Millikin University
Student Learning in the Spanish Major
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Executive Summary

The Modern Languages Department supports the mission of Millikin University in preparing students for professional success, democratic citizenship in a diverse global community, and a personal life of meaning and value. In the context of the Spanish major, the mission of the Department is to produce graduates who achieve the following four learning outcome goals:

(1) Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
(2) Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
(3) Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
(4) Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

The core curriculum begins with freshman-level courses in Beginning Spanish and Continuing Spanish, as well as a sophomore-level course in Intermediate Spanish, all of which establish a student's competency in Spanish and readiness to continue on with more advanced studies in Spanish. As a student's course of study within the Spanish major continues, he or she engages more specific on focused areas of study in Spanish conversation and composition, and in courses that deal with the culture, art, business, literature, film, theatre and linguistics of the Spanish-speaking world.

Part of the Modern Languages Department's ongoing revitalization is an establishment of thorough and ongoing assessment at the course and program level. It is hoped and anticipated that the listing of artifacts and rubrics here provided will be helpful in continuing to make assessment more systematic throughout the Spanish major and the Modern Languages area.

Goals

The purpose of the Spanish major is stated in four Modern Languages Department goals:

(1) Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
(2) Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
(3) Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
(4) Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

These Modern Languages Department goals match well with Millikin's University-wide learning goals:

(1) Millikin students will prepare for professional success.
(2) Millikin students will actively engage in the responsibilities of citizenship in their communities.
(3) Millikin students will discover and develop a personal life of meaning and value.

The table on the following page shows how Modern Languages Department goals for the Spanish major relate to University-wide goals:

Learning Goal	Corresponding MU Learning Goal Number(s)
Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.	1
Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.	1, 2
Students will demonstrate an ability to analyze, and conduct research on works of literature from the Spanish-speaking world.	1
Students will demonstrate their comprehension and appreciation of the diversity of Hispanic culture, and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.	1, 2, 3

Students majoring in Spanish are required to take 21 credit hours of Spanish at the 300 level or above, including the capstone course SP480: Spanish Advanced Conversation and Composition. The prerequisite for taking a 300-level course is three semesters of Spanish-language courses.

The mission of the Spanish major is to prepare students for a career in teaching, for graduate studies in literature, or to provide the necessary Spanish-language skills for success in other fields.

Snapshot/Overview

Two full-time instructors and two adjunct instructors teach Spanish. The two full-time instructors include one Professor and one Assistant Professor.

Dr. Eduardo Cabrera, Chair and Professor of Spanish, worked as *Chief Reader* of AP Spanish Literature and Culture during the 2013-2014 academic year (College Board/ Educational Testing Service)

The Spanish Major program has experienced major change in terms of its curriculum and requirements. From a complicated requirement of courses and sequence of courses, the Spanish Major was changed to a simpler requirement of seven courses beyond SP 223, Intermediate Spanish, including SP 480: Spanish Advanced Conversation and Composition (this capstone course was added to the curriculum in Spring 2005). This change improved the situation for scheduling as well as enhancing the students' ability to choose courses according to their career plans and academic interests.
The Department continues implementing a communication-oriented approach to teaching. Every class was observed, and changes were recommended with the goal of adjusting to that methodology.

Lab attendance is now required of every student taking elementary language courses.

The Department continues using a *communicative language lab* for students who are taking Spanish 103 and also for students taking Spanish 114, which consists of group work with the coordination of a *facilitator*. Its main goal is that the students can achieve an advanced level of oral proficiency. Students spend an hour per week in the lab talking about the topics that are being studied in the language classes.

The Chair of the Department (Dr. Eduardo Cabrera) has been in charge of interviewing and hiring the tutors and facilitators for the lab. He has been also responsible of monitoring the functioning of the lab: the work of tutors and facilitators as well as the feedback from students attending the lab sessions.

The curriculum for the Spanish major consists of traditional courses in language, literature and culture, as well as practical courses like SP 330 (Spanish for Business), SP 340 (Theatre Performance in Spanish), and SP 350 (Study Abroad in Spanish) and SP 310 (Spanish for Health Professions). Those last four courses have been added to reflect 1) the tendency among Spanish programs across the country toward the inclusion of "practical" offerings, and 2) education within a global environment.

Learning Story

The first-year curriculum in Spanish establishes the student's proficiency in basic spoken and written Spanish, through Spanish 103 (Beginning Spanish) and Spanish 114 (Continuing Spanish). The second-year curriculum, with Spanish 223 (Intermediate Spanish) confirms the student's readiness to proceed into more advanced junior- and senior-level courses that engage Spanish conversation and composition; culture, art, business, literature, film and theatre of the Spanish-speaking world, including Latin America, Spain, and U.S. Latino/Latina culture; and Spanish linguistics.

To complete the Spanish major, a student must take a minimum of 21 credits above Spanish 223, including the capstone SP 480: Spanish Advanced Conversation and Composition, from the following courses:

- Spanish 301, Spanish Conversation and Composition I;
- Spanish 302, Spanish Conversation and Composition II;
- Spanish 303, Culture of Spain;
- Spanish 304, Culture of Latin America;
- Spanish 310, Spanish for Health Professions;
- Spanish 320 (Art, Literature, and Film of U.S. Latinos);
- Spanish 321 (Survey of Spanish Literature);
- Spanish 323 (Survey of Latin American Literature I);
- Spanish 324 (Survey of Latin American Literature II);
- Spanish 330, Spanish for Business;
- Spanish 340, Theatre Performance in Spanish;
- Spanish 350, Study Abroad in Spanish;
- Spanish 402, Linguistics.
- Spanish 480: Spanish Advanced Conversation and Composition.

A Spanish Major Curriculum Map is offered as an appendix to this document.

A chapter of the national Spanish Honor Society *Sigma Delta Pi* was created, which makes possible for the Spanish major students to participate in cultural activities as well as in round tables to practice their oral communicative skills.

A radio show in Spanish *Español en Acción* was created, making possible for the students to participate as guests. Students may improve their listening and oral skills as well as their knowledge of the cultures of the Spanish speaking world.

The creation of the language communicative lab allows the students with a Spanish major to work as special tutors.

Double majors and the *preparation for professional success*:
One of the characteristics of the major in Spanish is that it supports students in their other field of specialization. All Spanish majors have another major. Most students pursuing another career use Spanish as a way to improve their work and, in this way, to become a successful professional. Spanish majors have the following first or second major:

Art
Accounting
Behavioral Sciences
Biology
Business Administration Management
Chemistry
Communication
Education
Marketing
Music
Nursing
Political Science
Theater

The capstone required course for Spanish majors, *SP480: Spanish Advanced Conversation and Composition*, provides opportunities for the students to make a direct connection between what they learned in the Spanish courses and the main topics in their second (or first) field of study.

Description of the capstone: *Capstone course required of all Spanish majors. Students will compose and complete an individualized project and participate in an advanced dramatization demonstrating a high level of Spanish conversation and composition abilities.*

Assessment Methods

The table on the following page provides examples of specific assignments where student growth could be assessed:

Course	Assignments Where Student Growth Can Be Assessed	Related Modern Languages Department Goals	Related Millikin University Goals
Spanish 103 (Beginning Spanish)	Oral Exams Written Exams	1	1
Spanish 114 (Continuing Spanish)	Oral Exams Written Exams	1	1
Spanish 223 (Intermediate Spanish)	Oral Exams Written Exams Presentations	1, 4	1, 2
Spanish 301 (Spanish Conversation and Composition I)	Oral Exams Presentations Written Exams	1, 4	1, 2
Spanish 302 (Spanish Conversation and Composition II)	Oral Exams Essays Written Exams	1, 4	1, 2
Spanish 303 (Culture of the Spanish-Speaking World)	Presentations Exams	4	2, 3
Spanish 304 (Culture of Latin America)	Presentations Exams	4	2, 3
Spanish 320 (Art, Literature, and Film of U.S. Latinos)	Presentations Exams	4	2, 3
Spanish 321 (Survey of Spanish Literature)	Research Essays Exams	3	1, 3
Spanish 323 (Survey of Latin American Literature I)	Research Essays Exams	3	1, 3
Spanish 324 (Survey of Latin American Literature II)	Research Essays Exams	3	1, 3
Spanish 330 (Spanish for Business)	Presentations Exams	4	1, 2, 3
Spanish 340 (Theatre Performance in Spanish)	Presentations Exams	4	1, 2, 3
Spanish 350 (Study Abroad in Spanish)	Interviews Essay Diary	2	1, 2, 3
Spanish 480 (Spanish Advanced Conv.& Comp.	Research Essays Exams	3	
Spanish 481 and 482 (Topics in Hispanic Literature)	Research Essays Exams	3	1, 2, 3

Spanish Major Curriculum Map

Courses	Goal #1: Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.	Goal #2: Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.	Goal #3: Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.	Goal #4: Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.
SP 103 – Beginning	X			
SP 114 – Continuing	X			
SP 223 – Intermediate	X			X
SP 301 – Spanish Conversation and Composition I	X			X
SP 302 – Spanish Conversation and Composition II	X			X
SP 303 – Culture of the Spanish-Speaking World				X
SP 304 – Culture of Latin America				X
SP 320 – Art, Literature, and Film of U.S. Latinos				X
SP 321 – Survey of Spanish Literature			X	
SP 323 – Survey of Latin American Literature I			X	
SP 324 – Survey of Latin American Literature II			X	
SP 330 – Spanish for Business				X
SP 340 – Theatre Performance in Spanish	X			X
SP 350 – Study Abroad in Spanish		X		
SP 402 – Linguistics	X			
SP 480 Advanced Spanish Conv. & Comp.			X	
SP 481/482 – Topics in Hispanic Literature			X	
SP 491-494 – Independent Study in Spanish			X	

Assessment Methods

For the assessment of the learning goals for the Spanish major the following courses will be used:

Learning Goals	Courses
1	SP 302 Spanish Composition
3	SP 321 Survey in Spanish Literature
4	SP 301 Spanish Conversation

The rubrics for those courses have been created (attached).

Assessment Data

The grading rubrics used to assess each learning goal have a maximum of 20 possible points. Those points have been divided for reporting purposes in the following way: Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.
The students should be ranked "adequate," with a minimum of 13 points, if the learning goals are being achieved.

The following assessment criteria will be used to evaluate student progress in achieving the learning goals:

"Green light" (an acceptable level or clearly heading in the right direction and not requiring any immediate change in the course of action).

"Yellow light" (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desire rate of improvement).

"Red light" (current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area).

Learning Goal 1: Students will demonstrate proficiency in speaking, listening, reading and writing in Spanish.

Table 1: SP 302 Spanish Conversation and Composition II

Rubric Category	Percentage of students in category
Excellent	37
Adequate	63
Nominal	0
Number of students evaluated	16

Total of *Excellent* and *Adequate* combined: 100%.
Rating for goal 1: "Green light."

Learning Goal 3. Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.

Table 3: SP 321 Survey of Spanish Literature

Rubric Category	**Percentage of Students in category**
Excellent	46 %
Adequate	53 %
Nominal	0
Number of students evaluated	13

Total of *Excellent* and *Adequate* combined 100%
Rating of Goal 3: Green Light

Learning Goal 4: Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

Table 4: SP 301 Spanish Conversation

Rubric Category	Percentage of students in category
Excellent	75
Adequate	25
Nominal	0
Number of students evaluated	16

Total of *Excellent* and *Adequate* combined: 100%.
Rating for goal 4: "Green light."

Analysis of Assessment Results

The analysis of the data shows that the Spanish major is in the right direction.

Learning Goal 1:
Assessment for SP302: Spanish Composition

The assessment of the learning goal for the *written component* of the Spanish Composition course shows that the Department continues doing a very good job during the first semesters of the Spanish language courses, building a strong foundation for the upper division courses. The Spanish Conversation and Composition II course (together with the Spanish Conversation and Composition I course) is one of the courses recommended to be taken at the beginning of the major. Most of the students take that course right or soon after they take SP 223: Intermediate Spanish.
This is a very important result: **100% of the students at the excellent or adequate level.** With the strong formation in writing in the composition course, students are able to succeed in the other upper division courses. They will be able to write good essays in the literature classes, etc.
The oral component of the course has also benefited from a stronger foundation in the first semesters of Spanish language courses. On the year 2005 the Department created a *Communicative Lab,* in which students taking the first two semesters of Spanish can practice the target language with the assistance of a *facilitator* (an advanced Spanish major student).
For assessing Learning Goal 1, essays have been used as artifacts. From the 16 students, 6 (37%) wrote an essay that falls within the category "excellent", and 10 (63%) within the category "adequate", and none within the category "nominal."

Learning Goal 3:
Assessment for SP 321: **Survey of Spanish Literature**

This course is designed to acquaint students with Spanish's intellectual and cultural development from the Middle Ages to the end of Twentieth-Century. In class were discussed canonical works that represent the main literary movements of the Spanish literature and culture. Students were exposed to different genres including poetry, drama, and narrative as they were introduced to the basic concepts of literary criticism and textual analysis.

OUTCOMES
At the end of the semester students

- Developed and strengthen their ability to understand literary texts and their complexity.
- Expanded their vocabulary in oral and written form.
- Learned Spanish history and cultural as portrayed in literature works
- Analyzed aspects of cultural representations and identity as expressed through texts.

- Recognized the most relevant poetic figures that have transcended the history.
- They were able to write a short critical study in the form of a final paper.

Learning Goal 4:
Assessment for SP301: Spanish Conversation

The assessment of the learning goal for the *oral component* of the Spanish Conversation course shows that the Department continues doing a very good job during the first semesters of the Spanish language courses, building a strong foundation for the upper division courses. The Spanish Conversation and Composition I course (together with the Spanish Conversation and Composition II course) is one of the courses recommended to be taken at the beginning of the major. Most of the students take that course right or soon after they take SP 223: Intermediate Spanish.
This is a very important result: **100% of the students at the excellent or adequate level.** With the strong formation in oral expression in the Spanish conversation course, students are able to succeed in the other upper division courses. They will be able to communicate effectively in class, to participate in discussions, and contribute with their insights.
The oral component of the course has also benefited from a stronger foundation in the first semesters of Spanish language courses. On the year 2005 the Department created a *Communicative Lab,* in which students taking the first two semesters of Spanish can practice the target language with the assistance of a *facilitator* (an advanced Spanish major student).
In this class students watched short films from the Hispanic world (Latin America and Spain), learned about those cultures and, at the same time, practiced their listening comprehension skills. Students also read different kind of readings (essays, short stories, dramas), discussed about them in an organized way, improving their communication skills.
For assessing Learning Goal 1, dialogues have been used as artifacts. From the 16 students, 12 (75%) got a grade that falls within the category "excellent" and 4 (25%) got a grade that falls within the category "adequate".

Follow up and Improvement Plans

The Spanish major has been strengthened with the regular offering of practical, cultural and literature courses. The practical courses *SP310 Spanish for Health Professions* and *SP312 Spanish for Radio Production* are offered frequently, satisfying the needs of students. These courses allow students to have a very positive experience by putting in practice their communicative skills. The cultural (Spain and Latin America) courses and the literature courses (both peninsular and Latin American), as well as the more basic, Spanish conversation and composition, are offered every year.

The capstone course (required to all Spanish majors), *SP480 Spanish Advanced Conversation and Composition*, is being offered every Spring semester. All students who take this course make a research presentation at the *Celebration of Scholarship* event. This has been an important activity, not only to showcase students' skills to do research but also to show prospective Spanish major students what will be expected from them.

That course allows for more integration of theory and practice, since students work on a special project relevant to their major. Those students who are double major will continue to be able to work in a project that put together the acquired knowledge in both fields. An important component of the Spanish major is its course SP350: Study Abroad in Spanish. It complies with Goal #2: *Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.* During the academic year 2013-2014 no student was able to participate in a study abroad program. In lieu of it students had many opportunities to engage in interactions in Spanish with people from other countries through the cultural activities organized by the ML Department and the student organization Sigma Delta Pi. In the near future Spanish major students will have the possibility of taking SP350: Study Abroad in Spanish: (1) in Spain, during the Summer immersion course, and (2) in Chile, during the January immersion session.

Faculty teaching courses within the Spanish major will continue to meet to discuss assessment of the learning goals for that academic program.

Students who are majoring in Spanish will continue to have the opportunity to work as tutors and facilitators, developing their skills in those areas. This is an important experience especially for those students who are thinking to pursue a teaching career. It is equally important for the development of leadership skills.

The radio show "Español en Acción," transmitted weekly, will continue to serve students for improving their communication skills.

Appendix 1: Rubrics

Compositions

Categoría	4	3	2	1
Oraciones y Párrafos	Oraciones y párrafos están completos, bien-construidos y con estructura variada	Todas las oraciones están completas y bien construidas (no hay fragmentos o escrito a prisa)	La mayoría de las oraciones están completas y bien construidas. Los párrafos necesitan algo de trabajo	Muchos fragmentos de oraciones u oraciones hechas a prisa o los párrafos necesitan mucho trabajo.
Gramática y Ortografía	No comete errores de gramática u ortografía	El escritor comete 1-2 errores de gramática u ortografía.	El escritor comete 3-4 errores de gramática u ortografía	El escritor comete más de 4 errores de gramática u ortografía.
Precisión del contenido	El documento contiene al menos 10 hechos certeros sobre el tema.	La carta contienen de 8-9 hechos certeros sobre el tema.	La carta contiene de 6-7 hechos certeros sobre el tema.	La carta contiene menos de 6 hechos certeros sobre el tema.
Puntuación	El escritor no comete errores en el uso de las mayúsculas y la puntuación.	El escritor comete 1-2 errores en el uso de las mayúsculas y la puntuación.	El escritor comete 3-4 errores en el uso de las mayúsculas y la puntuación.	El escritor comete más de 4 errores en el uso de las mayúsculas y la puntuación.
Extensión	El documento tiene 20 o más oraciones	El documento tiene de 18 a 19 oraciones	El documento tiene de 15 a 17 oraciones.	El documento tiene menos de 5 oraciones.

Appendix 2: Rubrics

Literature Essays

	Excellent	Adequate	Nominal
Concepts and Thesis	[5 points] Student shows a strong knowledge of literature concepts, and essay has a clear thesis.	[3 points] Student shows a reasonable but less than complete knowledge of literature concepts, and essay has a thesis.	[1 point] Student shows a marginal awareness of literature concepts, and thesis is not clear.
Organization of Ideas	[5 points] Student defends his or her main idea very clearly, with strong organizational links between and among his or her ideas.	[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among his or her ideas.	[1 point] Student's defense of his or her main idea is unclear; organizational links between and among his or her ideas are weak or nonexistent.
Text Analysis	[5 points] Clear and accurate analysis of the literature work. May show insight or originality.	[3 points] Competent explanation of the text. Some ambiguity or incompleteness may be present.	[1 point] Paraphrasing or plot summary outweigh commentary.
Mechanics	[5 points] Student's writing is very strong and clear, free of errors in spelling, grammar, and mechanics.	[3 points] Student's writing is reasonably clear; errors in spelling, grammar, and mechanics exist, but do not interfere seriously with understandability.	[1 point] Student's writing is unclear. Errors in spelling, grammar, and mechanics seriously impair readability.

Excellent: 19-20
Adequate: 13-18
Nominal: less than 13.