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General Information (Academic Assessment Workspace)
Standing Requirements

Mission Statement

Every student should have the opportunity to elect a foreign language. The goal of our foreign languages department is to develop proficiency in listening, speaking, reading and writing in order to prepare our students for any kind of language endeavor, as well as to provide all students with the opportunity to develop social and academic linguistic proficiency in a language other than English. Through this experience students see the connections between the study of language and other disciplines, gain greater insight into the cultural aspects of the people who speak the target language, meet a qualification for entrance in a wide choice of colleges and universities, and expand their employment opportunities in the competitive global workforce.

Foreign language classes help students to increase their knowledge and appreciation of the diverse cultures of countries whose languages they are learning. In addition, knowing a foreign language may well make the difference in getting a job.

Department Goals

Program Learning Outcomes (Learning Objective/Outcome)

Spanish BA PLOs

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<th>Outcome</th>
<th>Mapping</th>
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<tr>
<td>PLO1</td>
<td>DSU Core Themes: CT1.3, CT1.4, CT2.2, CT2.3, CT3.2</td>
</tr>
<tr>
<td>Students will be able to communicate at the Intermediate High level in accordance with the ACTFL guidelines for Speaking. <a href="http://actflproficiencyguidelines2012.org/speaking">http://actflproficiencyguidelines2012.org/speaking</a></td>
<td></td>
</tr>
<tr>
<td>PLO2</td>
<td>DSU Core Themes: CT1.1, CT1.3, CT1.4, CT2.3, CT3.1, CT3.2</td>
</tr>
<tr>
<td>Writing proficiency: Students will be able to express themselves at the Advanced Mid level in accordance with the ACTL guidelines for Writing. <a href="http://actflproficiencyguidelines2012.org/writing">http://actflproficiencyguidelines2012.org/writing</a></td>
<td></td>
</tr>
</tbody>
</table>
PLO 3
Literature Analysis: Students will be able to analyze literary works in Spanish.

PLO 4
Cultural Awareness: Students will be able to gain knowledge and understanding of other cultures in accordance with the Standards for Foreign Languages Learning, http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf

DSU Core Themes: CT1.1, CT1.2, CT1.3, CT1.4, CT2.2, CT2.3, CT3.2

DSU Core Themes: CT1.1, CT1.2, CT1.3, CT1.4, CT2.1, CT2.2, CT2.3, CT3.1, CT3.2, CT3.3

Curriculum Map

Active Matrix

Spanish BA curriculum Map (See appendix)
Alignment Set: Spanish BA PLOs
Created: 11/04/2014 12:29:44 pm MDT
Last Modified: 02/06/2015 1:30:40 pm MDT

Assessment Timeline

Active Matrix

2014-2015 (See appendix)
Alignment Set: Spanish BA PLOs
Created: 01/12/2015 2:12:37 pm MDT
Last Modified: 02/06/2015 2:37:23 pm MDT

During this year we will assess our PLOs 2 (Writing Proficiency) and 3 (Literature Analysis)

2015-2016
Alignment Set: Spanish BA PLOs
Created: 01/12/2015 2:36:03 pm MDT
Last Modified: 02/06/2015 1:18:32 pm MDT

This academic year we will be assessing PLOs on Oral Proficiency and Cultural Awareness.

2016-2017
Alignment Set: Spanish BA PLOs
Created: 02/06/2015 12:49:09 pm MDT
Last Modified: 02/06/2015 1:25:36 pm MDT

During this academic year, we will be assessing PLOs on Writing Proficiency and Literature Analysis

2017-2018
Alignment Set: Spanish BA PLOs
Created: 02/06/2015 12:51:30 pm MDT
Last Modified: 02/06/2015 1:26:43 pm MDT

During this academic year we will assess PLOs on Oral Proficiency and Cultural Awareness.
2013-2014 Assessment Cycle

2013-14 Assessment Archives

- **File Attachments:**
  1. Form A - PLOs CT alignment and 5-Year Plan--SPANISH B A 2014.docx (See appendix)
  2. Form B - Curriculum Map--SPANISH B A 2013.docx (See appendix)
# 2014-2015 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### Spanish BA PLOs

#### Outcome

<table>
<thead>
<tr>
<th>PLO2</th>
<th>Writing proficiency: Students will be able to express themselves at the Advanced Mid level in accordance with the ACTL guidelines for Writing.</th>
</tr>
</thead>
</table>

#### Measure

- **Measure:** Span 3390 - Final Paper  
  Direct - Student Artifact

  **Description of Measure:** Final Paper collected in previous semester in order to reach enough artifacts.

  **Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)):** Advanced Mid level

  **Scoring Strategy / Score Scale:** (e.g., 4=exemplary ... 1=unacceptable): 4 - 16

  **Course Number(s):** Span 3390  
  **Semester Collected:** Fall 2013

  **Supporting Attachments:**
  - Sampler Artifact (Adobe Acrobat Document) (See appendix)
  - Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

- **Measure:** Span 4610 - Final Paper  
  Direct - Student Artifact

  **Description of Measure:** Final Paper collected in previous semester in order to reach enough artifacts.

  **Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)):** Advanced Mid level

  **Scoring Strategy / Score Scale:** (e.g., 4=exemplary ... 1=unacceptable): 4 - 16

  **Course Number(s):** Span 4610  
  **Semester Collected:** Fall 2013

  **Supporting Attachments:**
  - Sampler Artifact (Adobe Acrobat Document) (See appendix)
  - Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

- **Measure:** Span 4620 - Final Paper  
  Direct - Student Artifact

  **Description of Measure:** Final Paper collected in previous semester in order to reach enough artifacts.

  **Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)):** Advanced Mid level

  **Scoring Strategy / Score Scale:** (e.g., 4=exemplary ... 1=unacceptable): 4 - 16

  **Course Number(s):** Span 4620  
  **Semester Collected:** Fall 2013

  **Supporting Attachments:**
  - Sampler Artifact (Adobe Acrobat Document) (See appendix)
  - Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)
PLO 3
Literature Analysis: Students will be able to analyze literary works in Spanish.

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors". The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 3390
Semester Collected: Fall 2013
Supporting Attachments:
- LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
- Sampler Artifact (Adobe Acrobat Document) (See appendix)

Measure: Span 4610 - Final Paper
Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 4620
Semester Collected: Spring 2014
Supporting Attachments:
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
- Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

Measure: Span 4630 - Final Paper
Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Advanced Mid level

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): 4-16

Course Number(s): Span 4630
Semester Collected: Fall 2012/ Fall 2014
Supporting Attachments:
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
- 4630 - Fall 2012 Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)
Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors". The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ...
1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 4620
Semester Collected: Spring 2014
Supporting Attachments:
LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
Sampler Artifact (Adobe Acrobat Document) (See appendix)
Assessment Findings

Finding per Measure

Spanish BA PLOs

Outcome

PLO2
Writing proficiency: Students will be able to express themselves at the Advanced Mid level in accordance with the ACTL guidelines for Writing.

Measure: Span 3390 - Final Paper
Direct - Student Artifact

Description of Measure: Final Paper collected in previous semester in order to reach enough artifacts.
Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Advanced Mid level
Scoring Strategy / Score Scale: (e.g., 4=exemplary ...
1=unacceptable): 4 – 16

Course Number(s): Span 3390
Semester Collected: Fall 2013
Supporting Attachments:
Sampler Artifact (Adobe Acrobat Document) (See appendix)
Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

Findings for Span 3390 - Final Paper

Summary of Findings: 64.28% of our students met or exceeded the specific level we were aiming for according to ACTFL.
Results: Acceptable Target / Benchmark: Met
Number of Student Artifacts Scored (sample size): 14
If applicable, include summary reliability indices : all the artifacts were presented without the name of the student who produce this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situations where a fourth rater was needed.

This Findings is associated with the following Actions:
Change textbook
(Action Plan; 2014-2015 Assessment Cycle)
level-test
(Action Plan; 2014-2015 Assessment Cycle)
Manage a wider variety of level of discourses
(Action Plan; 2014-2015 Assessment Cycle)
**Measure:** Span 4610 - Final Paper  
Direct - Student Artifact

**Description of Measure:** Final Paper collected in previous semester in order to reach enough artifacts.

**Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)):** Advanced Mid level

**Scoring Strategy / Score Scale:** (e.g., 4=exemplary ... 1=unacceptable): 4-16

**Course Number(s):** Span 4610  
**Semester Collected:** Fall 2013

**Supporting Attachments:**
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
- Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

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**Findings for Span 4610 - Final Paper**

**Summary of Findings:** 82.35% of our students met or exceeded the specific level we were aiming for according to ACTFL.

**Results:** Acceptable Target / Benchmark: Met

**Number of Student Artifacts Scored (sample size):** 17

**If applicable, include summary reliability indices:** All the artifacts were presented without the name of the student who produce this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situations where a fourth rater was needed.

**This Findings is associated with the following Actions:**

- **Change textbook**  
  (Action Plan; 2014-2015 Assessment Cycle)
- **level-test**  
  (Action Plan; 2014-2015 Assessment Cycle)
- **Manage a wider variety of level of discourses**  
  (Action Plan; 2014-2015 Assessment Cycle)

---

**Measure:** Span 4620 - Final Paper  
Direct - Student Artifact

**Description of Measure:** Final Paper collected in previous semester in order to reach enough artifacts.

**Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)):** Advanced Mid level

**Scoring Strategy / Score Scale:** (e.g., 4=exemplary ... 1=unacceptable): 4-16

**Course Number(s):** Span 4620  
**Semester Collected:** Spring 2014

**Supporting Attachments:**
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
- Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

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**Findings for Span 4620 - Final Paper**
Summary of Findings: 71.42% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Results: Acceptable Target / Benchmark: Met

Number of Student Artifacts Scored (sample size): 7

If applicable, include summary reliability indices: All the artifacts were presented without the name of the student who produce this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situations where a fourth rater was needed.

This Findings is associated with the following Actions:

Change textbook
(Action Plan; 2014-2015 Assessment Cycle)

level-test
(Action Plan; 2014-2015 Assessment Cycle)

Manage a wider variety of level of discourses
(Action Plan; 2014-2015 Assessment Cycle)

Measure: Span 4630 - Final Paper

Description of Measure: Final Paper collected in previous semester in order to reach enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Advanced Mid level

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): 4-16

Course Number(s): Span 4630

Semester Collected: Fall 2012/ Fall 2014

Supporting Attachments:
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
- 4630 - Fall 2012
- Writing Rubric (ACTFL).pdf (Adobe Acrobat Document) (See appendix)

Findings for Span 4630 - Final Paper

Summary of Findings: 92.30% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Results: Acceptable Target / Benchmark: Exceeded

Number of Student Artifacts Scored (sample size): 13

If applicable, include summary reliability indices: All the artifacts were presented without the name of the student who produce this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situations where a fourth rater was needed.

This Findings is associated with the following Actions:

Change textbook
(Action Plan; 2014-2015 Assessment Cycle)

level-test
(Action Plan; 2014-2015 Assessment Cycle)

Manage a wider variety of level of discourses
(Action Plan; 2014-2015 Assessment Cycle)
PLO 3
Literature Analysis: Students will be able to analyze literary works in Spanish.

Measure: Span 3390 - Final Paper
Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors". The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 3390
Semester Collected: Fall 2013

Supporting Attachments:
- LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
- Sampler Artifact (Adobe Acrobat Document) (See appendix)

Findings for Span 3390 - Final Paper

Summary of Findings: 57.14% of our students met or exceeded the specific level we were aiming for in literary analysis.

Results: Acceptable Target / Benchmark: Not Met

Number of Student Artifacts Scored (sample size): 14

If applicable, include summary reliability indices : All the artifacts were presented without the name of the student who produced this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situation where a fourth rater was needed.

This Findings is associated with the following Actions:

In depth research methods
(Action Plan; 2014-2015 Assessment Cycle)

Literary concepts focus
(Action Plan; 2014-2015 Assessment Cycle)

Measure: Span 4610 - Final Paper
Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors". The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.
Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 4610

Semester Collected: Fall 2013

Supporting Attachments:
- LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
- Sampler Artifact (Adobe Acrobat Document) (See appendix)

Findings for Span 4610 - Final Paper

Summary of Findings: 82.35% of our students met or exceeded the specific level we were aiming for in literary analysis.

Results: Acceptable Target / Benchmark: Met

Number of Student Artifacts Scored (sample size): 17

If applicable, include summary reliability indices: All the artifacts were presented without the name of the student who produced this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situation where a fourth rater was needed.

This Findings is associated with the following Actions:

In depth research methods
(Action Plan; 2014-2015 Assessment Cycle)

Measure: Span 4620 - Final Paper

Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year’s result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor “errors”. The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.

Course Number(s): Span 4620

Semester Collected: Spring 2014

Supporting Attachments:
- LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
- Sampler Artifact (Adobe Acrobat Document) (See appendix)

Findings for Span 4620 - Final Paper

Summary of Findings: 28.57% of our students met or exceeded the specific level we were aiming for in literary analysis.

Results: Acceptable Target / Benchmark: Not Met

Number of Student Artifacts Scored (sample size): 7
If applicable, include summary reliability indices: All the artifacts were presented without the name of the student who produced this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situation where a fourth rater was needed.

This Findings is associated with the following Actions:
- In depth research methods
  (Action Plan; 2014-2015 Assessment Cycle)
- Literary concepts focus
  (Action Plan; 2014-2015 Assessment Cycle)

Measure: Span 4630 - Final Paper
Direct - Student Artifact

Description of Measure: Final paper collected in previous semester to get enough artifacts.

Acceptable Target (explain how student performance data will be compared (e.g., to last year's result or a national norm)): Shows evidence of application of skills of analysis, synthesis and evaluation with a nearly flawless logic. Reflects a solid understanding of the literary perspective applied. Uses the language and theory behind the perspective. Analysis and conclusions drawn are strong with minor "errors". The textual support is adequately examined, explained, and relevant to the thesis. Well organized with a logical approach to building an argument, with transitions that are solid and varied.

Scoring Strategy / Score Scale: (e.g., 4=exemplary ... 1=unacceptable): Rubric: 4 to 16 points.
Course Number(s): Span 4630
Semester Collected: Fall 2012/ Fall 2014
Supporting Attachments:
- LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document) (See appendix)
- Sampler Artifact (Adobe Acrobat Document) (See appendix)
  4630 - Fall 2012

Findings for Span 4630 - Final Paper

Summary of Findings: 92.30% of our students met or exceeded the specific level we were aiming for in literary analysis.
Results: Acceptable Target / Benchmark: Exceeded
Number of Student Artifacts Scored (sample size): 13

If applicable, include summary reliability indices: All the artifacts were presented without the name of the student who produced this piece. All ratings were given by two blind raters from our department. In case of disagreement, a third rater (without knowing the other two rates) assessed the document. There was no situation where a fourth rater was needed.

This Findings is associated with the following Actions:
- In depth research methods
  (Action Plan; 2014-2015 Assessment Cycle)

Describe your process for communicating results

All the results were shared with the Spanish instructors/professors in a Excel document and discussed in an academic assessment workspace.
assessment meeting.

Supporting Documents (Upload instrument(s), rubric(s), and sample of student artifacts)

Action Plan

Mission Statement

Every student should have the opportunity to elect a foreign language. The goal of our foreign languages department is to develop proficiency in listening, speaking, reading and writing in order to prepare our students for any kind of language endeavor, as well as to provide all students with the opportunity to develop social and academic linguistic proficiency in a language other than English. Through this experience students see the connections between the study of language and other disciplines, gain greater insight into the cultural aspects of the people who speak the target language, meet a qualification for entrance in a wide choice of colleges and universities, and expand their employment opportunities in the competitive global workforce.

Foreign language classes help students to increase their knowledge and appreciation of the diverse cultures of countries whose languages they are learning. In addition, knowing a foreign language may well make the difference in getting a job.

Actions

Spanish BA PLOs

Outcome

PLO2
Writing proficiency: Students will be able to express themselves at the Advanced Mid level in accordance with the ACTL guidelines for Writing.
http://actflproficiencyguidelines2012.org/writing

Action: Change textbook

This Action is associated with the following Findings

Findings for Span 3390 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 64.28% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4610 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 82.35% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4620 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 71.42% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4630 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 92.30% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Describe Action Plan to be Taken: After acknowledging specific issues with
our current textbook, we decided to change it in order to adopt one that would help us solve the writing issues we are finding in our results.

**Key/Responsible Personnel:** Advanced Grammar and Composition instructors

**Measure of Success:**

**Request for additional resources :**

**Budget request amount:** $0.00

**Priority:** High

**Action:** level-test

This Action is associated with the following Findings

Findings for Span 3390 - Final Paper  
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)  
**Summary of Findings:** 64.28% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4610 - Final Paper  
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)  
**Summary of Findings:** 82.35% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4620 - Final Paper  
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)  
**Summary of Findings:** 71.42% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4630 - Final Paper  
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)  
**Summary of Findings:** 92.30% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Describe Action Plan to be Taken: In order to access to Span 3060 Advanced Grammar and Composition (key course for the upper division courses), we will design and implement a test to check for the appropriateness of the level of our students. This will improve the writing skills of our students who would be placed on the most suitable course for their current proficiency.

**Key/Responsible Personnel:** Advanced Grammar and Composition instructors

**Measure of Success:**

**Request for additional resources :**

**Budget request amount:** $0.00

**Priority:** High

**Action:** Manage a wider variety of level of discourses

This Action is associated with the following Findings

Findings for Span 3390 - Final Paper  
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 64.28% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4610 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 82.35% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4620 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 71.42% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Findings for Span 4630 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 92.30% of our students met or exceeded the specific level we were aiming for according to ACTFL.

Describe Action Plan to be Taken: Throughout the semester, students should be encouraged to produce different types of level of discourse understanding the differences between a string of simple sentences, complex sentences, unconnected paragraphs and cohesive texts.

Key/Responsible Personnel: Literature and Advanced Grammar and Composition faculty members

Measure of Success:

Request for additional resources: No

Budget request amount: $0.00

Priority: Medium

PLO 3
Literature Analysis: Students will be able to analyze literary works in Spanish.

Action: In depth research methods

This Action is associated with the following Findings

Findings for Span 3390 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 57.14% of our students met or exceeded the specific level we were aiming for in literary analysis.

Findings for Span 4610 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 82.35% of our students met or exceeded the specific level we were aiming for in literary analysis.

Findings for Span 4620 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 28.57% of our students met or exceeded the specific level we were aiming for in literary analysis.

Findings for Span 4630 - Final Paper
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)
Summary of Findings: 92.30% of our students met or exceeded the specific level we were aiming for in literary analysis.

Describe Action Plan to be Taken: There will be a more specific coverage of different research methods and ways of quoting. We are thinking about either
creating a new course on research or changing the pre-requisites so our students will have to pass Lib 1100 and Eng 1010 with a B or higher grade before enrolling in our higher division courses.

**Key/Responsible Personnel:** All instructors

**Measures of Success:**

**Request for additional resources:**

**Budget request amount:** $0.00

**Priority:** Medium

**Action:** Literary concepts focus

This Action is associated with the following Findings

**Findings for Span 3390 - Final Paper**
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** 57.14% of our students met or exceeded the specific level we were aiming for in literary analysis.

**Findings for Span 4620 - Final Paper**
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

**Summary of Findings:** 28.57% of our students met or exceeded the specific level we were aiming for in literary analysis.

**Describe Action Plan to be Taken:** In these specific courses where the goal was not met, we will pay more attention to specific key points needed to write a good literary analysis.

**Key/Responsible Personnel:** Literature instructors

**Measures of Success:**

**Request for additional resources:**

**Budget request amount:** $0.00

**Priority:** High

**Status Report**

**Action Statuses**

**Spanish BA PLOs**

**Outcome**

**PLO2**

Writing proficiency: Students will be able to express themselves at the Advanced Mid level in accordance with the ACTL guidelines for Writing. http://actlproficiencyguidelines2012.org/writing

**Action:** Change textbook

**Describe Action Plan to be Taken:** After acknowledging specific issues with our current textbook, we decided to change it in order to adopt one that would help us solve the writing issues we are finding in our results.

**Key/Responsible Personnel:** Advanced Grammar and Composition instructors
Measure of Success:
Request for additional resources:
Budget request amount: $0.00
Priority: High

Status for Change textbook

No Status Added

Action: level-test

Describe Action Plan to be Taken: In order to access to Span 3060 Advanced Grammar and Composition (key course for the upper division courses), we will design and implement a test to check for the appropriateness of the level of our students. This will improve the writing skills of our students who would be placed on the most suitable course for their current proficiency.

Key/Responsible Personnel: Advanced Grammar and Composition instructors

Measure of Success:
Request for additional resources:
Budget request amount: $0.00
Priority: High

Status for level-test

No Status Added

Action: Manage a wider variety of level of discourses

Describe Action Plan to be Taken: Throughout the semester students should be encouraged to produce different types of level of discourse understanding the differences between a string of simple sentences, complex sentences, unconnected paragraphs and cohesive texts.

Key/Responsible Personnel: Literature and Advanced Grammar and Composition faculty members

Measure of Success:
Request for additional resources: No
Budget request amount: $0.00
Priority: Medium

Status for Manage a wider variety of level of discourses

Current Status: Not started
PLO 3
Literature Analysis: Students will be able to analyze literary works in Spanish.

**Budget Status:** Other

**If resources were received, and action was completed, what were the implications for student learning?:**

**Next Steps:**

▶ **Action:** In depth research methods

**Describe Action Plan to be Taken:** There will be a more specific coverage of different research methods and ways of quoting. We are thinking about either creating a new course on research or changing the pre-requisites so our students will have to pass Lib 1100 and Eng 1010 with a B or higher grade before enrolling in our higher division courses.

**Key/Responsible Personnel:** All instructors

**Measure of Success:**

**Request for additional resources:**

**Budget request amount:** $0.00

**Priority:** Medium

**Status** for In depth research methods

*No Status Added*

▶ **Action:** Literary concepts focus

**Describe Action Plan to be Taken:** In these specific courses where the goal was not met, we will pay more attention to specific key points needed to write a good literary analysis.

**Key/Responsible Personnel:** Literature instructors

**Measure of Success:**

**Request for additional resources:**

**Budget request amount:** $0.00

**Priority:** High

**Status** for Literary concepts focus

*No Status Added*
2015-2016 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Supporting Documents (Upload instrument(s), rubric(s), and sample of student artifacts)
- Action Plan
- Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings

Supporting Documents (Upload instrument(s), rubric(s), and sample of student artifacts)

Action Plan

Status Report
2017-2018 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Supporting Documents (Upload instrument(s), rubric(s), and sample of student artifacts)
- Action Plan
- Status Report
2018-2019 Assessment Cycle

-Assessment Plan

-Assessment Findings

-Supporting Documents (Upload instrument(s), rubric(s), and sample of student artifacts)

-Action Plan

-Status Report
Appendix

A. Spanish BA curriculum Map (Curriculum Map)
B. 2014-2015 (Curriculum Map)
C. Form A - PLOs CT alignment and 5-Year Plan--SPANISH B A 2014.docx (Word Document (Open XML))
D. Form B - Curriculum Map--SPANISH B A 2013.docx (Word Document (Open XML))
E. Writing Rubric (ACTFL).pdf (Adobe Acrobat Document)
F. Writing Rubric (ACTFL).pdf (Adobe Acrobat Document)
G. Sampler Artifact (Adobe Acrobat Document)
H. Sampler Artifact (Adobe Acrobat Document)
I. Writing Rubric (ACTFL).pdf (Adobe Acrobat Document)
J. Writing Rubric (ACTFL).pdf (Adobe Acrobat Document)
K. LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document)
L. LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document)
M. LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document)
N. LITERARY ANALYSIS RUBRIC.pdf (Adobe Acrobat Document)
O. Sampler Artifact (Adobe Acrobat Document)
P. Sampler Artifact (Adobe Acrobat Document)
Q. Sampler Artifact (Adobe Acrobat Document)
R. Sampler Artifact (Adobe Acrobat Document)
S. Sampler Artifact (Adobe Acrobat Document)
T. Sampler Artifact (Adobe Acrobat Document)