

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA Spanish

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The PLO 2 'Gain knowledge and understanding of other cultures' in the B.A. in Spanish is explicitly aligned to the following CSUS BLG:

Intercultural Knowledge and competence because in the SPAN 151 course (Civilization and Culture of Hispanic America) and other courses, students have the opportunity to explore the multiculturalism of Hispanic American via readings, visual, and discussion of topics in history, geography, anthropology, sociology, economics, folklore and artistic expression. The section taught in spring 2017 also examined specialized themes and advanced communicative tasks on Healthcare Spanish. The course focused on cross-cultural practices variation within Latin America as related to healthcare and covered topics such as mental health in the Latino/Hispanic community, historical influences in the Latino's health attitudes and practices, immigrants and healthcare, Latinos and aging.

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Intercultural Knowledge, Competency, and Perspectives

If your PLO is **not listed**, please enter it here:

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 an argumentative essay in Spanish used to carry out assessment of this PLO. Two criterion were assessed:

Self-awareness, the extent to which students articulate insights into own cultural rules and biases (e.g. 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).

Cultural worldview, the extent to which students demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

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.

We are piloting the rubric for PLO 2.1 Intecultural Knowledge.

See attached file.



Rubric Intercultural-ESSAY_REPORT 16-17.pdf
60.28 KB



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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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
			4. In the university catalogue

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text" value="The rubric has not been published because we are piloting it."/>

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?

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 Hispanic America course in Spring 2017 because this is a course that is required of all majors, and many students in their senior year take this course.

As part of the final exam, students were given a case study to read and were asked several objective questions about it to verify comprehension. They also had to write 2 short essays and a long one (approximately 750 words-long). The long essay of 20 of the 32 students enrolled in the class were collected for assessment of the PLOs: ten of the students are pursuing the Spanish B.A., and 10 students are in healthcare majors pursuing the Certificate Program in Healthcare Spanish (HEALS).

Note: SPAN 151 (section 10) is the last course in the HEALS program. Nine of the students were finishing their certificate coursework with SPAN 151; one student was taking SPAN 2B concurrently.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

The direct measure involved the writing of a 750 word-essay in Spanish based on a case study students were given to read as part of the final exam. The essay of 20 of the 32 students enrolled in the class were collected for assessment of the PLOs: ten of the students are pursuing the Spanish B.A., and 10 students are in healthcare majors pursuing the Certificate Program in Healthcare Spanish (HEALS).

The case was about a 43-year-old woman that was diagnosed with Diabetes Type II six months ago. Her doctor prescribed Metformin 500 mg twice per day. When she came back for a follow-up three months later, her glycemic levels were under control, and she reported feeling better. She expressed that, besides the medication, she had been drinking a shake prepared with cactus and aloe vera (a common remedy among some Mexican American patients) as suggested by her mother.

The case also reports the scientific evidence of the consumption of aloe vera in the reduction of blood glycemic and lipid levels.

Students were asked to read the case study and write an argumentative essay in which they discuss the challenges (advantages and disadvantages) that an American doctor would have with this case in which they must be aware of the cultural practices of patients and the implications of such practices in their healthcare.

This assignment assesses the cultural knowledge in terms of two criteria:

1. **Self-awareness** to the extent that students can articulate insights into own cultural rules and biases (e.g. 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.)
2. **Cultural worldview** to the extent that students demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



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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?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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 SPAN 151 (Civilization and Culture of Hispanic America) was selected because students have the opportunity to explore the multiculturalism of Hispanic American via readings, visual, and discussion of topics in history, geography, anthropology, sociology, economics, folklore and artistic expression.

The section of SPAN 151 taught in spring 2017 (section 10) also examined specialized themes and advanced communicative tasks on Healthcare Spanish. Throughout the semester, students had the opportunity to study and discuss several cases that explore cross-cultural practices variation within Latin America as related to healthcare. The course covered topics such as mental health in the Latino/Hispanic community, historical influences in the Latino's health attitudes and practices, immigrants and healthcare, Latinos and aging. The final essay was selected as a summative assessment to evaluate students' learning at the end of the course. Moreover, for the 10 students pursuing the HEALS Certificate, this assignment represents a summative assessment of the learning outcomes achieved after completion of the coursework in the certificate program.

Note: After this course, nine of the 10 students in the HEALS program that were assessed for this report would have only the 135-hour internship left to do (SPAN 194). One student completed

Q3.6.1.

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

Papers representing different grades were chosen for assessment work:

A = 8 essays

B = 6 essays

C = 5 essays

D = 1 essay

Q3.6.2.

How many students were in the class or program?

32 were enrolled in the class.

Q3.6.3.

How many samples of student work did you evaluated?

20

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:

An analysis of students' records pursuing the Spanish B.A. and the transcripts of students participating in the Certificate Program in Healthcare Spanish. See attached document with tables I, II and III.

There are two factors that may explain the data observed in the tables. One is the number of lower-division courses vs upper-division courses completed by the time students enrolled in SPAN 151 in spring 2017. Of the 10 students in the B.A. that were assessed, two of them had only taken one upper-division course and one or two lower-division courses. By comparison, all the students in the certificate had already completed 2 lower-division courses (SPAN 2A and SPAN 2B) and 1 upper-division course (SPAN 121). These courses are part of the curriculum in the certificate program. Also, all the students in the certificate had participated in a 20-hour service-learning at a local clinic as a requirement for Spanish 2B. By comparison, none of the students in the B.A. are required to do such volunteer work in a healthcare site.

These two factors may have helped students in the HEALS certificate to develop a slightly deeper cultural awareness and understanding of the healthcare needs of the Hispanic population in Sacramento.



Table I.pdf
78.2 KB



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Q3.7.2.

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

N/A

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 in Q2.1:

Table I: The Results for Intercultural Knowledge, Competency, and Perspectives

Levels	Met the Standard or not?
Criteria	Total % of students who score 3.0 or above (Standard: 70 % of our students in our program)
2.2.1: Knowledge:	Met
Self-awareness	100%
2.2.3: Knowledge: Cultural worldview	100%
	Met

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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?

See attached document with Tables I, II and III.

Table I shows that, based on the standards and criteria from 2.2.1 and 2.23, all 20 students assessed (regardless of program: Spanish B.A. or HEALS Certificate) met the standard of performance for these criteria expected of undergraduate students.

These data are not surprising considering that our language programs are not unique in their goal to 'educate speakers who have deep trilingual and transcultural competence' (MLA, 2007, p. 3). Thus, our Spanish B.A. (as well as our Certificate Program in Healthcare Spanish) offer coursework to enhance and broaden the linguistic and cultural awareness of our students.

It is interesting, however, to notice the slight difference in the achievement level of students in the Spanish B.A. and the HEALS Certificate programs when assessed separately. Table II shows the data for the 10 students in the Spanish B.A. and Table III, the data for those in the HEALS program.

Table III shows that more students in the certificate program (90%) scored a 4 or above for the Self-awareness criteria compared to 70% of students in the Spanish B.A (see Table II). With respect to the Cultural worldview criteria, students in the certificate program (60%) scored a 4 or above compared to 50% of students in the Spanish B.A. (see Table II).

An analysis of students' records pursuing the Spanish B.A. and the transcripts of students participating in the Certificate Program in Healthcare Spanish. See attached document with tables I, II and III.

There are two factors that may explain the data observed in the tables. One is the number of lower-division courses vs upper-division courses completed by the time students enrolled in SPAN 151 in spring 2017. Of the 10 students in the B.A. that were assessed, two of them had only taken one upper-division course and one or two lower-division courses. By comparison, all the students in the certificate had already completed 2 lower-division courses (SPAN 2A and SPAN 2B) and 1 upper-division course (SPAN 121). These courses are part of the curriculum in the certificate program. Also, all the students in the certificate had participated in a 20-hour service-learning at a local clinic as a requirement for Spanish 2B. By comparison, none of the students in the B.A. are required to do such volunteer work in a healthcare site.

These two factors may have helped students in the HEALS certificate to develop a slightly deeper cultural awareness and understanding of the healthcare needs of the Hispanic population in Sacramento.

These findings suggest the importance of incorporating a service-learning component into the curriculum of Spanish B.A.

Reference

MLA Ad Hoc Committee on Foreign Languages. (2007). *Foreign language and higher education: New structures for a changed world*. Retrieved July 1, 2017, from http://www.mla.org/pdf/forlang_news_pdf.pdf



Table I.pdf
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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.

Explore among colleagues the possibility of incorporating a service-learning component into the curriculum of Spanish B.A.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations					

	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

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

Assessment data has been used to modify curriculum. Inclusion of SPAN 47 as a required course in the B.A. program (proposed in the 2008-2009 report) has been adopted as of this coming Fall 2017. It is envisioned that the sequence of courses (Span 47, 103 and 106) will strengthen the writing component and provide students with more practice before they advance to senior courses. Implementation of this change, however, was delayed while evaluating how not to increase the units in the major.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Inclusion of SPAN 47 as a required course in the B.A. program (proposed in the 2008-2009 report) has been adopted as of this coming Fall 2017.

(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:

N/A

 No file attached

 No file attached

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, Competency, and Perspectives
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning and Perspectives

- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. 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:

1. Rubric-Intercultural

2. Tables

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA Spanish

Q10.

Report Author(s):

Maria Mayberry

Q10.1.

Department Chair/Program Director:

Curtis Smith

Q10.2.

Assessment Coordinator:

Curtis Smith

Q11.

Department/Division/Program of Academic Unit

World Languages & Literatures

Q12.

College:

College of Arts & Letters

Q13.

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

Data is not available for spring 2017.

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?**Q15.1.** List all the names:

French B. A.

Spanish B. A.

Q15.2. How many concentrations appear on the diploma for this undergraduate program?**Q16.** Number of **master's degree programs** the academic unit has?**Q16.1.** List all the names:

Spanish M.A.

Q16.2. How many concentrations appear on the diploma for this master's program?**Q17.** Number of **credential programs** the academic unit has?**Q17.1.** List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your assessment plan ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Plan for Assessment-SPANISH BA-updated 2017.docx
36.56 KB

Q20.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



Matrix for SPANISH BA-updated 2016.docx
21.03 KB

Q21.

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

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

- ☐ 1. Yes, indicate:
- ☒ 2. No
- ☐ 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

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 Culture 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 course, SPAN 152, has been offered in the fall semester for the past 10 years, 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.

Department Learning Goals and Learning Outcomes

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 (12 th 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.

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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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. <i>Meaning seldom obscured</i> • 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) 	<ul style="list-style-type: none"> • 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; <i>meaning is obscured in some areas</i> 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) 	<ul style="list-style-type: none"> • 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 <i>obscures or confused meaning</i> 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) 	<ul style="list-style-type: none"> • Paper is full of fragments. • Use of language <i>obscures meaning</i> because of errors. • Paper is difficult to read due to no mastery of sentence construction, spelling, punctuation, accent marks; <i>meaning is lost</i>. (12 or below)
1.3.3. Vocabulary	<ul style="list-style-type: none"> • Extensive and sophisticated range of vocabulary. • Precise word choices; effective use of idioms, appropriate register. (19-20) 	<ul style="list-style-type: none"> • Adequate range of vocabulary. • Occasional errors of word/idiom form, choice, and usage, <i>but meaning is not obscured</i>. (17-18) 	<ul style="list-style-type: none"> • Adequate range of vocabulary. • Word choices get the message across but frequent errors of word/idiom form, choice, <i>obscured meaning in some areas</i>. (15-16) 	<ul style="list-style-type: none"> • Vocabulary is not all translation. • Word choices make the writing unclear to the reader. • <i>Word choices confuse the meaning</i>. (13-14) 	<ul style="list-style-type: none"> • Vocabulary is essentially translation from English; invented words. • Confusing word choices. • <i>Meaning is unclear</i>. (12 or below)
3. 1.1 Explanation of issues/ Content Development	<ul style="list-style-type: none"> • Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding 	<ul style="list-style-type: none"> • Issue/problem to be considered is stated, described, and clarified so that understanding is not seriously impeded by omissions 	<ul style="list-style-type: none"> • Issue/problem to be considered is stated but described leaves some terms undefined, ambiguities unexplored, and boundaries undetermined, and/or backgrounds unknown. 	<ul style="list-style-type: none"> • Issue/problem to be considered is stated without clarification or description 	<ul style="list-style-type: none"> • Does not state issue/problem. (12 or below)
3.1.2. Sources and evidence	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

Rubric for Presentations –Intercultural Knowledge

Student: _____

PLO 2 Intercultural Knowledge

Criterion	Accomplished 5	Competent 4	Good 3	Benchmark 2	Beginning 1
2.2.1 Knowledge: self-awareness	Articulates insights into own cultural rules and biases (e.g. 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.)	Does not show awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. does not identify possible cultural differences with others.)
2.2.3. Knowledge: cultural worldview	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Does not demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Totals					

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-5-24-2017

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

Rubric for Presentations –Intercultural Knowledge Student: _____
PLO 2 Intercultural Knowledge

Criterion	Accomplished 5	Competent 4	Good 3	Benchmark 2	Beginning 1
2.2.1 Knowledge: self-awareness	Articulates insights into own cultural rules and biases (e.g. 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.)	Does not show awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. does not identify possible cultural differences with others.)
2.2.3. Knowledge: cultural worldview	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Does not demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Totals					

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-5-24-2017

Table I: The Results for Intercultural Knowledge, Competency, and Perspectives

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.)
2.2.1: Knowledge: Self-awareness	100%	Met
2.2.3: Knowledge: Cultural worldview	100%	Met

Table I shows that, based on the standards and criteria from 2.2.1 and 2.23, all 20 students assessed (regardless of program: Spanish B.A. or HEALS Certificate) met the standard of performance for these criteria expected of undergraduate students.

These data are not surprising considering that our language programs are not unique in their goal to ‘educate speakers who have deep trilingual and transcultural competence’ (MLA, 2007, p. 3). Thus, our Spanish B.A. (as well as our Certificate Program in Healthcare Spanish) offer coursework to enhance and broaden the linguistic and cultural awareness of our students.

It is interesting, however, to notice the slight difference in the achievement level of students in the Spanish B.A. and the HEALS Certificate programs when assessed separately. Table II shows the data for the 10 students in the Spanish B.A. and Table III, the data for those in the HEALS program.

Table III shows that more students in the certificate program (90%) scored a 4 or above for the Self-awareness criteria compared to 70% of students in the Spanish B.A (see Table II). With respect to the Cultural worldview criteria, students in the certificate program (60%) scored a 4 or above compared to 50% of students in the Spanish B.A. (see Table II).

An analysis of students' records pursuing the Spanish B.A. and the transcripts of students participating in the Certificate Program in Healthcare Spanish. See attached document with tables I, II and III.

There are two factors that may explain the data observed in the tables. One is the number of lower-division courses vs upper-division courses completed by the time students enrolled in SPAN 151 in spring 2017. Of the 10 students in the B.A. that were assessed, two of them had only taken one upper-division course and one or two lower-division courses. By comparison, all the students in the certificate had already completed 2 lower-division courses (SPAN 2A and SPAN 2B) and 1 upper-division course (SPAN 121). These courses are part of the curriculum in the certificate program. Also, all the students in the certificate had participated in a 20-hour service-learning at a local clinic as a requirement for Spanish 2B. By comparison, none of the students in the B.A. are required to do such volunteer work in a healthcare site.

These two factors may have helped students in the HEALS certificate to develop a slightly deeper cultural awareness and understanding of the healthcare needs of the Hispanic population in Sacramento.

These findings suggest the importance of incorporating a service-learning component into the curriculum of Spanish B.A.

Table II: Spanish B.A. students: results for Intercultural Knowledge, Competency, and Perspectives.

Levels Criteria	Total % of students who scored in 3.0 range	Total % of students who scored 4.0 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.)
2.2.1: Knowledge: Self-awareness	30%	70%	Met
2.2.3: Knowledge: Cultural worldview	50%	50%	Met

Table III: HEALS students: results for Intercultural Knowledge, Competency, and Perspectives

Levels Criteria	Total % of students who scored in 3.0 range	Total % of students who scored 4.0 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.)
2.2.1: Knowledge: Self-awareness	10%	90%	Met
2.2.3: Knowledge: Cultural worldview	40%	60%	Met

Reference

MLA Ad Hoc Committee on Foreign Languages. (2007). *Foreign language and higher education: New structures for a changed world*. Retrieved July 1, 2017, from http://www.mla.org/pdf/forlang_news_pdf.pdf