

## 2007 MASTER PLAN/PROGRESS REPORT

**Academic Program: BA Spanish**

**Person Responsible: Dr. Nancy M. Blain, Assistant Professor of Spanish**

**Date Submitted: 5/10/07**

**Mission:** The mission of the BA in Spanish is to provide appropriate advanced instruction for majors and/or minors in Spanish and a well-rounded knowledge of the foreign language. This program focuses on:

- Critical thinking: Comprehension, analysis and interpretation in Spanish
- Communication: Effective speaking, listening, reading and writing skills in Spanish
- Cultural awareness: Increase for our majors with our own courses and travel abroad experiences
- Technological ability: Progressively improve skills and resources in Spanish
- Professionalism: Broaden community resources and develop a global outlook
- Community service: Effective translation and interpretation skills relevant to jobs

Overall, it has an important role in the university mission of providing a “liberal education for all students” and of preparing students for the careers in the global community of the 21<sup>st</sup> century.

**Institutional Mission Reference:** As a reflection of the dedication of our McNeese State University faculty to excellence in teaching, research and scholarly activity, the fundamental skills acquired by our students include the ability to communicate effectively, in all oral/aural, written and technological skills. They also acquire a well-rounded knowledge of the discipline, can think critically and interpret literature, while developing insight about values that are relevant to their success in the global community. The instructional environment integrates discipline specific knowledge with professional values by broadening exposure to the academic/social environments of other cultures.

### Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project

### Data Repository Location:

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- Faculty/Staff Office Files
- Departmental Office Files
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- X Presentation
- X Research Paper
- X Research Project
- \_\_\_ Course Summary
- \_\_\_ Excel Spreadsheet
- \_\_\_ Access Database
- X Other - Please describe: \_\_\_\_\_

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**Student Learning Outcome 1:** Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>LEVEL I--100% of Spanish majors will reach at least the Novice-High level in Speaking, Listening, Reading and Writing skills in the ACTFL Proficiency Guidelines (similar to the "Comprehension" level on Bloom's Taxonomy) at the end of Spanish 101. (ACTFL is the American Council on the Teaching of Foreign Languages)</p> <p>LEVEL II--100% of Spanish majors will reach at least the Intermediate-Low level in the above-mentioned skills ("Application" level of Bloom's Taxonomy) at the end of Spanish 102.</p> <p>LEVEL III--100% of Spanish majors will reach at least the Intermediate-Mid level in the same skills ("Analysis" level of Bloom's Taxonomy) at the end of Spanish 201.</p> <p>LEVEL IV--100% of Spanish majors will reach at least the Intermediate-High level in same skills ("Synthesis" level of Bloom's Taxonomy) at the end of Spanish 202.</p> <p>LEVEL V--100% of Spanish majors will reach at least the Advanced Level in the same skills ("Synthesis/ Evaluation" levels on Bloom's Taxonomy) in Spanish courses at the 300 level. 300 level courses 301, 302, 304, 312 and 315 correspond to the "synthesis" level while 316 (Advanced Composition) and core literature courses 341 and 343 require both synthesis and evaluation skills due to a slightly higher level of difficulty.</p> <p>LEVEL VI--100% of Spanish majors will reach at least the Advanced + Level in the same skills ("Evaluation" level on Bloom's Taxonomy) in required Spanish required 410, 411.</p>	<p>Level I--there are no declared Spanish majors at Level I in the 2006-7 academic year.</p> <p>Level II--there are no declared Spanish majors at Level II in the 2006-7 academic year.</p> <p>Level III—100 % of Spanish majors in Span 201 reached atleast the level of Intermediate-Mid in all fours skills.</p> <p>Level IV -50% of Spanish majors in Span 201 reached Intermediate-High in Listening.</p> <p>---50% of Spanish majors in Span 201 reached Intermediate-High in Reading in 2006-7.</p> <p>There were no declared majors in Span 202 in 2006-7.</p> <p>Level V---50% of Spanish majors in Span 304 reached the Intermediate-High level in Speaking, Listening and Writing.</p> <p>---100% of Spanish majors in Span 304 reached the Advanced Level in Reading .</p> <p>---50% of Spanish majors in Span 304 reached the Advanced Level in Speaking, Listening and Writing.</p> <p>---50% of Spanish majors in Span 304 reached the Superior Level in Reading.</p> <p>---100% of Spanish majors in Span_312_ and Spanish 341_reached the Advanced Level in all four skills.</p> <p>---50% of Spanish majors in Span 312 and 50% of Spanish majors in Span 341 reached the Advanced + Level in all four skills in 2006-7.</p>	<p>The faculty of the Department of English and Foreign Languages who teach Spanish requires that one of its Spanish professors be responsible for advising Spanish Majors, while another is responsible for the Spanish Education majors throughout their course work. The BA in Spanish differs in some respects from the course work and examination requirements for a BA in Spanish Education. The current Spanish Major Advisor took over the responsibility of advising Spanish majors in Spring of 2006 in order to better guide students in their choice of Spanish as a major. The following decisions affected the offerings of some course in which students develop critical thinking:</p> <p>--A rubric based on the ACTFL (American Council of Teaching Foreign Languages) has been created in order to measure level of all competencies. This rubric will also assess Spanish 101-202 for critical thinking as applicable to the requirements for the Associate Degree.</p> <p>--Spanish 304 (Spanish readings) has been changed in the 2007-8 catalog to a course that can be repeated, with different content, thereby giving Spanish majors the opportunity for additional critical thinking in an elective course.</p> <p>--Spanish 315 (Advanced Grammar) will incorporate a pre-test and post-test in grammar created by the University of Birmingham in England to level its students by grammatical skills, in order to better prepare the grammar of Spanish majors and to identify areas of weakness in grammar that need to be addressed.</p> <p>Spanish 316 (Advanced Composition) will require 1) an on-line pretest of grammar 2) an initial writing sample. These two steps should identify any areas of weakness in composition skills.</p>

<p>LEVEL VII--≥ 80% of Spanish BA Graduates will reach the Superior Level in same skills, with 10% reaching the Distinguished Level (ACTFL measure reading only) (also the "Evaluation" level on Bloom's Taxonomy) in elective Spanish courses 421 and 441.</p>	<p>Level VII--_30_% of Spanish majors in Span_312__, Span_341_, and Span 421 reached the Superior Level in all four skills, with _20_% at the Distinguished Level in Reading these same courses in 2006-7.</p> <p>There were no Spanish BA graduates in Span 410 and there was- 1- Spanish BA graduate in Span 411 in 2006-07.</p>	<p>--Spanish 301 (Spanish Civilization and Culture) and Spanish 302 (Spanish American Civilization and Culture) will embed basic culture/history/geography knowledge questions to make sure that all Spanish majors have the basic cultural knowledge to think critically.</p> <p>--Spanish 341 (Survey of Spanish Literature) and Spanish 343 (Survey of Latin American Literature) have and will continue to introduce group discussions and other interactivity via the Blackboard Learning System as a synthesis component at the 300 level.--Spanish 411(Special Topics in Spanish) can be repeated up to three times with a distinct topic. This course provides the opportunity for both study in Mexico/and in a newly introduced course, Spain. This course will be taught for the first time in the 2007 summer session to increase course offerings and to allow Spanish majors the opportunity to think critically in a literature course offered as a web-based class (The Works of Benito Pérez Galdós).</p> <p>--Spanish 421(Spanish American literature) and Spanish 441 (Contemporary Spanish Literature), both elective courses, have incorporated new on-line content. Spanish 441 will be offered for the first time as a web-based course in the Fall of 2007 in order to develop critical analysis at the 400 level.</p> <p>--Spanish 410 has replaced Spanish 411 (Special Topics in Spanish) as the Capstone course. This decision was made by the Department of English and Foreign Languages to better emphasize the exit requirements for the Senior Portfolio prior to graduation: An oral proficiency exam at semester's end. The exam will be assessed using proficiency levels identified by ACTFL. Students must successfully complete the portfolio which will include an original and a revised research paper/project on the upper level. The portfolio is evaluated by a committee of three faculty members and on completion is approved by the Department Head. The portfolio committee will use a Senior Evaluation rubric to measure skills in critical thinking, clear writing using conventional grammar and style, and quality of research. All students will be required to complete a Senior Exit</p>
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		Survey. Questions on the general survey relate to availability of courses, quality of instruction, general perceptions of knowledge and skills acquired, and overall assessment of learning environment.
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**Student Learning Outcome 2:** Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>100% of Spanish BA graduates will score at least 3 on a scale of 5 on a capstone portfolio which includes the following:</p> <ul style="list-style-type: none"> <li>--an essay in Spanish.</li> <li>--a research paper with bibliography.</li> <li>--a revised research paper in Spanish.</li> <li>--an oral interview evaluated using the ACTFL rubric.</li> <li>--final exams from Spanish courses evaluated using the ACTFL rubric.</li> </ul> <p>The portfolio also includes the following:</p> <ul style="list-style-type: none"> <li>--a senior exit survey.</li> <li>--a resume.</li> </ul>	<p>---50-% of Spanish BA graduates scored at least 3 on a scale of 5 on the capstone portfolio.</p> <p>---25-% of Spanish BA graduates scored 4.4 on a scale of 5 on the capstone portfolio.</p> <p>---25-% of Spanish BA graduates scored 4.8 on a scale of 5 on the capstone portfolio for 2006-7.</p>	<p>--An ACTFL rubric will also assess communication skills for Spanish 101-202 as applicable to the requirements for the Associate Degree.</p> <p>1--Spanish 325 (Spanish Phonetics) will incorporate more listening in order to improve communication skills for Spanish majors in an elective course.</p> <p>--Spanish 315 (Advanced Grammar) (Spanish 316) will incorporate a pre-test and post-test in grammar created by the University of Birmingham in England to level its students by grammatical, in order to better prepare the grammar skills of Spanish majors and to identify areas of weakness in grammar that affect good communication.</p> <p>Spanish 316 (Advanced Composition) will require 1) an on-line pretest of grammar 2) an initial writing sample. These two steps should identify any areas of weakness in composition skills, i.e., good written communication.</p> <p>--Spanish 312 will continue to incorporate a new textbook (used first the Spring 2007) in an effort to increase the level of proficiency in the speaking skills of Spanish majors with a wider variety of conversation topics focusing equally on Spain and Latin America while developing the writing QEP through innovative dialogues.</p> <p>--Spanish 301 (Spanish Civilization and Culture) and Spanish 302 (Spanish American Civilization and Culture) will embed basic culture/history/geography knowledge questions to make sure that all Spanish majors have the basic cultural knowledge to communicate clearly and incorporate new technology in their work.</p> <p>--Spanish 341 (Survey of Spanish Literature) and</p>

		<p>Spanish 343 (Survey of Latin American Literature) have and will continue to introduce technology, such as group discussions, via the Blackboard Learning System as a synthesis component at the 300 level.</p> <p>--Spanish 411(Special Topics in Spanish) This course provides the opportunity for study and improved oral communication in Mexico/and in a newly introduced course, Spain. SPAN411: The Works of Benito Pérez Galdós, will be taught for the first time in the 2007 summer session to increase course offerings and to allow Spanish majors the opportunity to communicate clearly in a web-based literature class.</p> <p>--Spanish 421(Spanish American literature) and Spanish 441 (Contemporary Spanish Literature), both elective courses, have incorporated new on-line content Spanish 441 will be offered for the first time as a web-based course in the Fall of 2007 in order to develop better oral and written communication techniques at the 400 level.</p> <p>--Spanish 410, as the Capstone course, will better emphasize the exit requirements for the Senior Portfolio prior to graduation: An oral proficiency exam at semester's end. The exam will be assessed using proficiency levels identified by ACTFL. Students must successfully complete the portfolio, demonstrating competent communication skills. The portfolio committee will use a Senior Evaluation rubric to measure skills in oral communication, using conventional grammar and style. All students will be required to complete a Senior Exit Survey. Questions on the general survey relate to availability of courses, quality of instruction, general perceptions of knowledge and skills acquired, and overall assessment of learning environment.</p>
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**Student Learning Outcome 3:** Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>100% of Spanish majors will score at least 90% on identifying the location of Spanish-speaking countries on a map at the end of Level I (Spanish 101).</p> <p>100% of Spanish majors will score at least 90% on identifying the capitals of Spanish-speaking countries at the end of Level II (Spanish 102).</p> <p>100% of Spanish majors will score at least 90% on embedded questions in Spanish 301 (Spanish Civilization and Culture) or Spanish 302 (Spanish American Civilization and Culture).</p> <p>100% of Spanish BA graduates will score at least 90% on the embedded questions in Spanish 341(Survey of Spanish Literature) and Spanish 343 (Survey of Latin American Literature) which includes literary awareness across genres and interpretation through sound judgment about course content.</p> <p>100% of Spanish BA graduates will score at least 80% on the embedded examination questions in Spanish 411(Special Topics in Spanish: two courses this summer 2007: Study in Mexico and The Works of Benito Pérez Galdós) and Spanish 421 (Spanish American Literature) and Spanish 441 (Contemporary Spanish Literature)</p> <p>≥ 50% of Spanish BA graduates will study abroad while pursuing their degree.</p>	<p>Level I-- there were no declared Spanish majors in Level I during the 2006-7 academic year.</p> <p>Level II--there were no declared Spanish majors in Level II during the 2006-7 academic year.</p> <p>Collection of statistics on responses to embedded questions in Spanish 201 and 202 will begin in the Fall of 2007.</p> <p>Collection of statistics on responses to embedded questions in Spanish 301, and 302 will begin in Fall 2007.</p> <p>Collection additional statistics on responses to embedded questions in Spanish 410, 411 will begin in Fall 2007.</p> <p>_25_% of Spanish majors graduating in the 2006-7 academic year studied in Mexico or abroad.</p>	<p>An ACTFL rubric will also assess the ability to analyze the global community and make sound judgments in Spanish courses 101-202 as applicable to the requirements of the Associate Degree.</p> <p>Faculty members teaching Spanish in the Department of English and Foreign Languages have expanded the opportunities for Spanish majors to study abroad. We hope to increase interest in the opportunity to obtain transfer credit for Span300, Residence in a Spanish Speaking Country, provided the foreign university meets the ACTFL standards. In addition to our course of study in Saltillo, Mexico, Span411, McNeese in Spain, would offer study in Spain. Additional funding for Spain might be obtained through a scholarship from the Ortega y Gasset Foundation. Residence would be provided by San Juan de la Penitencia in Toledo, Spain.</p> <p>For the last three years, Spanish students at McNeese have been able to earn 3 credits in an immersion course in Saltillo, Mexico, as Spanish 411 (Special Topics).</p> <p>Arrangements are currently being made to implement either Spanish 411: McNeese in Spain or create a separate a credit course in Spain for the summer of Students can also learn study credits abroad from qualified programs under Spanish 300.</p> <p>Additional 400 (411, 421, 441) level courses, including the capstone course Spanish 410, will promote the ability to make sound judgments in a professional environment via the exit survey and on-line surveys in web-based courses.</p>