

BA in Modern Languages/Spanish

Annual Program Report Template

Year:	2023-2024
Program:	BA Modern Languages/Spanish
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

One main objective for our Spanish program component is to emphasize Intercultural Communicative Competence (ICC) based on ACTFL's *World-Readiness Standards for Learning Languages* (1996, 2014). We have adjusted and are continuing improving our Spanish curriculum based on our students' evaluations on a regular basis. To cover our student learning objectives, which include: *Oral Communication*; *Written Communication*; *Cultural analysis*; *Literary analysis*; *Linguistics analysis*; and *Research Methods*, we offered the following array of coursework this 2023-2024 Academic Year:

- SPAN 3300 Spanish Conversation--Fall 2023; and SPAN 4380 Advanced Conversation TOPT--Spring 2024--to target Oral Communication;
- SPAN 3310 Advanced Grammar and Composition--Spring 2024--to target Written Communication; and
- SPAN 3320 Culture and Civilization of Spain--Fall 2023; and SPAN 3330 Culture and Civilization of Latin America--Spring 2024--to target Cultural Analysis.

It is worth mention that it was agreed by the Spanish faculty that: (a) we evaluate ****100%**** of students in all our 3000-4000 level course sections; (b) assessment and assessment methods are coordinated; and (c) we make sure to include representation of both *in person* and *online* courses.

In addition, we used the results of our assessment to analyze and modify the 3000 and 4000 levels of course content by adding new texts and analyzing new cultural products. But the most critical change in our curriculum was implementing oral communication skills. Our students in the upper-level Spanish Courses must be proficient in Spanish oral communication skills.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Our faculty has drafted plans for new Spanish courses, targeting the following areas of academic growth: Spanish *for the Professions* and Spanish and Hispanic Core Linguistics and Applied Linguistics, e.g., translation and interpretation. We worked on a system to implement embedded language tutoring to increase student linguistic proficiency. We had ongoing workshops and writing sprints to create open-source classroom materials, and coordinated synthetic and holistic rubrics for assessment.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results*
ORAL COMMUNICATION	To include <u>interpretive</u> , <i>interpersonal</i> , and <i>presentational</i> modes of oral communication.	Oral Proficiency Interview	Rubric 1.1 (in class)	70% of students will perform at <u>acceptable</u> or better scores (capstone 3, 4 & 5 on the rubric 1.1); and 15% or less will perform at the <u>marginal</u> scores (capstone 2).	17 (~89%) out of 19 (100%) students evaluated attained <u>acceptable</u> or better scores (capstone 3-5); 1 (~5%) out of 19 (100%) students attained <u>marginal</u> scores (capstone 2); and 1 (~5%) out of 19 (100%) students attained <u>developing</u> scores (capstone 1) in their oral proficiency interviews. TARGET MET	Add emphasis on going over more with students rubric criteria and implementing mock oral proficiency interviews in class throughout the semester. We will discuss raising the 70% expectation to 75% in the next Spanish faculty meeting.
WRITTEN COMMUNICATION	To include <i>interpretive</i> , <i>interpersonal</i> , and <i>presentational</i> modes of written communication.	Historic Essay	Rubric 1.2 (in class)	70% of students will perform at <u>acceptable</u> or better scores (capstone 3, 4 & 5 on the rubric 1.2); and 15% or less of students will perform at <u>marginal</u> scores (capstone 2).	9 (~82%) out of 11 (100%) students evaluated attained Novice-High or <u>acceptable</u> or better scores (capstones 3-5); 1 (~9%) out of 11 (100%) students attained <u>marginal</u> scores (capstone 2); 1 (~9%) out of 11 (100%) students attained <u>developing</u> scores (capstone 1) in their historic essay. TARGET MET	Create workshops about academic writing, such as how to cite, find resources, scholarly articles, etc. Create a resource/repository website for students to access resources effectively. We will discuss raising the 70% expectation to 75% in the next Spanish faculty meeting.

Commented [JAR1]: SLOs need to be written in student focused language. Such as "Students in the BA Modern Language program will be able to demonstrate mastery in oral communication which include interpretive, interpersonal, and presentational..."

Commented [JAR2]: This is an older format, this should be done on the same template the MATS

CULTURAL ANALYSIS	To <i>investigate</i> and <i>interact</i> with <i>products, practices</i> and <i>perspectives</i> of inter- and intra- <i>cultural</i> analysis.	Cultural Oral Presentation	Rubric 1.3 (in class)	70% of students will perform at <u>acceptable</u> or better scores (capstone 3, 4 & 5 on the rubric 1.3); and 15% or less of the students will contribute at the <u>marginal</u> level (capstone 2).	<p>3 (~100%) out of 3 (100%) students attained <u>acceptable</u> or better scores (capstones 3-5); 0 (~0%) out of 3 (100%) students attained <u>marginal</u> scores (capstone 2); and 0 (~0%) out of 3 (100%) students attained <u>developing</u> scores (capstone 1) in their cultural oral presentation.</p> <p>TARGET MET</p>	<p>Add more criteria to the rubric to increase the level of difficulty of the assessment.</p> <p>We will discuss raising the 70% expectation to 75% in the next meeting.</p>
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Rubric 1.1 - Oral Proficiency Interview

	CAPSTONE 1 DEVELOPING	CAPSTONE 2 MARGINAL	CAPSTONE 3 ACCEPTABLE	CAPSTONE 4 PROFICIENT	CAPSTONE 5 EXEMPLARY
Fluency of Speech	Speech interrupted by frequent and/or long pauses 12	Speech interrupted by some pauses 14	Speech seldom interrupted by pauses 16	Speech flows without marked, unnatural pauses 17	Exceptional. Speech flows naturally; any pauses are always justified 20
Discourse Level	Primarily words and phrases 12	Primarily phrases and some sentences 14	Strings of sentences 16	Strings of sentences; some paragraphs 17	Presentation is conducted in complete paragraphs 20
Comprehensibility of Vocabulary and Ideas	Vocabulary is extremely simplified or it is frequently incomprehensible to the interviewer. 12	Adequate use of standard vocabulary or at times incomprehensible to the interviewer 14	Some use of more advanced vocabulary and efforts to make it comprehensible 16	Use of more advanced vocabulary and great effort taken to make it comprehensible 17	Presentation marked by advanced vocabulary throughout which is made comprehensible at all times 20
Critical Thinking and Ideas Expression	No use of explanation. 4	Minimal use of explanation of ideas. 5	Adequate use of explanation. 6	Ideas are extended and well developed. 8	Exceptional creativity and in detail ideas, evident throughout interview. 10
Interaction with the Interviewer	Lack of engagement with interviewer. Lack of comprehensibility by the interviewer. 4	Minimal engagement with interviewer. Minimal comprehensibility 5	Regular engagement with interviewer. Efforts made to interact with interviewer. 6	Consistent engagement with interviewer. Natural interaction, and sustained efforts to involve with the interviewer 8	Exceptional engagement with interviewer. Consistently creative ways to involve interviewer to ensure reception 10
Information Conveyed	Information conveyed contains inaccuracies. No evidence of command of info 4	Minimal evidence of knowledge of subject. May contain inaccuracies, or lack of broader knowledge 5	Adequate knowledge. General command of material, appropriate to the conversational context. 6	Sophisticated knowledge of subject. Strong ability to convey knowledge 8	Exceptional knowledge of subject. Exceptional ability to convey knowledge, appropriate to the conversational context. 10
Grammatical Accuracy	Lacks control of designated grammatical points 4	Insufficient control of designated grammatical points 5	Adequate control of designated grammatical points 6	Good control of designated grammatical points 8	Superior control of designated grammatical points 10
Total	52 = F	62 = D	72 = C	83 = B	100 = A

Rubric 1.2 - Writing-Advanced level

	CAPSTONE 1 DEVELOPING	CAPSTONE 2 MARGINAL	CAPSTONE 3 ACCEPTABLE	CAPSTONE 4 PROFICIENT	CAPSTONE 5 EXEMPLARY
Content	Not enough production. Content is insufficient. 12	Content is inadequate and/or does not address all aspects of the prompt. Main Ideas are unclear and/or have minimal or no elaboration or detail. Content may be unrelated. 14	Most or all aspects of the prompt are addressed. Content is generally adequate. Main ideas are usually clear, but lack detailed development. 16	Content is satisfactory and addresses all aspects of the prompt. Main ideas are clear and are supported with some elaboration and detail. 17	Content is superior and fully addresses all aspects of the prompt. Main ideas are clear and well-developed with detailed support. 20
Organization	Not enough production. Low evidence of organization. 12	Most of the sentences are discrete and/or misplaced with limited flow. Sentences are not organized into paragraphs. Transitions are not used or are used ineffectively, and there is no evidence of the use of format. 14	Sentences are somewhat cohesive, though several may be discrete and/or misplaced. Sentences are not organized into logical paragraphs. Transitions are rarely used and/or are ineffective and little evidence of a format. 16	Sentences and paragraphs are mostly cohesive yet may not always flow logically. A few sentences may be discrete. Transitions may be used, though perhaps ineffectively. Some evidence of a format. 17	Sentences and paragraphs are cohesive and flow logically. A variety of transitions are used effectively. There is a great evidence of effectively and accurately use of a format. 20
Discourse level	Not enough production. Abundant incomplete sentences. 12	There may be many incomplete sentences. Sentences structure is often simple and/or repetitive. Conjunctions and/or connectors are not used. 14	Complete sentences are mostly used, but there may be a few incomplete. Sentence structure may be simple and/or repetitive. Conjunctions and/or connectors are rarely used. 16	Complete sentences are used and in the form of paragraphs. Sentence structures may be varied but simple. Sentences include conjunctions and/or connectors, though they may be used repeatedly. 17	Complete sentences are used in the form of <i>paragraphs</i> . Sentences are varied and included <i>compound</i> sentences, effective conjunctions, and/or connectors, and use of different tenses and moods. 20
Vocabulary	Not enough production. Vocabulary is inadequate, limited, and/or repetitive. 12	Vocabulary range is inadequate, limited, and/or repetitive. There may be consistent and/or frequent mistakes in word choice and usage. Mistakes may be often obscure meaning. There may be excessive spelling mistakes. Several English words and/or literal translation may be included. 14	Vocabulary is generally satisfactory, but may be repetitive and/or basic. There may be several mistakes in word choice and usage. Mistakes may obscure meaning. There may be several spelling mistakes. Some English words and/or literal translation may be included. 16	Vocabulary range is satisfactory. Word choice and usage are generally appropriate. Mistakes rarely obscure meaning. Some spelling mistakes may be present. Idiomatic expressions and/or less common words may be attempted. 17	Vocabulary range is varied and technical. Word choice and usage are appropriate in almost all instances. Mistakes do not obscure meaning. Idiomatic expressions and/or less common words are used. 20
Language control	Not enough production. Mistakes obscure meaning for the reader. 12	There is minimal or no control of basic grammar, with frequent and/or consistent mistakes. Mistakes may obscure meaning for the reader. 14	There is general control of basic grammar, but there may be many or patterned mistakes. Mistakes may occasionally obscure meaning for the reader. 16	There is satisfactory control of basic grammar, with some mistakes of advanced grammar. Mistakes rarely obscure meaning for the reader. 17	There is excellent control of basic and <i>advanced</i> structures of the language. Mistakes do not obscure meaning. 20
Total	52 = F	62 = D	72 = C	85 = B	100 = A

1.3 Rubric Cultural Project Oral Presentation

	CAPSTONE 1 DEVELOPING	CAPSTONE 2 MARGINAL	CAPSTONE 3 ACCEPTABLE	CAPSTONE 4 PROFICIENT	CAPSTONE 5 EXEMPLARY
Fluency of Speech	Speech interrupted by frequent and/or long pauses 12	Speech interrupted by some pauses 14	Speech seldom interrupted by pauses 16	Speech flows without marked, unnatural pauses 17	Exceptional. Speech flows naturally; any pauses are always justified 20
Discourse Level	Primarily words and phrases 12	Primarily phrases and some sentences 14	Strings of sentences 16	Strings of sentences; some paragraphs 17	Presentation is conducted in complete paragraphs 20
Comprehensibility of Vocabulary and Ideas	Vocabulary is extremely simplified or it is frequently incomprehensible to the interviewer. 12	Adequate use of standard vocabulary or at times incomprehensible to the interviewer 14	Some use of more advanced vocabulary and efforts to make it comprehensible 16	Use of more advanced vocabulary and great effort taken to make it comprehensible 17	Presentation marked by advanced vocabulary throughout which is made comprehensible at all times 20
Creativity of Presentation	Minimal use of visual aides 4	Adequate use of visual aides 5	Presentation is very creative. 6	Ideas are extended and well developed. 8	Exceptional creativity and in detail ideas, evident throughout interview. 10
Engagement with Audience	Attempt to engagement with audience. 2	Minimal engagement with audience. Minimal comprehensibility 4	Regular engagement with audience. Efforts made to interact with audience 6	Consistent engagement with audience throughout. Natural interaction, and sustained efforts to involve audience 8	Exceptional engagement with audience throughout. Consistently creative ways to involve audience to ensure reception 10
Information Conveyed	Information conveyed contains inaccuracies. No evidence of command of info 4	Minimal evidence of knowledge of subject. May contain inaccuracies, or lack of broader knowledge 5	Adequate knowledge. General command of material, appropriate to the conversational context. 6	Sophisticated knowledge of subject. Strong ability to convey knowledge 8	Exceptional knowledge of subject. Exceptional ability to convey knowledge, appropriate to the conversational context. 10
Grammatical Accuracy	Lacks control of designated grammatical points 4	Insufficient control of designated grammatical points 5	Adequate control of designated grammatical points 6	Good control of designated grammatical points 8	Superior control of designated grammatical points 10
Total	52 = F	62 = D	72 = C	83 = B	100 = A