# PROGRAM OUTCOMES ASSESSMENT REPORT

## ENGLISH, HUMANITIES, AND LANGUAGES

### SPANISH EDUCATION

### ACADEMIC YEAR 2009-10

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information and Mission</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Outcome 1, Assessment Method 1</td>
<td>3</td>
</tr>
<tr>
<td>Outcome 1, Assessment Method 2</td>
<td>3</td>
</tr>
<tr>
<td>Outcome 1, Assessment Method 3</td>
<td>4</td>
</tr>
<tr>
<td>Outcome 1, Assessment Method 4</td>
<td>5</td>
</tr>
<tr>
<td>Outcome 2, Assessment Method 1</td>
<td>7</td>
</tr>
<tr>
<td>Outcome 2, Assessment Method 2</td>
<td>8</td>
</tr>
<tr>
<td>Outcome 2, Assessment Method 3</td>
<td>9</td>
</tr>
<tr>
<td>Outcome 2, Assessment Method 4</td>
<td>9</td>
</tr>
<tr>
<td>Other Outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Oklahoma Subject Area Tests Results and Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Other Considerations</td>
<td>11</td>
</tr>
<tr>
<td>Appendix (Sample Assessments)</td>
<td>12</td>
</tr>
</tbody>
</table>
PROGRAM OUTCOMES ASSESSMENT REPORT
English, Humanities, and Languages

A. DEGREE PROGRAM
   B.A. in Spanish Education

B. AUTHORS
   Daniel Althoff
   Caryn Witten

C. MISSION STATEMENT & GOALS
At all levels, the program’s primary objective is to develop and enhance our students’ (i.e. teacher candidates’) reading, writing, speaking, and listening skills in Spanish. Along with language skills, we seek to broaden students’ appreciation for Hispanic literature and culture. This goal is consistent with and contributes to the University’s Mission and Vision Statement (particularly to “provide students with global and multicultural perspectives”); the University’s Statement of Scope and Function (“to provide opportunities for global awareness”); and the Departmental Mission Statement “by offering courses in English, Humanities, Spanish, Choctaw, and Philosophy.”

D. LEARNING OUTCOMES

Our program offers classes from beginning through advanced levels, including two online courses at the 1000 level, SPAN 1113 (Elementary Spanish) and SPAN 1223 (Principles of Spanish). Elementary Spanish (SPAN 1113) is assessed in General Education; SPAN 1113 and SPAN 1223 in their online modality are assessed in the online assessment program. All remaining SPAN courses are imparted in a traditional face-to-face format. Different courses and learners are assessed using different instruments with the goal of improving student learning. The number of students assessed varies according to level and instrument.

The B.A. degree program in Spanish Education shares the same Spanish course content as the B.A. degree program in Spanish; the B.A. in Spanish Education requires specified courses in Professional Education. Because the B.A. in Spanish Education is subject to national validation and assessment by the National Council for Accreditation of Teacher Education (NCATE) in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) and the Oklahoma Commission for Teacher Preparation (OCTP), we have adopted the ACTFL Program Standards as our Learning Outcomes with their subdivisions. Outcomes and their subdivisions are indicated below and in the data sets.

   Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency; (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.
Learning Outcome 1, Assessment Method 1 (Writing)
The specific outcomes assessed here are: 1(a): demonstrate a high level of [writing] proficiency in the
target language... and 1(b) know the linguistic elements of the target language system...

Number of Students Participating: 6
When Assessed: Spring 2010
Composition of Sample: Declared majors in Spanish Education
Work Evaluated: Written sample (400 word original narrative in Spanish)
How Assessment Conducted: Evaluated by two faculty in Spanish not teaching this course

Resulting Data from Assessment Method 1 (Writing: See Rubric in Appendix, p. 12)

In Spring 2010, data were assembled from a faculty-developed rubric assessing (1) content and interest level for the reader; (2) the structure, logic, and transitions within the narrative; (3) accuracy of the grammar; (4) adequacy of the vocabulary deployed; and (5) accuracy of spelling and diacritics (accent marks). The faculty evaluators then rated the overall narrative as Meeting (M), Approaching (A), or Exceeding (E) the NCATE/ACTFL Advanced-Low proficiency level. Expectations are for M or E level. (A is unsatisfactory.) The narrative evaluated here was the third of five assigned during the semester.

<table>
<thead>
<tr>
<th>Student</th>
<th>Content (30 max)</th>
<th>Structure (20 max)</th>
<th>Grammar (20 max)</th>
<th>Vocabulary (20 max)</th>
<th>Accents (10 max)</th>
<th>Total of subscores (100 max)</th>
<th>M, A, or E</th>
</tr>
</thead>
<tbody>
<tr>
<td>3770</td>
<td>27</td>
<td>16.5</td>
<td>12.5</td>
<td>14</td>
<td>9</td>
<td>79</td>
<td>Meet</td>
</tr>
<tr>
<td>5480</td>
<td>27</td>
<td>15.5</td>
<td>13.5</td>
<td>13.5</td>
<td>8.5</td>
<td>78</td>
<td>Approach</td>
</tr>
<tr>
<td>4120</td>
<td>29</td>
<td>18.5</td>
<td>17</td>
<td>18</td>
<td>8</td>
<td>90.5</td>
<td>Meet</td>
</tr>
<tr>
<td>5250</td>
<td>26.5</td>
<td>17</td>
<td>14.5</td>
<td>16</td>
<td>9</td>
<td>83</td>
<td>Meet</td>
</tr>
<tr>
<td>6720</td>
<td>29.5</td>
<td>19.5</td>
<td>18</td>
<td>19.5</td>
<td>6.5</td>
<td>93</td>
<td>Exceed</td>
</tr>
<tr>
<td>8190</td>
<td>28</td>
<td>19</td>
<td>18</td>
<td>19.5</td>
<td>6.5</td>
<td>91</td>
<td>Exceed</td>
</tr>
</tbody>
</table>

Analysis of Data from Assessment Method 1 (Writing)

The separate evaluations from the two faculty members in Spanish who were not instructing the course revealed some problems in inter-rater reliability, but the results indicate satisfactory student progress towards achieving the Advanced-Low written proficiency level. The rating of “Approach” (unsatisfactory) was a split decision: one evaluator found that the student (candidate) “Met” the standard, and the other found that the student (teacher candidate) “Approached” the standard. The evaluation was therefore scored at the more conservative (“Approach”/unsatisfactory) level.

Learning Outcome 1, Assessment Method 2 (Writing)

Number of Students Participating: 6
When Assessed: Spring 2010
Composition of Sample: Declared majors in Spanish Education
Work Evaluated: 10 timed, in-class guided writings
How Assessment Conducted: Evaluated by instructor
In Spring 2010, data were assembled from the results of ten timed, in-class writings. In each of the ten instances, the student was presented with a line drawing depicting a scene from ordinary, daily life. The student was then asked to invent answers to 10 questions (delivered in English) concerning the drawing. The questions in English were phrased in such a way as to prompt an expected structure in the Spanish response. The student had 20 minutes to respond in Spanish to the ten questions and was not permitted to use any dictionary or grammar references. This technique was intended to prepare students (teacher candidates) for the written portion/constructed response section of the OSAT for Spanish. A rubric was used to score each of the in-class writings in several categories, including number and severity of errors. In some cases, extra credit was granted for recognizing and using particularly challenging vocabulary and structures.

**Resulting Data for Learning Outcome 1, Assessment Method 2 (Writing)**

<table>
<thead>
<tr>
<th>Student</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
<th>#9</th>
<th>#10</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3770</td>
<td>95</td>
<td>83</td>
<td>77</td>
<td>81</td>
<td>90</td>
<td>82</td>
<td>97</td>
<td>93</td>
<td>97</td>
<td>103</td>
<td>89.8</td>
</tr>
<tr>
<td>5480</td>
<td>98</td>
<td>90</td>
<td>79</td>
<td>83</td>
<td>85</td>
<td>90</td>
<td>97</td>
<td>77</td>
<td>87</td>
<td>87</td>
<td>87.3</td>
</tr>
<tr>
<td>4120</td>
<td>100</td>
<td>92</td>
<td>100</td>
<td>92</td>
<td>89</td>
<td>83</td>
<td>97</td>
<td>97</td>
<td>93</td>
<td>100</td>
<td>94.3</td>
</tr>
<tr>
<td>5250</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>100</td>
<td>95</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>90</td>
<td>103</td>
<td>90.0</td>
</tr>
<tr>
<td>6720</td>
<td>94</td>
<td>107</td>
<td>98</td>
<td>92</td>
<td>95</td>
<td>99</td>
<td>100</td>
<td>87</td>
<td>90</td>
<td>93</td>
<td>95.5</td>
</tr>
<tr>
<td>8190</td>
<td>102</td>
<td>102</td>
<td>94</td>
<td>85</td>
<td>93</td>
<td>91</td>
<td>97</td>
<td>90</td>
<td>93</td>
<td>100</td>
<td>94.7</td>
</tr>
</tbody>
</table>

**Analysis of Data From Learning Outcome 1, Assessment Method 2 (Writing)**

The addition of timed, in-class writing exercises was directly influenced by low OSAT results in the subcategory of "written expression." In the classroom environment, we found that students were able to perform at acceptable or higher levels when presented with an unexpected written task. In a high-stakes testing environment such as the OSAT, however, the constructed response for written expression continues to present challenges.

**Learning Outcome 1, Assessment Method 3 (Oral/Aural Communication)**

The specific outcomes assessed here are: 1(a): *demonstrate a high level of [oral/aural] proficiency in the target language...* and 1(b) *know the linguistic elements of the target language system...*

- Number of Students Participating: 16
- How Students Were Selected: Enrolled in SPAN 3123 (Intermediate Spanish Conversation)
- When Assessed: Fall 2009
- Composition of Sample: Entire class
- Work Evaluated: Communicative production (speaking, listening; see below)
- How Assessment Conducted: Throughout the semester

SPAN 3123 is one of two required conversation courses for Spanish Education majors, but it is open to all students who have met prerequisites, including native and heritage Spanish speakers. It is conducted completely in Spanish with five minutes set aside at the end of class for clarifications in English. In order to meet standards, program completers are expected to speak at the Advanced-Low proficiency level according to ACTFL descriptors. Sixty-five percent (65%) of the grade in the course comes directly from communicative activities. Those activities include speaking to a group (*presentational communication*), among individuals (*interpersonal communication*) and listening/video viewing comprehension activities via the text's companion website (*interpretive communication*).
Resulting Data from Learning Outcome 1, Assessment Method 3 (Oral/Aural Communication)

<table>
<thead>
<tr>
<th>Score</th>
<th>N = 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>7 (44%)</td>
</tr>
<tr>
<td>89-80</td>
<td>8 (50%)</td>
</tr>
<tr>
<td>79-70</td>
<td>1 (06%)</td>
</tr>
<tr>
<td>69-60</td>
<td>0</td>
</tr>
<tr>
<td>59-0</td>
<td>0</td>
</tr>
</tbody>
</table>

Analysis of Data From Learning Outcome 1, Assessment Method 3 (Oral/Aural Communication)

The redesign of this class was directly influenced by persistently low scores on the “oral expression” portion of the Spanish OSAT. This course employed a textbook with a companion website that included viewing short films (up to 20 minutes) in their entirety that were produced for Spanish-speaking audiences; they are therefore considered “authentic” texts, in that they were not produced for pedagogical purposes. The companion website also included listening comprehension in Spanish (linked MP3 files) using a variety of native speaker voices. It is not surprising to find students performing well in an upper-division course intended for majors and minors (94% at the “A” or “B” level), but performance on the “oral expression” constructed response portion of the Spanish OSAT remains problematic. This may be due in part to the lack of interaction with a human: teacher candidates are prompted to speak for two minutes into a recorder after having viewed a written prompt for 30 seconds. It is hard to imagine a more difficult communicative task for non-native speakers of any language.

Learning Outcome 1, Assessment Method 4 (Oral/Aural Communication: See Appendix, p. 13)

The specific outcomes assessed here are: 1(a): demonstrate a high level of [oral/aural] proficiency in the target language...and 1(b) know the linguistic elements of the target language system...

Number of Students Participating: 8
How Students Were Selected: Enrolled in SPAN 3123 (Intermediate Spanish Conversation)
When Assessed: Fall 2009
Composition of Sample: Spanish and Spanish Education majors
Work Evaluated: Two individual interviews/conversations with instructor
How Assessment Conducted: Twice during semester, in office of instructor

The instructor had two individual interviews/conversations with all the students in the conversation course on an open-ended variety of topics, following the natural course of a conversation. The conversations lasted approximately 15 minutes each and were scored on a rubric in categories including pronunciation, vocabulary, fluency/flow, and grammatical accuracy of expression.
Resulting Data from Learning Outcome 1, Assessment Method 4 (Oral/Aural Communication)

<table>
<thead>
<tr>
<th>Student</th>
<th>Interview 1</th>
<th>Interview 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ama</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Nel</td>
<td>93</td>
<td>92</td>
<td>92.5</td>
</tr>
<tr>
<td>*Zai</td>
<td>97</td>
<td>100</td>
<td>98.5</td>
</tr>
<tr>
<td>*Aic</td>
<td>97</td>
<td>97</td>
<td>97</td>
</tr>
<tr>
<td>Yef</td>
<td>84</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>Thc</td>
<td>89</td>
<td>100</td>
<td>94.5</td>
</tr>
<tr>
<td>Tro</td>
<td>74</td>
<td>79</td>
<td>76.5</td>
</tr>
<tr>
<td>*Sil</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*Indicates native speaker or heritage speaker of Spanish

Analysis of Data From Learning Outcome 1, Assessment Method 4 (Oral/Aural Communication)

The difference in proficiency of native and heritage speakers of Spanish and non-native learners is apparent, but it is clear that some non-native speakers are approaching a solid oral proficiency while two non-native majors show some clear weaknesses. Not all interviewees in this course will go on to take the OSAT, however, as the sample is a mix of Spanish and Spanish Education majors. The goal in our programs (both Spanish and Spanish Education) is for students to perform at the Advanced-Low proficiency level as defined by ACTFL.
2. Learning Outcome 2 (ACTFL Program Standard 2). Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Learning Outcome 2, Assessment Method 1 (Literature)
The specific outcomes assessed here are: 2(b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Number of Students Participating: 8
How Students Were Selected: Enrolled in SPAN 3123 (Intermediate Spanish Conversation)
When Assessed: Fall 2009
Composition of Sample: Spanish and Spanish Education majors
Work Evaluated: Mid-term examination
How Assessment Conducted: In-class

The mid-term exam in this course requires students to be able to identify literary figures and works through Renaissance Spain; identify quotes taken directly from literary works; understand the plot and development of the literary works; and summarize plots, identify terms, and write brief responses (2-3 sentences) in Spanish to a number of possibilities offered to them (their choice). The scores on this mid-term exam reflect its challenging nature.

Resulting Data from Learning Outcome 2, Assessment Method 1 (Literature)

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ama</td>
<td>72</td>
</tr>
<tr>
<td>*zai</td>
<td>92</td>
</tr>
<tr>
<td>*aic</td>
<td>69</td>
</tr>
<tr>
<td>Hta</td>
<td>82</td>
</tr>
<tr>
<td>Yef</td>
<td>69</td>
</tr>
<tr>
<td>Eet</td>
<td>78</td>
</tr>
<tr>
<td>Ihe</td>
<td>80</td>
</tr>
<tr>
<td>Sne</td>
<td>77</td>
</tr>
</tbody>
</table>

*Native or heritage Spanish speaker

Class Average: 77.38

Analysis of Data from Learning Outcome 2, Assessment Method 1 (Literature)
The varied demands of this assessment generally "leveled the playing field" between native/heritage speakers and non-native speakers/learners of Spanish. The class average on this assessment is satisfactory, but indicates a general, superficial understanding of the topics to this point.
Learning Outcome 2, Assessment Method 2 (Literature)
The specific outcomes assessed here are: 2(b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Number of Students Participating: 8
How Students Were Selected: Enrolled in SPAN 3123 (Intermediate Spanish Conversation)
When Assessed: Fall 2009
Composition of Sample: Spanish and Spanish Education majors
Work Evaluated: Entire semester’s production
How Assessment Conducted: In-class, throughout semester

The course’s production included four quizzes in Spanish, an oral presentation in Spanish analyzing a poem from a Spanish author, three exams, and one final comprehensive examination.

Resulting Data from Learning Outcome 2, Assessment Method 2 (Literature)

<table>
<thead>
<tr>
<th>Student</th>
<th>Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ama</td>
<td>88</td>
</tr>
<tr>
<td>*zai</td>
<td>88</td>
</tr>
<tr>
<td>*aic</td>
<td>87</td>
</tr>
<tr>
<td>Hta</td>
<td>86</td>
</tr>
<tr>
<td>Yef</td>
<td>83</td>
</tr>
<tr>
<td>Eet</td>
<td>92</td>
</tr>
<tr>
<td>Ihc</td>
<td>86</td>
</tr>
<tr>
<td>Sne</td>
<td>84</td>
</tr>
</tbody>
</table>

*Native or heritage Spanish speaker  

Class Average: 86.75

Analysis of Data from Learning Outcome 2, Assessment Method 2 (Literature)
The course proved to be a challenging one throughout; only one student received an “A” in the course, but on the whole, awareness and knowledge Spanish literary production over the course of 1000 years can be judged as solid. OSAT results in the subarea of culture (including literature) are, and have been, satisfactory.
Learning Outcome 2, Assessment Method 3 (Cultures & Cross-Disciplinary; See Appendix, p. 14)
The specific outcomes assessed here are: Candidates a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Number of Students Participating: 9
How Students Were Selected: Enrolled in SPAN 3143 (Hispanic Culture & Civilization)
When Assessed: Spring 2010
Composition of Sample: Spanish and Spanish Education majors and minors
Work Evaluated: Class presentation/project
How Assessment Conducted: In-class

Students were instructed to make a presentation on a person, an era, an event, or group of people to include (1) a written report in Spanish of 600 words; (2) a memorized presentation in Spanish of 3-5 minutes; and (3) a quiz for the student audience to complete based on the information presented.

Resulting Data from Learning Outcome 2, Assessment Method 3 (Cultures & Cross-Disciplinary)

<table>
<thead>
<tr>
<th>Score</th>
<th>N = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>5 (55%)</td>
</tr>
<tr>
<td>89-80</td>
<td>4 (44%)</td>
</tr>
<tr>
<td>79-70</td>
<td>0</td>
</tr>
<tr>
<td>69-60</td>
<td>0</td>
</tr>
<tr>
<td>59-0</td>
<td>0</td>
</tr>
</tbody>
</table>

Analysis of Data from Learning Outcome 2, Assessment Method 3 (Cultures & Cross-Disciplinary)

At first blush, the scores on this assessment seem gratuitously generous. The instructor reports that “The students really went all out on those—a couple cooked whole meals. They were really deserving of the high grades.” The scores are indicative of the exceptional effort put forth to incorporate authentic cultural elements in the presentation geared towards student learning, which is precisely the point of the standard assessed here.

Learning Outcome 2, Assessment Method 4 (Cultures & Cross-Disciplinary)
The specific outcomes assessed here are: Candidates (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

Number of Students Participating: 9
How Students Were Selected: Enrolled in SPAN 3143 (Hispanic Culture & Civilization)
When Assessed: Spring 2010
Composition of Sample: Spanish and Spanish Education majors and minors
Work Evaluated: Final examination
How Assessment Conducted: In-class

The final examination in this course is a cumulative one, covering the history both of Spain and Latin America.
Resulting Data from Learning Outcome 2, Assessment Method 4 (Cultures & Cross-Disciplinary)

<table>
<thead>
<tr>
<th>Score</th>
<th>N = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>2 (22%)</td>
</tr>
<tr>
<td>89-80</td>
<td>3 (33%)</td>
</tr>
<tr>
<td>79-70</td>
<td>1 (11%)</td>
</tr>
<tr>
<td>69-60</td>
<td>1 (11%)</td>
</tr>
<tr>
<td>59-0</td>
<td>2 (22%)</td>
</tr>
</tbody>
</table>

Analysis of Data from Learning Outcome 2, Assessment Method 3 (Cultures & Cross-Disciplinary)

The data here reveal a much more expected distribution of scores on the assessment, with two-thirds (66%) of the students scoring at the satisfactory or above benchmark, indicative of the general rigor of the exam and of the course.

Other Learning Outcomes

The accrediting bodies of ACTFL and NCATE specify other program standards (learning outcomes) for Foreign Language Education degrees. Those are: Language Acquisition Theories and Instructional Practices; Integration of Standards into Curriculum and Instruction; Assessment of Languages and Cultures; and Professionalism.

Those four program standards are largely concentrated in the activities associated with the Foreign Language Methods Course (LANG 4903) and the student teaching semester (EDUC 4919). During the academic year 2009-10 there were no Spanish Education students (teacher candidates) who were at the point of taking either of those courses; therefore, no data can be reported on those outcomes.

Oklahoma Subject Area Test in Spanish: Results and Discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>Student</th>
<th>Listening</th>
<th>Reading</th>
<th>Grammar</th>
<th>Culture</th>
<th>Language Acquisition</th>
<th>Written Expression</th>
<th>Oral Expression</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 09</td>
<td>KM</td>
<td>269</td>
<td>269</td>
<td>239</td>
<td>254</td>
<td>300</td>
<td>158</td>
<td>147</td>
<td>231/F</td>
</tr>
<tr>
<td>Sep 09</td>
<td>RM</td>
<td>254</td>
<td>254</td>
<td>224</td>
<td>231</td>
<td>231</td>
<td>158</td>
<td>224</td>
<td>226/F</td>
</tr>
<tr>
<td>Statewide</td>
<td></td>
<td>266</td>
<td>249</td>
<td>233</td>
<td>205</td>
<td>231</td>
<td>195</td>
<td>215</td>
<td>240/P</td>
</tr>
</tbody>
</table>

Statewide: Examinees: 22  Number passing: 8 (36%)  Number not passing: 14 (64%)

<table>
<thead>
<tr>
<th>Date</th>
<th>Student</th>
<th>Listening</th>
<th>Reading</th>
<th>Grammar</th>
<th>Culture</th>
<th>Language Acquisition</th>
<th>Written Expression</th>
<th>Oral Expression</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 09</td>
<td>RM</td>
<td>269</td>
<td>269</td>
<td>178</td>
<td>231</td>
<td>231</td>
<td>158</td>
<td>147</td>
<td>212/F</td>
</tr>
<tr>
<td>Statewide</td>
<td></td>
<td>280</td>
<td>261</td>
<td>237</td>
<td>214</td>
<td>241</td>
<td>237</td>
<td>218</td>
<td>240/P</td>
</tr>
</tbody>
</table>

Statewide: Examinees: 27  Number passing: 19 (70%)  Number not passing: 8(30%)
During 2009-2010, three individuals associated with the university took the OSAT in Spanish. Of those three, one (RM) has graduated with a degree in General Studies; that individual has attempted the OSAT numerous times unsuccessfully. One other, KM, is not actively taking Spanish classes; that person has also attempted the OSAT numerous times unsuccessfully. The remaining individual, JH, is a current student in Spanish.

As can be seen, the OSAT has a generally low pass rate; the 70% passing rate in November 2009 is actually the anomalous figure. Although the weaknesses in subareas will fluctuate, we focus on improving the generally low scores on written and oral expression. As noted in the sections above, very concrete efforts have been made to improve the preparation for our teacher candidates in those “constructed response” areas of production. Also noted in the previous sections was the difficult testing environment and the high-stakes nature of the OSAT; teacher candidates may not do their student teaching before passing the OSAT, a requirement we are unanimously in agreement with.

If the written and oral production are evaluated by professionally trained raters, the faculty here are at a disadvantage in that no one among us has been trained to rate either written or spoken production according to ACTFL standards. The training is intensive, expensive, and costly in time and travel. At least one faculty member will attempt to secure faculty development funding to be trained in at least one of those areas. The stakeholders—students, primarily but also future employers in the business world and the academic world—should be confident about the quality of graduates from the Spanish Education program at Southeastern.

E. PROGRAM MODIFICATIONS

The courses described above in Grammar and Composition and Intermediate Conversation have been extensively reworked in order to promote student learning and written and spoken proficiency. No formal course modifications have been made, but we are at the point of holding in-house meetings to consider a thorough and formal revision to the curriculum in the Spanish content area.

F. IETV COURSES

There are no courses delivered by IETV in the Spanish content area.

G. FACULTY CONTRIBUTIONS

Dr. Daniel Althoff: Data collection, writing, editing, course modifications
Dr. Caryn Witten: Data collection, writing, editing
Mr. Kim McGehee: Data collection, editing
APPENDIX: Sample Assessments
Learning Outcome 1, Assessment Method 1 (Rubric)

Spanish Grammar & Comp

Name__________________________

Composition #______ Score ______

Content and consideration of reader (30)_______

26-30 Interesting, ideas well-conceived and developed with appropriate supporting detail. Consideration of potential reader readily apparent.
21-25 Some interesting ideas, but not sustained or not fully developed. Consideration of potential reader not always apparent.
18-20 Conventional ideas or clichés, not well-supported with details. Rarely shows consideration of reader.
12-17 Superficial. Does not demonstrate consideration of reader. Gives the impression of writing just to get the assignment in.

Structure, logic, and transitions (20)_______

17-20 Logically organized with well-executed transitions
13-16 Logically organized but often lacks transitions
11-12 Gaps in logic or no transitions
7-10 Sentences appear to have been simply written down as thoughts occurred, without regard for organization.

Accuracy of grammar (20)_______

17-20 Entirely appropriate level and variety for topic, almost always correctly executed
13-16 Either nearly always correct but confined to simpler sentences or structures —OR—Attempts to use greater variety and complexity with errors which do not affect comprehensibility
11-12 Errors frequently affect comprehensibility
7-10 Message often must be guessed at due to inaccurate grammar which alters or obscures it —OR—Reader must know English to comprehend much of the message

Vocabulary (20)_______

17-20 Appropriate and varied; English influence not apparent
13-16 Usually appropriate; some variation and errors in usage which do not affect or alter the message to any significant degree
9-12 Often inappropriate or non-specific usage (e.g. over-use of “cosa” rather than looking up correct word)
5-8 Uses only beginner-level vocabulary; creates words from English and does not bother to verify them with dictionary —OR—Leaves words in English rather than expressing or explaining the ideas in Spanish

Format (10)_______

8-10 (Almost) No mechanical errors; double-spaced; all accents in place; neatly produced
6-7 Occasional errors in above; not double-spaced
4-5 Frequent errors
1-3 English spelling interference; rarely correct accent marks; errors in most sentences

Additional comments:
APPENDIX: Sample Assessments
Learning Outcome 1, Assessment Method 4 (Rubric)

Conversation/Interview Evaluation

1. **Comprehensibility** is the ability of the student to make him/herself understood, to convey meaning. (20 points)
   
   - 5: Comprehended all of what student said
   - 4
   - 3: Comprehended some of what student said
   - 2
   - 1: Comprehended little of what student said

   Score x 4 = __________

2. **Listening comprehension** is the student's ability to understand the speaker's meaning and respond appropriately. (20 points)
   
   - 5: Student understands with little or no difficulty
   - 4
   - 3: Speaker must repeat, rephrase, or slow down
   - 2
   - 1: Student comprehends little or nothing

   Score x 4 = __________

3. **Quality** reflects the grammatical correctness of the student's utterances. (15 points)
   
   - 5: All or almost all utterances rendered correctly
   - 4
   - 3: Some utterances rendered correctly
   - 2
   - 1: Few or no utterances rendered correctly

   Score x 3 = __________

4. **Vocabulary** refers to using words appropriate to the situation or task. (15 points)
   
   - 5: Vocabulary is appropriate to the task
   - 4
   - 3: Some of the vocabulary is appropriate to the task
   - 2
   - 1: Vocabulary is inappropriate and/or inadequate

   Score x 3 = __________

5. **Pronunciation** reflects the ability to produce natural-sounding Spanish, without excessive interference from English pronunciation. (10 points)
   
   - 5: Excellent; native or near-native quality of pronunciation
   - 4
   - 3: Good pronunciation; would be easily understood
   - 2
   - 1: Heavy interference that would impede comprehension

   Score x 2 = __________

6. **Fluency (flow)** refers to the overall smoothness, naturalness, and continuity of the student's speech and not the speed of delivery. (10 points)
   
   - 5: No unnatural pauses, almost effortless
   - 4
   - 3: Some unnatural pauses, occasionally halting
   - 2
   - 1: (Very) Many unnatural pauses; halting, fragmentary

   Score x 2 = __________

7. **Effort** indicates the student's willingness to express him/herself and to get his/her meaning across. (How hard does the student try to make him/herself understood? Does the student use gestures to express thoughts? Withdraw into silence? Speak English?) (10 points)
   
   - 5: Students shows high effort and goes beyond the required
   - 4
   - 3: Student makes an effort to complete the task
   - 2
   - 1: Student makes little effort to communicate

   Score x 2 = __________

TOTAL SCORE: __________
APPENDIX: Sample Assessment (Directions to Students/Criteria)
Learning Outcome 2, Assessment Method 3

HISPANIC CIVILIZATION TRABAJO
(SEE BOTTOM OF P. 2 OF SYLLABUS “Grading and evaluation” section.)

THE WRITTEN REPORT (EL TRABAJO) MUST BE:
- IN GOOD SPANISH
- TYPED, DOUBLE-SPACED
- 600 WORDS MINIMUM
- TOPIC: RELATED TO CLASS: A PERSON, AN ERA, AN EVENT, A GROUP OF PEOPLE, ETC. (Get my approval first)

BE CAREFUL NOT TO PLAGIARIZE. PARAPHRASE IN YOUR OWN WORDS. STICK TO VOCABULARY AND GRAMMAR STRUCTURES WITH WHICH YOU ARE COMFORTABLE. YOU CAN USE A COMPUTER GENERATED TRANSLATION AS AN AID, BUT SIMPLY TURNING ONE IN CONSTITUTES PLAGIARISM AND IS BAD FOR YOUR GOAL OF LEARNING TO EXPRESS YOURSELF IN SPANISH.

- BIBLIOGRAPHY AND NOTES- ANY ACCEPTED FORMAT (APA, MLA, ETC.) IS FINE. YOU MUST USE AT LEAST THREE SOURCES OTHER THAN OUR TEXTBOOK. BE SURE TO USE THE CORRECT FORMAT FOR WEB PAGES.

ORAL PRESENTATION MUST BE: (3 – 5 MINUTES)
1. -MEMORIZED - NOT READ!!! YOU MAY USE ONE INDEX CARD FOR A FEW NOTES TO HELP JOG YOUR MEMORY, BUT NO PROSE.
2. -IN GOOD SPANISH. I WILL BE CHECKING FOR VOCABULARY, FLUENCY, PRONUNCIATION, GRAMMAR, AND, MOST IMPORTANTLY, CONTENT. ANY CREATIVE PRESENTATION METHOD IS WELCOME AND WILL BE REWARDED. YOU MAY USE PROPS, CHALKBOARD, OVERHEAD, VCR, POWER POINT, ETC. ETC. ETC. AS LONG AS YOU ARE NOT READING OFF OF SOMETHING!!
3. -Prepare a 5 QUESTION FILL-IN-THE BLANK OR OBJECTIVE QUIZ THAT YOUR CLASSMATES WILL ANSWER DURING YOUR SPEECH. BE SURE TO MENTION THE ANSWERS IN YOUR SPEECH!!! PART OF THESE WILL BE THE STUDENTS’ DAILY QUIZ GRADE. YOUR QUIZ WILL BE PART OF YOUR PRESENTATION GRADE.

*-----IF YOU HAVE ANY QUESTIONS, PLEASE DON’T HESITATE TO ASK.
Signatures

Department Chair's Signature

[Signature]

Date 9/10/10

Dean's Signature

[Signature]

Date 09/09/10