

WORLD LANGUAGES AND CULTURES

Assessment Report 2014-2015

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I. B.A. in Spanish and Spanish K-12:

During AY 2014-2015 we aligned the goals of our Spanish Majors with NEIU's Baccalaureate Goals. We also developed more specific learning outcomes for each goal. The Majors in Spanish and Spanish K-12 share goals 1, 2, and 3, while the Major in Spanish K-12 program has an additional goal for pedagogical applications.

Goal 1: Immersion in the discipline. Majors contextualize, analyze, and evaluate literary and cultural texts of increasing complexity.

Intermediate-Mid courses:

- **Outcome 1.1.** Summarize a short expository text, and identify its main points, and give supporting evidence.
- **Outcome 1.2** Write a 4-page expository essay at the intermediate-mid level.

Intermediate-High courses:

- **Outcome 1.3** Interpret a literary text using the tools of literary analysis.
- **Outcome 1.4** Write a 5-7 page analytical essay that incorporates the use of primary and secondary sources and follows MLA guidelines.

Advanced-Low courses:

- **Outcome 1.5** Present a 5-7 minute oral report on a defining cultural text or practice.
- **Outcome 1.6** Synthesize information from a variety of defining literary texts.

Goal 2: Integration of knowledge. Majors integrate the research, analytical, and critical thinking skills they have developed throughout the program in a capstone seminar, where they write a 10-page research paper that develops a clear thesis about a defining literary, linguistic, or cultural text or practice.

- **Outcome 2.1** Content: Essay develops a clear thesis about a defining literary, linguistic, or cultural text or practice.
- **Outcome 2.2** Form: Essay includes an effective title, introduction, review of sources, critical analysis and conclusion.
- **Outcome 2.3** Writing mechanics: Essay uses normative Spanish throughout and follows MLA format guidelines.

Goal 3: Language Proficiency. Majors demonstrate advanced-level oral and written proficiency in Spanish.

- **Outcome 3.1** Oral proficiency in Spanish. Majors pass ACTFL's Oral Proficiency Interview with a score of Advanced-Low or above.
- **Outcome 3.2** Writing proficiency in Spanish. Majors pass ACTFL's Writing Proficiency Test with a score of Advanced-Low or above.

Goal 4: Pedagogical applications. Spanish K-12 Majors demonstrate the ability to plan, instruct, assess and reflect upon the content material.

- **Outcome 4.1** Teacher candidates effectively plan lessons and units.
- **Outcome 4.2** Teacher candidates effectively teach the content knowledge to all learning styles and show evidence of differentiated instruction.
- **Outcome 4.3** Teacher candidates successfully assess the effectiveness of their teaching.
- **Outcome 4.4** Teacher candidates critically reflect upon their teaching performance and adjust their lesson plans and teaching accordingly.

Undergraduate Program Assessment. Majors in Spanish and Spanish K-12 are meeting learning outcomes, as described below:

Goal 1. Immersion in the discipline. Data from our Intermediate-Mid, Intermediate-High, and Advanced-Low courses show that Spanish Majors are contextualizing, analyzing, and evaluating literary and cultural texts of increasing complexity as they progress through the program. Raw data is available upon request. A significant number of students in courses at the Advanced-Low level still need work with writing mechanics. We advised those students to take the elective course SPAN 301 (Advanced Spanish Grammar).

Goal 2. Integration of knowledge. We updated Rubric 8c, which we use to assess the final paper in the capstone seminars. Data from the two capstone seminars taught in AY 2014-2015 shows that 85% of our Majors met or exceeded standards for their final research paper, while the other 15% approached those standards. The vast majority of our Majors are therefore completing their studies with the ability to integrate the research and critical thinking skills they have developed throughout the program.

Goal 3. Language Proficiency. Graduating Spanish Majors (both regular and K-12) are now required to pass both the OPI and the WPT if their Catalog year is Fall 2014 or after. During AY 2014-2015, there were no graduating Spanish Majors who fell under this new requirement, meaning only Spanish K-12 Majors had to pass the OPI with a score of Advanced-Low or above as part of their teacher licensing requirement. All of our Spanish K-12 Majors met this requirement. Only one non-teacher candidate failed to meet this

standard, and I met with him to discuss ways of improving this score if he decides to re-take it. Individual results are included at the end of this report.

Goal 4. Pedagogical applications. I am working with the College of Education to develop new learning outcomes and assessment tools that reflect the new edTPA licensing requirements.

II. Graduate Program Assessment. We assess our M.A. in Latin American Literatures and Cultures program using a standard rubric for all the final essays students write in their seminars, and through a comprehensive exam. During AY 2014-2015, four students took and passed their comprehensive exams.

MA students also create an electronic portfolio that includes (1) the final papers they submit in each of their seminars, (2) their comprehensive exam, and (3) their thesis (which is optional).

Our plan was to implement the electronic portfolio during AY 2014-2015, but our focus went to the development of electronic portfolios at the undergraduate level, which was still posing problems for students due to technical problems with the portfolio function within D2L. The implementation of the electronic portfolio requirement for the M.A. program will take place during AY 2014-2015, using the new software Tk-20.