

**Minnesota State University Moorhead**  
**2007-2008 Assessment Report Cover Sheet**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

*Note: All non-accredited programs are required to complete this form. Include Assessment Reporting Forms for each learning outcome assessed.*

**Academic Program: Spanish**

**Department: Languages and Cultures**

**College: Arts and Humanities**

**Date: 10/31/07**

**1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members**

**Benjamin Smith**

**John Hall**

**Cecilia Mafla-Bustamante**

**2. List of All Student Learning Outcomes.** (List all outcomes, placing an asterisk (\*) by the outcomes you are assessing this year.)

- 1) Listening Proficiency- Students are able to understand main ideas and most details of connected discourse on a variety of topics.
- 2) Oral Proficiency-Students can initiate and maintain communication for most uncomplicated social tasks.
- 3) Reading Proficiency - Students are able to follow the main ideas or facts of written discourse.
- 4) Writing Proficiency-Students are able to meet most practical writing needs.

**3. Describe how your program has addressed the comments from the Student Learning Outcomes Assessment Committee during the past two academic years?** (If you have made changes to your plan, file a revised Assessment Plan Cover Sheet and Assessment Planning Form(s).)

THE SLOAC Committee had three main comments:

1. Why do you specify different levels of performance for different outcomes? THE ANSWER TO THIS IS THAT PROFICIENCIES ARE MEASURED ACCORDING TO THE SCALE USED BY THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES AND THEIR STUDIES HAVE SHOWN THAT EXPECTED OUTCOMES FOR STUDENTS IN THE FOUR MAIN AREAS DIFFER. FOR EXAMPLE, IT IS COMMON FOR A STUDENT TO BE ABLE TO UNDERSTAND MORE OF THE LANGUAGE THROUGH READING AND LISTENING THAN THEY ARE ABLE TO PRODUCE THROUGH WRITING OR SPEAKING.

2) How objective is the test you give? Is there any concern for interrater reliability? THERE IS A CONCERN FOR INTERRATER RELIABILITY, FOR THIS REASON, THE TESTS USED ARE DESIGNED ACCORDING TO ACTFL STANDARDS AND THOSE WHO USE THEM ADHERE TO THE ACTFL GUIDE FOR RATING THE STUDENTS' RESULTS.

3) Since these are all endpoint measurements, how do you provide formative assessment along the way to students before they get to this point? THERE IS A THRESHOLD CLASS THROUGH WHICH ALL MAJORS ARE REQUIRED TO PASS IN ORDER TO TAKE ADVANCED COURSES IN THE MAJOR. THESE COURSES ARE THE 301-302 SEQUENCE WHERE STUDENTS UNDERGO AN INTENSIVE REVIEW OF GRAMMAR AND WRITING STRATEGIES.

**4. If you have received an Instructional Improvement Grant in the past two years, identify the outcomes on which the grant was based and provide a summary here of the results from your grant.**

n/a

## **5. Signatures**

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Department Chair or Program Director

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Dean or Director

### **Required Attachments:**

1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.

**Minnesota State University Moorhead  
2007-2008 Assessment Reporting Form**

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

*Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.*

**Academic Program:** Spanish

**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#1) Listening Proficiency- Students should be able to understand main ideas and most details of connected discourse on a variety of topics**

**2. Describe assessment measure used for this learning outcome (attach instrument or rubric)**

see attached

**3. Expected/satisfactory student results (from assessment plan)**

**At the Advanced Mid proficiency level, students are able to understand main ideas and most details of connected discourse on a variety of topics in different times; demonstrate emerging awareness of culturally implied meanings. It is anticipated that all Spanish Majors will reach this level.**

**4. Actual results from the past year (attach additional information, if necessary)**

**Of thirteen (13) graduating seniors assessed in the 2006-2007 Academic Year, only six (6) scored at Advanced Mid or higher (46%). One was Advanced Low, while the remaining five scored in the Intermediate range. Plotting the ACTFL Proficiency ratings on a scale from 1-10 (assigning 1 to the Novice level and 10 to the Superior level) we get results of 7.07 where the goal in Listening is 8.**

**5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.**

**This is the first year this assessment has been done with the new curriculum for Spanish majors. Nevertheless, the students assessed by this instrument reflect those who entered in or before 2003 and therefore have not taken followed the plan implemented in Fall 2006. While it is disappointing to see only 54% of the students score at the target level or above, this establishes a base line and shows us the direction in which we need to go.**

**6. Proposed action in response to results.** (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

**The direction we need to take from this point is actually already in place. We expect that the new curriculum in place since Fall 2006 will increase students' proficiency in all areas as they move up through the program and take more classes.**

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**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#2) Oral Proficiency-Students can initiate and maintain communication for most uncomplicated social tasks**

**2. Describe assessment measure used for this learning outcome (attach instrument or rubric)**

see attached

**3. Expected/satisfactory student results (from assessment plan)**

**At the Advanced Low proficiency level, students can initiate and maintain communication for most uncomplicated social tasks. They are able to: narrate and describe in all major time frames (past, present and future) in paragraph length discourse; successfully handle basic survival needs in the target culture; be understood by most speakers of the native language; converse with ease and confidence when dealing with most routine tasks and social situations. It is anticipated that all Spanish Majors will reach this level.**

**4. Actual results from the past year (attach additional information, if necessary)**

**Of thirteen (13) students assessed in the 2006-2007 Academic Year, eight (8) scored at Advanced Low or higher (62%). The remaining five (5) scored in the Intermediate range. Plotting the ACTFL Proficiency ratings on a scale from 1-10 (assigning 1 to the Novice level and 10 to the Superior level) we get results of 6.23 where the goal in Speaking is 7.**

**5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.**

**This is the first year this assessment has been done with the new curriculum for Spanish majors. Nevertheless, the students assessed by this instrument reflect those who entered in or before 2003 and therefore have not taken followed the plan implemented in Fall 2006. While it is disappointing to see only 62% of the students score at the target level or above, this establishes a base line and shows us the direction in which we need to go..**

**6. Proposed action in response to results.** (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

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**#3) Reading Proficiency - Students are able to follow the main ideas or facts of written discourse.**

**2. Describe assessment measure used for this learning outcome (attach instrument or rubric)**

see attached

**3. Expected/satisfactory student results (from assessment plan)**

**At the Advanced Mid proficiency level, students are able to follow the main ideas or facts of written discourse. They are able to: comprehend a variety of authentic, linguistically complex and conceptually abstract literary, cultural, and expository texts on familiar and unfamiliar subjects, such as descriptions, narration, short stories and a variety of other literary texts, news items, biographical information, personal correspondence, routine business letters and simple technical material; comprehend facts and make appropriate inferences; appreciate the basic aesthetic properties of language and literary style. It is anticipated that all Spanish Majors will reach this level.**

**4. Actual results from the past year (attach additional information, if necessary)**

**Of thirteen (13) students assessed in the 2006-2007 Academic Year, nine (9) scored at Advanced Mid or higher (69%). One (1) student scored in the Advanced Low range and the remaining three (3) in the Intermediate range. Plotting the ACTFL Proficiency ratings on a scale from 1-10 (assigning 1 to the Novice level and 10 to the Superior level) we get results of 7.62 where the goal in Reading is 8.**

**5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.**

**This is the first year this assessment has been done with the new curriculum for Spanish majors. Nevertheless, the students assessed by this instrument reflect those who entered in or before 2003 and therefore have not taken followed the plan implemented in Fall 2006.**

**While it is disappointing to see only 69% of the students score at the target level or above, this establishes a base line and shows us the direction in which we need to go.**

**6. Proposed action in response to results.** (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

**The direction we need to take from this point is actually already in place. We expect that the new curriculum in place since Fall 2006 will increase students' proficiency in all areas as they move up through the program and take more classes.**

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**1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).**

**#4) Writing Proficiency-Students are able to meet most practical writing needs.**

**2. Describe assessment measure used for this learning outcome (attach instrument or rubric)**

see attached

**3. Expected/satisfactory student results (from assessment plan)**

**At the Advanced Low proficiency level, students are able to meet most practical writing needs. They are able to: write simple social correspondences, take notes, compose summaries, narratives and descriptions of a factual nature; use a range of vocabulary to express intended meaning with some circumlocution; demonstrate good control of the basic syntax and morphology of the target language; organize essays to clearly develop main thesis and argumentation showing some awareness of intended audience and appropriate linguistic register. It is anticipated that all Spanish Majors will reach this level.**

**4. Actual results from the past year (attach additional information, if necessary)**

**Of thirteen (13) students assessed in the 2006-2007 Academic Year, nine (9) scored at Advanced Low or higher (69%). The remaining four (4) students scored in the Intermediate range. Plotting the ACTFL Proficiency ratings on a scale from 1-10 (assigning 1 to the Novice level and 10 to the Superior level) we get results of 6.846 where the goal in Writing is 7.**

**5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.**

**This is the first year this assessment has been done with the new curriculum for Spanish majors. Nevertheless, the students assessed by this instrument reflect those who entered in or before 2003 and therefore have not taken followed the plan implemented in Fall 2006. While it is disappointing to see only 69% of the students score at the target level or above, this establishes a base line and shows us the direction in which we need to go.**

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