

Spanish BA
Assessment Plan Summary

Spanish BA

Language Proficiency

Goal Description:

The BA in Spanish at SHSU targets two student populations: 1) those seeking teacher certification (TC) for teaching Spanish at the secondary level in the Texas public school system and 2) those wishing to complete the BA without teacher certification (WTC). The language proficiency requirements are essentially the same for both the TC and WTC groups; however, TC students must complete additional requirements in the Faculty of Education and also pass a state certification exam. The goal of WOLC is to graduate TC and WTC students with a high level of oral and written proficiency in Spanish.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Oral Proficiency

Learning Objective Description:

Before graduating, all students (TC and WTC) will demonstrate an advanced level of oral proficiency in the target language system.

RELATED ITEM LEVEL 2

Performance On American Council Of Teachers Of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)

Indicator Description:

Prior to graduation, all students will take the computuerized version of the OPI, admnistered by the SHSU Testing Center.

Criterion Description:

All students taking the OPI will obtain a minimum score of “advanced-low” on the proficiency rubric. Students will also be required to take an advisory OPI prior to enrolling in advanced Spanish courses in order to pinpoint areas of oral proficiency that can be improved through advanced-level course work.

Findings Description:

The department did not have a necessary budget to cover the cost of administering the OPI computerized version (\$1200). Consequently, WOLC is currently working to see how this cost can be offset by the college and/or students in 2017-2018.

RELATED ITEM LEVEL 3

OPI

Action Description:

It was decided that until funding could be obtained for the OPIc, two faculty would carry-out a face-to-face OPI with majors.

RELATED ITEM LEVEL 1

Written Proficiency

Learning Objective Description:

Before graduating, all students (TC and WTC) will demonstrate an advanced level of written proficiency (e.g. coherence, grammatical and lexical accuracy, and mechanics) in the target language system

RELATED ITEM LEVEL 2

Performance On An Instrument Of Written Language Proficiency

Indicator Description:

The Department of Foreign Languages is currently reviewing options for an instrument to use in pursuit of this objective.

Criterion Description:

As with the OPI applied to student oral proficiency, all students assessed for written proficiency will display the equivalent of at least "advanced-low" on the written proficiency rubric.

Findings Description:

All TC students (4) received the equivalent of "advanced-low" on WOLC written evaluation. The same evaluation procedure will be applied to all non-teaching major in 2017-2018.

RELATED ITEM LEVEL 3

Written Language Proficiency

Action Description:

Given the success of the instrument, the same WOLC written evaluation will be used for 2017-2018.

Language Proficiency: Minors

Goal Description:

WOLC currently offers minors in Arabic and Middle Eastern Studies, German, French and Spanish. As such WOLC will produce minors who demonstrate an intermediate level of oral proficiency in the target language.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Oral Proficiency: Minors
Learning Objective Description:

Upon completion of a language minor (Arabic, French German or Spanish), students will demonstrate a minimum level of high intermediate in oral production skills.

RELATED ITEM LEVEL 2

Minors: Oral Proficiency - American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency (OPI)
Indicator Description:

Upon completing the minor students will take either the computerized version of OPI or complete the OPI face-to-face with a faculty member.

Criterion Description:
Students will obtain an overall ranking of intermediate high for oral proficiency on the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency (OPI)

Findings Description:
An overall ranking of intermediate high for oral proficiency on the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency (OPI) was not possible, as faculty are still seeking ACTFL certification. Training in this area should be completed by May 2018 at which time minors can be assessed with this national standard.

RELATED ITEM LEVEL 3

OPI - Minors
Action Description:
Given the budget constraints and the cost of training faculty, it was decided to replace the OPIc with OPI face-to-face evaluation carried out by the faculty.

Teacher Certification Preparation

Goal Description:
The goal of teacher certification will be to equip teachers with the knowledge, skills and dispositions required to successfully teach Spanish in the secondary classroom.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Integration Of Standards Into Curriculum And Instruction
Learning Objective Description:

- 1) TC students will demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and integrate these frameworks into curricular planning.
- 2) TC students will integrate the Standards for Foreign Language Learning and their state standards into language instruction.
- 3) TC students will use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

RELATED ITEM LEVEL 2

Performance On State And Professional Proficiency Exams With Reference To Curriculum Competencies
Indicator Description:
Students preparing for a career teaching Spanish will be assessed by their performance on the representative state certification exam (*TEXES Languages Other than English* (LOTE)) and by performance on the ACTFL Focus Content Observer (FOC) for Spanish teachers.

Criterion Description:
Prior to graduation, all TC students will take the LOTE and will obtain a score of 80% or higher for *Domain 1: Instruction and Assessment*. TC students’ actual classroom teaching will also be evaluated, and their overall teaching performance will minimally demonstrate ACTFL’s “world readiness standard for language learning”, as referenced by the FOC rubric.

Findings Description:
All TC graduates (4) scored 80% or higher for *Domain 1: Instruction and Assessment*, and their overall teaching performance minimally demonstrated ACTFL’s “world readiness standard for language learning”, as referenced by the FOC rubric.

RELATED ITEM LEVEL 3

Curriculum Competencies
Action Description:
Given the level of current success, WOLC will keep the current training regimen for the LOTE in order to ensure scores on the test of 80% or higher.

RELATED ITEM LEVEL 1

Language Acquisition Theories And Instructional Practices

Learning Objective Description:

- 1) TC students will be able to demonstrate a good understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.
- 2) TC students will develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

RELATED ITEM LEVEL 2

Performance On State And Professsional Proficiency Exams With Reference To Language Acquisition Competencies

Indicator Description:

Students preparing for a career teaching Spanish will be assesses by their performance on the representative state certification exam (*TExES Languages Other than English* (LOTE)) and by performance on the ACTFL Focus Content Observer (FOC) for Spanish teachers

Criterion Description:

Prior to graduation, all TC students will take the LOTE and will obtain a score of 80% or higher for *Domain 1: Instruction and Assessment*. TC students’ actual classroom teaching will also be evaluated, and their overall teaching performance will minimally demonstrate ACTFL’s “world readiness standard for language learning”, as referenced by the FOC rubric.

Findings Description:

Four TC graduating students took the LOTE and obtained a score of 80% or higher for *Domain 1: Instruction and Assessment*. TC students’ actual classroom teaching was also evaluated, and their overall teaching performance minimally demonstrated ACTFL’s “world readiness standard for language learning”, as referenced by the FOC rubric.

RELATED ITEM LEVEL 3

LA Competencies

Action Description:

Given the level of current success, WOLC will keep the current training regimen for the LOTE in order to ensure scores on the test of 80% or higher.

RELATED ITEM LEVEL 1

Teacher Candidate Professionalism

Learning Objective Description:

- 1) TC students will engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.
- 2) TC students will know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

RELATED ITEM LEVEL 2

Teacher Candidate Oral Presentation (CAPSTONE) Rubric

Indicator Description:

Prior to graduation, all TC students will peform an oral presentation before a panel of SPAN faculty.

Criterion Description:

At least 80% of business supervisors of interior design interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level interior design position in the company.

Findings Description:

Two students performed a professional presentation in Spanish consisting of teaching elements and specific language items. Both students obtained a successful presentation assessment as per WOLC's Capstone Rubric.

RELATED ITEM LEVEL 3

Capstone Performance

Action Description:

As result of the CAPSTONE performances, WOLC will con nue to use the same procedures for the CAPSTONE presenta on.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

WOLC has for the first time set tangible departmental goals for the BA in Spanish, and language minors in 2016-2017:

- 1.Assess samples of 1000 and 2000 level Spanish courses in oral production in order to set ACTFL benchmarks.
- 2.Compare learning outcomes (French, German and Spanish) between study abroad and domestic learning (face-to-face and online).
- 3.Increase first-time pass rate on LOTE for Spanish teaching minors.

4. Adopt a new Spanish textbook / curriculum to cover all four levels of Spanish (1411, 1412, 2311, 2312).

Update of Progress to the Previous Cycle's PCI:

Below is the progress update for items 1-4 stated in above PCI.

1. Assess samples of 1000 and 2000 level Spanish courses in oral production in order to set ACTFL

benchmarks.

As WOLC did not have the necessary faculty to carry out the assessment of lower-level courses, it has hired a new Coordinator, and this faculty will be assessing samples of 1000 and 2000 levels courses during the 2017 - 2018 academic year.

2. Compare learning outcomes (French, German and Spanish) between study abroad and domestic learning (face-to-face and online).

WOLC has completed assessment of summer study abroad programs in French, Spanish and German, and begun comparisons of group data. The online and face-to-face data will be collected in Fall 2018, and learning outcomes for all three delivery methods will be completed by the end of Spring 2018.

3. Increase first-time pass rate on LOTE for Spanish teaching minors.

WOLC did not have sufficient numbers of Spanish teaching minors taking the LOTE in 2016-2017, so it was not possible to assess first-time pass rates. However, this rate will be assessed again during the 2017-2018 academic year.

4. Adopt a new Spanish textbook / curriculum to cover all four levels of Spanish (1411, 1412, 2311, 2312).

WOLC adopted a new core textbook (Puntos de Partida) for 1411-2313 face-to-face and online courses. The text has been fully implemented into all levels for Fall 2017.

2015-16 Plan for Continuous Improvement

Closing Summary:

WOLC has for the first time set tangible departmental goals for the BA in Spanish, and language minors in 2016-2017:

1. Assess samples of 1000 and 2000 level Spanish courses in oral production in order to set ACTFL benchmarks.
2. Compare learning outcomes (French, German and Spanish) between study abroad and domestic learning (face-to-face and online).
3. Increase first-time pass rate on LOTE for Spanish teaching minors.
4. Adopt a new Spanish textbook / curriculum to cover all four levels of Spanish (1411, 1412, 2311, 2312).