

**Assessing Student Learning  
Department of Foreign Languages and Cultures  
(Spanish Program)**

- ◆ ***The Mission***
- ◆ ***The National Standards for Foreign Language Learning  
(American Council for the Teaching of Foreign Languages)***
- ◆ ***The Matrix***
- ◆ ***What we do to assess learning***
- ◆ ***What we have done so far and what we are planning to do in the future***
- ◇ ***Appendix A: Intermediate High Proficiency Guidelines (ACTFL)***
- ◇ ***Appendix B: Intermediate Low Proficiency Guidelines (ACTFL)***

## The Mission

- *FLAC Mission Statement (add text)*
- *Spanish Program Mission Statement (add text from IUPUI Bulletin)*

## National Standards For Foreign Language Learning (ACTFL)

- *Communication: Communicate in Languages Other Than English.*
- *Cultures: Gain Knowledge and Understanding of Other Cultures.*
- *Connections: Connect with Other Disciplines and Acquire Information.*
- *Comparisons: Develop Insight into the Nature of Language and Culture.*
- *Communities: Participate in Multilingual Communities at Home and Around the World*

General Outcome And Courses	Associated Principle of Undergraduate Learning and Courses	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
<p>1. Communication: Ability to communicate in the FL at least at the Intermediate High proficiency level as defined by the American Council on the Teaching of Foreign Languages</p> <p>Courses: All 300 and 400-level courses</p>	<p>Principle 1: Core communication.</p>	<p>1.1. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2. Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Class discussion, lectures, readings, interpretation of oral texts, oral presentations compositions, translations, student group work, interviews with native speakers in the FL.</p> <p>Use of technology (video, internet, computer programs and laboratory work) for language learning.</p> <p>Community internships.</p> <p>Encouragement to participate in Study Abroad Programs.</p> <p>Encouragement to participate in extra curricular activities such as Immersion Days, film festivals in the FL, conversation hours, etc.</p>	<p>-Course written and oral exams, quizzes, papers.</p> <p>-Reflective essays, individual portfolios.</p> <p>- Individual and group projects, class participation.</p> <p>-Capstone experience: portfolio and oral presentation.</p>	<p>-Program assessment is largely based on performance in individual courses.</p> <p>-Student evaluations of teaching rate the program highly??</p>	<p>Although program goals are consistent with curriculum and course offerings, there is a need for global performance assessment independent from individual courses. Students language proficiency must be assessed at entrance and exit points in the Major Program.</p> <p>Language proficiency will be assessed through a diagnostic entrance test to the major, an exit test and during the Capstone experience.</p> <p>National/International language proficiency test are being considered.</p>

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2. Cultures: Gain knowledge and understanding of other cultures	Principle 5: Understanding society and culture. Principle 6: Values and ethics.	2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Class discussion, lectures, readings, oral presentations, student group work, interviews with native speakers in the FL. Use of technology (video, internet) for accessing cultural information. Community internships.	-Course written exams, application of cultural norms during oral exams, oral presentations, quizzes, papers. -Reflective essays, individual portfolios. - Individual and group projects, class participation.	-Assessment of the acquisition of cultural understanding is largely based on performance in individual courses. -Student evaluations of teaching rate the program highly??	Although program goals are consistent with curriculum and course offerings, there is a need for global performance assessment independent from individual courses.
Courses: S313, S317, S320, S360, S363, S428 and all 400-level literature and culture courses.	Principle 4: Intellectual Depth, Breadth, and Adaptiveness.	2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Encouragement to participate in Study Abroad Programs. Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.	-Capstone experience: portfolio and oral presentation.	Acquisition of cultural understanding will be assessed through an exit content test and the Capstone experience portfolio.	

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
3. Comparisons: Develop insight into the nature of language and culture.  Courses: S311, S320, S363, S411, S412, S423, S426, S428.	Principle 2: Critical thinking.  Principle 4: Intellectual Depth, Breadth, and Adaptiveness.  Principle 5: Understanding society and culture.	3.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.  3.2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, student translations, student group work, interviews with native speakers in the FL.  Use of technology (video, internet) for accessing linguistic and cultural information.  Community internships.	-Course written and oral exams, oral presentations, quizzes, research papers, translations.  -Reflective essays, individual portfolios.  - Individual and group projects, class participation.  -Capstone experience: portfolio and oral presentation.	-Assessment of acquired insights into the nature of language and culture is largely based on performance in individual courses.  -Student evaluations of teaching rate the program highly??	Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses.  Acquisition of new insights into the nature of language and culture will be assessed through an exit content test and the Capstone experience portfolio.
			Encouragement to participate in Study Abroad Programs.			
			Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.			

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
4. Connections: Connect with other disciplines and acquire information.	Principle 3: Integration and application of knowledge.	4.1. Students reinforce and further their knowledge of other disciplines through the foreign language.	Class discussion, lectures, readings, analysis of written and oral texts, oral presentations, student translations, student group work, interviews with native speakers in the FL.	-Course written and oral exams, oral presentations, quizzes, research papers, translations.	-Assessment of connections with other disciplines is largely based on performance in individual courses.	Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses..
All courses at the 300 and 400-level:	Principle 4: Intellectual Depth, Breadth, and Adaptiveness.	4.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.	Use of technology (video, internet) for accessing information. Community internships.	-Reflective essays, individual portfolios. - Individual and group projects, class participation. -Capstone experience: portfolio and oral presentation.	-Student evaluations of teaching rate the program highly??	Acquired knowledge from other disciplines will be assessed through an exit content test and the Capstone experience portfolio.
Linguistic courses (S311, S320, S421, S426, S428) connect with several linguistic fields: phonology, morphology, syntax, semantics, pragmatics, dialectology, diachronic linguistics, applied linguistics, and pedagogy.			Encouragement to participate in Study Abroad Programs.			
Literature courses (S360, S407, S408, etc.) make connections with literary theory and analysis, history, geography, etc.			Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.			
Culture courses (S363, S411, S412) make connections with history, geography, sociology, economics, anthropology, art, film, etc.						
Translation and applied language courses (S315, S319, S423) connect with translation studies, stylistics, business, and health.						

General Outcome and Courses	Associated Principle of Undergraduate Learning	What will the student know or be able to do?	How will you help students learn it?	How could you measure each of the desired behaviors in the third column?	What are the assessment findings?	What improvements might be based on assessment findings?
5. Communities. Participate in multilingual communities at home and around the world. Courses: S320, S360, S428	Principle 1: Communication skills. Principle 3: Integration and application of knowledge. Principle 5: Understanding society and culture.	5.1 Students use the language both within and beyond the school setting. 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	Interviews with native speakers in the community, students' projects involving the target language speaking community, class discussion focusing on developing personal enjoyment of texts. Use of technology (e-mail, internet) for interacting with the target language speaking community. Community internships.	-Research papers, translation projects. -Reflective essays, individual portfolios. - Individual and group projects. -Capstone experience: portfolio.	-Assessment of interaction with the community is largely based on performance in individual courses. -This goal is not carefully integrated in assessment procedures.	Although program goals are consistent with curriculum and course offerings, there is a need for global assessment independent from individual courses. Program needs to provide more opportunities for and assess systematically students' interaction and involvement with the language speaking community through internships and students' projects.
			Encouragement to participate in Study Abroad Programs.			
			Encouragement to participate in extra curricular activities such as Immersion Days, film festivals, conversation hours with native speakers, etc.			

## What we do to assess students' learning

- ✓ *Individual course assessment through:*
  - ✓ *written and oral tests*
  - ✓ *papers*
  - ✓ *oral presentations*
  - ✓ *individual and group projects*
  - ✓ *reflective essays*
  - ✓ *student portfolios*
- ✓ *Capstone experience (student portfolios and oral presentations reviewed by a faculty committee).*
- ✓ *Student course evaluation.*

## *What we have done so far*

*The program assessment study shows that so far, assessment of student learning is largely based on performance in individual courses, and on students' perceptions as expressed in individual course evaluations.*

*Although we find that the overall program goals and expected outcomes are consistent with our curriculum and course offerings, it is evident that there is a need to continue to engage faculty in collective assessment efforts beyond the individual courses that they teach.*

*As a result of our discussions on undergraduate learning over the last few years the following changes have occurred:*

- Regular discussion among all program faculty on curricular and assessment issues during program meetings.*
- Curricular changes in order to align program with National Standards for the discipline (increase in number of required courses for the Major thus strengthening students' learning in the areas of culture and linguistics).*
- Capstone experience.*
- Sharing of course syllabi for core courses taught by several faculty resulting in some cases on the development of common syllabi (S313).*
- Collective discussion of adoption of Spanish placement exam as entry Exam for the Spanish Major.*

## What we are going to do in the future

### *Collective assessment efforts engaging faculty in:*

- **Entry Exam for the Major**  
*(A language proficiency diagnostic test given to students as they start the 300-level course sequence. The language proficiency test will consist of the following: a required score in the language placement test a writing sample, and an audio recorded oral interview with the student advisor. The oral language proficiency of entering students as evidenced in the recorded interview and the writing sample will be collectively assessed by the faculty during program meetings. Those students who are identified as not reaching an Intermediate Low proficiency level (as defined by ACTFL) will be contacted by their advisors are recommended to take appropriate course of action –attending free tutoring sessions and conversation hours, participating in Study Abroad Programs, etc.) Advisors will be responsible for ensuring that their advisees comply with the Entry Requirement.)*
- **Exit Exam for the Major**  
*(During Capstone experience, students' discipline content knowledge and language proficiency will be assessed collectively by a Faculty Committee. Assessment will be based on student portfolio, oral presentation, and content test?? Several national and international language proficiency tests are being considered for adoption)*
- **Exploration of graduating students and alumni perception of the Major through Surveys and Exit Interviews.**
- **Better integration in curriculum of Communities goal and collective assessment of its impact on students' learning.**

## Iowa Model

- ✓ *Oral proficiency test*
- ✓ *Writing assessment based on two compositions*
- ✓ *Exit Interviews with graduating seniors*
- ✓ *Questionnaires to Majors and alumni*

## Bates Model

*(From Written Comprehensive Exam + Oral exam to  
Written Comprehensive Exam + Portfolio)*

### *Possible portfolio content:*

- ✓ *List of courses and syllabi.*
- ✓ *Personal statement.*
- ✓ *Journal created during a course or Study Abroad experience.*
- ✓ *Minimum of three course papers.*
- ✓ *Video/Audio tape illustrating oral skills at different points in the undergraduate experience.*
- ✓ *Something else.*

From Liskin-Gasparro, J. 1995. 'Practical Approaches to Outcomes Assessment: The Undergraduate major in Foreign languages and Literatures.' In *ADFL Bulletin*, 26: 21-27.)