

## Program Assessment

**Program Name:** Spanish Liberal Arts/Secondary Education    **Department:** Foreign Languages

**Assessment Year:** 2004-2005

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### **Step One: Who are you and how do you do what you do?**

#### **I. A. Mission Statement: (Who are you and what do you do?)**

The mission of the Program in Spanish for students in Liberal Arts and Secondary Education is similar to the traditional mission of the majority of departments of foreign languages and Spanish programs in the U.S.: language teaching, literary studies, area and cultural studies and Spanish for Special Purposes (SPS). The goals are to teach students in the undergraduate General Education Program, Spanish majors and minors in the College of Liberal Arts and the School of Education (Secondary Education 7-12), and graduate students to express ideas in Spanish in reasonably correct and sophisticated speech and writing, to read critically all kinds of texts, and to acquire a respectful understanding of other cultures.

The Department and the faculty in Spanish are committed to providing high quality education for all students, celebrating linguistic, cultural and social diversity, and constructing a vibrant intellectual and creative community that promotes and values participatory endeavors and scholarly research. In addition to basic language skills, courses foster the cultural knowledge and competencies necessary for students to become active citizens in a democratic nation and a global society.

#### **I.B. Scope of your program: (What are the boundaries of your program?)**

The teaching of foreign languages, Spanish in this case, is firmly placed within the disciplinary boundaries of the humanities. The scope of the program is to teach language, literature and culture of the Spanish-speaking world, including study abroad and internship experiences.

We do not teach applied linguistics, translation and interpretation, nor do we offer Spanish language-across-the curriculum.

Due to our geographical location close to New York City, and to the rapidly changing demographic composition of the population in the Mid-Hudson Area, we have a large number of native Spanish-speaking and heritage students who bring their language and culture to the program and the classroom, and who give our program a special character and cultural diversity not found in many other programs.

Overall, our classes are medium size (under 30 students), allowing faculty to know their students and give them more individualized help and attention.

In addition, we have a diverse full-time and adjunct faculty representing several countries and regions of the Spanish-speaking world. We are fortunate to employ a stable, loyal and well-prepared adjunct faculty, who enjoy working for us, and who help us to maintain continuity and stability to our program.

Some of the biggest misconceptions about our program are: the notion that Spanish is “an easy language” to learn in comparison with the less commonly taught languages; that the Spanish-speaking world is homogenous; and that we are merely a service program whose main goal is only to teach basic language courses for general education.

I. C. *What activities/processes contribute to the program? (How you do what you do?)*

- Curriculum Development. We develop and coordinate a coherent sequence of courses for our majors and make changes in our offerings to best serve the needs of our students in Liberal Arts and Secondary Education. Our curriculum moves students from no knowledge and basic language skills (Novice Low in the ACTFL scale) to advanced proficiency in Spanish (level 3+/4 in the ACTFL scale) in the four skill areas (listening, speaking, reading and writing) and knowledge the Spanish-speaking cultures. We offer a multi-level, multi-stage integrated curriculum, which makes clear distinction between levels and between Spanish for General Education and for majors in Liberal Arts and Secondary Education.
- Pedagogy. We emphasize communicative competence in speaking and writing. We strive to attain that goal by developing teaching methodologies and course materials. Moreover, we conduct research, and keep abreast of developments in our field to inform our teaching and our scholarly work.

- Advising. We advise our students both at the undergraduate and at the graduate level. We formally and informally meet with our students to advise them about course selections, career opportunities, the job market, and graduate school. We write letters of recommendation and do job referrals particularly to students in secondary education.
- Evaluation and Assessment. We conduct placement tests for freshmen during summer orientation and throughout the year. We give proficiency tests for seniors and graduate students seeking New York State teaching certification, upper level students seeking credits by examination, assessment tests for student teachers in Spanish, and comprehensive oral examinations for students in the M.S. and M.A.T. programs in Education with a concentration in Spanish. We follow national norms established by the American Council for the Teaching of Foreign Languages (ACTFL) and the New York State Regents.
- Study Abroad. The program values and encourages the diversity of the faculty and the student body, as well as the importance of study abroad. To this end, the Department works very closely with the Center for International Programs (CIP) to promote study abroad and internship experiences in Spain, the Caribbean, Central and South America.
- Faculty Development. We hire and mentor a diverse group of part-time instructors and international scholars. Over the last two years, Ms. Mary Stevens, Coordinator for Elementary and Intermediate Spanish language program has developed a mentoring program for new part-time faculty and international scholars. Full-time faculty conduct research, attend professional meetings, organize lectures and workshops, do peer evaluations, and are actively engaged in their discipline by means of publishing, consulting, translation, and other service to the profession.
- University Service. Full-time faculty in Spanish are active members of the College community and serve on departmental and college-wide committees keeping themselves informed about college and university policies, participating in decision making, and giving input and suggestions to university initiatives such as GE III, for example.

## **Step Two: Where are you heading and what performances show your progress?**

II. A. *What are your priority goals for the next five years (5-8 total)?*

1. *What do you want graduates to know? Be able to do? To believe?*

### **1. Goals and Objectives of the Spanish Program**

a. General Goals:

After completing the thirty-six-credit major in Spanish, students should have mastered the following concepts, skills and cultural knowledge:

- To attain linguistic proficiency in Spanish at the advanced level according to the American Association of Teachers of Foreign Languages (ACTFL) guidelines.
- To appreciate how language and culture shape a people's vision of reality; identify and interpret the important facts, concepts and values that unify and distinguish the 21 countries of the Spanish-speaking world.
- To apply these facts, concepts and values when communicating with and referring to Spanish speakers.
- To compare and contrast the English-speaking culture of the United States to that of a Spanish-speaking country and to Spanish speakers in the nation.
- To analyze and interpret how literature in Spanish expresses the universal human experience, and to derive intellectual and aesthetic enjoyment when studying it.
- To access and acquire information related to other professions such as business, translation and international relations.
- To encourage study abroad options to enhance cultural and linguistic proficiency and to increase the pleasure and social value of travel to Spanish-speaking countries.

b. Specific Objectives:

In order to accomplish the above goals, students must:

- Master the phonology, semantics and morpho-syntactic structures of Spanish.
- Synthesize the reciprocal relationship between the Spanish language and the particular history and culture of the Spanish-speaking world.

- Read, analyze, research, interpret and write about some of the great works of literature in Spanish.

2. *What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)*

- To develop a curriculum that helps students acquire professional-level Spanish skills sufficient for teaching, graduate school, and other professions that require humanistic skills. To encourage cultural acumen and life-long learning.
- To have a technologically proficient faculty that is familiar with computer assisted language learning (CALL), and be able to integrate CALL in their curriculum and classes.
- To sponsor faculty development workshops that provide faculty training in ACTFL oral proficiency testing and CALL.
- To design a common syllabus for GE III courses and provide training in how to integrate GE III competencies and goals into syllabi.
- To review 400-level elective offerings.

II. B. *What is the performance you desire to gauge your progress?*

1. *Student Learning Performances (outcomes)*

- To attain advanced linguistic proficiency based on ACTFL National Standards (level 3+/4)
- To acquire cultural knowledge of the Spanish-speaking world, as well as to develop cultural sensitivity towards Latinos and Hispanic people.
- To appreciate the diversity of Spanish-speaking cultures inside and outside the USA.
- To analyze and research literary texts and other cultural phenomena and productions.
- To master technological processes and resources (web searches, power point presentations, research data bases) related to Spanish language and culture.

2. *Program Performances*

- Advising. To continue to improve communication with the School of Education to arrange program schedules and diminish scheduling conflicts.
- Out-of-class experiences. To encourage study abroad and the extracurricular cultural experience of living in a host country by increasing the number of students going abroad; to promote the “Spanish Tertulia” (Spanish Conversation Table in the JFT lobby); expand the activities of Sigma Delta Pi (the Spanish National Honor Society); and to formalize alumni networking and outreach.
- Faculty development. To continue expanding faculty development activities and opportunities.
- Curriculum. To review Spanish offerings at the 400 level to make sure that students are performing at the advanced level according to ACTFL guidelines, and that the curriculum responds to the needs of Spanish majors in Liberal Arts and Secondary Education.

**Three: Describe your methodology**

<b>II. B. 1 and 2</b> <i>Desired Performance (from previous step)</i>	<b>III. A.</b> <i>What aspects of the performance are critical to measure?</i>	<b>III. B.</b> <i>How (by what means) will you gather the data?</i>	<b>III. C.</b> <i>When will Assessment Begin?</i>	<b>III. C.</b> <i>Who is Responsible for What?</i>
1. Majors will acquire a proficiency level of 3+/4 in the ACTFL scale.	a. Listening b. Speaking c. Reading d. Writing	Exit proficiency test and oral interview	A sampling of majors in Liberal Arts and Secondary Education will be tested during the Spring semester prior to graduation beginning Spring 2004	David Labiosa and Elisa Dávila

		Syllabi inventory (rubric)	Spring 2005	
2. Faculty Development. ACTFL and CALL training.	a. Faculty will be able to conduct oral proficiency interviews.	Syllabi inventory (rubric)	Spring 2004	Wilma Feliciano Lou Saraceno
	b. Increase use of the language lab	Development of a portfolio with materials and examples of CALL resources and activities	Spring 2004	
	b.	Syllabus inventory		
3. Curriculum Coordination	c.	New course proposals		
	a. Assessment and restructuring of 400-level courses	Faculty and student survey	Fall 2004	Erik Ekman Rafael Saavedra
		Syllabus inventory		
		New course proposals		

*D. What additional resources will you need to complete your plan?*

1. Funds for faculty development workshops in ACTFL Proficiency Testing and CALL

Travel money, workshop fees, and materials development

\$1000 x 6 = \$6000

\$6000.00

2. Summer stipends to develop rubrics and new courses

\$750 x 4 = \$3000

\$3000.00

3. Miscellaneous

\$1000.00

**Total**

**\$10,000.00**

Submitted by Elisa Dávila, Chair Department of Foreign Languages, January 22, 2004