

Degree Program Assessment Plan Cover Sheet (rev. 06): UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 16 Degree Program: B.A. in Spanish Department and College: DSLS/CAHSS Circle one: AA AS BA BS BBA BSE BSW Master's EdS JD EdD PhD Certificate Prepared by: Andrew J. Deiser Submitted to College Assessment Committee on 3/5/07 \_\_\_\_\_ Approved on \_\_\_\_\_ Submitted to Provost Assessment Advisory Group on \_\_\_\_\_ Approved on \_\_\_\_\_

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed. Mission Statement: Courses in foreign languages are offered to give the student proficiency in basic language skills, such as speaking, writing, reading, and understanding; to guide advanced students to fluency of the written and spoken idioms; to acquaint students with major literary works in foreign languages and increase awareness and appreciation of other cultures; to provide courses necessary and useful for those preparing to teach a foreign language or communicate in international affairs; to promote intercultural communication; and to offer background preparation necessary for graduate work in a foreign language. In order to insure that this occurs, the skills of listening, speaking, reading, writing, and cultural understanding are assessed throughout the programs and upon completion of the major. (4/26/06: LM) 1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at <http://www.ualr.edu/provost/assessment/competencies.shtml>). Students will achieve proficiency in speaking, listening, reading, writing in Spanish at the appropriate levels: Goal 1) Speaking: Students will acquire Intermediate-High speaking proficiency according to Proficiency Guidelines<sup>1</sup> established by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the only nationally recognized language organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. Graduating Spanish majors are required to take a Modified Oral Proficiency Interview (MOPI) to assess whether or not they have achieved the Intermediate-High level of oral proficiency. The MOPI is based on the Oral Proficiency Interview (OPI), a nationally recognized tool designed by ACTFL for measuring oral proficiency in a given language. The OPI is based on research conducted by the School of Language Studies of the Foreign Language Institute which researched the amount of time needed to achieve various levels of oral proficiency in their program, as well as other studies that have since been conducted to determine typical performance levels for majors. The ACTFL Proficiency Guidelines are based on research conducted by the School of Language Studies of the Foreign Language Institute which researched the amount of time needed to achieve various levels of proficiency in their program, as well as other studies that have since been conducted to determine typical performance level for majors. DISLS faculty who conduct the MOPIs have been

trained either in ACTFL OPI workshops or through in-house training to ensure rater reliability. The following core competencies addressed by this goal: Verbal literacy and International Awareness. Goal 2) Listening: Students will acquire Intermediate-Mid listening proficiency according to the ACTFL Proficiency Guidelines. The following core competencies are addressed by this skill: International Awareness and Verbal literacy. Goal 3) Reading: Students will acquire Intermediate-High reading proficiency according to the ACTFL Proficiency Guidelines. The following core competencies are addressed by this skill: Social and Cultural Awareness, International Awareness, and Verbal literacy. Goal 4) Writing: Students will acquire Intermediate-High writing proficiency according to the ACTFL Proficiency Guidelines. Core competencies addressed by this skill: Critical Thinking and Verbal Literacy. 1 See appendix 1, which summarizes and describes the ACTFL guidelines for levels of speaking, listening, reading, writing that we require for majors. (4/26/06: LM) 2. What are your learning objectives associated with each student learning goal? 1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL Proficiency Guidelines. This will be evidenced by the following behaviors: • Students will be able to engage in conversations in the target language. • Students will be able to perform successfully a variety of communicative tasks in the target language, such as buying groceries, renting an apartment, describing their family and their weekly routine at the university, and discussing current issues, literature, art, history, and so on. • Students will also be able to narrate in different time frames and describe a variety of things with paragraph-length connected discourse. • The primary tool for measuring these behaviors is the MOPI, which is currently being administered at the end of 1311, 1312, and 2311. In addition, students participate in activities in class that elicit the types of discourse described above. Finally, a MOPI is administered during the Spanish exit exams to assess whether this objective has been achieved.2 1.2 Students will acquire Intermediate-Mid listening proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors: • Students will be able to understand main ideas and most details with respect to a variety of topics. Discourses may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. • The tools for measuring these behaviors include but are not limited to MOPIs, exams, quizzes, in-class activities, computer-related activities, and the listening comprehension portion of the Spanish exit exams. 1.3 Students will acquire Intermediate-High reading proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors: • Students will be able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. Students will understand the main ideas and facts but will miss some details. Texts at this level include descriptions and narrations, such as simple short stories, novels, news items, bibliographical information,

social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader. 2 See Appendix 2 for a description of the departmental exit exams for graduation majors. (4/26/06: LM)

- The tools for measuring these behaviors include but are not limited to exams, quizzes, in-class activities, computer-related activities, and the reading comprehension portion of the departmental Spanish exit exams. 1.4 Students will acquire Intermediate-High writing proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors: • Students will be able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. This includes the ability to write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives, descriptions of a factual nature, and argumentative and analytical essays. • The tools used for measuring these behaviors include exams, quizzes, writing assignments, and the writing portion of the departmental Spanish exit exams. 3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? See attached assessment map 4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement. Objective 1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL proficiency guidelines. a. The principal method for measuring progress toward this objective is the MOPI. To reiterate, the MOPI is based on the OPI, a nationally recognized tool for measuring oral proficiency in a given language. b. MOPIs are administered at the end of Span 1311, 1312, and 2311 by all Spanish professors and instructors, all of whom have received training on how to conduct the interview. In addition, each semester we review the procedures for conducting the interviews to insure reliability and validity across raters, class sections, and time. The departmental exit exams also include a final MOPI to assess whether students have attained Intermediate-High Oral Proficiency according the ACTFL guidelines. This interview is conducted by Andrew J. (4/26/06: LM) Deiser, a partially certified tester<sup>3</sup> who is in charge of assessment for DISLS' B Programs in French and Spanish. c. Students' progress toward this objective is currently being measured at the end of each semester at the 1000 and 2000 levels through the administering of MOPIs. In addition, prior to graduation, students take a final MOPI to assess whether they have met this objective. Since the fall of 2006 we have been collecting and compiling data from MOPIs. We will continue to collect data until the end of the spring semester 2007, when we will have concluded our initial cycle of conducting MOPIs. At that time we will assess the results, make necessary adjustments to the curriculum, and continue the MOPIs. We are focusing on objective 1.1 for the 2006-2007 academic year. d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An

assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

Objective 2.2: Students will acquire Intermediate-High listening proficiency according to the ACTFL proficiency guidelines.

a. The methods for measuring this objective include exams, quizzes, in-class activities, computer-related activities, and the listening comprehension section of the departmental exit exams. At present, the listening comprehension portion of the departmental exit exams represents the principal data from which we determine whether or not students have reached this objective. Andrew J. Deiser, who is familiar with ACTFL's proficiency guidelines for listening, reading and writing, is responsible for administering the listening comprehension portion of the exit exam, and the primary person responsible for interpreting the results.

b. In order to further monitor students' progress toward this objective, DISLS will consider implementing a listening comprehension exam at the end of Span 3311, Communication: The Interpersonal Mode, a course that focuses extensively on the skill of listening. Using the ACTFL Proficiency Guidelines for listening, Spanish faculty most familiar with the guidelines will design a listening comprehension exam, which will be administered at the end of 3312. Spanish faculty who teach this course will administer the exams. Dave McAlpine and Stephanie Dhonau will provide training for Spanish faculty to 3 Partially certified testers can test students' oral proficiency up to the Intermediate-High Level. (4/26/06: LM) insure reliability and validity across class sections and raters. Training on how to interpret the results of the exam will be reviewed each year to insure reliability over time.

c. DISLS will have designed these exams by the beginning of fall 2007. Once data from the cycle for objective 1.1 have been collected and interpreted (end of spring 2007), we will begin to focus on objective 2.2, listening proficiency in fall 2007 and spring 2008.

d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

Objective 3.3: Students will acquire Intermediate-High reading proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors:

a. The methods for measuring this objective include exams, quizzes, in-class activities, computer-related activities, and the reading comprehension portion of the departmental Spanish exit exams. At present, the

reading comprehension portion of the departmental exit exam provides the principal data from which we determine whether or not students have reached this objective. Andrew J. Deiser is the primary person responsible for administering this portion of the exit exam and for interpreting the results. b. DISLS will consider implementing a reading comprehension exam at the end of Span 3312, Communication: The Interpretive Mode, a course that focuses extensively on this skill. Using the ACTFL proficiency guidelines for reading, Spanish faculty will design a reading comprehension exam for Span 3312. Dave McAlpine and Stephanie Dhonau will provide training for Spanish faculty to insure reliability and validity across class sections and raters. Training on how to interpret the results of the exam will be reviewed each year to insure reliability over time. c. DISLS will have designed these exams by the beginning of spring 2008. Once data from the cycle of objective 2.2 have been collected and interpreted (end of spring 2008), we will begin to focus on the reading objective cycle, fall 2008 and spring 2009. d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (4/26/06: LM) (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals. Outcome 4.4: Students will acquire Intermediate-High writing proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors: a. The methods for measuring this objective include exams, quizzes, in- class activities, computer-related activities, and the writing portion of the departmental exit exams. At present, the writing portion of the departmental exit exam provides the principal data from which we determine whether or not students have reached this objective. Andrew J. Deiser is the primary person responsible for administering the writing comprehension portion of the exit exam, and for interpreting the results. b. DISLS will consider implementing a writing proficiency exam at the end of Span 3311, Communication: The Interpersonal Mode, a course that focuses extensively on writing. Using the ACTFL proficiency guidelines for reading, Spanish faculty familiar with the guidelines will design a writing proficiency exam for 3311. Dave McAlpine and Stephanie Dhonau will provide training for Spanish faculty to insure reliability and validity across class sections and raters. Training on how to interpret the results of the exam will be reviewed each year to insure reliability over time. c. DISLS will have designed these exams by the end of spring of 2008. Once data from objectives 1.1, 1.2, and 1.3 have been collected, we will begin a one- year cycle of collecting data for objective 1.4, proficiency in writing, in the fall of 2009 and spring, 2010. d. Professors guide students toward the

achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members and two students (one undergraduate and one graduate) meets once each year to discuss assessment issues. In addition, a portion of each monthly faculty meeting is also devoted to ongoing discussion of assessment. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

(4/26/06: LM) Appendix 1 Below are the ACTFL proficiency levels for speaking, listening, reading, and writing, as defined by ACTFL. Speaking: Intermediate-High Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Listening: Intermediate-High Students will be able to sustain understanding over long stretches of connected discourse on a number of topics pertaining to different times and places. These topics frequently involve description and narration in different time frames. Writing: Intermediate-High Students will be able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Students will also connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated. They will write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives. Reading: Intermediate-High Students will be able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Students will be able to understand some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Students will have some difficulty with the cohesive factors in discourse, such as matching pronouns with referents.

(4/26/06: LM) (4/26/06: LM) Appendix 2 Since ACTFL has never developed corresponding instruments to its Oral Proficiency Interview to assess listening, writing, and reading proficiency, DISLS has developed its own tests with the intention of eventually replacing them with appropriate standardized tests as they become available. Each test takes 30-40 minutes to complete. The listening test consists of short taped samples of authentic speech by native speakers with multiple-choice questions. The reading test consists of short authentic

documents with multiple choice and True/False questions. The three-part writing assessment uses prompts which are designed to elicit writing samples at three levels of proficiency based on the ACTFL scale: Novice, Intermediate, and Advanced. Each sample is rated holistically by two raters using the criteria provided by the ACTFL Proficiency Guidelines.

3. Objectives Curriculum Assessment Map Goal 1: Oral proficiency Goal 2: Listening proficiency Goal 3 Reading proficiency Goal 4 Writing proficiency Course and activities How outcomes are addressed and assessed Outcome 1: Achieve Intermediate-High speaking proficiency Outcome 2: Achieve Intermediate-High listening proficiency Outcome 3: Achieve Intermediate-High reading proficiency Outcome 4: Achieve Intermediate-High writing proficiency

Span 1311 Emphasis Assessed Somewhat Routine activities, exams, quizzes, MOPI Somewhat MOPI, activities, exams, quizzes Somewhat Activities, exams, quizzes Somewhat Activities, exams, writing assignments

Span 1312 Emphasis Assessed Somewhat Routine activities, exams, quizzes, MOPI Somewhat Exams Somewhat Exams Somewhat Exams

Span 2311 Emphasis Assessed Somewhat Routine activities, exams, quizzes, MOPI Somewhat Exams, quizzes, and listening activities Somewhat Exams, quizzes, and reading activities Somewhat Exams, quizzes, and writing activities

Span 3310 Emphasis Assessed Extensive Oral Exams, Oral Presentations None Somewhat Exams, quizzes, assignments Extensive Exams, quizzes, writing assignments

Span 3311 Emphasis Assessed Extensive MOPI, exams, activities, project Extensive Exams, quizzes, Listening Activities None Somewhat Exams, quizzes, writing assignments

Span 3312 Emphasis Assessed none Extensive Exams, quizzes, activities Extensive Exams, quizzes, activities Extensive Exams, quizzes, writing activities and assignments

Span 4361/62 Sem. in Lit. Emphasis Assessed Somewhat oral activities in class Somewhat listening activities Extensive Reading novels, short stories, poetry, etc. Spanish Exit exams Emphasis Assessed Extensive MOPI Extensive Exam Extensive Exam Extensive Exam