



NORTHERN ILLINOIS UNIVERSITY

**Department of World
Languages and Cultures**

College of Liberal Arts and Sciences

Master of Arts in World Languages and Cultures

Spanish and Hispanic Studies

ASSESSMENT PLAN

2018/2019

Katharina Barbe, Chair

1. Introduction

The Department of World Languages and Cultures (formerly, Foreign Languages and Literatures), is committed to quality teaching, research, engagement, and outreach. In our classrooms and the Language Learning and Teaching Center, students work on achieving proficiency in the target language according to the standards of the American Council for the Teaching of Foreign Languages (ACTFL). At the same time, students develop a deeper understanding of and an appreciation for cultural, linguistic, and literary differences in the regions where these languages are spoken, thus preparing them to be informed and engaged citizens in a global society. Given the variety of fields represented in the Department, issues of multiculturalism, diversity, and internationalization lie at the center of WLC's curriculum and scholarly activities.

In order to fulfill this mission, WLC is committed to

- advancing foreign/second language proficiency, cross-cultural competency, and global awareness.
- providing high quality instruction in language, literature, culture, translation, and linguistics.
- providing opportunities for students to interact in their chosen language(s) outside of the traditional classroom setting.
- contributing to scholarship in relevant fields of literature, cultural studies, language pedagogy, instructional technology, language acquisition, linguistics, translation studies, and other related fields.
- contributing to the mission of the University.

More precisely, students are required to complete a minimum of 30 semester hours of graduate credit. As of Fall 2018, students have a choice of two options in fulfilling the M.A. requirements. They can choose to complete 10 regular courses and a two-part comprehensive examination based on course work and the graduate reading list. The examination consists of a written and an oral exam. Alternatively, they complete nine regular courses, a written thesis (FLSP 699) and an oral defense that includes a comprehensive examination based on course work. In order to ensure breadth of knowledge, students will have to take courses in the following areas:

Linguistics (3-9)

Translation (6-9)

Culture and Literature (9-15)

2. Student Learning Outcomes (SLOs)

	Student Learning Outcomes In the target language, graduate students in WLC will demonstrate	Methods of Assessment
1.	Scholarship: Drawing upon their knowledge of research methods, their acquired mastery of content and ability to analyze, and their ability to synthesize information from a variety of sources, students will demonstrate the ability to conduct original research within their individual discipline in Spanish Studies.	(a) Pre (interview) and post (thesis defense) language evaluation (4) (b) Annual faculty evaluation (1-5) (c) Thesis Defense or comprehensive exam (1-5) (d) Exit Questionnaire (2-5) (e) Course Summary Packet (1-5)
2.	writing proficiency to articulate independent ideas in standard written language at the Advanced High (AH) level – as defined by the ACTFL guidelines - or above	
3	understanding of a wide range of written materials at the AH level or above, i.e., reading for comprehension, critical thinking, textual analysis and developing a compelling argument.	
4.	oral proficiency in a variety of speaking situations at the AH level or above. Students will be able to express themselves in a grammatically correct and phonetically understandable fashion at the required level.	
5.	an understanding of the target culture(s) related to the language studied. This will include demonstrating knowledge of cultural norms and differences, historical, social, economic, political, artistic expression or other aspects of culture.	

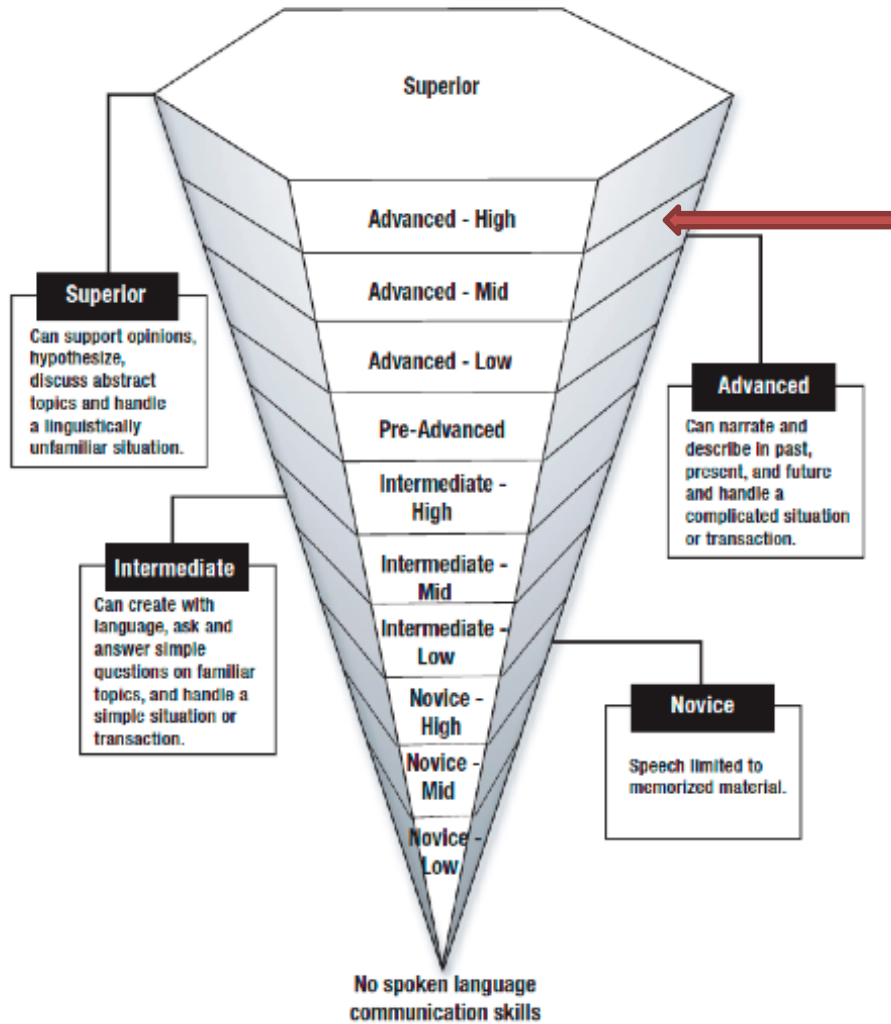
WLC is involved in the assessment of the educational process to ensure that students receive the best education possible. When students are accepted into our graduate program, they are already proficient in Spanish at the Advanced Low level. We have structured our program so that students will leave WLC at the Advanced High level.

That means that

- (1) Graduates will be able to communicate successfully in Spanish at the AH level
- (2) Graduates will be able to read, understand and analyze a wide range of texts
- (3) Graduates will have acquired the knowledge and skills to interpret culture within a social, political and economic context.
- (4) Graduates will be able to synthesize knowledge and conduct research

Explanation - ACTFL Standards

ACTFL Performance and Proficiency Guidelines for Language Learners



See APPENDIX IV for ADVANCED HIGH proficiency descriptors

3. Curriculum Map

Courses /Focus on	Program Student Learning Outcomes			
	I. Writing proficiency at the AH level or above	II. Reading proficiency at the AH level or above	III. Oral Proficiency at the AH level	IV. Understanding of the target culture(s)
Linguistics (FLAL 583 - Applied Linguistics and the Romance Languages, FLSP 580 - Introduction to Hispanic Linguistics, FLSP 581 - Spanish Phonology, FLSP 585 - Spanish Syntax, FLSP 586 - Contrastive Grammatical Structures in Spanish and English, FLSP 587 - Hispanic Dialectology, FLSP 591 - History of the Spanish Language, FLST 683 - Research Seminar in Languages and Linguistics)	D, P			
Culture and Literature (FLSP 531, FLSP 532, FLSP 533, FLSP 534, FLSP 535, FLSP 536, FLSP 537, FLSP 538, FLSP 539, FLSP 540, FLSP 541, FLSP 545, FLSP 551, FLSP 552, FLSP 553, FLSP 554, FLSP 555, FLSP 556, FLSP 557, FLSP 558, FLSP 559, FLSP 560, FLSP 561, FLSP 562, FLST 661, FLST 640)	D, P	D, P	D, P	D, P
Translation FLAL 515 – Internship in World Languages and Cultures, FLAL 520 Introduction to Translation Studies, FLSP 583 - Techniques of Spanish Translation, FLSP 584 - Advanced Spanish Translation, FLSP 589 – Consecutive Interpretation: Theory and Practice)	P	P	D	P
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.				

4. Assessment Methods - EXPLANATION OF ASSESSMENT METHODS TABLE

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
(a) Pre (interview) and post (thesis defense) language evaluation (APPENDIX III)	Students are evaluated on their oral proficiency.	Students approach AH level	90% of the students approach AH	Application interview and thesis defense / comprehensive exam	Grad interview committee, thesis committee, faculty	4
(b) Annual faculty evaluation (APPENDIX II)	Students are evaluated by Spanish grad faculty on all SLOs	Students show AL to AH proficiency	All of the evaluations show that students are at least at AL level	Yearly evaluation	Spanish Grad faculty	2-5
(c) Thesis defense or comprehensive exam	Students are evaluated on all SLOs Defense of thesis before committee of three professors OR Evaluation of M.A. exams by faculty examining committees	Students show AH proficiency Mastery of research methods and of disciplinary knowledge and methodology specific to area, as demonstrated by successful thesis defense OR Mastery of disciplinary knowledge and methodology specific to area, at level of competency (pass) or high competency (pass with distinction)	90% of students defending thesis successfully OR 90% of students showing competency or high competency Prior to the defense, the students will have demonstrated proficiency	Annually in spring, tabulating results of thesis defenses from previous year AND Annually in spring, based upon two sittings of M.A. exam (October and March)	Graduate Director and Graduate Assessment Committee	1-5
(d) Exit Questionnaire (APPENDIX V)	Query to assess our programs overall and to get ideas of possible improvements	Agreement or strong agreement on 90% of relevant survey responses	Average of survey responses at or above 90% approval	Questionnaire conducted after thesis defense / comprehensive exam, survey results tabulated in spring	Spanish Grad faculty	1-5

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
(e) Course Summary Packet	The Summary of Courses taken by the students (see APPENDIX VI) 1.	Students show AL to AH proficiency Mastery of research methods and of disciplinary knowledge and methodology specific to area, as demonstrated by successful completion of course work	100% of students successfully completing course work	hand-in a month before defense / comprehensive exam	Graduate Director and Graduate Assessment Committee	1,2,3,5
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome Graduate students will demonstrate ...				
	1. ... Scholarship: ability to conduct original research	2. ... writing proficiency to articulate independent ideas in standard written language at the AH level or above.	3. ... understanding of a wide range of written materials at the AH level or above, i.e., reading for comprehension, critical thinking, textual analysis and developing a compelling argument.	4. ... oral proficiency in a variety of speaking situations at the Advanced High (AH) level (as defined by the ACTFL guidelines) or above. They will be able to express themselves grammatically correct and phonetically understandable at the required level. Insert brief description of third outcome	5. ... an understanding of the target culture(s) related to the language studied. This will include demonstrating knowledge of cultural norms and differences, historical, social, economic, political, artistic expression or other aspects of culture.
Pre (interview) Language evaluation (3)				D, F	
Post (thesis defense) Language evaluation (3)				D	
Annual faculty report (1-5)	D, F	D, F	D, F	D, F	D, F
Thesis defense or comprehensive exam (1-5)	D, S	D, S	D, S	D, S	D, S
Exit Questionnaire (1-4)	I	I	I	I	I
Course Summary Packet	D, S	D, S	D, S	D, S	D, S
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment.					