

Framingham State University

Program Assessment Plan for Bachelor of Arts in Spanish 2016-2021

Please note: Use of this template is optional. The Office of Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

Assessment Coordinator:	(Used to be Juliana Luna Freire) we don't have one at the moment
Department Chair:	Emilce Cordeiro and Michael Wong Russell
Date Created/Updated:	10/27/2016

1) PROGRAM MISSION STATEMENT

The mission of the Department of World Languages is to teach communicative competence in modern world languages and to introduce students to the peoples, cultures and artistic expressions of other countries. The Department is constantly streamlining and adapting our courses and instructional methods to the changing environment of twenty-first century American society, with an ultimate goal to help students build their career path.

[\[https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/index\]](https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/index)

2) PROGRAM LEARNING OBJECTIVES

Learning Objectives for Programs

By the End of the Spanish Major:

- Students will perform at the **Intermediate high level** of Spanish proficiency based on the ACTFL Guidelines (see Appendix I) in all areas of communication, with emphasis on oral proficiency.
- Students will be able to identify trends and characteristics of the literature and cultures of US Latino America, Latin America and Spain.

- Students will be able to identify diverse cultures where the target language is spoken and compare and contrast characteristics of these cultures (history, linguistic variation, social institutions, etc.)
- Students will enhance communication skills and contribute in a meaningful way to the community through at least one semester-long service learning opportunity.
- Students will be able to successfully function linguistically and socially in the target culture, which is best demonstrated through a structured study abroad program and/or intensive immersion experience in a target language community.
- Students will be prepared to enter a professional career in teaching or another field in which language skills are necessary, and/or for graduate studies in related fields.
- Students will continue to improve their Spanish proficiency after they complete the program with the understanding that language learning is a life-long process.

By the end of the Minor in Spanish/Chinese

- Students will perform at the **Intermediate level** of language proficiency based on the ACTFL Guidelines all areas of communication.
- Students will be able to identify trends and characteristics of the literature and cultures of the target language.
- Students will be able to identify diverse cultures where the target language is spoken and describe characteristics of these cultures (history, linguistic variation, social institutions, etc.)
- Students will enhance communication skills so as to be able to contribute in a meaningful way to the community.
- Students will successfully function linguistically and socially in the target culture, which is best demonstrated through a structured study abroad program and/or intensive immersion experience in a target language community.
- Students will continue to improve their target language proficiency after they complete the program with the understanding that language learning is a life-long process.

By the End of the Language Requirement (upon completion of Domain I-C)

- Students will perform at the **Novice level** of language proficiency based on the ACTFL Guidelines in all areas of communication.
- Students will be able to identify trends and characteristics of the literature and cultures of the target language.
- Students will be able to identify diverse cultures where the target language is spoken and list characteristics of these cultures.

By the End of the Master in Education with a Concentration in Spanish

- Students will perform at the **Advanced level** of Spanish proficiency based on the ACTFL Guidelines in all areas of communication, with emphasis on oral proficiency.

- Students will be able to identify trends and characteristics of the literature and cultures of US Latino America, Latin America and Spain.
- Students will be able to identify diverse cultures where the target language is spoken and analyze characteristics of these cultures (history, linguistic variation, social institutions, etc.)
- Students will develop research skills and write a research monograph on a topic of interest from their program of studies.
- Students will successfully function linguistically and socially in the target culture, which is best demonstrated through a structured study abroad program in a target language community.
- Students will achieve the initial or the professional level of Massachusetts licensure in Spanish.
- Students will continue to improve their Spanish proficiency after they complete the program with the understanding that language learning is a life-long process.

3) LEARNING OPPORTUNITIES

I. Curriculum Maps for World Languages Department

Legend: (i = introduced, p = practiced, e =emphasized, x = study abroad)

Spanish Program Competencies or Objectives	SPN Course Numbers													
	101	102	201	202	222	331	332	320	333	334	335	336	343	345
Interpersonal Proficiency (listening/oral)	i	i, p	i, p	e	e	e	e	e	e	e	e	e	e	e
Interpretive Proficiency (reading/listening)	i	i, p	i, p	e	e			e	e	e	e	e	e	e
Presentational Proficiency (oral/written)	i	i, p	i, p	e	e	e	e	e	e	e	e	e	e	e
Literature Readings	i	i, p	i, p	p				e			p, e			e
Cultural Awareness &	i	i, p	i, p	p	e		e	p	e		e			

Diversity														
Study Abroad Opportunity	x	x	x	x	x	x	x	x	x					x

Legend: (i = introduced, p = practiced, e =emphasized, x = study abroad)

Spanish Program Competencies or Objectives	Continuation - SPN Course Numbers											
	431	432	435	436	437	439	443	445	462	463	491	
Interpersonal Proficiency (oral/written)	e	e	e	e	e	e	e	e	e	e	e	e
Interpretive Proficiency (reading/listening)	e	e	e	e	e	e	e	e	e	e	e	p
Presentational Proficiency (oral/written)	e	e	e	e	e	e	e	e	e	e	e	p
Literature Readings	p	e			e	e	e	e	e	e	e	p
Cultural Awareness & Diversity		e	e	e	e	e	e	e	e	e	e	p
Study Abroad Opportunity	x	x	x	x	x	x	x	x		x	x	

4) ASSESSMENT METHODS AND TIMELINE

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

Academic Years	Objectives(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Objectives(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 objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Summer of 2016/2017	Interpersonal Proficiency	See curriculum map	STAMP4 ASSESSMENT EXAM (AVANT)	Avant report	AVANT
Summer of 2018	Interpretive Efficiency	See curriculum map	STAMP4 ASSESSMENT EXAM (AVANT)	Avant report	AVANT
Year 3 Summer of 2019	Presentational Efficiency Oral and written	See curriculum map	STAMP4 ASSESSMENT EXAM (AVANT)	Avant report	AVANT
Year 4 Summer of 2020	Literature and Culture		Class artifacts collected at the beginning and end of the semester	Compare artifacts from beginning and end of semester.	Instructors and Chair.

Year 5 Summer of 2021	Research monograph/end of the year paper	See curriculum map	Class artifacts collected at the beginning and end of the semester	Compare artifact from beginning and end of semester.	Instructors and Chair.
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Program Size and Sampling Technique

- a. State the number of students in the program or the number who graduate each year.
- b. Describe the sampling technique to be used

5) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?
Emilce Cordeiro and Michael Wong Russell
- State how and at which forums discussion of results will take place.
During the summer time.

6) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	[https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/index]	[https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/index]			v	
Program Learning Objectives	Not published/working on that	N/A			v	
Learning Opportunities (Curriculum Map)	Not published/working on that	N/A				
Assessment Plan	Not published/working on that	N/A				

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

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670

² Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

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