

Department of Languages, Literatures and Cultures
Illinois State University

Program Learning Objectives and Assessment Plans
(Updated September 2009)

B.A. in Languages, Literatures and Cultures (including Teacher Education)
Spanish

The student will demonstrate:

1. Competency in speaking, writing, listening, and reading the foreign language. Competency will include the ability to communicate successfully with a fluent speaker of the foreign language, read texts of all levels of difficulty written in a foreign language, and write the language grammatically.
2. Knowledge of the Hispanic cultures;
3. Competency in analyzing the linguistic structure of Spanish
4. Competency in analyzing Hispanic literature;
5. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organization/sources; competency in critical thinking about those theories, methods and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

Assessment Plan (B.A. in Spanish)

The B.A. in Spanish provides students with advanced language skills and knowledge of Spanish culture, literature, linguistics, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

A. The specific learning objectives of the B.A. in Spanish, including the Teacher Certification Sequence, are:

1. Competency in speaking, writing, listening, and reading the foreign language. Competency will include the ability to successfully communicate orally with a fluent speaker of the foreign language, read texts of an advanced level of difficulty written in a foreign language, and write the language grammatically;
2. Knowledge of the Hispanic cultures;
3. Competency in analyzing the linguistic structure of Spanish;
4. Competency in analyzing Hispanic literature;
5. in the case of teacher education majors, knowledge of current theories, methods and issues in foreign language education and professional journals and organizations/ sources; competency in critical thinking about those theories, methods, and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

B. In order for the student to achieve outcomes that are consistent with the program's learning objectives and the departmental, college, and university missions:

1. Each course uses the assessment tools listed in Spanish B.A. Curriculum Maps.
2. The Spanish section has implemented a continuation requirement in Spanish 116 and 213 of B or better;
3. The Spanish section periodically assesses the success of the overall program based upon the learning objectives, responses from student evaluations, student feedback, professors' evaluations of courses and overall curriculum, and program review and it regularly makes improvements in the program by modifying the:
 - courses offered by the program
 - courses required for each degree
 - frequency with which courses are offered over a period of several years

- general content of courses offered.
- extra-curricular activities and study abroad programs

Assessment Report for Spanish, September 2009

The focus of assessment in Spanish over the last three years has been toward enrollment management. This is a departure from the previous five to seven years in which the department was dealing with the rapid growth in enrollments. Now, our focus has been on the development of quality over quantity.

In the fall of 2007 the department conducted a survey of the students enrolled in Spanish 111, 112, 115 and 116. The results indicated that 60-80% of these students were only interested in completing their language requirements for graduation. As a result, the department created a Terminal Track Spanish course so that we could differentiate between undergraduate students who had a true interest in becoming life-long language learners and those who simply wished to fulfill their requirement. We piloted the course in the fall of 2008 with 100 students, and since then we have offered the course each semester to reduce over-enrollment in the basic language sections.

The Spanish section is still faced with growing numbers of minors. Keeping with the goal of focusing on quality over quantity, we tracked student performance from 115 and 116 to the 200 level courses. Our research has indicated that students who received Cs in 115, in 94% of the cases, did not improve their grades as they progressed through the minor. In most cases, their performance in the courses declined to barely passing or even failing grades. As a result, the Spanish section implemented a B or better prerequisite for entrance into the 200-level courses. Students are now expected to receive a B or better in 116 to register for 213, and a B or better in 213 to register for Spanish 215, 223, and 233.

CURRICULUM MAP Spanish BA

CURRICULUM MAP Spanish B.A.

	1.competency in speaking, writing, listening, and reading Spanish.	2. knowledge of Hispanic cultures	4. competency in analyzing the linguistics structure of Spanish	5. Competency in analyzing Hispanic literatures and cultures
111-12	A, D, E, F	A, E, D		
115-116/120	A, C, D, E, F	A, E, D		
213	A, B, E	A, E, D		
214	A, C, D, E	D, C,		
215	A, E		A, D, E	
223	C, D, E, F		E, F	
233	A, B, D, E			A, B, D, E

240	A, C, E, F	A, D, E, G	A, C, E, F	
305	B, D, E, F, G	B, D, E, F		
243	A, C, D, F	A, C, D		
244	A, C, D, F	A, C, D		
305	A, B, C, D	A, B, C, D		
323-325	A, B, C, D, E	A, B, C, D		A, B, C, D, E
310	A, B, D, E		A, B, D, E	
311	A, B, D, E		A, B, D, E	
336, 337, 385	A, B, C, D	A, B, C, D		A, B, C, D
360	A, B, D, E		A, B, D, E	
370	A, B, D, E		A, B, D, E	

- A. Exams (Oral and written)
- B. Papers (research/ analysis of texts)
- C. Oral Presentations
- D. Class Participation (including Web Board discussions)
- E. Written Homework
- F. Writing assignments such as journals, compositions, reviews and/or reports
- G. Portfolio
- TP. Technology Projects (production of videos, web pages, Power Point presentations, evaluation of software, etc.)

CURRICULUM MAP
B.A.
Pedagogy

In regard to the Teacher Education program, we have been working on our assessment plan for our NCATE report and visit in 2011. To ensure that we meet the national standards we have implemented the prerequisite score of Intermediate High in the Oral Proficiency Exam for entrance into LAN 319 and the prerequisite score of Advanced Low in the Oral Proficiency Exam for student teaching. We have also been collecting data for our report.

	In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organizations/ sources; competency in critical thinking about those theories, methods, and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.
319.11	A, B, C, D, E
320.11	D, E, H
321.11	B, D, TP
350.11	A, B, D, E

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- A. Exams (Oral and written)**
- B. Papers (research/ analysis of texts)**
- C. Oral Presentations**
- D. Class Participation (including Web Board discussions)**
- E. Written Homework**
- F. Writing assignments such as journals, compositions, reviews and/or reports**
- G. Portfolio**
- TP. Technology Projects (production of videos, web pages, Power Point presentations, evaluation of software, etc.)**