



Program Assessment Report (PAR)

Spanish (SPN) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Outcome Assessed **COMMUNICATE EFFECTIVELY (Oral)**. Be able to understand, speak, read and write Spanish at an "Intermediate High / Advanced low" level as defined by the proficiency criteria of the American Council of the Teaching of Foreign Languages This outcome is aligned with the ODHE oral proficiency benchmarks for teaching licensure candidates. Licensure candidates must obtain the rating of Intermediate High. Not all of our graduates pursue teaching. Out of 7 graduating students, the following was measured by the OPI interview or the equivalent: Advanced High - 1 Advanced Low - 4 Intermediate Mid - 2 71% of our graduates met or exceeded this outcome. **COMMUNICATE EFFECTIVELY (Written)**. Be able to understand, speak, read and write Spanish at an "Intermediate High / Advanced low" level as defined by the proficiency criteria of the American Council of the Teaching of Foreign Languages This outcome is aligned with the ODHE written proficiency benchmarks for teaching licensure candidates. Licensure candidates must obtain the rating of Intermediate High. Not all of our graduates pursue teaching. Out of 7 graduating students, the following was measured by the ACTFL WPT (Written Proficiency Test) or the equivalent: Advanced Mid - 2 Advanced Low - 3 Intermediate Mid - 2 71% of our graduates met or exceeded this outcome. **EXIT SURVEY** Students in the Spanish program returned 4 sets of exit questionnaires. All students reported having used Spanish in real-life settings, including participating in the Study abroad for 1 semester (2), volunteering at events in the Latino community (2), serving as teaching assistants (1), taking a service learning course (1), serving as a tutor/ SI leader (1), publishing in the departmental Spanish-language student magazine (2), and teaching ESL to Latino students (1).

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

COMMUNICATE EFFECTIVELY (Oral) We gave an Oral Proficiency Interview (OPI) to students. We conveyed a 30 minutes interview. Interviews are conducted at WSU Data are kept in a folder Evaluation of this interview was based on ACTFL guidelines The data are representative because interviews are giving by a WSU professor that is proficient in OPI testing. Those students who took the OPI for licensure credentialing had the OPIs had the ratings officially validated by ACTFL Certificate of Proficiency. COMMUNICATE EFFECTIVELY (Written) We gave a Writing Proficiency Test (WPT). Students had to answer 4 different prompts. Interviews are conducted at WSU Data are kept in a folder Evaluation of this interview was based on ACTFL guidelines The data are representative because Writing prompts are giving and evaluate by a WSU professor that is proficient in WPT testing. EXIT SURVEY Students had to answer two questionnaires Interviews are conducted at WSU Datas are kept in a folder

B. Scoring of Student Work

COMMUNICATE EFFECTIVELY (Oral Interview) Students' score were based on the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Bonch Reeves conducted the interview and issued an advisory rating as an in-house Certified Tester. The ratings were then officially validated by ACTFL. COMMUNICATE EFFECTIVELY (Writing samples) Students' score were based on the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Doran proctored the interview, which was then officially rated by ACTFL. EXIT SURVEY No rating needed for this assessment

C. Indirect Assessment

This was addressed in the EXIT SURVEY QUESTIONNAIRE

III. ASSESSMENT RESULTS/INFORMATION:

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COMMUNICATE EFFECTIVELY (Oral) Most of our graduates exceed the proficiency benchmarks for licensure candidates in the State of Ohio by reaching the ACTFL Advanced Level of proficiency. Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech. The students who came within one sublevel of the learning outcome faced socio-economic or mental health barriers to learning. They were supported throughout their path to graduation, however they were also facing non-academic challenges that resulted in them taking significant time off from studying.

COMMUNICATIVE EFFECTIVELY (Writing) Most of our graduates exceed the proficiency benchmarks for licensure candidates in the State of Ohio by reaching the ACTFL Advanced Level of proficiency. Writers are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing is understood readily by natives not used to the writing of nonnatives. The two students who came within one sublevel of the learning outcome faced socio-economic or mental health barriers to learning. They were supported throughout their path to graduation, however they were also facing non-academic challenges that resulted in them taking significant time off from studying.

FINDINGS - Findings We found thru both assessments that students met the objectives. - Are Findings benchmarked at 70% Yes - Will these findings be used to change/modify curriculum and/or pedagogy? If so, how? No

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

see previous page The results will be shared in a meeting of the Assessment Committee in Spring '22.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.

