

FLL-SPANISH ASSESSMENT PLAN

Department/Program: Department of Foreign Languages and Literatures
Major: Spanish

Student Learning Objectives (SLO) for MAJORS

1. Students will attain a high level of language proficiency. In the modern languages, this proficiency includes reading, writing, listening, and speaking; in the classical languages, reading and writing.
 - a. Reading: Students will comprehend and interpret a variety of texts.
 - b. Writing: Students will write clearly and effectively in a variety of genres (e.g. narrative and persuasive essay, personal and business correspondence, and literary analysis).
 - c. Listening and Speaking: Students will communicate effectively with native speakers in both formal and informal verbal contexts.
2. Students will analyze and appreciate key literary texts and recognize important authors and literary movements, thereby becoming critical readers of literature.
3. Students will demonstrate knowledge of and sustained appreciation for the relevant culture, both past and present.
4. Students will find, evaluate, engage with, and correctly cite sources of information in both the target language and in English, mindful of how these sources support their own academic work.

Outcome Measure	SLOs	Description of Departmental Use of Data
Standardized language test given to all seniors.	SLO #1	Data are collected during the senior year and reported during each section's annual assessment meeting. Appropriate action is taken when problem areas in language acquisition can be identified.
Modified oral proficiency interview conducted with all seniors. (Not used for Greek and Latin majors.)	SLO #1	Interviews are conducted during the senior seminar semester; proficiency levels are reported during the section's annual assessment meeting. Action is taken if students are not able to communicate at an appropriately high level.
Final paper submitted in the senior seminar course.	SLO #1, #2, #3	Papers are analyzed by the seminar instructor to determine whether specific characteristics are present. Instructor uses a rubric, which can vary from year to

		year depending on the nature of the final paper. The section takes action as above.
Student survey.	SLO #1, #2, #3	Data are reviewed at assessment meeting for action, as above.
Group exit interview	SLO #1, #2, #3	Several members of the section are present at the exit interview; one instructor takes notes about student perceptions for review at the annual assessment meeting. Action as above.

1. **Results**— Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

<p>This year we assessed SLO(s)... (list each SLO in its own row)</p>	<p>...using Outcome Measure(s) (OMs). (See Report Instructions for description and example) Direct OM(s): Indirect OM(s):</p>	<p>Findings: program-performance for these SLOs, as indicated by these OMs, is: Excellent/Satisfactory/Needs Improvement (See Report Instructions for description and example)</p>	<p>Strategies for Improvement (in selected areas): (See Report Instructions for description and example)</p>
SLO1	Direct OMs: OM1. Standardized language test. OM2. Modified oral proficiency interview. OM3. Final paper. Indirect OMs: OM1. Student survey. OM2. Group exit interview.		
SLO2	Direct OM: OM1. Final paper. Indirect OMs: OM1. Student survey. OM2. Group exit interview.		
SLO3	Direct OM:		

	OM1. Final paper. Indirect OMs: OM1. Student survey. OM2. Group exit interview.		
SLO4	Direct OM: OM1. Final paper. Indirect OMs: OM1. Student survey. OM2. Group exit interview.		

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan? Provide the rationale for any change(s).

3. **Plans**- What learning objectives will you be assessing in the next cycle?

SPANISH STUDENT LEARNING OUTCOMES

COURSES	SLO1	SLO2	SLO3	SLO4
FLS 101	I		I	
FLS 102	I		I	
FLS 203	R		R	
FLS 204	R	I	R	I
FLS 220	R-A	I-A	R	I
FLS 230/231	R		R	I
FLS 303	R		R	R
FLS 306	R		R	R
FLS 307	R		R	R
FLS 308	R		R	R
FLS 321/322	R	R	R	R
FLS 390	R	R	R	R
FLS 493	M,A	M,A	M	M,A
SENIOR RESEARCH PAPER	M,A	M,A	M,A	M,A

I: INTRODUCED

R: REINFORCED

M: MASTERY

A: ASSESSMENT

EXTRACURRICULAR ACTIVITIES	SLO1	SLO2	SLO3	SLO4
COMPASS EDUCATION			R	
FILM SCREENINGS	R		R	
LETRAS	R	R	R	
LIVE			R	
SPANISH CLUB	R		R	
SPANISH POETRY DAY	R	R	R	
STUDY ABROAD EXPERIENCE	R	R	R	R
STUDY ABROAD INTERNSHIP	R		R	
TERTULIAS	R		R	
YMCA CHILE INTERNSHIP	R		R	