

# WORLD LANGUAGES AND CULTURES

## Assessment Report 2013-2014

Submitted by Paul A. Schroeder Rodríguez, Chair

The following is an outline of how the Goals and Outcomes for the B.A. in Spanish are aligned with the University's Baccalaureate Goals and Outcomes, which are in turn linked to the University's Strategic Goal 2.

**NEIU Strategic Goal 2: Academic Excellence and Innovation:** Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

### **NEIU Baccalaureate Goals and Outcomes:**

#### **Goal 1: Intellectual and Practical Skills**

- Inquiry, analysis and evaluation
- Critical and creative thinking
- Written and oral communication proficiency
- Original design and artistic performance
- Quantitative literacy
- Information literacy and research skills
- Technological fluency
- Teamwork and problem solving

#### **Goal 2: Immersion in the Disciplines**

- Knowledge of human cultures and the physical and natural world
- Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study
- Ability to synthesize general and specialized studies both within and across disciplines
- Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life

#### **Goal 3: Learning within the Resources of Community and Diversity at NEIU**

- Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.
- Engagement at the personal and community level
- Application of local and global civic knowledge
- Understanding and appreciation of the complexities of individual identities

- Intercultural knowledge and competence

## **B.A. in Spanish Goals and Outcomes:**

**Goal 1: Oral and written communication proficiency in Spanish.** Students express ideas and communicate information in the target language at the Advanced-Low level or above.

- 1.1 Oral proficiency in Spanish. Students pass the Oral Proficiency Interview with a score of Advanced-Low or above.
- 1.2 Writing proficiency in Spanish. Students pass the Writing Proficiency Test with a score of Advanced-Low or above.

**Goal 2: Immersion in the discipline.** Students develop ever-more-sophisticated understanding of the complex relationship between cultural texts (for example, a poem, a film, or a song), and the context that frames the production of the text in space and time, through the successful completion of the sequence of required courses in the Major.

- 2.1 Students demonstrate reading and writing skills at the Intermediate-Low level  
SPAN 224 (Reading Comprehension) and  
SPAN 225 (Composition I)
- 2.2 Students develop literacy and research skills, and demonstrate reading and writing skills at the Intermediate-High level.  
SPAN 252 (Literary Genres) and  
SPAN 253 (Composition II):
- 2.3 Students engage in the critical study of literary texts in context, while developing their reading and writing skills to the Advanced-Low level.  
SPAN 314 (Latin American Culture)  
SPAN 315 (Spanish Culture)  
SPAN 321 (Latin American Literature I)  
SPAN 323 (Latin American Literature II)  
SPAN 326 (Spanish Literature I), and  
SPAN 328 (Spanish Literature II):

**Goal 3: Integration of Knowledge.** Students conduct research that integrates intercultural knowledge and competence.

- 3.1 Students demonstrate the ability to contextualize, describe, and interpret a defining literary, linguistic, or cultural text through a research paper that is organized and persuasive, and whose thesis is clearly defined and supported with appropriate evidence.  
Capstone seminar (SPAN courses numbered 350-399) at the Advanced-Mid level.

**Goal 4: Pedagogical applications.** In addition to meeting Goals 1, 2 and 3, Spanish Majors who are teacher candidates demonstrate the ability to plan, instruct, assess and reflect upon the content material.

- 4.1 Teacher candidates demonstrate competency in the world language to be taught both in terms of its linguistic composition as well as its cultural composition:  
SPAN 319 (Applied Spanish Linguistics).
- 4.2 Teacher candidates effectively teach the content knowledge to all learning styles and show evidence of differentiated instruction:  
WLC 302 (Introduction to Teaching World Languages) and  
SCED 305J (Student Teaching and Seminar in Spanish).
- 4.3 Teacher candidates are able to effectively plan lessons and units and successfully assess the effectiveness of their plans:  
WLC 302 (Introduction to Teaching World Languages) and  
SCED 305J (Student Teaching and Seminar in Spanish).
- 4.4 Teacher candidates critically reflect upon their performance and are able to carry out action research:  
SCED 305J (Student Teaching and Seminar in Spanish).

**Undergraduate Program Assessment.** The learning outcomes of our undergraduate program in Spanish and French Studies are tied to the standards published by the American Council of Teachers of Foreign Languages (ACTFL). These include:

- 1. Oral Proficiency.** Teacher candidates in French and Spanish are required to pass the Oral Proficiency Interview (OPI), administered by ACTFL, with a score of Advanced Low or above. During AY 2013-2014, all of our teacher candidates met this requirement. Individual results are included at the end of this report.
- 2. Writing Proficiency.** We expect our Majors in Spanish to achieve writing proficiency at the level of Advanced-Mid or above, as demonstrated in a research paper submitted as part of their required capstone seminar. Data from the two capstone seminars taught in Spring 2014 (statistics are included at the end of this report) show that most of our Spanish Majors are finishing their programs of study with a writing proficiency of Advanced-Mid or above, but that a significant number still needs work with writing mechanics. We advise such students to take the elective course SPAN 301 (Advanced Spanish Grammar).
- 3. Content Knowledge and Critical Thinking.** We expect Majors to be able demonstrate content knowledge through the critical analysis and evaluation of a cultural text or texts in a research paper submitted as part of their required capstone

seminar. Data from the capstone seminars taught in Spring 2014 (statistics are included at the end of this report) show that the vast majority of our Majors are finishing their programs of study meeting or exceeding the levels of content knowledge and critical thinking skills that we expect from them. The one area where this is not the case is the review of primary and secondary sources, where the majority of students did not meet or exceed standards. In order to address this problem, we will discuss ways of teaching these skills more intentionally in SPAN 253 (Composition II).

**Graduate Program Assessment.** We currently assess the graduate students in our MA in Latin American Literatures and Cultures through in-class performance (as reflected in their grades), and through a comprehensive exam.

Beginning in Fall 2014 we will require MA students to create an electronic portfolio that will include (1) the final papers they submit in each of their seminars, (2) their comprehensive exam (3) faculty evaluations of these items, based on rubrics we have developed for that purpose, and (4) their thesis (which is optional).

Our plan was to implement this new assessment structure during AY 2012-2013, but our focus went to the development of electronic portfolios at the undergraduate level. The implementation of the electronic portfolio requirement will therefore take place during AY 2014-2015.

OPI results for AY 2013-2014, Teacher Candidates in Spanish

<https://tms.languagetesting.com/Clientsite/TestRatings.aspx?mode=4>

/w EPDw UKLTYy  
/w EWAw LK6Nb3



Test Ratings

Candidate info	Company	Language	Product	Test Date	Rating
Dulce Arroyo	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	06/13/2013	A
Crystal Arroyo	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	07/10/2013	A
Karina Klimek	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	08/16/2013	A
Michael Forde	Northeastern Illinois University	Spanish	OPI-ACTFL-OFFCL	09/13/2013	AM
Alondra Juarez	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	09/13/2013	A
Henry Gomez	Northeastern Illinois University	Spanish	OPI-ACTFL-OFFCL	10/17/2013	AH
Freddy Enriquez	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	11/14/2013	A
Julie Phipps	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	02/05/2014	A
Milagro Lutz	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	04/22/2014	A

S = Superior  
 AH = Advanced High  
 AM = Advanced Mid  
 AL = Advanced Low  
 IH = Intermediate High  
 IM = Intermediate Mid  
 IL = Intermediate Low  
 NH = Novice High  
 NM = Novice Mid  
 NL = Novice Low  
 A = At Least Advanced Low Proficiency  
 Q = Qualified  
 NQ = Not Qualified  
 BR = Below Range  
 UR = Un-Ratable (Contact LTI)  
 XXX = No Show

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## SPAN 353 Rubric 8c - Research Paper: Advanced Mid (Capstone Seminar)

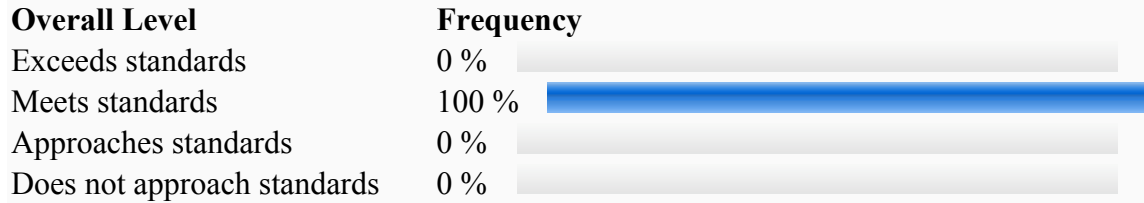
### General Statistics for 'SPAN 353 Trabajo Escrito'

#### Number of Assessments

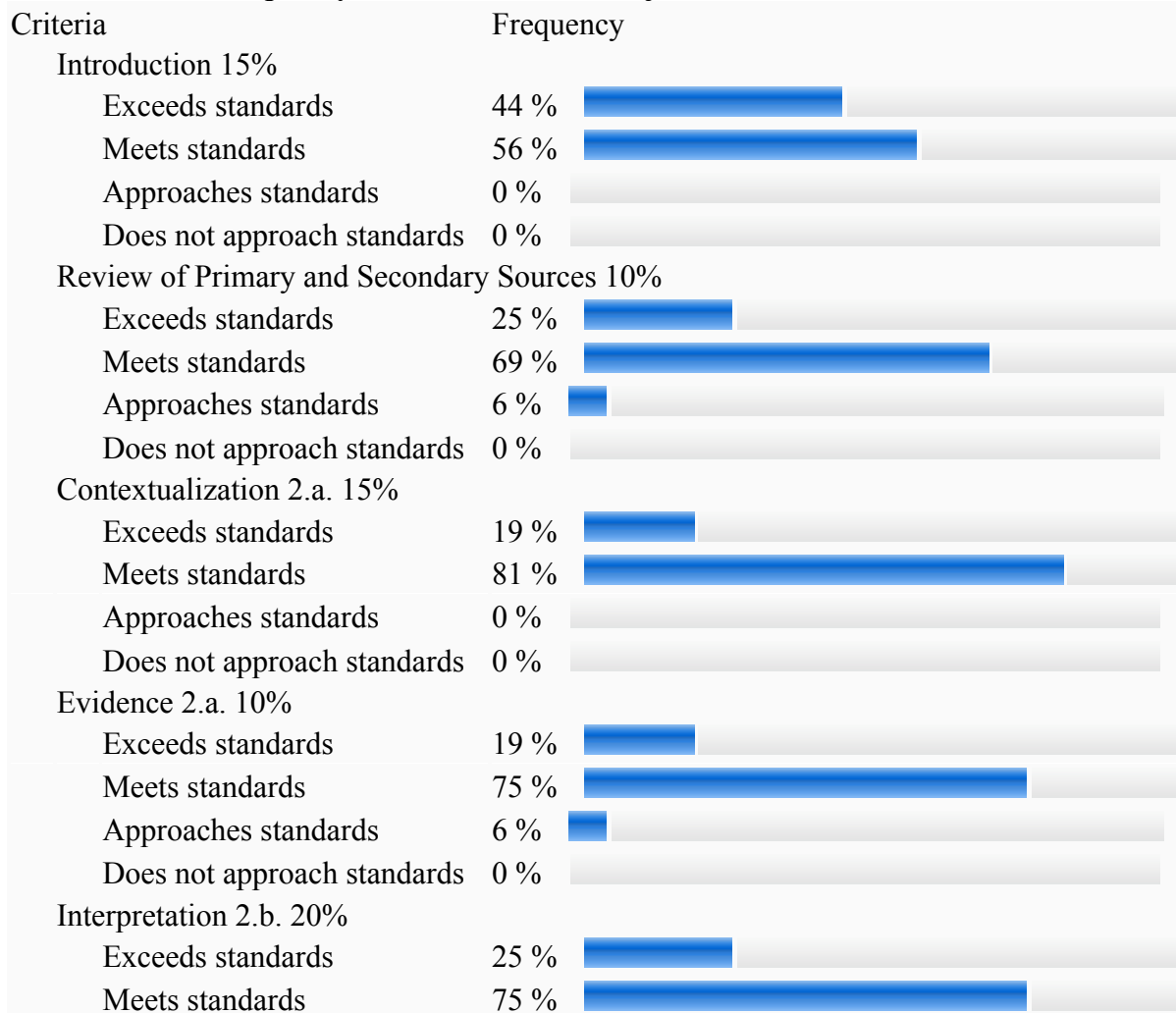
16

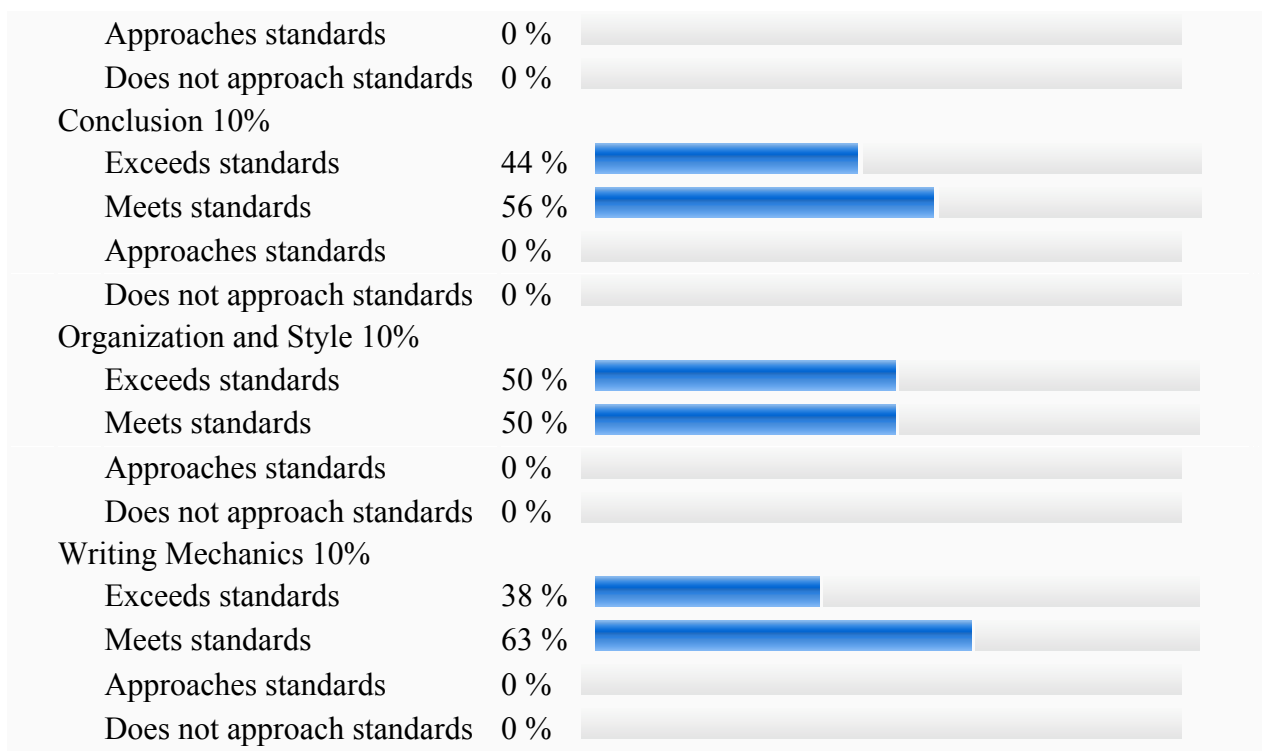
#### Average

Meets standards



### Criteria Score Frequency for 'SPAN 353 Trabajo Escrito'





SPAN 377 Rubric 8c - Research Paper: Advanced Mid (Capstone Seminar)

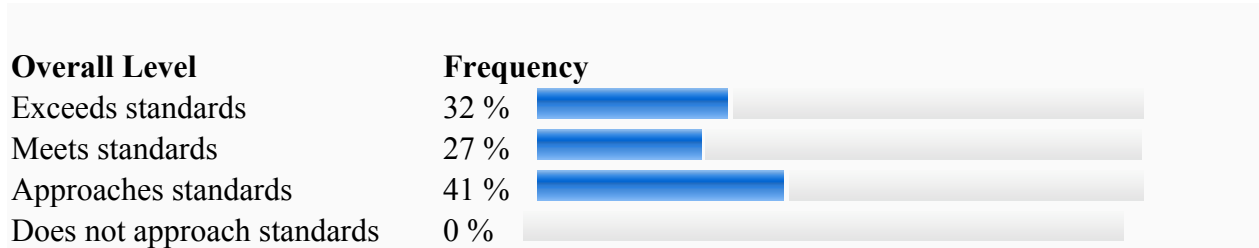
**General Statistics for 'SPAN 377 12-page Research Paper'**

**Number of Assessments**

22

**Average**

Meets standards



**Criteria Score Frequency for 'SPAN 377 Research Paper'**

