2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: BA FORL Spanish

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

☑ 1. Critical Thinking

☐ 2. Information Literacy

☑ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☑ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The Civilization and Culture of Spain course provides students with the opportunities to explore the multiculturalism in Spain (found in the social, economic and cultural spheres and rooted in its complex history), while continuing to develop their written communication skills in Spanish. Although some assignments require students to summarize information, others involved comparison of issues common to Spain and the United States, such as immigration, the economy and the environment.

The written communication learning goal in the B.A. in Spanish is explicitly lined to two of the CSUS BLGs:

Knowledge of Human Cultures because in this and other courses, our students study humanities, histories, languages, and the arts.

This PLO also is linked to the Intellectual and Practical Skills because it includes critica thinking, as well as written communication.

Q1.2.1.
Do you have rubrics for your PLOs?

○ 1. Yes, for all PLOs

◉ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify: [_____]

Q1.3.
Are your PLOs closely aligned with the mission of the university?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

◉ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

◉ 1. Yes

○ 2. No, but I know what the DQP is

○ 3. No, I don't know what the DQP is

○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Students were given specific instructions and guidelines to write two analytical/expository essays in the course used to carry out assessment of this PLO. Some of the guidelines are the following:

will need to present an argument (thesis), logically structured, clearly expressed with minimal errors (grammatical, vocabulary, etc.), and supported by correct cultural and historical evidence. Your argument, the evidence provided to support your argument and your conclusion will depend upon your own readings, opinions, and experience.

Students are also instructed to avoid any personal statements such as 'yo pienso que...' (I think that...), and instead they are directed to use the impersonal 'se' in Spanish to express opinions such as 'se observa que...' (it is observed that...). Students are also asked to follow either the MLA or APA format for in-text citations.

Students are provided with a rubric with the syllabus.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

● 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached file.

📎 Rubric PLO 1.3 and 3.1 Reports 15-16.docx
41.34 KB   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☐	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO

☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Assessment was carried out in the Civilization and Culture of Spain course in Fall 2015. Students were asked to write two essays. We used the final essay (a 5-page paper) to asses the PLOs because this is a course that is required of all majors, and many students in their senior year take this course.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

As mentioned before, students were provided with essay guideliness. See attached.

📎 **Spa152 F15 Syllabus-ESSAY GUIDELINES-Mayberry.docx**
45.36 KB   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

◉ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

```
1
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Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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2
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Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The course provides students a panoramic view and analysis of the civilization and culture of Spain and the Spanish people from the earliest times to the present. Throughout the semester, the students had the opportunity to study and discuss several of the issues explored in this course; therefore, the final essay was selected as a summative assessment to evaluate students' learning at the end of the course.

Q3.6.1.
How did you **decide** how many samples of student work to review?

We chose papers representing different grades: three A's, four B's, three C's and one D.

Q3.6.2.
How many students were in the class or program?

34

Q3.6.3.
How many samples of student work did you evaluated?

11

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

☉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

○ 1. Yes

☉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [   ]

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

[   ]

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

[   ]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[   ]

Q3.7.4.
If surveys were used, what was the response rate?

[   ]

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [_____]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

[   ]

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Table I: The Results for Written Communication and Critical Thinking

Levels	Total % of students who score 3.0 or above	Met the Standard or not? (Standard: 70 % of our students in our B.A. in Spanish should score 3.0 or above by the time of their graduation.)
Criteria		

[🔗 No file attached] [🔗 No file attached]

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Based on the standards and criteria from 1.3.1 to 1.3.3 and 3.1.1 and 3.1.2 the majority of our students had appropriate written communication skills. Students meet the standards of 1.3.1 (73%), 1.3.2 (82%) 1.3.3 (91%), and 3.1.1 (82%). Students do not meet the standards of 3.1.2 (64%). Students meet all of our Written Communication standards and one of the Critical Thinking standards. The area that needs improvement in 3.1.2: sources and evidence (64%).

In order to help students in our program successfully become better academic writers, we will design more classroom activities and assignments related to: 3.1.2: Sources and Evidence in the SPAN 151, 152 and 153 course, as well as in SPAN 103 and 106 courses. We need to include more specific information as to how to reach the PLOs in these courses, in particular those that relate to written communication.

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Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

◉ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

◉ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

According to the assessment data, the following area needs some improvement: PLO 3.1.2: Sources and Evidence (64%). I will address this issue with the faculty in the Spanish language area to explore ideas as to the type of assignment we can introduce in SPAN 151, 152 and 153 course, as well as in SPAN 103 and 106 courses to promote the use of high-quality, credible, and relevant sources to develop ideas.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	◉	◯	◯	◯	◯
2. Modifying curriculum	◯	◉	◯	◯	◯
3. Improving advising and mentoring	◉	◯	◯	◯	◯
4. Revising learning outcomes/goals	◯	◯	◉	◯	◯
5. Revising rubrics and/or expectations	◯	◯	◉	◯	◯
6. Developing/updating assessment plan	◯	◯	◉	◯	◯
7. Annual assessment reports	◯	◯	◉	◯	◯
8. Program review	◯	◯	◉	◯	◯
9. Prospective student and family information	◯	◯	◯	◯	◉
10. Alumni communication	◯	◯	◯	◯	◉
11. WSCUC accreditation (regional accreditation)	◯	◯	◯	◯	◉
12. Program accreditation	◯	◯	◯	◯	◉
13. External accountability reporting requirement	◯	◯	◯	◯	◉
14. Trustee/Governing Board deliberations	◯	◯	◯	◯	◉
15. Strategic planning	◯	◯	◉	◯	◯
16. Institutional benchmarking	◯	◯	◯	◯	◉
17. Academic policy development or modifications	◯	◯	◯	◯	◉
18. Institutional improvement	◯	◯	◯	◯	◉
19. Resource allocation and budgeting	◯	◯	◯	◯	◉
20. New faculty hiring	◯	◯	◉	◯	◯
21. Professional development for faculty and staff	◯	◉	◯	◯	◯
22. Recruitment of new students	◯	◯	◉	◯	◯

23. Other, specify: [   ]

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

One example of the kind of assignments I am planning to introduce in my courses to improve the writting communication skills of students in my courses. I am planning to introduce more writing group activities and peer review actitivities.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☐ 2. Information Literacy

☐ 3. Written Communication

☑ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☑ 12. Intercultural Knowledge and Competency

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

Q8. Please attach any additional files here:

📎 No file attached | 📎 No file attached | 📎 No file attached | 📎 No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

spa

1. rubric for PLOs 1.3 and 3.1

2. Essay guidelines.

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]
BA FORL Spanish

P1.1.
Program/Concentration Name(s): [by department]
FORL Spanish BA

P2.
Report Author(s):
Maria Mayberry

P2.1.
Department Chair/Program Director:
Curtis Smith

P2.2.
Assessment Coordinator:
Kevin Elstob

P3.
Department/Division/Program of Academic Unit
Foreign Languages

P4.
College:
College of Arts & Letters

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

90

P6.
Program Type:

🔘 1. Undergraduate baccalaureate major

⭕ 2. Credential

⭕ 3. Master's Degree

⭕ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

⭕ 5. Other, specify: [   ]

P7. Number of **undergraduate degree programs** the academic unit has?
2

P7.1. List all the names:

French B.A.

Spanish B.A.

P7.2. How many concentrations appear on the diploma for this undergraduate program?
Don't know

P8. Number of **master's degree programs** the academic unit has?
Don't know

P8.1. List all the names:

Spanish M.A.

P8.2. How many concentrations appear on the diploma for this master's program?
Don't know

P9. Number of **credential programs** the academic unit has?
Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	◉	○	○	○	○
P11.1. last updated?	○	○	○	○	◉	○	○

P11.3.
Please attach your latest **assessment plan**:

Plan for Assessment-SPANISH BA.docx
35.98 KB

P12.
Has your program developed a **curriculum map?**

◉ 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

Matrix for SPANISH BA.doc
95.5 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

◉ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

○ 1. Yes, indicate:

◉ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

○ 1. Yes

◉ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Rubric for Essays – Writing, Critical Thinking, Culture/Literature   Student: _____

PLO 1.3: Written Communication and PLO 3.1 Critical Thinking in Connection with other disciplines

Criterion	Accomplished 5	Competent 4	Good 3	Developing 2	Beginning 1
1.3.1.Thesis, Organization, and Coherence	• Thesis is original, clear and closely matches writing assignment; relevant evidence supports thesis. • Ideas & details are presented in logical order; and paper has a clear beginning, middle & ending; it is full of details; supports what is important about the topic. • Skillful use of transition words and phrases to show the relationships among ideas. Transitions are internally coherent. • Paper is complete. (19-20)	• Although not original, thesis is fairly clear and matches writing task; evidence supports all statements. • Ideas/details are mostly presented in logical order but not fully developed. • Some irrelevant ideas/paragraphs included. • Attempt to use some transitions words and phrases to show the relationships among ideas. Transitions are somewhat fluid. • Paper seems complete. (17-18)	• Thesis is somewhat clear but evidence sometimes is inadequate to support all statements. • Paper is somewhat organized but seems unfinished. Details are general and not specific. Topic may be too big. • Unclear how some details are connected to main idea or story. • Inconsistent use of basic transition words or phrases. • Some details are not in the right spot. (15-16)	• Thesis is ambiguous, very vague or ignores the purpose of assignment; evidence loosely related to writing task. • Little organization to the paper. • Details are not clear and/or not clearly connected; writing does not connect to main idea or story. • Little attempt to use transition words and phrases. • Ending is missing or does not connect to the story or main idea. (13-14)	• Thesis is missing and/or absence of relevant evidence and details. • No organization to the paper; ideas seem disconnected and do not fit with main idea or story. • Lack of transition words/phrases. There is no beginning or end to the paper. (12 or below)
1.3.2. Sentence/fluency and Knowledge of Conventions (control of syntax and mechanics)	• Consistently and effectively incorporates a range of varied sentence patterns to reveal syntactic fluency. Sentences are complete. • Use of language skillfully communicates meaning to readers; writing is virtually error-free and shows mastery of conventions of construction of sentences (word order, agreement, tense, number, articles, pronouns, prepositions) and spelling, punctuation, and accent marks. (19-20)	• Effectively incorporates a range of sentence patterns to reveal syntactic fluency with effective but simple constructions. • Most sentences are complete, but there are a few fragments. • Use of straightforward language generally conveys meaning to readers with few errors. *Meaning seldom obscured* • Paper flows smoothly, but has some rough spots due to occasional errors in word order, agreement, tense, number, articles, pronouns, prepositions, spelling, punctuation, accent marks. (17-18)	• Includes a range of varied sentence patterns, with some success. • Many one-sentence paragraphs and many fragments. • Use of language generally conveys meaning to readers; *meaning is obscured in some areas* because of errors. • Some parts of the paper are difficult to read due to frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions, spelling, punctuation, accent marks. (15-16)	• Attempt to include different sentence patterns with uneven success. • Choppy/awkward sentences and frequent use of fragments make paper difficult to read. • Use of language sometimes *obscures or confused meaning* because of errors. • Paper does not flow smoothly due to major weaknesses in sentence construction (word order, agreement, tense, number, articles, pronouns, prepositions), spelling, accent marks, punctuation that cause significant distraction; reads like a translation from English. (13-14)	• Paper is full of fragments. • Use of language *obscures meaning* because of errors. • Paper is difficult to read due to no mastery of sentence construction, spelling, punctuation, accent marks; *meaning **is** lost.* (12 or below)
1.3.3. Vocabulary	• Extensive and sophisticated range of vocabulary. • Precise word choices; effective use of idioms, appropriate register. (19-20)	• Adequate range of vocabulary. • Occasional errors of word/idiom form, choice, and usage, *but meaning is not obscured.* (17-18)	• Adequate range of vocabulary. • Word choices get the message across but frequent errors of word/idiom form, choice, *obscured meaning in some areas.* (15-16)	• Vocabulary is not all translation. •Word choices make the writing unclear to the reader. • *Word choices confuse the meaning.* (13-14)	• Vocabulary is essentially translation from English; invented words. • Confusing word choices. • *Meaning is unclear.* (12 or below)
3. 1.1 Explanation of issues/ Content Development	• Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	• Issue/problem to be considered is stated, described, and clarified so that understanding is not seriously impeded by omissions	• Issue/problem to be considered is stated but described leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	• Issue/problem to be considered is stated without clarification or description	• Does not state issue/problem. (12 or below)
3.1.2. Sources and evidence	• Takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. • Viewpoints of experts are questioned thoroughly. • Skillful use of style and of high-quality, credible, and relevant sources to develop ideas that are appropriate for discipline and genre. (19-20)	• Takes information from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. • Viewpoints of experts are subject to questioning. • Consistent use of style and of credible and relevant sources to support ideas that are appropriate for discipline and genre. (17-18)	• Takes information from sources with some interpretation/evaluation to develop a coherent analysis or synthesis. • Although discerning fact from opinion, viewpoints of experts are not consistently questioned. • An attempt to use style and credible and/or relevant sources as evidence to support ideas that are appropriate for discipline and genre. (15-16)	• Takes information from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. • Viewpoints of experts are taken as mostly fact, with little questioning. • Rare use of style and sources as evidence to support ideas that are appropriate for discipline and genre. (13-14)	• Takes information from sources without any interpretation/evaluation. • Viewpoints of experts are taken as fact, without question. • Does not use style or sources as evidence to support ideas that are appropriate for discipline and genre. (12 or below)
Totals	25	20	15	10	5

Standards and Achievement Targets: 70% of our undergraduate students should score **3 or above** in their senior year; 70 % of our first year graduate students should score **3 or above**, and get **4 or above** by the time of their graduation.

mm-9-7-2014

ESSAYS GUIDELINES

Students will write two **analytical/expository** essays (one short essay and one term paper) with a **short abstract** (more or less 100 words) in Spanish based on topics from textbook readings and class lectures and class discussions. All are take-home essays (double-spaced type written pages using a 12 font)**.** For a definition of *expository essay* go to: https://owl.english.purdue.edu/owl/resource/685/02/ (Notice that at the end of the page they make reference to the five-paragraph essay as an example of an expository essay: an introductory paragraph; three evidentiary body paragraphs (with examples!!!!); and a conclusion.)

- All essays should include an original **thesis sentence**. For tips and examples of thesis sentences, see the site: https://owl.english.purdue.edu/owl/resource/545/01/
- Criteria for **grading essays**. All essays will be graded using the ""Rubric for grading Final Essay" in SacCT". This rubric assesses the following: use of a clear and original thesis sentence; content (e.g., how original your essay is; whether you include definitions of the important terminology and examples that are relevant evidence for your thesis); organization of ideas; sentence structure and fluency; knowledge of language conventions (i.e., correct use of Spanish grammar, spelling, etc.) to communicate ideas; disciplinary conventions (e.g., APA or MLA style and sources); and vocabulary usage.
- **Due dates.** Papers are due in SacCT by 5 pm on the day marked in the calendar.
- **Critical Thinking.** As part of your learning in a BA program, you need to develop a higher level of thinking (**critical thinking**) in order to guide your decision making. Deciding what to include in your essay is part of this process; therefore, **I will only read the essays after they have been submitted for a grade.** You need to learn to distinguish what is important by limiting the information you include in your essays to the information that answers the question(s). The following are a couple of pointers to help you decide what to include in your essay:
  1. **Audience**. Write your essays with a popular audience (i.e., someone not knowledgeable about Spain) in mind; that is, you need to provide definitions for the concepts you use and provide plenty of examples in order to guide your audience before you present your analysis and evaluation of the issues discussed on your essays. Thinking of an audience that is not an expert audience will help you to decide what material to include, how to organize your ideas, and how best to support your arguments.
  2. **Strengthen transitions.** It is important for your readers to see the connections between the main ideas of your paper, whether these are sections of your essay, individual paragraphs, and sometimes even between individual sentences. You can make these connections much clearer by adding *transition words* such as "therefore," (*por lo tanto*) "for example," (*por ejemplo*) "however" (*sin embargo*), which indicate the logic connecting the previous thought to the upcoming thought. You can also strengthen transitions by carefully echoing the same key words. In a complex essay, it's not a good idea to vary word choice; use the same words so that people don't get any more confused than they may already be. (More detail about transitions is on the following page: http://papyr.com/hypertextbooks/comp1/coherent.htm page
  3. You will need to present an argument (thesis), logically structured, clearly expressed with minimal errors (grammatical, vocabulary, etc.), and supported by correct cultural and historical evidence. Your argument, the evidence provided to support your argument and your conclusion will depend upon your own readings, opinions, and experience.
  4. In your essay, you will need to write your thesis (your main idea) in the introductory paragraph and at least 3 ideas that support your thesis. Develop each of these ideas into the supporting paragraphs (3 to 4) of your paper. Start each supporting paragraph with a topic sentence (the particular idea from that paragraph), and develop that particular idea using evidence from your readings. The final paragraph will be a summary of the main idea, where you paraphrase your thesis. Both <u>form</u> (spelling, accentuation, grammar and vocabulary) and <u>content</u> are important. (See "Rubric for grading Final Essay" in SacCT). I will be deducting up to 7 points of 100 for not using accents, bad spelling, and incorrect use of Spanish grammar.
  5. IMPORTANT: A formal paper **avoids the use of personal statements such as "yo pienso que...." or "yo observo que…".** To express your opinions, use the 'se impersonal' and avoid using the passive (e.g., 'se observa….' instead of 'es observado…') Use the active voice, when you are expressing the opinions of others (e.g., Torres observa…) following MLA or APA format for **In-text citations** as explained below.

6. **MLA or APA to format your essays.** Your essays must show mastery of the MLA or APA style (e.g., in-text citations, footnotes, bibliography,), but no class time will be spent studying the styles.

- APA Style. Visit the Online quick guide for Research and citation resources at the Purdue Online Writing Lab (POWL) https://owl.english.purdue.edu/owl/section/2/; click APA style on the left of this site; then, choose "Formatting and Style guide" on the left.
- MLA Style. Visit the Online quick guide for Research and citation resources at the Purdue Online Writing Lab (POWL) https://owl.english.purdue.edu/owl/section/2/; click MLA style on the left of this site; then, choose "Formatting and Style guide" on the left.
- Although, for these essays you are going to use APA style, it is important that you become familiar with the main differences of the styles (in particular APA and MLA) and the purpose to use them. For a comparison of the styles, go to the General Approach section and check the Citation Style Chart at POWL: https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf
- Please indicate at the end of the paper: the author, title, city, publisher and date of each work consulted under "Obras de consulta" following MLA or APA style to format.

Short Essay

- There will be one short analytical/expository essays in Spanish no more than 2 pages (double-spaced type written using a 12 font) each. In case more than 2 pages are turned in, only the first 2 pages will be reviewed.
  1. **Essay 1** Tema político del siglo XX o del siglo XXI.

  IMPORTANTE: Remember that, although you are expressing your opinion, you need to use an impersonal style of writing. For example: "Según XXXX, que enfatiza la importancia de XXXX, se observa XXXXX." The following are some pointers to help you decide what to include in your essay:

  AUDIENCE. Write an essay as if your audience were the readers of the school newspaper.

  CONTENT. Some ideas you may develop in your essay: Describe, analyze and evaluate the different issues related to that political topic:
  a. the impact of political figures;
  b. the political, social, economical issues of the time;
  c. the relationship between works of art, architecture, literature, etc. and their political environment;
  d. other important personalities of that time.
     - Although you need to be brief, you need to use the terminology learned in class in order to demonstrate how well you understand these issues.
     - Because most of your sources for these short essays will be secondary sources (i.e., from Ugarte's textbook), you do not need to include a bibliography unless you use other sources besides our textbook. If you include a bibliography, use APA or MLA style.

Semester Essay

- Each student will write an essay (5 pages, font size 12, double-spaced) **in Spanish**. The following are some pointers to help you decide what to include in your essay. In case more than ==5 pages== are turned in, only the first 5 pages will be reviewed. Graduate students need to write 7 pages minimum.

  AUDIENCE. Write an essay as if your audience were the readers of the school newspaper.

  CONTENT. Compare, analize and evaluate the political or cultural topic of your first essay witha political or cultural topics of the Middle Ages or Golden Age.

  Include the following information in your essay:
  a. Important aspects and problems.
  b. Positive and negative elements that impacted Spain and its society.
  c. Evaluate the importance of these two topics (people, etc.) for Spain and for Spaniards.
  d. Remember to give evidence to support your arguments.

  - **IMPORTANTE:** Remember thatn, although you are expressing your opinion, you need to use an impersonal style of writing. For example: "Según XXXX, que enfatiza la importancia de XXXX, se observa XXXXX."

- **Sources:** Your paper will include a bibliography that lists a minimum of five (5) sources (besides the book) that you actually use in your paper. ==Graduate students will need to have a minimum of ten (10) sources besides the book.==
- **Do not** use the lectures or the PowerPoint slides as sources for your essay.
- Refer to CSUS library research resources: http://library.csus.edu/
- The sequence of clicks is:
  i. Database and Article → Foreign Languages and Literature → Foreign Languages and Literature Multisearch.
  ii. This multisearch searches all of the top databases for Foreign Languages and Literature; but I would suggest to select both "JSTOR (All subjects)" and "Eric (EBSCO)". Look for full-text peer-reviewed articles that you can download and print.
  iii. You may search for topics (Alfonso X el Sabio; Diego de Velázquez, Sevilla, la democracia en España, etc.).

HOW TO WRITE AN ABSTRACT

Think of your abstract as a condensed version of your whole project. By reading it, the reader should understand the nature of your research question. Although the content will vary according to field and specific project, all abstracts, whether in the sciences or the humanities, convey the following information:

1) Research topic: Why is the topic/problem important? What is the research problem that motivates this project? What is the gap that this work is filling? What are the research questions that this work is trying to answer?

2) Methodology and procedures: How was this problem studied? Describe the types of evidence used in the research of your essay. What was done to get the evidence? What evidence was collected and analyzed? (e.g. Reviewed and evaluated the contributions of a political figure/an artist/a writer, etc; the impact (negative and/or positive) of a particular group such as the Romans, the Greeks, etc., in Spain, etc.)

3) Results or preliminary results: What were the findings after completing the above procedure? What was learned?

4) Conclusions reached: Did the findings answer the research questions identified in step 1? The conclusions reached or, if the research is in progress, what the preliminary results of the investigation suggest.

5) Significance of the research project. What are the implications (what do the results mean for our field of study)? Why are the results useful? What is new to our understanding as the result of your inquiry?

Format of the Abstract:

On the first line of the abstract page, center the word "Abstract" (no bold, formatting, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the **basic components** of the research. (Do not indent.) Your abstract should contain at least the research topic/thesis statement and/or research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of this research and future work connected with the findings. Your abstract should be a single paragraph **single-spaced**. Your abstract should be between 150 and 250 words

Resources:
1. Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/
2. UC Davis. Undergraduate Research Conference. How to Write an Abstract for the Undergraduate Research, Scholarship and Creative Activities Conference. N.p., n.d. Web. 20 Mar. 2014.http://undergraduateresearch.ucdavis.edu/urcConf/write.html
3. Kies, D. Audience Analysis. Web. 28 August 2014. http://papyr.com/hypertextbooks/comp1/audience.htm
4. Kies, D. Coherence in Writing. Web. 28 August 2014. http://papyr.com/hypertextbooks/comp1/coherent.htm

POSTER PRESENTATION GUIDELINES

a. Students will prepare a poster in Spanish based on main points from the semester essay.
b. Poster presentation will be during week 15 of the semester. See the Outline for dates.
c. On that day, we will spend the first five minutes of class moving tables and propping posters and/or setting up laptops in a designated area. Since we don't have easels, we'll place posters on tables, leaning them against walls.
d. Your poster or exhibit will be mounted for 1.5 hours during week 15 of the semester, and you are asked to stay for the entire time, including standing with your poster for 30 minutes and viewing and engaging with other projects.
e. People should be able to see your text and illustrations clearly, from 5 feet away. Use large font, and large illustrations! It's recommended to use size 28 font or larger.   See **Poster Content** as well as **design and formatting guidelines** for posters below.

Poster Content

Posters typically include many of the sections listed below (starred items are required).
- Title* (1 to 2 short lines)
- Collaborators (including you) and their institutional affiliations
- Abstract (50 words)
- Introduction* (200 words)
- Background/literature review
- Research question/s* (50 words)
- Materials, approach, process, or methods* (200 words)
- Results/conclusion* (in humanities: main argument, insight, and significance of work) (200 words)
- Future directions, especially if this is a work in progress
- Acknowledgements*
- Contact information*

Other sections (footnotes, acknowledgement, collaborators, etc.) 100 words:
Total: maximun 800 words

- Make sure you include **an INTRODUCTION to the topic, and a CONCLUSION**, otherwise people will look at your charts, lists and illustrations, and wonder what the point is.   It's true that you will be presenting your poster to us, but it still needs to make sense on its own.

Engage your audience

To do a poster presentation, you should prepare an "elevator speech" – a one to two-minute summary of your project that you could deliver to anyone during a typical elevator ride. Don't wait for viewers to ask a question; say, "Would you like to hear about my research in about two minutes or less?" This frees them from having to read and figure it all out themselves. Then offer to answer questions. If you don't know an answer, admit it, speculate with the person, or ask what s/he thinks. Be sure to check to see if your listener understands the technical aspects of your explanation and if what you're saying makes sense.

Design and formatting guidelines. For more poster design tips visit the following resources:
- http://nau.edu/undergraduate-research/poster-presentation-tips/
- http://faculty.washington.edu/kgb/cyberculture/poster_presentation.html
- https://www.utexas.edu/ugs/our/poster/create_message/communicate
- http://www.scvths.org/webpages/ltokarskyunda/index.cfm?subpage=1261518
- http://ii.library.jhu.edu/2014/01/28/creative-student-assignments-poster-projects/
- http://aphdigital.org/2014/05/13/poster-tips-for-humanities-conference-posters/
- http://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/PresentingConferencePapersAndPostersInTheHumanities.php *(this site has a visual of how a poster in humanities may look like.)*

DEPARTMENT OF WORLD LANGUAGES-SPANISH
PLAN FOR ASSESSMENT OF ACADEMIC PROGRAM

Measuring Progress Toward Desired Outcomes

The Spanish B.A. uses the culture course, Spanish 152 Cutlure and Civilization of Spain to assess the writing communication and critical thinking learning objectives of the program. This course is usually taken by majors during their senior year. In this course students must write a final essay where they

1. Identify:
   a. the foundations of the civilization and culture of Spain, its geographical and historical underpinnings.
   b. the development or evolution of Spain's history, institutions, economy, society and culture.
   c. important periods of historical, artistic and literary development
   d. distinctive features of style, events and great works of painting, architecture, music and literature
2. Describe and discuss:
   a. the evolution of intellectual, cultural and technological exchange of different regions of Spain's civilization and its inner diversity.
   b. the diffusion of ideas and culture of Spain's civilization and its impact on other countries.
3. Analyze Spain's culture and compare it with another culture, such as American culture or their own culture including:
   a. formulating what makes artistic representations (painting architecture, music, literature) as being from the culture or from another culture (such as that of the USA).
   b. identifying and evaluating everyday cultural traits and specificities and comparing them to similar traits in the USA or another culture.
   c. gather evidence from other critical sources (such as books, newspapers, magazines, Internet) to support their idea, test their evidence against other available evidence and present and support their idea persuasively.

Assessment Method in SPAN 152

Preparation
The Civilization and Culture coursee, SPAN 152, has been offered in the fall semester for the past 10 year, which makes it easier to collect the data early in the academic year. Analysis of the data takes place at the end of the semester, and the second reader assesses students' work in the spring.

Additional Assessment Tools
There are other assessment methods that have been used by the department in the past:

- Analysis of students records to confirm whether they have follow the suggested sequence of course in the B.A. program,
- An Exit Questionnaire has been used although not consistently.
- The questionnaire consists of 17 questions calling for scaled responses and 8 open-ended questions. The questions seek student assessment of the contribution

of the Department's faculty and its B.A. program curriculum to the achievement of the program's goals and objectives.

- Economics Alumni Questionnaire. The Office of Institutional Studies carries out a survey of the department's alumni every six years. In the past, survey questions have been supplemented by 10 departmentally-devised questions.

<u>Department Learning Goals and Learning Outcomes</u>

The Department of World Languages' learning goals and outcomes have been aligned to the CSUS's Baccalaureate Learning Goals of the 21 Century as seen in the following table:

DEPARTMENT LEARNING GOALS
Goals and Objectives of the Language Areas in the World Languages and Cultures Department

Program Goals (5 C's)	Alignement with BLG21/CSUS	Learning Objectives/Outcomes
1. Communicate in languages other than English	Oral Communication VALUE Rubric	1.1 Students can engage in oral communications as evidenced by their ability to present an oral report on a given topic under testing conditions.
	Oral Communication VALUE Rubric	1.2 Students engage in conversations in the target language in a variety of topics under testing conditions.
	Written Communication VALUE Rubric	1.3 Students can communicate in written language as evidenced by their ability to write a report on a given topic
2. Gain knowledge and understanding of other cultures	Intercultural Knowledge and competence (12th VALUE Rubric)	2.1 Students demonstrate knowledge of traditions and institutions of the target culture, such as marriage, work, social stratification
		2.2 Students identify and/or discuss artistic expressions of the target culture, such as paintings, music, literature, architecture
		2.3 Students demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging
3. Connect with other disciplines	Integrative and Applied Learning (VALUE Rubric)	3.1 Students demonstrate basic knowledge of the history and current social and political developments in the target culture
		3.2 Students identify and/or discuss literary and intellectual developments in the target culture
4. Develop **critical thinking skills** and **information literacy** through insight into the nature of language and culture	Information Literacy (VALUE Rubric)	4.1 Students describe and/ or discuss linguistic similarities and differences between the target language and their own
	Critical Thinking (VALUE Rubric)	4.2 Students identify, evaluate and analyze cultural similarities and differences between the target culture and their own
5. Participate in multilingual communities and acquire information	Global Learning (VALUE Rubric)	5.1 Students will gain exposure to use the target language beyond the school setting by participating in out of school activities/study-abroad programs using the target language
		5.2 Students find information regarding

		the target culture using sources in the target language
	MM. Update 10-21-2015	

Assessment Rubric
The Department of World Languages has developed a rubric to measure the written communication and the critical thinking learning outcomes as seen in the following page.

Rubric for Essays – Writing, Critical Thinking, Culture/Literature   **Student:**

PLO 1.3: Written Communication and PLO 3.1 Critical Thinking in Connection with other disciplines

Criterion	Accomplished 5	Competent 4	Good 3	Developing 2	Beginning 1
1.3.1.Thesis, Organization, and Coherence	• Thesis is original, clear and closely matches writing assignment; relevant evidence supports thesis. • Ideas & details are presented in logical order; and paper has a clear beginning, middle & ending; it is full of details; supports what is important about the topic. • Skillful use of transition words and phrases to show the relationships among ideas. Transitions are internally coherent. • Paper is complete. (19-20)	• Although not original, thesis is fairly clear and matches writing task; evidence supports all statements. • Ideas/details are mostly presented in logical order but not fully developed. • Some irrelevant ideas/paragraphs included. • Attempt to use some transitions words and phrases to show the relationships among ideas. Transitions are somewhat fluid. • Paper seems complete. (17-18)	• Thesis is somewhat clear but evidence sometimes is inadequate to support all statements. • Paper is somewhat organized but seems unfinished. Details are general and not specific. Topic may be too big. • Unclear how some details are connected to main idea or story. • Inconsistent use of basic transition words or phrases. • Some details are not in the right spot. (15-16)	• Thesis is ambiguous, very vague or ignores the purpose of assignment; evidence loosely related to writing task. • Little organization to the paper. • Details are not clear and/or not clearly connected; writing does not connect to main idea or story. • Little attempt to use transition words and phrases. • Ending is missing or does not connect to the story or main idea. (13-14)	• Thesis is missing and/or absence of relevant evidence and details. • No organization to the paper; ideas seem disconnected and do not fit with main idea or story. • Lack of transition words/phrases. There is no beginning or end to the paper. (12 or below)
1.3.2. Sentence/fluency and Knowledge of Conventions (control of syntax and mechanics)	• Consistently and effectively incorporates a range of varied sentence patterns to reveal syntactic fluency. Sentences are complete. • Use of language skillfully communicates meaning to readers; writing is virtually error-free and shows mastery of conventions of construction of sentences (word order, agreement, tense, number, articles, pronouns, prepositions) and spelling, punctuation, and accent marks. (19-20)	• Effectively incorporates a range of sentence patterns to reveal syntactic fluency with effective but simple constructions. • Most sentences are complete, but there are a few fragments. • Use of straightforward language generally conveys meaning to readers with few errors. *Meaning seldom obscured* • Paper flows smoothly, but has some rough spots due to occasional errors in word order, agreement, tense, number, articles, pronouns, prepositions, spelling, punctuation, accent marks. (17-18)	• Includes a range of varied sentence patterns, with some success. • Many one-sentence paragraphs and many fragments. • Use of language generally conveys meaning to readers; *meaning is obscured in some areas* because of errors. • Some parts of the paper are difficult to read due to frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions, spelling, punctuation, accent marks. (15-16)	• Attempt to include different sentence patterns with uneven success. • Choppy/awkward sentences and frequent use of fragments make paper difficult to read. • Use of language sometimes *obscures or confused meaning* because of errors. • Paper does not flow smoothly due to major weaknesses in sentence construction (word order, agreement, tense, number, articles, pronouns, prepositions), spelling, accent marks, punctuation that cause significant distraction; reads like a translation from English. (13-14)	• Paper is full of fragments. • Use of language *obscures meaning* because of errors. • Paper is difficult to read due to no mastery of sentence construction, spelling, punctuation, accent marks; *meaning **is** lost.* (12 or below)
1.3.3. Vocabulary	• Extensive and sophisticated range of vocabulary. • Precise word choices; effective use of idioms, appropriate register. (19-20)	• Adequate range of vocabulary. • Occasional errors of word/idiom form, choice, and usage, *but meaning is not obscured.* (17-18)	• Adequate range of vocabulary. • Word choices get the message across but frequent errors of word/idiom form, choice, *obscured meaning in some areas.* (15-16)	• Vocabulary is not all translation. •Word choices make the writing unclear to the reader. • *Word choices confuse the meaning.* (13-14)	• Vocabulary is essentially translation from English; invented words. • Confusing word choices. • *Meaning is unclear.* (12 or below)
3. 1.1 Explanation of issues/ Content Development	• Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	• Issue/problem to be considered is stated, described, and clarified so that understanding is not seriously impeded by omissions	• Issue/problem to be considered is stated but described leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown.	• Issue/problem to be considered is stated without clarification or description	• Does not state issue/problem. (12 or below)
3.1.2. Sources and evidence	• Takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. • Viewpoints of experts are questioned thoroughly. • Skillful use of style and of high-quality, credible, and relevant sources to develop ideas that are appropriate for discipline and genre. (19-20)	• Takes information from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis. • Viewpoints of experts are subject to questioning. • Consistent use of style and of credible and relevant sources to support ideas that are appropriate for discipline and genre. (17-18)	• Takes information from sources with some interpretation/evaluation to develop a coherent analysis or synthesis. • Although discerning fact from opinion, viewpoints of experts are not consistently questioned. • An attempt to use style and credible and/or relevant sources as evidence to support ideas that are appropriate for discipline and genre. (15-16)	• Takes information from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. • Viewpoints of experts are taken as mostly fact, with little questioning. • Rare use of style and sources as evidence to support ideas that are appropriate for discipline and genre. (13-14)	• Takes information from sources without any interpretation/evaluation. • Viewpoints of experts are taken as fact, without question. •Does not use style or sources as evidence to support ideas that are appropriate for discipline and genre. (12 or below)
Totals	25	20	15	10	5

Standards and Achievement Targets: 70% of our undergraduate students should score **3 or above** in their senior year; 70 % of our first year graduate students should score **3 or above**, and get **4 or above** by the time of their graduation.

mm-9-7-2014

Learning Goals

Table 1. Goals and Objectives of the B.A. Programs in the Foreign Language Department

Program Goals	Learning Objectives/Outcomes
1. Communicate in languages other than English	1.1 Students can effectively engage in oral communications as evidenced by their ability to present an oral report on a given topic
	1.2 Students effectively engage in conversations with a native speaker of the target language for 10 minutes in a variety of topics
	1.3 Students can communicate effectively in written language as evidenced by their ability to write a 10-page report on a given topic
2. Gain knowledge and understanding of other cultures	2.1 Students demonstrate knowledge of traditions and institutions of the target culture, such as marriage, work, social stratification
	2.2 Students discuss artistic expressions of the target culture, such as paintings, music, literature, architecture
	2.3 Students demonstrate knowledge of everyday or "popular" culture, such as eating, shopping, travel, lodging
3. Connect with other disciplines	3.1 Students demonstrate basic knowledge of the history and current social and political developments in the target culture
	3.2 Students discuss literary and intellectual developments in the target culture
4. Develop insight into the nature of language and culture	4.1 Students discuss linguistic similarities and differences between the target language and their own
	4.2 Students identify cultural similarities and differences between the target culture and their own
5. Participate in multilingual communities and acquire information	5.1 Students will gain exposure to use the target language beyond the school setting by participating in out of school activities/study-abroad programs using the target language
	5.2 Students effectively find information regarding the target culture using sources in the target language
6. Technological information competence	6.1 Be able to use language software packages
	6.2 Use e-mail and internet for written and oral communication and for research

Course X Program Outcomes Alignment Matrix: Spanish

Course	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2	6.1	6.2
1A		I		I	I	I	I		I	I		I	I	I
1B		D		D	D	D	I		D	D		D	D	D
1C		D		D	D	D	I		D	D		D	D	D
2A		D		D	D	D	I		D	D		D	D	D
2B		D		D	D	D	I		D	D		D	D	D
5A	D	D/M		D	D	D/M			D/M	D/M				
7	D	D/M		D	D	D/M			D/M	D/M				
10A		I		I	I	I	I		I	I		I	I	I
10B		D		D	D	D	I		D	D		D	D	D
42	M	M	I	M	D	M	I	I	D	D	I	D	I	I
47			D/M	I	I	I			D/M	D/M	I			
100	M	M	M	D/M	D/M	D	D/M	D/M	D	M	I/M	M	I	I/M
102										M			D	D
103										M			D	
106	M	M	M	M	M		M	M	M	M	M			M
108														
110														
111														
113	D/M	D/M	I/D	M	M	D/M	D/M	M	D	M	I/M	M	I/D	D/M
114	D/M	D/M	I/D	M	M	D/M	M	M	D/M	M	I/M	M	I/D	D/M
115														
121														
123	M	M	M	M	M		M	M			M	M		M
130	M	M	D	M	D	D	M	M	D	M	I	M	I	M
134														
142	M	M	M	M	D	D	D	D	D	D	M	M	D	D
152			D/M	D/M	D/M	D/M	D/M	D/M		D/M	I			D
153														
156														
196F	M	M	M	M	M	M	M	M	D	M	I	M	I	M

I= Introduced, D= Developed & Practiced with Feedback, M= Demonstrated at the
Mastery Level Appropriate for Graduation

BA FORL SPANISH – Cut off information

Q4.1

Table I: The Results for Written Communication and Critical Thinking

Criteria Levels	Total % of students who score 3.0 or above	Met the Standard or not? (Standard: 70 % of our students in our B.A. in Spanish should score 3.0 or above by the time of their graduation.)
1.3.1: Thesis/Organization/Coherence	73%	Met
1.3.2: Sentence fluency/ Conventions	82%	Met
1.3.3: Vocabulary	91%	Met
3.1.1: Explanation of Issues/Content	82%	Met
3.1.2: Sources and evidence	64%	**Did not meet**