



Program Assessment Report (PAR)

Spanish (SPN) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Outcome Assessed COMMUNICATE EFFECTIVELY (Oral). Be able to understand, speak, read and write French at an "Intermediate High / Advanced low" level as defined by the proficiency criteria of the American Council of the Teaching of Foreign Languages COMMUNICATE EFFECTIVELY (Written). Be able to understand, speak, read and write French at an "Intermediate High / Advanced low" level as defined by the proficiency criteria of the American Council of the Teaching of Foreign Languages EXIT SURVEY

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 certified in OPI testing. 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 and proctors WPT testing. EXIT SURVEY Students had to answer the questions Interviews are conducted at WSU Data 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. Ksenia Bonch Reeves, an ACTFL-certified tester, conducted the interview. COMMUNICATE EFFECTIVELY (Writing samples) Students' scores were based on the American Council on the Teaching of Foreign Languages (ACTFL). Dr. Melissa Doran, the WPT proctor, administered the test. EXIT SURVEY No rating needed for this assessment

C. Indirect Assessment

This was addressed in the EXIT SURVEY QUESTIONNAIRE

III. ASSESSMENT RESULTS/INFORMATION:

COMMUNICATE EFFECTIVELY (Oral) We gave an Oral Proficiency Interview (OPI) to students. We conveyed a 30 minutes interview. Interviews are conducted at WSU Datas 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. COMMUNICATE EFFECTIVELY (Written) We gave a Writing Proficiency Test (WPT). Students had to answer 4 different prompts. Interviews are conducted at WSU Datas are kept in a folder Evaluation of this interview was based on ACTFL guidelines The data are representative because Writing prompts are giving and evalutate by a WSU professor that is proficient in WPT testing. EXIT SURVEY Students had to answer the questions Interviews are conducted at WSU Datas are kept in a folder

COMMUNICATE EFFECTIVELY (Oral) Student was able to to converse with ease and confidence when dealing with the routine tasks and social situations. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, COMMUNICATIVE EFFECTIVELY (Writing) 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. 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

V. SUPPORTING DOCUMENTS

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