

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)	Alignment 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
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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.

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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.

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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