Fall 2014

Spanish Discipline 3-Year Assessment Plan 2014-2017

Spanish Discipline

Follow this and additional works at: https://digitalcommons.morris.umn.edu/aslc_reports

Recommended Citation

This Report is brought to you for free and open access by the Assessment of Student Learning Committee at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Assessment of Student Learning Reports by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.
### University of Minnesota, Morris
#### Academic Program Assessment Plan

<table>
<thead>
<tr>
<th>Academic Program: Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Division: Humanities</td>
</tr>
<tr>
<td>Program Contact: Discipline Coordinator</td>
</tr>
<tr>
<td>Name: Stacey Parker Aronson</td>
</tr>
</tbody>
</table>

In the space below, list your Program Student Learning Outcomes (PSLOs):

Upon the successful completion of the Spanish major (in addition to participation in a study abroad experience to a Spanish-speaking country and to engagement in outreach activities widely available across campus), students should be able to

- Recognize and develop strategies to support and improve their Spanish language proficiencies in reading, writing, speaking and listening;
- Refine their cross-cultural and intercultural awareness;
- Expand their critical thinking, analytical competencies and problem solving skills;
- Discover and critically evaluate the traditions, philosophies, values, artistic expressions, and histories of the cultures of Spain and Latin America;
- Design and conduct in-depth, sustained, analytical research in Spanish.
<table>
<thead>
<tr>
<th>Program Student Learning Outcome(s) to be assessed</th>
<th>How will you measure the outcome?</th>
<th>Where will the data be collected and by whom?</th>
<th>When will the data be collected?</th>
<th>Overlap with CSLOs?* If yes, which CSLO?</th>
</tr>
</thead>
</table>
| **2014-15** We will continue to assess the apparent success of our new course Accelerated Beginning Spanish (1003) by re-administering the Spanish Placement Exam as well as the two questions related to the Program Student Learning Objectives.  
1. *Students will recognize and appreciate the complexity of language systems as a means to human communication.*  
2. *Students will have an improved command of their native language (English?) through the study of Spanish.* | At the same time that we re-administered the Spanish Placement Exams, we asked the students to anonymously answer the following questions:  
1. Do you have a better understanding of the complexity of language systems through your study of Spanish?  
2. Has your command of your native language (English) improved through your study of Spanish? If so, please provide an example.  
The discipline coordinator will collect the data at the end of the semester. | | | CSLO  
1. Knowledge of Human Cultures …  
2. Intellectual and Practical Skills  
4. Capacity for Integrative Learning |
| **2015-16** Again, in response to a directive from the ASLC, we will assess oral competency at the level of the Research Symposium (SP4001), our capstone experience for graduating seniors that culminates in fifteen-minute oral presentations (in Spanish) of their research projects. | In order to assess students’ level of oral competency, we will utilize two rubrics: (1) the rubric for oral proficiency as determined by the American Council on the Teaching of Foreign Languages (ACTFL), found at http://www.actfl.org/publications/guidelines-and-manuals/actfl-proiciency-guidelines-2012/spanish/comunicaci%C3%B3n; in combination with (2) the rubric determined by the American Association of Colleges and Universities (AAC&U).  
The discipline coordinator will collect the data gathered at the end of the semester. | | | CSLO  
1. Knowledge of Human Cultures …  
2. Intellectual and Practical Skills  
4. Capacity for Integrative Learning |
### 2016-17
We will assess writing competency at the level of the Research Symposium (SP4001), our capstone experience for graduating seniors that culminates in fifteen-minute oral presentations (in Spanish) of their research projects.

| CSLO | 1. Knowledge of Human Cultures …  
2. Intellectual and Practical Skills  
4. Capacity for Integrative Learning |
|------|---------------------------------------------------------------------------------|

In order to assess students’ level of writing competency, we will utilize two rubrics: (1) the rubric for writing proficiency as determined by the American Council on the Teaching of Foreign Languages (ACTFL), found at [http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish/comunicacion%23oral](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/spanish/comunicacion%23oral); in combination with (2) the rubric determined by the American Association of Colleges and Universities (AAC&U).

The discipline coordinator will collect the data gathered at the end of the semester.

*Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.*
Please report any other planned assessment for your academic program in the space below: