



Academic Affairs

SPANISH

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Overview of Degree with Learning Outcomes

The Spanish program at CSUCI provides students the opportunity to develop their Spanish-language skills while deepening their knowledge and appreciation of the peoples and cultures of the Hispanic world. Spanish is the first language of approximately 400 million people in 21 countries. Hispanic cultures and peoples form an integral part of U.S. history and society, and Spanish is the most prevalent second language in California and in most regions of the country.

Being bilingual is a tremendous asset and can open doors to students entering numerous occupations and careers, such as advertising, agriculture, business, government, health services, interpreting, journalism, law, public relations, social services,

teaching, translation, and the travel industry. These fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity. The program addresses the needs of students by preparing them for an increasingly pluralistic and globally oriented society, as well as a competitive career world.



Students graduating from the Spanish program will be able to:

1. ...perform at an intermediate-high to advanced level of language proficiency in the Spanish language as defined by the Council on the Teaching of Foreign Languages (ACTFL) in the following skills:
 - a. speaking, b. listening, c. reading, and d. writing.
2. ...demonstrate appropriate cultural knowledge of the Spanish-speaking world regarding...
 - a. ways of thinking (ideas, beliefs, attitudes, values, philosophies);
 - b. behavioral practices (patterns of social interactions); and
 - c. cultural products (e.g., art, history, literature).

Unique Attributes of the Spanish Program

The B.A. in Spanish is thirty-four (34) units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is twenty (20) units. Students can choose course work that focuses on language, culture, linguistics, literature, Spanish for careers, translation, and art or history. Spanish majors and

minors are encouraged to participate in a study abroad program.

Full- and part-time faculty in the program have strong cultural, linguistic and familial ties to Colombia, Cuba, El Salvador, Mexico, Spain and the U.S.

Assessment Activities

The Spanish program selected to assess the degree to which students perform at an intermediate-high to advanced level of language proficiency in speaking and writing in the Spanish language as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. To do so, data were collected in two courses during the Spring 2006 semester: in SPAN 302 Advanced Spanish: Part Two and in SPAN 499 Capstone in Spanish. SPAN 302 counts as a required course toward the major, and SPAN 499 is required of students completing their Spanish program in May or in December of the same year. Two populations of students were identified: heritage speakers (for whom Spanish is spoken at home by at least one adult family member), and non-heritage speakers (those who have learned Spanish as a second language). These populations were identified because they often experience different challenges. The typical heritage speaker may have difficulty with reading and writing, for example, yet may exhibit strong listening and speaking skills. For speaking, oral proficiency interviews were conducted by a Spanish faculty member with individual students, and these interviews were digitally recorded. The students interviewed were: 6 students, 2 heritage and 4 non-heritage speakers, from SPAN 302; and 4 students, all heritage speakers, from SPAN 499. For writing, essay questions administered on a SPAN 302 in-class exam were collected, a total of 5 students, 1 heritage and 4 non-heritages speakers; and capstone research papers from SPAN 499 were collected from a total of 4 students, 3 heritage and 1 non-heritage speakers. The data suggest an increase in level among the heritage group. No conclusions can be drawn from the non-heritage speaker group since no data are available from the capstone project. This is due to the fact that this was the first Capstone course offered by the Spanish program, and a speaking sample from the one non-heritage speaker was not collected. Non-heritage speakers in SPAN 302 will eventually take the Capstone, at which point comparable results will be available. The ACTFL Guidelines for writing were used to rate the writing samples. The data also suggest that there is an overall increase in both the heritage and non-heritage groups in speaking from SPAN 302 to the Capstone. However, this suggested increase is based on a small sample of students. Consequently, no conclusions were drawn from the existing data, as the number of students used was small, suggesting findings are not generalizable. In order to draw conclusions and to suggest implications for program modification, the Spanish program needs to collect and analyze more data related to speaking and writing proficiency. The Spanish program will collect more data on speaking and writing proficiency over the course of the 2006-07 academic year, as it continues to identify and develop other means to assess the program's other student learning outcomes.



Accomplishments

- **B.A. in Spanish initiated in Fall 2005. The major was recently approved, without changes, by the CSU.**
- **El Club de Español was founded, and it earned the CSUCI Best Rookie Club for 2005-06.**
- **Twelve students have gone to Cuernavaca, Mexico to study Spanish through CSUCI in June 2005 and 2006.**
- **Twenty students have applied to study in Málaga/Madrid, Spain, through CSUCI in June 2007.**