, as enrollment figures show. Nevertheless, we have regularly been losing faculty members—we used to be 14 full timers; we are nine now—which makes difficult not only to implement changes, but also to maintain the structure and goals of the program.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is <u>not recommended</u> to try to assess every outcome every year.)
   The first learning outcome with a focus on writing proficiency has been analyzed during the cycle 2017-2020.
   The first learning outcome with a focus on oral expression will be analyzed during this cycle: 2021 to 2023.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.
   This new assessment plan was set up and discussed during two Spanish program meetings (Spring 2021). Next, it was implemented by five full-time faculty members who conducted the oral interviews (Spring 2021) and completed one rubric per student. Spanish Undergraduate Program Coordinator reviewed half of the interviews by means of the rubric (June 2021), compiled and summarized information. This report was discussed during a Spanish program meeting (August 26, 2021).

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Interpersonal Rubric—Advanced Learner (ACTFL, 2003) (prepared by Sheri Anderson, April 2021)

CRITERIA	Exceeds Expectations 5	Meets Expectations: Strong 4	Meets Expectations: Minimal 3	Does Not Meet Expectations 2
	ADVANCED+/SUPERIOR	ADVANCED	ADVANCED LOW	INTERMEDIATE
LANGUAGE FUNCTION Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Narrates and describes fully and accurately in all major time frames. Can discuss some topics abstractly, especially those related to particular interests and expertise. May provide a structured argument to support opinions and may construct hypotheses.	Consistently and extensively narrates and describes in all major time frames by providing a full account. Participates actively in all informal and most formal conversations on a variety of topics relating to events of current, public, and per-sonal interest. Can handle successfully and with ease an unexpected turn of events or complication.	Consistently narrates and describes in all major time frames. Able to participate in most conversations, informal and some formal, on familiar topics, which may include current events, employment, and matters of public interest. Can handle appropriately an unexpected turn of events or complication.	Handles successfully uncomplicated tasks and social situations requir-ing exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.
TEXT TYPE Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	Uses paragraph-length discourse and some extended discourse.	Uses connected, para-graph-length discourse that conveys meaning with a clear beginning-middle-end to thoughts. Invites continued engagement in the discourse.	Uses connected sentences and paragraph-length discourse.	Uses mostly connected sentences and some paragraph-like discourse.

COMMUNICATION STRATEGIES Quality of engagement and interactivity; how one participates in the conversation and advances it; strategies for negotiating meaning in the face of breakdown of communication	Converses with ease, confidence, and competence. Maintains, advances and/ or redirects conversation. Demonstrates confident use of communicative strategies such as paraphrasing, circumlocution, and illustration.	Converses with ease and confidence. Maintains and advances conversation. Uses communicative strategies such as rephrasing and circumlocution.	Maintains conversation. May use communicative strategies such as rephrasing and circumlocution.	Converses with ease and confidence when dealing with routine tasks and social situations. May clarify by paraphrasing.
COMPREHENSIBILITY Who can understand this person's language? Can this person be understood only by sympathetic listeners used to interacting with non-natives? Can a native speaker unaccustomed to non-native speech understand this speaker?	Is readily understood by native speakers unaccustomed to interacting with non-natives.	Is understood by native speakers unaccustomed to interacting with non-natives.	Is understood by native speakers, even those unaccustomed to interacting with non-natives, although this may require some repetition or restatement.	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	Demonstrates full control of aspect in narrating in present, past and future time. Uses precise vocabulary and intonation, great fluency, and ease of speech. Accuracy may break down when	Demonstrates good control of aspect in narrating in present, past and future time. Has substantial fluency and extensive vocabulary. The quality and/or quantity of speech generally declines when	Demonstrates minimal fluency and some control of aspect in narrating in present, past and future time. Vocabulary may lack specificity. Speech decreases in quality and quantity when	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the

	attempting to perform the most complex tasks associated with the Superior level.	attempting to perform functions or handle topics associated with the Superior level.	attempting to perform functions or handle topics associated with the Superior level.	ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.

Intercultural Knowledge and Competence VALUE Rubric*

CRITERIA	Exceeds Expectations	Meets Expectations: Strong	Meets Expectations: Minimal	Does Not Meet Expectations
KNOWLEDGE *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	**Recognizes new perspectives about own cultural rules and biases** (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
SKILLS *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 another cultural group.	**Recognizes intellectual and emotional dimensions of more than one worldview** and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

ATTITUDES *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	**Asks deeper questions about other cultures and seeks out answers to these questions.**	Asks simple or surface questions about other cultures and always in comparison to the self.	States minimal interest in learning more about other cultures.

Definition: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Glossary: *The definitions that follow were developed to clarify terms and concepts used in this rubric only.*
- **Culture**: All knowledge and values shared by a group.
- **Cultural rules and biases**: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

*The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success. See more at: https://www.aacu.org/value-rubrics

TABLE WITH STUDENTS´ SCORES (Spring-Summer 2021)

First column: Name of student (name of instructors who provided rubric)
First row: Categories in Rubric (please see rubric below with numbers highlighted in light blue)

	Lang. Function	Text Type	Comm. Strategies	Compreh.	Lang. Control	Cultural Self-awar.	Empathy	Curiosity	Total
Student 1 (Faculty member 1)	4	4	4	4	4	3	4	3	**30**
Student 1 (Faculty member 2)	3	3	2	4	3	3	4	3	**25**
Student 2 (Faculty member 3)	3	3	3	3	4	3	4	3	**26**
Student 2 (Faculty member 2)	2	3	2	3	2	4	4	4	**24**
Student 3 (Faculty member 4)	3	4	4	4	3	4	4	4	**30**
Student 4 (Faculty member 2)	4	4	3	3	4	3	4	3	**28**
Student 5 (Faculty member 5)	2	2	2	2	2	3	3	3	**19**
Student 5 (Faculty member 2)	4	4	3	4	4	4	4	4	**31**
Average	3.12	3.37	2.85	3.37	3.25	3.37	3.85	3.37	**26.62**