

ASSESSMENT WEBSITE INFORMATION

College: Humanities

Degree Program: WLC-Spanish BS

Chair/Director: Yvonne Unnold

DATA SAY: Language proficiency achieved by our graduates is approaching target.

SO WHAT:

It is the goal of the program to prepare graduates for professional work in the target language; hence advanced level proficiency is of essence. Language proficiency is now being assessed more consistently and comprehensively throughout the curriculum. We wish to ensure that we do not pass students in classes when the associated proficiency standards are not met and that students receive timely feedback regarding their oral proficiency level so that they can consider enhancement opportunities. We would like to ensure that all graduates reach the Advanced Low in oral proficiency in addition to meeting the program expectations in other proficiency areas. We are taking action to improve the situation and enhance student learning outcomes.

HOW WE CHANGED:

Spring semester 2010 changes involved the development of a new and comprehensive curriculum map for the academic program, new and modified course content, and the definition of specific learning outcome goals and associated priorities for each course. All program goals are covered via a three-step process involving introduction, reinforcement, and mastering of each individual program goal. In 2011, additional changes were made:

- The degree requirements were increased from 33 to 39 credit hours of upper (3000/4000) level courses;
- Study abroad is now a requirement (formerly 0 cr. required, now min. 6 credit hours required) for the BA and BSE programs
- To graduate, students must now complete min. 12 credit hours of 4000 level courses.
- Decided to recommend short term immersion programs such as the Costa Rica program for students at the language requirement or minor level;
- Decided to recommend semester study abroad / immersion programs (preferably with homestay) such as at the Universidad de Huelva or other approved institutions for students who have completed at least five courses / 15 credit hours at the 3000 level;
- Implemented a placement test, which, although still in trial stage, is already affecting more appropriate course placement.

WHAT WE GOT:

"What we got" will mostly be determined in future years, since such far-reaching curriculum changes as implemented in our program will not yield immediate results. Preliminary data suggest that 82% of the 2011-2012 graduates have met written and analytic program outcome expectations. In the area of oral proficiency, preliminary data suggest 45% are meeting or exceeding the standard. It is our expectation that the linguistic achievements of our students will continue to increase as we continue to tighten program entry requirements, enforce satisfactory performance requirements in each course, continue to enhance extracurricular immersion opportunities for students, facilitate more study-abroad opportunities and ensure that students receive proper advice as to the type of program recommended for their stage of language proficiency development, and continue our work toward applying common rubrics and expectations in both oral and written discourse across the curriculum.

The WLC assessment focus for the 2012-2013 academic year will be Written Proficiency.

ASSESSMENT WEBSITE INFORMATION

College: Humanities
Chair/Director: Yvonne Unnold

Degree Program: WLC-Spanish

DATA SAY:

Assessment data has shown that the language proficiency achieved by our graduates is below target.

SO WHAT:

It is the goal of the program to prepare graduates for professional work in the target language; hence advanced level proficiency is of essence. However, in the past, language proficiency was not being assessed consistently and comprehensively throughout the curriculum, allowing students to pass courses without ensuring that proficiency standards were attained. Hence we have taken action to correct the situation and enhance student learning outcomes.

HOW WE CHANGED:

We reevaluated our curriculum and made significant changes which were first implemented in spring semester 2010. The changes involved the development of a new and comprehensive curriculum map for the academic program, new and modified course content, and the definition of specific learning outcome goals and associated priorities for each course. The new curriculum was designed to ensure that all program goals would be covered and facilitated in a three-step process involving introduction, reinforcement, and mastering of each individual program goal.

WHAT WE GOT:

For the first time, all graduates have met written and analytic program outcome expectations this fall semester 2011. In the area of oral proficiency, some of the graduates are still performing below standards. It is our expectation that the linguistic achievements of our students will also continue to increase as we continue to tighten program entry requirements, enforce satisfactory performance requirements in each course, continue to enhance extracurricular immersion opportunities for students, facilitate more study-abroad

