

Cleveland State University
Assessment Report 2007
[Spring/Summer/Fall2006]

Department of Modern Languages
B.A. Spanish Program

Introduction

The Spanish B.A. program consists of 40 majors approximately, so this Assessment report is based on the experiences of our majors and other students (Spanish minors and others) at the 300 and 400 levels. The Spanish Major has students who aspire to teach Spanish at the secondary level, others who plan on pursuing graduate studies, or on applying for the job opportunities available for Spanish B.A. graduates.

Since 2004, all full-time Spanish faculty have been increasingly engaged in an ongoing discussion about the assessment process. Such engagement, along with the feedback that the Spanish program has been receiving over the past two years from the Assessment Office, helped faculty to reflect further about the Spanish program goals and outcomes.

Last year, faculty re-articulated the program goals. They however were still struggling with the Outcomes and Methods. An insightful feedback that the program got from the Assessment Office was that we “may be confused about the narrow focus of assessment of student learning as [our] report includes information relevant to program review (e.g. syllabus review) but this information is not associated with student learning.”

Our ability to refine our thinking was helped considerably by an assessment mini-grant which brought us a full-day workshop in August of 2006 on incorporating ACTFL [American Council for Teaching Foreign Languages] speaking and writing standards in our coursework. This year, the Spanish section took one step further in improving the Assessment process. On the one hand, four of the Spanish faculty attended a four days workshop organized by ACTFL which was aimed not only at preparing them to become certified Oral Proficiency Testers but also at training them in Language/Culture program Assessment. Moreover, two of our Spanish faculty attended another four days workshop organized by US Department of Education during the ISA convention [International Studies Association], and which aimed at training them particularly in multicultural and language program assessment.

Goals and Outcomes:

Thus this year, the Spanish faculty conceptualized, and consequently outlined with more specificity the B.A. program goals, and students’ learning outcomes. Unlike previous years, this year, we have specifically distinguished clearly between the goals and outcomes of the B.A. and those of the M.A.

B.A. goals:

1. Thorough knowledge of Hispanic [Peninsular and Latin American] literature, culture and linguistics.
2. Intermediate High or Advanced low proficiency [according to ACTFL¹ guidelines] in written and spoken Spanish
3. Knowledge and adequate demonstration of the potential of Spanish language and culture in our global society

¹ American Council for Teaching Foreign Languages

Methods:

The Spanish Section has begun to improve the Assessment Methods by creating a systematic assessment process [See Appendix 1 & 2]. The process consists of taking randomly 3 samples from each of the 300+/ 400+ classes offered during the period of Spring/Summer/Fall 2006. The samples were distributed by the ML department main office among the Spanish faculty. No faculty was to review his/her own classes. The assessment consisted of three steps:

- 1st. To review whether students' learning outcomes are clearly stated in the class syllabus and whether clear guidelines about grading and research were given to the students. The purpose of this section was not to make a program review, but rather to ensure that the evaluation of students performance is not dissociated from clear and well structured statements that correlate with the program and level standards they should receive from the instructors.
- 2nd. To review goal # 1 [knowledge] according to a survey instrument which reflects the program learning outcomes and expectations.
- 3rd. To review goal #2 [skills] according to a survey instrument which reflects the program learning outcomes and expectations.
- 4th. Evaluation of sample according to the first and second questionnaire should result in placing each of the paper and/or exam reviewed under one of these categories: Totally Satisfactory/ Partially Satisfactory/Unsatisfactory

P.S. The wording of these categories equal what some other programs refer to as: Exceeds Expectations/Meets Expectations/Unsatisfactory

Findings:

The Spanish faculty found that students learning outcomes are communicated with 60% of clarity to students. Also, in spite of the majority using the same rubrics, some expressed a concern about the efficiency of these rubrics and whether they really measure the learning outcomes expected by the B.A. Spanish program. Furthermore, there is some concern about the use of the same or similar rubrics at the Undergraduate and Graduate levels to measure students' learning outcomes and performance.

The faculty found that more effort needs to be done to ensure that students learning of critical thinking and analytic writing correspond to the level of outcomes defined by the program.

Actions:

Starting fall2007, two skills courses, the 301-302 will be offered each semester and so far there is sufficient enrollment. Also, the section will undertake to review all criteria, syllabi and course content for the major distribution content courses [e.g. the 371-372 Intro to Lit. courses, and the 345-346 Intro de Civ]. Furthermore, some of the rubrics have already been modified as to better meet the learning outcomes expectations.

In the following the Appendix 1 & 2



Program: Spanish B.A.

Completed By: Heba El Attar

Department: Modern Languages

Date: May, 2007

Goal 1: Thorough knowledge of Hispanic [Peninsular and Latin American] culture, literature and linguistics.

Outcomes	Research Methods	Findings	Review	Actions
<p>I. Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate knowledge of Hispanic literature, evidenced by understanding Peninsular and Latin American literary movements from the middle ages to the present. <input type="checkbox"/> Students will demonstrate ability in recognizing familiar and non familiar literary genres. They will also demonstrate familiarity with major Hispanic authors and the ability to critically analyze literary works. <input type="checkbox"/> This knowledge and ability will be demonstrated by successfully performing in tests, developing critical commentaries, and by developing keen research papers about literary topics. 	<p>I. Direct</p> <ul style="list-style-type: none"> a. Exams [tests, quizzes, Praxis II, etc.] b. Research papers <p>II. Indirect</p> <ul style="list-style-type: none"> a. Study Abroad Survey b. Alumni Survey c. Interviews with Alumni d. Discussions with faculty 	<ul style="list-style-type: none"> - 3 samples of exams and/or papers were taken from each undergraduate class offered during Spring/ Summer/Fall 2006. - Samples were all reviewed according to questionnaires prepared previously, and which reflect the overall criteria that we have for each aspect of knowledge [literature/ culture/ linguistics] expected at the undergraduate level. Each of the samples was to be classified to be either: completely satisfactory /partially satisfactory /unsatisfactory - Compared to the expected outcomes, the samples showed that overall students' performance for the knowledge goal/area is about: 39% completely satisfactory, 55.5% partially satisfactory, and 5.5% unsatisfactory. On the one hand, the Modern Languages department criteria is for 70% of students to meet the goal of knowledge, thus, according to the 	<ul style="list-style-type: none"> - Faculty was potentially involved in the assessment process throughout the year, whether through their direct input in the Spanish section official meetings, or in each of their undergraduate classes by trying to develop and apply different methods to continuously assess students performance. - Through alumni survey, and interviews, students were also contributing to the assessment data collection. We however are still working on making such contribution more criteria based. - The Study Abroad surveys were not informative for they are currently structured as to poll students level of satisfaction with the organization of the Study Abroad program, however the survey does not measure accurately how the immersion experience contributed into the student growth in the target culture. 	<ul style="list-style-type: none"> - To address the analytic and documentation problem detected, the Spanish section has taken the following measures: <ul style="list-style-type: none"> a. Spending more effort in recruiting undergraduate students for the Research Method course. b. Planning on reviewing the curriculum in two of the most foundational courses: the Intro to Literature [371-372], and Intro to Civ [345-346]. - On another hand, starting next year, the Spanish section will involve the ML department Curriculum Committee in order to review and standardize all syllabi as to guarantee more clarity in the statement of knowledge outcomes, subsequently to ensure students performance accordingly -Moreover, faculty are working on reviewing current rubrics to modify them as to accurately reflect the expected outcomes.



<p>II. Culture</p> <ul style="list-style-type: none"><input type="checkbox"/> Students will demonstrate knowledge of ancient and modern civilizations in the Peninsular and Latin American worlds.<input type="checkbox"/> Students will demonstrate familiarity with past and present socio-political realities in the Hispanic world.<input type="checkbox"/> This knowledge and ability will be demonstrated by successfully performing in tests, developing critical commentaries and research papers, and developing coherent oral presentations. Perform adequately in Study Abroad programs. Perform skillfully in Praxis II Exam designed for teachers. <p>III. Linguistics</p> <ul style="list-style-type: none"><input type="checkbox"/> Students will demonstrate knowledge of the History of the Spanish language.<input type="checkbox"/> Students will adequately apply linguistic knowledge in writing. Students will demonstrate ability in distinguishing dialectal differences within the Hispanic world.<input type="checkbox"/> This knowledge and ability will be demonstrated by successfully performing in tests and quizzes, by developing critical commentaries and research papers, and developing coherent oral presentations.		<p>above mentioned results, 94.5 % do. On the other hand, the department needs to excel students' performance, moving it from partially satisfactory to highly satisfactory.</p> <ul style="list-style-type: none">- To excel students' performance, the review of samples shows that we need to seriously address the following: a]. Students' analytic skills, b]. Students research/documentation skills.- Also, the review process showed that the different syllabi communicate courses outcomes with 66.5% of clarity; that they inform students about the grading system and guidelines with 50% of clarity; and that the efficiency of rubrics applied is 66.5%.- Finally, if compared to last year results, we can say that we have substantially upgraded our assessment process as to attain concrete results for each aspect of the knowledge area.		<ul style="list-style-type: none">- Faculty will develop a more thorough assessment for the Study Abroad programs.
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Cleveland State University

Goal 2: Intermediate High or Advanced Low proficiency [according to ACTFL guidelines] in written and spoken Spanish

Outcomes	Research Methods	Findings	Review	Actions
<p>1. Grammar - Students are able to link between complex sentences in order to form coherent paragraphs. - In doing so, students are able to manage skillfully the different tenses, the direct and indirect speeches and show mastery of complex idiomatic expressions. - This performance will be shown in tests, quizzes and compositions.</p> <p>2. Reading Students are able to read and comprehend long and complex selections of texts [essay or extended narrative] in Spanish.</p> <p>3. Listening Students are able to comprehend authentic material such as newscasts, or extended speech. They are also increasingly able to distinguish and to easily understand different Spanish dialects. This is performed through Oral exams, presentations and discussion around authentic material used in classes.</p>	<p>1. Direct</p> <ol style="list-style-type: none"> a. Exams [tests, quizzes, Praxis II, etc.] b. Research papers c. Oral Exams 	<p>The same 3 samples of exams and/or papers taken from each class offered at the undergraduate level during Spring/Summer/Fall 2006, served for this section as well.</p> <p>- Samples were all reviewed according to questionnaires prepared previously, and which reflect the overall criteria that we have for each aspect of the language skills [grammar/writing speaking] expected at the undergraduate level. Each of the samples was to be classified to be either: completely satisfactory /partially satisfactory /unsatisfactory</p> <p>- Compared to the expected outcomes, the samples showed that overall students' performance for the skill goal/area is about: 39% completely satisfactory, 55.5% partially satisfactory, and 5.5% unsatisfactory.</p> <p>- On the one hand, the Modern Languages department criteria is for 70% of students to meet the goal of knowledge, thus, according to the above mentioned results, 94.5 % do.</p>	<p>Faculty was continuously involved in the review process.</p> <p>- This year, four faculty received ACTFL workshop for Oral Proficiency Testers. Thus, it is expected that implementation of ACTFL standards whether in courses structures, activities as well as assessment will be even stronger starting next year.</p> <p>- There is still no rigorous assessment process for the oral exams.</p>	<p>To address the shortage detected in skill outcomes [goal#2], the Spanish section has taken the following measures:</p> <ol style="list-style-type: none"> a. Offering the skill courses 301-302 each semester. b. Stronger implementation of ACTFL standards. c. Developing stronger assessment process for the oral [speaking/listening skills]



<p>4. Speaking Students are able to produce complex utterances and coherent paragraphs to discuss complex literary or cultural topics. This is performed in oral exams and presentations.</p> <p>5. Writing Students are able to write skillfully about complex topic related to literature and topics but not necessarily studied in class. This is performed in essays, compositions and critical commentaries</p>		<p>- On the other hand, the department needs to excel students' performance, moving it from partially satisfactory to highly satisfactory. To excel students' performance, the review of samples shows that we need to seriously address the following:</p> <ul style="list-style-type: none">a. Oral proficiency skillsb. Writing proficiency skills		
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Goal 3: Knowledge and adequate performance of the potential of Spanish language and culture in the global society

Outcomes	Research Methods	Findings	Review	Actions
<p>1. Professional level Students will perform knowledge of the potential of bilingualism in today global society, and an understanding of the opportunities in the market for Spanish majors.</p> <p>2. Social level Students will perform knowledge of Hispanic culture pertinent to the Hispanic world or in the US in co and extra-curricular activities [e.g. language and culture clubs], and/or actively participating in the social dynamics of the Hispanic collectivities whether in Cleveland or elsewhere.</p>	<p>1. Direct</p> <ul style="list-style-type: none">a. Job offersb. Acceptance in post-graduate studies programsc. Attending cultural events <p>2. Indirect</p> <ul style="list-style-type: none">a. Alumni survey	<p>75% opt for business related jobs [government/translation etc.]</p> <p>12.5% opt for jobs related to teaching languages</p> <p>12.5% opt to apply for Graduate school.</p> <p>30% of our undergraduate students are actively involved in cultural activities related to Hispanic culture</p>	<p>Spanish faculty needs to invest more effort into recruiting more students for the Spanish MA program for it will definitely enhance students' chances in the job market.</p>	<p>Faculty will be more involved with students in co and extra-curricular activities, in order to allow more informative dialogues, and possible assistance if necessary, about the career options students might want to consider.</p>

Appendix I

First Questionnaire

1. Number of the class you are reviewing: _____

2. After reviewing the syllabus:

a. Are students' learning outcomes clearly stated? Yes No

b. Are there clear guidelines for grading? Yes No

c. Does the syllabus include clear guidelines for exams and papers? Yes No

3. Before proceeding to reviewing papers, are there any rubrics enclosed? Yes No

Field One: Knowledge

1. Literature

300+ 1. Does the student show an understanding of Peninsular and/or Latin American literary movements across history?

2. Does the student show understanding of the characteristics of different literary genres?

3. Does the student show ability to provide simple but accurate analysis of simple literary works?

4. Does the student show familiarity with some of the important Hispanic authors?

400+ 1. Does the student show a deep understanding of Peninsular and/or Latin American literary movements across history, and the ability to reflect about them?

2. Does the student show ability to analyze different familiar and non familiar literary genres?

3. Does the student show ability to provide a simple critical analysis of literary work of moderate complexity?

4. Does the student show ability to use critically information about the different Hispanic authors?

500+ 1. Does the student show ability to use critically his/her knowledge about the different literary movements and basic literary theories pertinent to Hispanic Lit.?

2. Does the student show ability to analyze critically and creatively familiar and non familiar literary genres?

3. Does the student show ability in associating between different accumulative knowledge of Hispanic Lit. when analyzing critically and creatively literary works of moderately advanced complexity?

4. Does the student show ability to perform a graduate level research [accurate and varied use of resources, accurate citation, critical analysis etc.]?

2. Culture

300+ 1. Does the student demonstrate knowledge of ancient and modern civilizations in the Hispanic world?

2. Does the student show familiarity and understanding of past and present socio-political realities of the Hispanic world?

3. In Praxis II (if applicable), does the student show knowledge of Hispanic culture?

4. In Study Abroad survey (if applicable), does the student show understanding of the culture s/he after the immersion?

400+ 1. Does the student demonstrate ability to analyze information about Hispanic cultures and civilizations?

2. Does the student demonstrate ability to reflect critically about moderately difficult issues related to socio-political realities in the Hispanic world?

3. In Praxis II (if applicable), does the student show ability to reflect critically about Hispanic culture?

4. In Study Abroad survey (if applicable), does the student show critical reflection about the target culture after the immersion?

500+ 1. Does the student demonstrate ability to analyze information about Hispanic culture using basic cultural theories?

2. Does the student demonstrate ability to critically and creatively reflect and analyze moderately advanced issues related to socio-political realities in the Hispanic world?

3. In Study Abroad survey (if applicable), does the student show critical reflection and moderate application of cultural theories regarding the target culture after the immersion?

3. Linguistics

300+ 1. Does the student demonstrate knowledge of the History of Spanish language?
2. Does the student demonstrate knowledge of basic phonetic particularities of Spanish?

400+ 1. Does the student demonstrate intermediate high to advanced knowledge of grammatical and syntax rules and concepts?
2. Does the student show ability to provide simple and accurate linguistic analysis?

500+ 1. Does the student demonstrate advanced knowledge of grammatical and syntax rules and concepts?
2. Does the student demonstrate ability to reflect critically and provide creative linguistic analysis?

Field Two: Skills

1. Grammar

300+ 1. Is the student able to construct paragraphs based on simple and accurate sentences?
2. Is the student able to alternate between and accurately use present, preterit and future tenses?

3. Is the student able to use basic idiomatic expressions?

400+ 1. Is student able to construct paragraphs based on complex sentences?

2. Is the student showing ability to manage the subjunctive?

3. Is the student showing ability to use moderately complex idiomatic expressions?

500+ 1. Is the student showing ability to construct paragraphs of advanced complexity?

2. Is the student showing mastery in alternating and accurately using different tenses?

3. Is the student showing mastery in using idiomatic expressions of advanced complexity?

2. Writing

- 300+** 1. Is the student using the language accurately to produce intelligible and logical sentences and simple paragraphs?
2. Is the student showing a decent repertoire of vocabulary?
- 400+** 1. Is the student demonstrating ability to use the language at an advanced level to write critically, forming paragraphs of moderately advanced complexity?
2. Is the student demonstrating a rich and varied repertoire of vocabulary?
- 500+** 1. Is the student using the language to produce logical, creative and analytical analysis and writing at a moderately abstract level?
2. Is the student demonstrating mastery of a moderately vast repertoire of abstract vocabulary?

3. Listening and Speaking

In oral presentations or exams at the

- 300+** 1. Is the student able to understand utterances of moderate complexity?
2. Is the student able to produce accurate utterances and coherent paragraphs of moderate complexity?
- 400+** 1. Is the student able to understand utterances of moderately advanced complexity?
2. Is the student able to produce accurate, analytical and critical utterances at a moderately advanced level?
- 500+** 1. Is the student able to understand utterances of advanced [abstract] complexity?
2. Is the student able to produce utterances of advanced [abstract] complexity?

**Appendix II
Results of Classes Reviewed**

I. First Questionnaire

Undergraduate

Class N.	Clear Articulation of Outcomes	Clear Guidelines for Grading	Clear Articulation of Guidelines for Exams/Papers	Rubrics
3xx	x	x	x	x
3xx	x	---	x	---
4xx	---	---	---	---
4xx	x	x	---	x

Total n. of classes reviewed xx

1. N. of classes complying with Outcomes statement	x	=	%
2. N. of classes complying with Grading statement	x	=	%
3. N. of classes complying with Paper guidelines statement	x	=	%
4. N. of classes complying with Rubrics	x	=	%

Graduate

Class N.	Clear Articulation of Outcomes	Clear Guidelines for Grading	Clear Articulation of Guidelines for Exams/Papers	Rubrics
5xx	x	x	x	x
5xx	---	---	---	x
5xx	x	---	x	---

Total n. of classes reviewed xx

1. N. of classes complying with Outcomes statement	x	=	%
2. N. of classes complying with Grading statement	x	=	%
3. N. of classes complying with Paper guidelines statement	x	=	%
4. N. of classes complying with Rubrics	x	=	%

II. Second Questionnaire

CS: Completely Satisfactory

PS: Partially Satisfactory

U: Unsatisfactory

Undergraduate

Class Number & title	N. of papers or exams reviewed	Field I Knowledge	Field II Skills
3xx	3	CS: 1 PS: 1 U: 1	CS: 1 PS: 2 U: ---
3xx	3	CS: --- PS: 3 U: ---	CS: 1 PS: 2 U: ---
4xx	3	CS: 3 PS: --- U: ---	CS: 2 PS: 1 U: ---
4xx	3	CS: 1 PS: 2 U: ---	CS: 1 PS: 2 U: ---

Total n. of papers reviewed: xx

Field I:

1. Total n. of papers completely satisfactory: x = %
2. Total n. of papers partially satisfactory: x = %
3. Total n. of papers unsatisfactory: x = %

Field II:

1. Total n. of papers completely satisfactory: x = %
2. Total n. of papers partially satisfactory: x = %
3. Total n. of papers unsatisfactory: x = %

Graduate

Class Number & title	N. of papers or exams reviewed	Field I Knowledge	Field II Skills
5xx	3	CS: 1 PS: 2 U: ---	CS: 3 PS: --- U: ---
5xx	3	CS: ---- PS: 3 U: ---	CS: --- PS: 3 U: ---
5xx	3	CS: 3 PS: --- U: ---	CS: --- PS: 3 U: ---

Total n. of papers reviewed: xx

Field I:	1. Total n. of papers completely satisfactory:	x	=	%
	2. Total n. of papers partially satisfactory:	x	=	%
	3. Total n. of papers unsatisfactory:	x	=	%
Field II:	1. Total n. of papers completely satisfactory:	x	=	%
	2. Total n. of papers partially satisfactory:	x	=	%
	3. Total n. of papers unsatisfactory:	x	=	%

III. Summary of Professors Evaluations

1. Undergraduate Level

- a- -----
- b- -----
- c- -----

2. Graduate level

- a- -----
- b- -----
- c- -----