

# Framingham State University

## Program Assessment Plan for the Spanish Major 2023-2028

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Department Chair:	Luce Aubry
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### 1) **PROGRAM MISSION STATEMENT**

The mission of the Spanish Major Program is to provide students a variety of courses that develop oral and written communication skills in the Spanish language and knowledge of Hispanic culture.

Within courses that are taught in Spanish, students engage in learning activities and real life community work that hone their ability to think critically, solve problems, demonstrate leadership, and integrate their understanding of multiculturalism.

The department invests in student success by providing individual support tailored to each student's career goals. Students take courses focused on a variety of careers including marketing and communication, literature, film, television, media studies, cultural studies, education, among others. The program emphasizes cultural diversity, understanding, and communication. We encourage our students to study abroad and engage with partners in the MetroWest and Boston area.

Our program maintains strong partnership with local businesses, museums, schools, and health services in the area. Our students have worked in internship opportunities in education, the legal field, healthcare field, marketing and communication, nonprofits, and more. Graduates of the program are well positioned to pursue either graduate studies, professional employment, or teaching at the elementary or secondary levels

## 2) PROGRAM LEARNING GOALS

Program Learning Goals	Program Learning Objectives
<p style="text-align: center;"><b>Goal 1: Listening and Speaking Proficiencies</b></p> <p>Students should be able to perform at the Advanced level of Spanish proficiency in speaking and listening based on the American Council on the Teaching Foreign Languages (ACTFL Guidelines)</p>	<p>Students will be able to:</p> <p>1A. communicate in a range of settings and about different topics</p> <p>1B. use communication strategies, e. g., circumlocution, paraphrasing, pauses and fillers, to smooth over linguistic shortcomings</p> <p>1C. demonstrate understanding of using Spanish in a range of contexts</p>
<p style="text-align: center;"><b>Goal 2: Reading and Writing Proficiencies</b></p> <p>Students should be able to perform at the Advanced level of Spanish proficiency in reading and writing based on the ACTFL Guidelines</p>	<p>Students will be able to:</p> <p>2A. use syntax, grammar, and mechanics to achieve clarity and appropriate tone in their writing.</p> <p>2B. produce written work that effectively conveys ideas or opinions</p> <p>2C. read and understand written texts</p> <p>2D. identify and analyze some of the aesthetic functions of language and literary styles</p> <p>2E. recognize the significance of cultural knowledge in comprehending a written text</p>
<p style="text-align: center;"><b>Goal 3: Cultural Competence</b></p> <p>Critically analyze characteristics of the cultures, literature, media, history, and current events of Latin America, Spain, and the United States.</p>	<p>Students will be able to:</p> <p>3A. demonstrate knowledge of Hispanic literatures, cultures and/or linguistics (e.g., through analysis of historical events, linguistic phenomena, or literary texts from different regions and literary periods of the Hispanic world)</p> <p>3B. compare and contrast cultural practices and perspectives as they relate to diverse Hispanic cultures and their own native cultures</p> <p>3C. identify and discuss the importance of appreciating and respecting cultural differences.</p>

<b>Program Learning Goals</b>	<b>Program Learning Objectives</b>
<p data-bbox="394 199 846 228"><b>Goal 4: Undergraduate Research</b></p> <p data-bbox="205 310 1026 375">Conduct academic research in Spanish using various critical and theoretical approaches.</p>	<p data-bbox="1062 199 1371 228">Students will be able to:</p> <p data-bbox="1062 272 1818 337">4A. design a research project of interest related to Hispanic language, literature, or culture</p> <p data-bbox="1062 381 1871 446">4B. use common research tools in the field, including academic databases and electronic scholarly resources</p> <p data-bbox="1062 490 1892 555">4C. perform a comprehensive review of literature appropriate for an undergraduate research project</p> <p data-bbox="1062 599 1856 664">4D. cite sources accurately in both in-text citations and Works Cited lists following MLA style</p> <p data-bbox="1062 708 1866 773">4E. present research findings in both a written and oral context in the target language</p>

### 3) LEARNING OPPORTUNITIES

Program Learning Goals	Goal 1	Goal 2	Goal 3	Goal 4
<b>KEY:</b> I = introduced R = reinforced E = emphasized A = assessed	Listening and Speaking Proficiencies	Reading and Writing Proficiencies	Cultural Competence	Undergraduate Research
<b>Spanish Major-Core Requirements (5)</b>				
LING 300	R, E	R, E	R, E	I
SPAN 202	R, E	R, E	R, E	
SPAN 211	R, E	R, E	R, E	I
SPAN 212	R, E	R, E	R, E	I
SPAN 245	R, E	R, E	R, E	I
SPAN 480 (capstone)	A	A	A	A
<b>General Studies (7)</b>				
LING 200				
SPAN 210				
SPAN 225	R, E	R, E	R, E	I
SPAN 234				
SPAN 333				
SPAN 334				
SPAN 341				
SPAN 342				
SPAN 375	R, E	R, E	R, E	R, E
SPAN 382				
SPAN 388				
SPAN 400				
SPAN 431				
SPAN 443				
SPAN 426				
SPAN 448				
Study Abroad				

#### 4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning goals will be assessed. Refer to the curriculum map to draft a student learning goal assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

<b>Academic Years</b>	<b>Goals(s)</b>	<b>Course(s)</b>	<b>Assessment Evidence (direct/indirect)</b>	<b>Assessment Method</b>	<b>Responsibility</b>
WHEN	WHICH Goal(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each goal.	WHAT student work or other evidence will you examine in order to assess each goal?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each goal	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
<b>Year 1 2023-24</b>	Goal 1 Listening and Speaking Proficiencies	SPAN 480	Final Paper & Research Symposium	Rubric	Faculty and Chair
<b>Year 2 (2024-25)</b>	Goal 2 Reading and Writing Proficiencies	SPAN 480	Final Paper & Research Symposium	Rubric	Faculty and Chair
<b>Year 3 (2025-26)</b>	Goal 3 Cultural Competence	SPAN 480	Final Paper & Research Symposium	Rubric	Faculty and Chair
<b>Year 4 (2026-27)</b>	Goal 4 Undergraduate Research	SPAN 480	Final Paper & Research Symposium	Rubric	Faculty and Chair

<b>Year 5 (2027-28)</b>	Reflection and Consolidation				Faculty and Chair
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5) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					
	<b>FSU Catalog</b> (provide section title)	<b>Website</b> (provide URL)	<b>Annual Reports</b>	<b>Brochures</b>	<b>Course Syllabi</b>	<b>Other</b> (please describe, e.g. department meeting, advising session)
Program Mission	Not currently in the catalog; this will be rectified for AY 25	X	X	X		
Program Learning Goals		X	X			
Learning Opportunities (Curriculum Map)			X			
Assessment Plan		X	X			

**Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Goals**

If you have questions or need assistance, please contact Dr. Mark Nicholas, [mnicholas1@framingham.edu](mailto:mnicholas1@framingham.edu).

*Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.*