Assessment Report 2011-2012

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Undergraduate Program Assessment. The learning outcomes of our undergraduate programs 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 2011-2012, all of our teacher candidates met this requirement.

2. **Writing Proficiency.** We expect our Majors in French and Spanish to achieve a writing proficiency at the level of Advanced-Mid or above, as demonstrated in a research paper submitted at the end of their required capstone seminar.

   In Fall 2011 we used an evaluation rubric with four categories for evaluating writing proficiency: organization, grammar, use of MLA format, and length of paper. Based on feedback we received from NCATE, we revised the rubric in Spring 2012 to change these four categories into the following five:

   - Thesis and statement development
   - Organization and style
   - Writing mechanics
   - MLA format
   - Length of paper

   This explains why the evaluation rubric (and the point system used) was different in Fall 2011 and Spring 2012. Both versions of the rubric are included below.

   The charts below include data for the Majors who were enrolled in capstone seminars during Fall 2011 and Spring 2012. The data show that the vast majority of our Majors are finishing their programs of study with a writing proficiency of Advanced-Mid or above.

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 Fall 2011 we used an evaluation rubric that lumped content knowledge under the single category “Quality of Information.” Based on feedback we received from NCATE, we revised the rubric in Spring 2012 to break down this single category into the following four:

- Contextualization
- Description and analysis
- Interpretation
- Use of secondary sources

This explains why the evaluation rubric (and the point system used) was different in Fall 2011 and Spring 2012. Both versions of the rubric are included below.

The charts below include data for the Majors who were enrolled in capstone seminars during Fall 2011 and Spring 2012. The data show that the vast majority of our Majors are finishing their programs of study approaching or meeting the levels of content knowledge and critical thinking skills that we expect from them.

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 either a comprehensive exam or a thesis (those who write a thesis do not have to take the comprehensive exam).

This year we submitted a program modification to require new 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 (which will now be required of all students), (3) faculty evaluations of these items, based on rubrics we have developed for that purpose, and (4) their thesis (which will still be optional).

Our plan is to implement this new assessment structure during AY 2012-2013, and once it is firmly in place, to propose the creation of an option for MA students to be certified as teachers of Spanish by the Sate of Illinois, beginning in Fall 2013.

Rubric 8c (Old version, used until Fall 2011)

Research Paper: Advanced Mid

Student's Name: _____ Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____

TASK: Evaluate information from a text, a problem, or a situation (double spaced, Font 12, 1" margins).
Example: "How *Women on the Verge of a Nervous Breakdown* deploys *boleros* and the conventions of melodrama to subvert traditional Spanish relations in the waning years of the post-Franco *destape*"

CATEGORY	**Exceeds standards** (4 points)	**Meets standards** (3 points)	**Approaches standards** (2 points)	**Does not approach standards** (1 point)
Quality of Information	• Information always relates to a clearly-stated main thesis • Describes, analyzes and critically evaluates several examples in support of the thesis • Accurately summarizes and critically evaluates the state of the scholarship • Makes an original contribution to our understanding of the topic	• Information almost always (or always) relates to a clearly-stated main thesis • Describes and analyzes several examples in support of the thesis • Accurately summarizes and critically evaluates the state of the scholarship	• Information regularly relates to the stated main thesis • Provides at least one supporting example to the thesis • Attempts to summarize and critically evaluate the state of the scholarship	• Information sporadically relates to the main thesis or the thesis is not clearly stated • Supporting examples do not relate to the thesis • Does not accurately summarize or critically evaluate the state of the scholarship
Organization	• Essay is very organized with well-constructed paragraphs • Very smooth transitions between and within introduction, main body and conclusion	• Essay is organized with well-constructed paragraphs • Good transitions between and within introduction, main body and conclusion	• Information is organized, but paragraphs are not well-constructed • Poor transitions	• The information appears to be disorganized • Little or no transitions used
Length of paper	• 11-12 pages	• 9-10 pages	• 7-8 pages	• Less than 7 pages
Grammar	• Almost no (or none) grammatical, spelling or punctuation errors	• Very few grammatical, spelling or punctuation errors, but does not interfere with reading	• Some grammatical, spelling or punctuation errors; interferes somewhat with reading	• Many grammatical, spelling, or punctuation errors; interferes with reading
MLA format	• Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography)	• Almost always follows MLA format	• Often follows MLA format	• Only sometimes follows MLA format

Overall Assessment and Comments:

Rubric 8c (New version, effective Spring 2012)

Research Paper: Advanced Mid

Student's Name: _____ Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____
TASK: Evaluate information from a cultural or literary text, practice or product (double spaced, Font 12, 1" margins).
Example: "How does *Women on the Verge of a Nervous Breakdown* deploy *boleros* and the conventions of melodrama to subvert traditional Spanish social relations in the waning years of the post-Franco *destape*?"

CATEGORY	**Exceeds standards** *(4 points)*	**Meets standards** *(3 points)*	**Approaches standards** *(2 points)*	**Does not approach standards** *(1 point)*
Thesis statement and development	• Main thesis is clearly stated • Thesis is neither too general nor too obvious, and of appropriate scope for the length of the paper • Information consistently relates to the main thesis	• Main thesis is clearly stated • Thesis is neither too general nor too obvious, and of appropriate scope for the length of the paper • Information almost always relates to the main thesis	• Main thesis is suggested but not clearly stated • Thesis is too general or too obvious, and/or not of the appropriate scope for the length of the paper • Information regularly relates to the main thesis	• Main thesis is not clearly stated • Information sporadically relates to the main thesis
Contextual-ization	• Clearly articulates the connections between the text/practice/product/pedagogical theory and the context of the target culture at the time of production	• Connects the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production	• Begins to connect the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production	• Does not connect the text/practice/product/pedagogical theory to the perspectives and context of the target culture at the time of production
Description and analysis	• Skillfully applies discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory)	• Uses discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory)	• Attempts to use discipline-specific tools to describe and analyze several examples in support of the thesis (e.g., discusses metrics and rhyme when describing and analyzing a poem, or discusses SLA theory)	• Does not attempt to use discipline-specific tools to describe and analyze several examples in support of the thesis
Interpretation	• Interprets and reflects upon the text/practice/product in light of changing perspectives in the target culture over time • Makes an original contribution to our understanding of the topic	• Interprets and reflects upon the text/practice/product in light of changing perspectives in the target culture over time	• Attempts to interpret and reflect upon the text/practice/product in light of changing perspectives in the target culture over time	• Does not attempt to interpret and reflect upon the text/practice/product in light of changing perspectives in the target culture over time
Use of secondary sources	• Accurately describes and critically evaluates competing perspectives from relevant peer-reviewed scholarship	• Accurately describes perspectives from relevant peer-reviewed scholarship	• Attempts to describe perspectives from relevant peer-reviewed scholarship	• Does not incorporate relevant peer-reviewed scholarship

Organization and style	• Essay is very organized with well-constructed paragraphs • Very smooth transitions between and within introduction, main body and conclusion • Shows own voice as a writer	• Essay is organized with well-constructed paragraphs • Good transitions between and within introduction, main body and conclusion • Begins to develop own voice as a writer	• Information is organized, but paragraphs are not well-constructed • Poor transitions	• The information appears to be disorganized • Little or no transitions used
Writing mechanics	• Almost no (or none) grammatical, spelling or punctuation errors	• Very few grammatical, spelling or punctuation errors, but does not interfere with reading	• Some grammatical, spelling or punctuation errors; interferes somewhat with reading	• Many grammatical, spelling, or punctuation errors; interferes with reading
MLA format	• Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography)	• Almost always follows MLA format	• Often follows MLA format	• Only sometimes follows MLA format
Length of paper	• 11-12 pages	• 9-10 pages	• 7-9 pages	• Less than 7 pages

Overall Assessment and Comments:

Fall 2011: French 356-1 (French Women Writers and Artists)

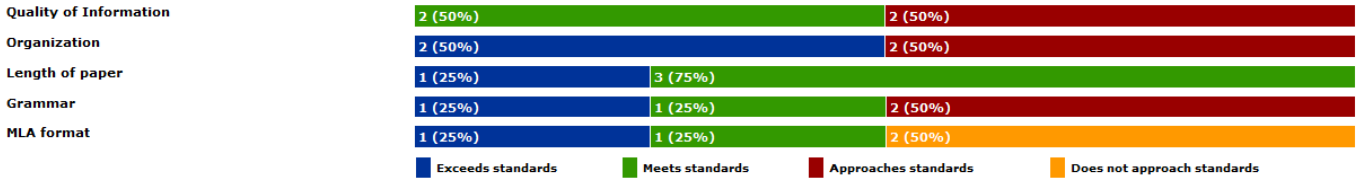
Overall assessment for the three French Majors enrolled in the course:

Exceeds Standards (18-20 points):	1 student
Meets standards (14-17 points):	1 student
Approaches standards (10-13 points):	2 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Quality of Information	0	2	2	0	2.50	2	0.50
Organization	2	0	2	0	3.00	2	1.00
Length of paper	1	3	0	0	3.25	3	0.43
Grammar	1	1	2	0	2.75	2	0.83
MLA format	1	1	0	2	2.25	1	1.30



Fall 2011: French 357-1 (Contemporary French Society)

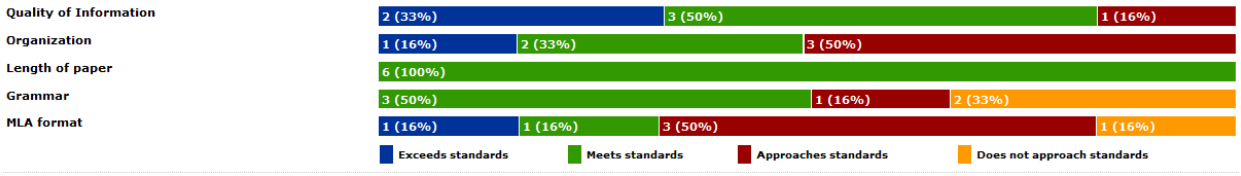
Overall assessment for the six French Majors enrolled in the course:

Exceeds Standards (18-20 points):	1 student
Meets standards (14-17 points):	2 students
Approaches standards (10-13 points):	3 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Quality of Information	2	3	1	0	3.17	3	0.69
Organization	1	2	3	0	2.67	2	0.75
Length of paper	0	6	0	0	3.00	3	0.00
Grammar	0	3	1	2	2.17	3	0.90
MLA format	1	1	3	1	2.33	2	0.94



Fall 2011: Spanish 377-1 (Caribbean Literature)

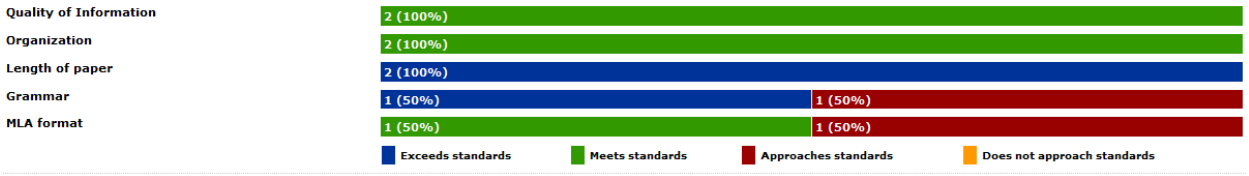
Overall assessments for the two Spanish Majors enrolled in the course:

Exceeds Standards (18-20 points):	0 students
Meets standards (14-17 points):	2 students
Approaches standards (10-13 points):	0 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Quality of Information	0	2	0	0	3.00	3	0.00
Organization	0	2	0	0	3.00	3	0.00
Length of paper	2	0	0	0	4.00	4	0.00
Grammar	1	0	1	0	3.00	2	1.00
MLA format	0	1	1	0	2.50	2	0.50



Fall 2011: Spanish 377-2 (Caribbean Literature)

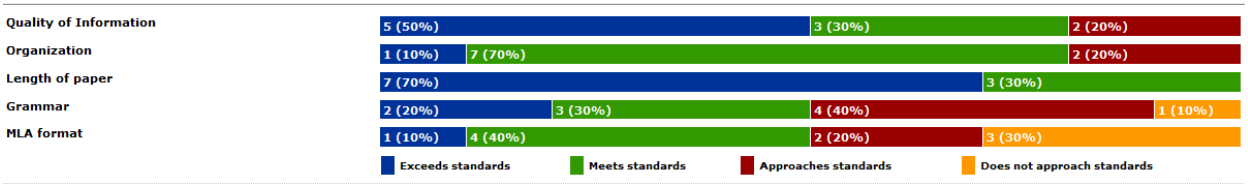
Overall assessment for the ten Spanish Majors enrolled in the course:

Exceeds Standards (18-20 points):	2 students
Meets standards (14-17 points):	6 students
Approaches standards (10-13 points):	2 students
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Quality of Information	5	3	2	0	3.30	4	0.78
Organization	1	7	2	0	2.90	3	0.54
Length of paper	7	3	0	0	3.70	4	0.46
Grammar	2	3	4	1	2.60	2	0.92
MLA format	1	4	2	3	2.30	3	1.00



Spring 2012: French 373 (Art and History of Paris)

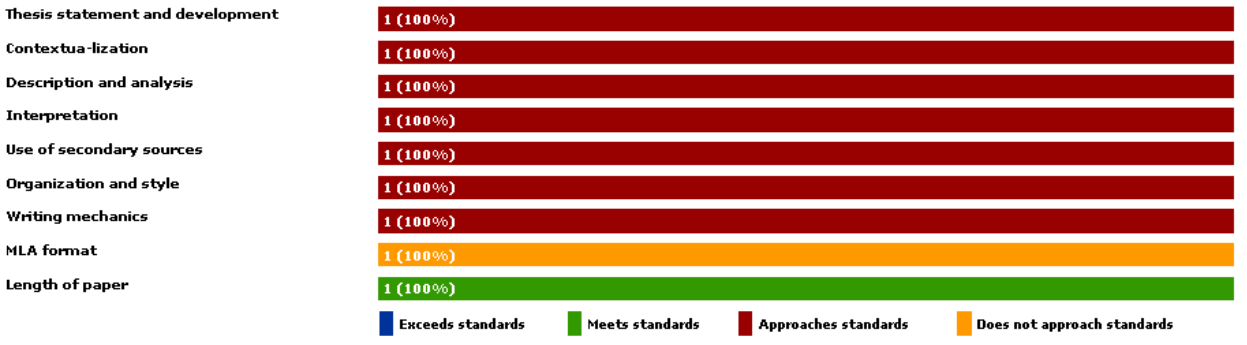
Overall assessments for the single French Major enrolled in the course:

Exceeds Standards (18-20 points):	0 students
Meets standards (14-17 points):	0 students
Approaches standards (10-13 points):	1 student
Does not approach standards (5-9 points):	0 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Thesis statement and development	0	0	1	0	2.00	2	0.00
Contextua-lization	0	0	1	0	2.00	2	0.00
Description and analysis	0	0	1	0	2.00	2	0.00
Interpretation	0	0	1	0	2.00	2	0.00
Use of secondary sources	0	0	1	0	2.00	2	0.00
Organization and style	0	0	1	0	2.00	2	0.00
Writing mechanics	0	0	1	0	2.00	2	0.00
MLA format	0	0	0	1	1.00	1	0.00
Length of paper	0	1	0	0	3.00	3	0.00



Spring 2012: Spanish 333 (Contemporary Latin American Novel)

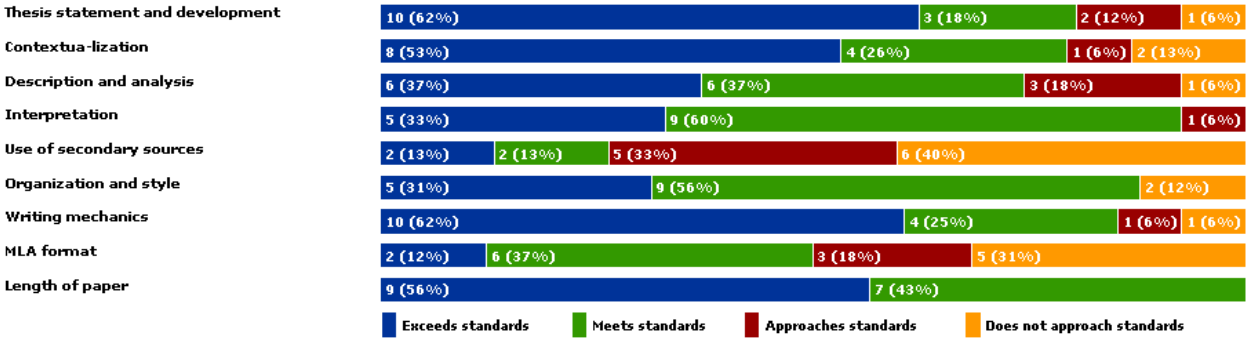
Overall assessments for the sixteen Spanish Majors enrolled in the course:

Exceeds Standards (28-36 points):	3 students
Meets standards (23-27 points):	9 students
Approaches standards (18-22 points):	2 students
Does not approach standards (9-17 points):	2 students

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Thesis statement and development	10	3	2	1	3.38	4	0.93
Contextua-lization	8	4	1	2	3.20	4	1.05
Description and analysis	6	6	3	1	3.06	3	0.90
Interpretation	5	9	1	0	3.27	3	0.57
Use of secondary sources	2	2	5	6	2.00	1	1.03
Organization and style	5	9	0	2	3.06	3	0.90
Writing mechanics	10	4	1	1	3.44	4	0.86
MLA format	2	6	3	5	2.31	3	1.04
Length of paper	9	7	0	0	3.56	4	0.50

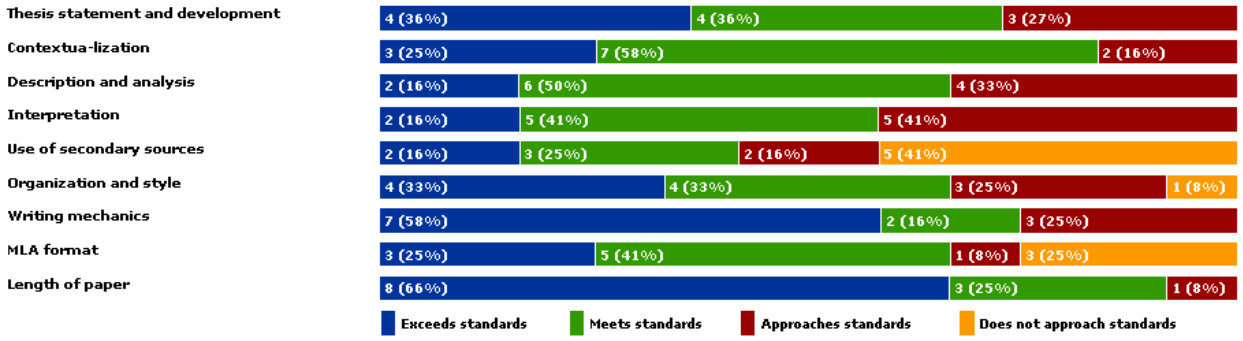


Spring 2012: Spanish 373 (Latin American Short Story)

Overall assessments for the thirteen Spanish Majors enrolled in the course:

Exceeds Standards (28-36 points):	3 students
Meets standards (23-27 points):	5 students
Approaches standards (18-22 points):	3 students
Does not approach standards (9-17 points):	1 student

Assessment breakdown:

Rubric: Rubric 8c-Performance Assessment

	Exceeds standards *(4 pts)*	Meets standards *(3 pts)*	Approaches standards *(2 pts)*	Does not approach standards *(1 pts)*	*Mean*	*Mode*	*Stdev*
Thesis statement and development	4	4	3	0	3.09	3	0.79
Contextua-lization	3	7	2	0	3.08	3	0.64
Description and analysis	2	6	4	0	2.83	3	0.69
Interpretation	2	5	5	0	2.75	3	0.72
Use of secondary sources	2	3	2	5	2.17	1	1.14
Organization and style	4	4	3	1	2.92	3	0.95
Writing mechanics	7	2	3	0	3.33	4	0.85
MLA format	3	5	1	3	2.67	3	1.11
Length of paper	8	3	1	0	3.58	4	0.64