BA SPANISH PROGRAM ASSESSMENT REPORT 2011-2012 CYCLE
Completed: June 10, 2012

Responsible Program Coordinator/Chair completing this form:
Robin Anne Reid
Chair, Lit and Lang Assessment Committee

A. Program Mission Statement: BA/SPANISH

The purposes of the undergraduate Spanish program and associated department sponsored activities (support of student groups, access to study abroad programs, promotion of opportunities to hear and speak Spanish) are to teach the languages and literatures of Latin America and Spain. The Spanish program offers a wide range and variety of courses, including Beginners, Intermediate and Advanced courses in Spanish Language and Culture as well as courses designed for heritage speakers and native speakers. The Secondary teaching track of the SPA major is designed to prepare students to pass the appropriate teacher certification exams and enter their chosen profession well-prepared in the knowledge of the content necessary for their chosen teaching level and in professional and pedagogical skills. The liberal arts (non-teaching major) track of the Spanish major is designed to provide students with content knowledge and appropriate skill sets to allow them to enter graduate study in their chosen field or study, to begin postgraduate work in related fields of study, or to enter professions in government, non-profit, or corporate fields that value the skills taught in the Department of Literature and Languages. Spanish courses in the department teach the skills of speaking, reading, thinking, and writing critically and analytically, and understanding cultural and social differences.

NOTE: There are two tracks in the program: Liberal Arts and Spanish Secondary Certification. Information on specific program requirements can be found in Appendix A.

B. Culminating Experience BA Spanish

The faculty in the DLL agreed that a Portfolio Assessment of graduating seniors in BA Spanish would be undertaken starting with a pilot project in Spring 2012.

1. All faculty teaching required Spanish courses turned in a copy of a major project for their courses.

2. Portfolios for the graduating seniors were assembled from the materials by the department's administrative assistant.

3. Three Spanish faculty reviewed the portfolios and completed the Senior Portfolio Rubric (see Appendix D) for each graduating senior who was taking Spanish classes (two of the four students identified as graduating were not taking any Spanish courses this term.).

4. Senior Portfolio Raw Data is included in Appendix D. Electronic copies of individual rubrics are available upon request.
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1. **STUDENT LEARNING OUTCOME # 1: READING: MEANING**

A comprehensive list of the Spanish BA program goals is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on Spanish class syllabi during the 2011 calendar year. The top three (Reading, Writing, Analysis) were selected for the 2011-2012 assessment cycle.

**SLO #1: READING: MEANING** Students will:

A. produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating the ability to understand written texts in a variety of genres including professional, academic, and literary from a variety of national traditions and historical periods.

B. produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) showing they understand the writings of scholars and critics about literary texts.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY**

Spa 331  
Spa 341  
Spa 485  
Spa 353/Spa 354  

NOTE: Not all courses are taught every semester or even every year; some individual courses are required of majors, but others are part of a 'group' of courses offered every two or three years that students may choose from to satisfy a category requirement, rather than a course requirement. Others may serve as electives.

**FACULTY INVOLVEMENT**: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. The committee has recommended that in future cycles both an Spanish Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

The Department of Literature and Languages (DLL) scheduled agenda items dealing with program assessment at all monthly meetings during the long terms for 2011-2012 academic year. During department meetings, faculty went into break-out groups relating to specific programs to set goals, content, and learning outcomes for these courses. The results of these meetings were compiled by the Assessment Chair and distributed to the faculty as a whole, with input being solicited at later meetings.

The DLL approved pilot projects in a Senior Portfolio Assessment culminating experience and approved using selected faculty Student Learning Outcomes Reports (SLORs) as part of program assessment.

3. **STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING**

Data sources for assessing the program outcomes are: faculty Student Learning Outcomes Reports (SLORs) for selected courses (Spanish 132; 232; 332; 341; 475) and a pilot project involving faculty assessment of Senior Portfolios.
A. Student Learning Outcome Reports Collected: Every semester, selected Student Learning Outcome Reports (SLORs) generated by faculty for their courses are collected for use in program assessment. The full text of the SLORs used in this report are in Appendix E. The SLOR used in assessing this outcome is:

**Spanish 341 - Introduction to Spanish Literature:** An introduction to four genres of Spanish literature: poetry, drama, fiction, and non-fiction prose. The course is designed to develop discriminating reading and writing skills.

B: Portfolio Plan:

The three full-time Spanish faculty reviewed the portfolios and completed the Senior Portfolio Rubric (see Appendix D) for each graduating senior who was taking Spanish classes (two of the four students identified as graduating were not taking any Spanish courses this term.).

Senior Portfolio Raw Data is included in Appendix D. Electronic copies of individual rubrics are available upon request.

4. ASSESSMENT OF STUDENT LEARNING OUTCOME #1.A: Students will produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating the ability to understand written texts in a variety of genres including professional, academic, and literary from a variety of national traditions and historical periods.

This outcome is assessed by the senior portfolio rubric since, with only a few exceptions, Spanish upper-level courses tend to focus on similar genre/s, national tradition/s, and historical period/s.

**SENIOR PORTFOLIO**

The assessment of learning outcomes was based on whether or not "The Portfolio contains texts that demonstrate the ability" (with texts defined as any sort of written assignment):

<table>
<thead>
<tr>
<th>#1: READING: MEANING</th>
<th>--to understand written texts in a variety of genres (professional, academic and literary)</th>
<th>--to understand written texts from a variety of national traditions.</th>
<th>--to understand written texts from a variety of historical periods.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES 4 100%</strong></td>
<td>YES 3 75%</td>
<td>YES 2 50%</td>
<td></td>
</tr>
<tr>
<td><strong>NO 0 0%</strong></td>
<td>NO 1 25%</td>
<td>NO 2 50%</td>
<td></td>
</tr>
</tbody>
</table>

*Texts may be papers, exams, observations, lesson plans, etc.

Of the two portfolios assessed:

- 100% of faculty ranked the portfolios as including materials showing students understand texts in a variety of genres;
- 75% of the faculty ranked the portfolios as including materials showing students understand written texts from a variety of national traditions;
- 50% of the faculty ranked the portfolios as including materials showing students understand texts from a variety of historical periods.
70% is the standard for indicating a satisfactory outcome.

CONCLUSION: The results are inconclusive.

While the percentages of "Yes" are over the "satisfactory" limit in two of the three areas, the small number of students graduating (four, with only two taking Spanish courses in the Spring 2012 term) limit the usefulness of this data.

This problem should be self-correcting over time as the DLL is able to put together more representative portfolios that reflect the range of classes taught during all terms.

RECOMMENDATIONS:

1. Faculty will continue to hand in copies of at least one major assignment for every Spanish class that is a requirement for a major (except for Spanish 331 which involves only oral assignments) in every semester classes are taught.

2. The DLL will shift to a revised portfolio rubric (draft proposed to department is in Appendix E). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.
4. **ASSESSMENT OF STUDENT LEARNING OUTCOME #1.B**: Students will produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) showing they understand the writings of scholars and critics about literary texts.

This outcome has been assessed by means of selected data from Spanish 341 SLOR and the Senior Portfolio Assessment.

**Faculty Assessment Spanish 341**

1) Students will improve reading skills through exposure to Spanish and/or Latin American literature.

**Results**: 100% of the students say that they were offered opportunities to improve their reading skills through exposure to Latin American literature and acquire literary terminology.

The instrument is used to assess the SLO: a self-assessment Lykert-type scale graded questionnaire.

Students are to assess themselves their progress answering a Lykert-type scale graded questionnaire. In order to measure the SLO out of the questionnaire statements. Statement 3 corresponds to outcome 1.

This is a survey to assess the course SPA 341 that you have taken during the semester of fall 2011. Your collaboration is appreciated to work on future improvements of this course.

Read the following statements. Check 1 for the most disagree or 5 for the most agree.

3. As student of this course, I have improved reading skills through exposure to Spanish and/or Latin American literature.

   1 -- 2 -- 3 -- 4 -- 5

12 students answered “most agree” and 1 student answered “agree”

**Instrument 1 results**

<table>
<thead>
<tr>
<th>Question</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to their answers in the self-assessed questionnaire. These results mean that SLOs are met. This is, students were offered opportunities to improve their reading skills through exposure to Latin American literature and acquire literary terminology.

**Faculty Assessment Senior Portfolios:**

The assessment of learning outcomes was based on whether or not "The Portfolio contains texts that demonstrate the ability" (with texts defined as any sort of written assignment):
Faculty assessing the two portfolios indicated that neither portfolio had materials showing that students understand the writings of scholars and critics about literary texts.

**CONCLUSION:** The results are inconclusive.

The data from the SLOR was a survey asking students if they had opportunities to "improve reading skills" rather than a more specific assessment on how students perceived, or showed in work assessed by the faculty, their understanding of work by scholars and critics about literature.

There is no useful data to be drawn from a study of the data from the sources.

Faculty assessing the two portfolios indicated that neither portfolio had materials showing that students understand the writings of scholars and critics about literary texts.

**RECOMMENDATION:**

Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.

The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.

The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys.
1. STUDENT LEARNING OUTCOME #2 WRITING

A comprehensive list of the Spanish BA program goals is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on Spanish class syllabi during the 2011 calendar year. The top three (Reading, Writing, Analysis) were selected for the 2011-2012 assessment cycle.

SLO #2 WRITING: Students will

a. Write summaries
b. Write explications
c. Write close readings
d. Write original arguments
e. Write analysis
f. Write teaching observation reports
g. Write lesson plans

LINKS TO CURRICULUM & PROGRAM FACULTY

SPA 131 - Elementary Spanish I
SPA 132 - Elementary Spanish II
SPA 231 - Intermediate Spanish I
SPA 232 - Intermediate Spanish II
SPA 331 - Spanish Conversation for Oral Proficiency
SPA 332 - Spanish Composition and Grammar:
SPA 333 – Advanced Grammar and Composition for Heritage Speakers I
SPA 334 - Advanced Grammar and Composition for Heritage Speakers II
SPA 332 – Advanced Grammar and Composition for Non-Heritage Speakers
SPA 341 – Introduction to Hispanic Literature
SPA 485 – Senior Seminar
SPA 354 – Civilization and Culture of Latin America
SPA 353 – Civilization and Culture of Spain
SPA 475 – SPA Teaching Methodology

NOTE: Not all courses are taught every semester or even every year; some individual courses are required of majors, but others are part of a 'group' of courses offered every two or three years that students may choose from to satisfy a category requirement, rather than a course requirement. Others may serve as electives.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. The committee has recommended that in future cycles both an Spanish Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

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compiled by the Assessment Chair and distributed to the faculty as a whole, with input being solicited at later meetings.

The DLL approved pilot projects in a Senior Portfolio Assessment culminating experience and approved using selected faculty Student Learning Outcomes Reports (SLORs) as part of program assessment.

3. STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING

Data sources for assessing the program outcomes are: faculty Student Learning Outcomes Reports (SLORs) for selected courses (Spanish 132; 232; 332; 475) and a pilot project involving faculty assessment of Senior Portfolios.

Since there is only one identified program goal (with specific elements incorporated into it), this report will first list information from the individual course SLORs (full text in Appendix C, assessment methods (the full SLORs are in Appendix C), then aggregate the results in a checklist.

Courses and SLOR information:

**Spanish 132- Elementary Spanish II:** A continuation of Spa 131 with emphasis on reading and comprehension and on the spoken language. Spa 131 or approved placement or CLEP or consent of head.

Spanish 132
Student Learning Outcome from Syllabus (SLO)
By the end of the semester, students will: Distinguish the use of formal and informal style of speech in Spanish by recognizing and producing messages in Spanish.

Assessment criteria given to students
Evaluating the achievement percentage of the questions E found in the Grammar section of the Exam 3.
It measures ability of understanding, processing the understanding, producing a response, and processing the response.
Instrument Used
Question E from the Grammar section of the Exam 3.
E. Consejos. Read this description on the bad habits of this person. Give the person advices in the to-do list below to improve the quality of life. Use FORMAL COMMANDS in Spanish to tell this person what to or not to do.
The underlined verbs let you know what the command for the person should be. You do not need to use all of them (6 x 1 = 6 points)

No estoy bien últimamente. Tengo mucho trabajo, y estoy cansado siempre. Trabajo muchas horas al día. No tengo tiempo para comer bien. Como muy rápido. También, hago muchas cosas al mismo tiempo, y nunca termino nada. Algunas veces, salgo hasta muy tarde por la noche, y después no duermo todas las horas necesarias. No descanso bien los fines de semana.
To-do list for this person:
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
Results
Question % Average of Achievement Meets criteria Fails to meet criteria
E 62 x
In question E, students were able to produce short messages considering the social aspect of Spanish language determining the use of formality or informality of the discourse applied to the social context. There were grammatical errors but the overall understanding of the formal use of language was understood.

**Spanish 232 - Intermediate Spanish II:** Introduction to Spanish prose, poetry, or drama, or to Spanish essays on scientific and technical topics. Expansion of vocabulary and syntactical analysis. Further development of reading comprehension.

**SPA 232.001**

**Student Learning Outcome from Syllabus (SLO)**

By the end of the semester, students will: develop writing skills related to critical analysis, independent thinking and communication in Spanish.

**Learning Criteria**

Two instruments are used to assess the SLO: a self-assessment Lykert-type scale graded questionnaire; and Final Composition.

Students are to assess themselves and their progress answering a Lykert-type scale graded questionnaire. In order to measure the SLOs out of the questionnaire statements, I have used statement 1 which corresponds to outcome 1.

**SLO (to be measured)**

In Instrument 1:

1. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

In Instrument 2:

1. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

**Instrument 1**

This is a survey to assess the course SPA 232 that you have taken during the semester of fall 2011. Your collaboration is appreciated to work on future improvements of this course.

Please, read the following items, and circle the option that you think is most appropriate conformant to your experience.

Scale of values:
1: I don’t agree
2: I somehow disagree
3: Neither agree or disagree
4: I somehow agree
5: I agree completely

Read the following statements. Check 1 for the most disagree or 5 for the most agree.

As student of this course, I have developed my writing skills related to critical analysis, independent thinking and communication in Spanish.

1 -- 2 -- 3 -- 4 -- 5

**Instrument 1 results**

Measured statements and student responses:

8 students answered “I agree completely”, 6 students answered “I agree”, 1 student answered “I neither agree or disagree”.

**Rubric**
Student results show a high achievement of outcomes according to the self assessment questionnaire reflecting SLOs. These results mean that SLOs are met. This is, students found that they were offered opportunities to practice the basics to be able to improve their writing skills in Spanish thanks to this course.

A good use of grammar is basic to improve writing skills, and the students in this course in general are in the path to acquire the written grammar competence expected for a fourth semester student of Spanish, as the SLOs state.

**Instrument 2 results**
Final Composition
Rubric

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Criterio de evaluación de la composición

<table>
<thead>
<tr>
<th>Contenido</th>
<th>Información muy completa y relevante</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Información adecuada; algunas ideas</td>
</tr>
<tr>
<td></td>
<td>Información limitada; superficial</td>
</tr>
<tr>
<td></td>
<td>Información irrelevante, inapropiada; insuficiente</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organización</th>
<th>Lógica y efectiva; conexión y coherencia total; fluye</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orden aparente; relativa coherencia y secuenciación de ideas</td>
</tr>
<tr>
<td></td>
<td>Carece de secuenciación de ideas; orden limitado</td>
</tr>
<tr>
<td></td>
<td>Oraciones separadas sin transición; ideas inconexas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulario</th>
<th>Amplio; preciso; uso del específico relacionado</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adecuado; algunos errores; no específico al tema</td>
</tr>
<tr>
<td></td>
<td>Uso erróneo; mala elección; uso limitado</td>
</tr>
<tr>
<td></td>
<td>Inadecuado; repetitivo; incorrecto; inventado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lenguaje</th>
<th>Gramática y ortografía perfectas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Algunos errores gramaticales y ortográficos</td>
</tr>
<tr>
<td></td>
<td>Demasiados errores de gramática y ortografía</td>
</tr>
<tr>
<td></td>
<td>Los errores dificultan la comprensión por completo</td>
</tr>
</tbody>
</table>

| Total              |                                 |
Students have achieved an understanding and knowledge of grammar which they believe is sufficient. In a basic communicative setting, students would perform adequately, since high complication grammar structures are not necessary. Next class, SLOs regarding these grammar issues should be worked on harder during the period of class instruction, demanding strategies from the students to achieve their knowledge and use.

APA 232.001

Student Learning Outcome from Syllabus (SLO)

By the end of the semester, students will: develop writing skills related to critical analysis, independent thinking and communication in Spanish.

Learning Criteria

Two instruments are used to assess the SLO: a self-assessment Lykert-type scale graded questionnaire; and Final Composition.

Students are to assess themselves and their progress answering a Lykert-type scale graded questionnaire. In order to measure the SLOs out of the questionnaire statements, I have used statement 1 which corresponds to outcome 1.

SLO (to be measured)

In Instrument 1:

2. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

In Instrument 2:

2. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

Instrument 1

This is a survey to assess the course SPA 232 that you have taken during the semester of fall 2011. Your collaboration is appreciated to work on future improvements of this course.

Please, read the following items, and circle the option that you think is most appropriate conformant to your experience.

Scale of values:
1: I don’t agree
2: I somehow disagree
3: Neither agree or disagree
4: I somehow agree
5: I agree completely
Read the following statements. Check 1 for the most disagree or 5 for the most agree.
As student of this course, I have developed my writing skills related to critical analysis, independent thinking and communication in Spanish.

1 -- 2 -- 3 -- 4 -- 5

Instrument 1 results
Measured statements and student responses:

8 students answered “I agree completely”, 6 students answered “I agree”, 1 student answered “I neither agree or disagree”.

Rubric

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99</td>
<td>✓</td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to the self assessment questionnaire reflecting SLOs. These results mean that SLOs are met. This is, students found that they were offered opportunities to practice the basics to be able to improve their writing skills in Spanish thanks to this course.

A good use of grammar is basic to improve writing skills, and the students in this course in general are in the path to acquire the written grammar competence expected for a fourth semester student of Spanish, as the SLOs state.

Instrument 2 results
Final Composition
Rubric

<table>
<thead>
<tr>
<th>Criterio de evaluación de la composición</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contenido</strong></td>
</tr>
<tr>
<td>Información muy completa y relevante</td>
</tr>
<tr>
<td>Información adecuada; algunas ideas</td>
</tr>
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<tr>
<td>Información irrelevante, inapropiada; insuficiente</td>
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<td>Lógica y efectiva; conexión y coherencia total; fluye</td>
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<td>Orden aparente; relativa coherencia y secuenciación de ideas</td>
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<td>Oraciones separadas sin transición; ideas inconexas</td>
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<td>Inadecuado; repetitivo; incorrecto; inventado</td>
</tr>
<tr>
<td>Gramática y ortografía perfectas</td>
</tr>
</tbody>
</table>
DEGREE PROGRAM: SPA
DEGREE TYPE: BA
BANNER/CIP: 16

Lenguaje

| Algunos errores gramaticales y ortográficos |
| Demasiados errores de gramática y ortografía |
| Los errores dificultan la comprensión por completo |

Total

Results: Final Composition

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (80-89%)</th>
<th>MEETS (70-79%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contenido</td>
<td>12/80%</td>
<td>1/0.06%</td>
<td>2/0.13%</td>
<td>0</td>
</tr>
<tr>
<td>2. Organización</td>
<td>15/93%</td>
<td>0/0</td>
<td>0/0</td>
<td>0</td>
</tr>
<tr>
<td>3. Vocabulario</td>
<td>10/66%</td>
<td>4/26%</td>
<td>1/0.06%</td>
<td>0</td>
</tr>
<tr>
<td>4. Lenguaje</td>
<td>6/0.4%</td>
<td>1/0.06%</td>
<td>1/0.06%</td>
<td>7</td>
</tr>
</tbody>
</table>

Students have achieved an understanding and knowledge of grammar which they believe is sufficient. In a basic communicative setting, students would perform adequately, since high complication grammar structures are not necessary. Next class, SLOs regarding these grammar issues should be worked on harder during the period of class instruction, demanding strategies from the students to achieve their knowledge and use.

Spanish 332 - Spanish Composition and Grammar: Written communication through creative expression as well as essays, stressing situations that challenge students to think and speak more creatively in Spanish. Development of self-correction techniques.

Spa 332

Student Learning Outcome from Syllabus:
Students will demonstrate the ability to write complex sentences in Spanish using the subjunctive verbal mode. Learners will demonstrate mastery of this learning outcome through a written composition.

Assessment Criteria Given Students:
Write a 250 word letter to a friend. You are giving your friend polite and indirect commands, therefore you must use the subjunctive in at least five sentences. Make sure that subjunctive verbs are conjugated correctly and that sentence structures follow the requirements for the use of subjunctive. Underline all subjunctive structures you write. Also pay special attention to other grammatical structures such as verb conjugations, the placement of direct object pronouns, subject/verb and adjective/noun agreement.

Instrument used:
A 250 word written journal entry in the form of an informal letter.
Rubric:
The student learning outcome was intended to measure correct use of the subjunctive; therefore, only section II of the rubric was assessed for this outcome.

Rubric for number 4 journal entry.

Name:_______

I. Following format instructions: 20 pts.
   • Double Space 1 2 3 4 5
   • Original Title 1 2 3 4 5
   • All correct information appears on the upper left corner of paper. 1 2 3 4 5
   • Required number of words. 1 2 3 4 5

II. Use of the subjuntive mode: 40 pts.
   • Employs the subjunctive in five or more complex sentences. 2 4 6 8 10
   • Correct conjugation 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
   • Correct sentence structure 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

III. Grammar
   Verb conjugation 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
   Grammatical Agreement 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
   Use of Object Pronouns 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

IV. Spelling 1 2 3 4 5 6 7 8 9 10

V. Diacritical Marks 1 2 3 4 5

Exceeds Expectations 36-40 pts. Meets Expectations 28-35 pts. Fails to Meet Expectations 27 or less pts.

The SLO was considered to have met expectations if 70% or more students met or exceeded expectations.

Results:

SLO
Criteria EXCEEDS 90-100%
MEETS 70-89%
FAILS 69% or less

1. Employs the subjunctive in 5 or more sentences 9-10 pts.
   8 (80%) of students exceeded 7-8.9 pts.
1(10%) of students met expectations 6.9 points or less
1(10%) of students failed to meet expectations
2. Correct conjugation of subjunctive tenses 13.5-15 pts.
7 (70%) of students exceeded 10.5-13.35
1 (10%) of students met expectations 10.35 pts. or less
2 (20%) of students failed to meet expectations
3. Correct subjunctive sentence structures 13.5-15 pts.
7 (70%) of students exceeded 2 (20%) of students met expectations 10.35 pts. or less
1 (10%) of students failed to meet expectations

80% of students exceeded expectations in regards to following instructions and writing the correct amount of sentences.

70% of students exceeded expectations in writing the correct subjunctive conjugation in more than 90% of the sentences. 1% of students met expectations and conjugated 70% of subjunctives correctly, and 2% failed to conjugate the subjunctive correctly in more than 70% of the sentences.

70% of students were able to use the correct subjunctive structure in more than 90% of the sentences. 2% of students met expectations and wrote correct sentence structure in less than 90% of the sentences. 1% of students wrote correct subjunctive structures in less than 70% of the sentences.

70% to 80% of students exceeded expectations. The SLO is considered to have met expectations.

Spanish 475- Methods for Teaching Spanish as a Second Language: This course is a practical introduction to second language acquisition theories, and familiarizes students with different methodologies specifically for the instruction of Spanish as a second language. Beginning with an overview of traditional and current foreign language teaching methods, the course focuses on current pedagogical trends. This class presents a number of techniques designed to develop students’ skills pursuant to language and learning theories, learning objectives, and the role of teachers and students. Students are made familiar with the components of effective teaching tools such as lesson planning, student needs analysis, class materials, and tools for assessment. A large part of the course consists of hands-on activities, discussions, and practical applications to promote meaningful and active learning.

SPA 475 01W

Student Learning Outcome from Syllabus (SLO)
By the end of the semester, students will:
Develop appropriate planning and materials for the L2 classroom.

Assessment criteria given to students
Evaluating the achievement percentage of the practice question in final exam, consisting in elaborating a lesson plan using at least four pedagogical methods seen throughout the second part of the semester.

Instrument Used
Practice question of the final exam: elaborate a lesson plan.
Segunda Parte
Práctica: Diseño de una planificación o “lesson plan”
Con el tema ‘Viajes’, o ‘Deportes’, o ‘Arte’, o ‘Comercio’, diseña una programación para tres días que contenga una selección de contenido gramatical (elige tú las estructuras que creas convenientes) y léxico (elegido por ti también).
Incluye al menos dos actividades diarias propias de al menos cuatro modelos recogidos en este examen, indicando a cuál pertenece cada una de las actividades.

Sigue el formato habitual:
Lesson Plan Format template
1. Subject:
2. Level:
3. Themes:
4. Topic:
5. Learning Objectives:
   5.1. At the end of the lesson, students will have:
   5.1.1. Knowledge:
   5.1.2. Skill:
   5.1.3. Value/Culture aspect:
6. Method:
7. Materials/Tools:
8. Procedures/Class dynamics:
9. Assessment:

---

Results

| Practice: lesson plan | 90 | x |

In practice question, students were able to design a lesson plan that met the criteria of using four different second language pedagogical methods, implementing grammar and vocabulary content.

Students met the standard. Next semester, another SLO out of this course will be measured.

---

FACULTY ASSESSMENT: SENIOR PORTFOLIOS

<table>
<thead>
<tr>
<th>#2: WRITING</th>
<th>--to write summaries</th>
<th>--to write explications</th>
<th>--to write close readings</th>
<th>--to write original arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES 4 100%</td>
<td>YES 4 100%</td>
<td>YES 3 75%</td>
<td>YES 0%</td>
<td></td>
</tr>
<tr>
<td>NO 0 0%</td>
<td>NO 0%</td>
<td>NO 1 25%</td>
<td>NO 4%</td>
<td></td>
</tr>
</tbody>
</table>
4. ASSESSMENT OF STUDENT LEARNING OUTCOME 2

SLO #2 WRITING: Students will

a. Write summaries:
   ✓ 100% of faculty said that materials in the Senior Portfolio showed that students had learned to write summaries.
   ✓ No SLOR addressed this learning outcome

b. Write explications
   ✓ 100% of faculty said that materials in the Senior Portfolio showed that students had learned to write explications.
   ✓ No SLOR addressed this learning outcome.

c. Write close readings
   ✓ 75% of faculty said that materials in the Senior Portfolio showed that students had learned to write close readings.
   ✓ No SLOR addressed this learning outcome.

d. Write original arguments
   ✓ 100% of faculty said that materials in the Senior Portfolio showed that students had learned to write original arguments.
   ✓ No SLOR addressed this learning outcome.

e. Write analysis
   ✓ SLOR 232: 99% of students reported they had developed writing skills related to critical analysis, independent thinking and communication in Spanish.
   ✓ The senior Portfolio did not address this outcome.

f. Write teaching observation reports
   ✓ This element was not listed on the Senior Portfolio Rubric, and no SLOR addressed it.

g. Write lesson plans
   ✓ This element was not listed on the Senior Portfolio Rubric.
   ✓ SLOR 475: 98% of students' final exams met the criteria for writing a lesson plan using four different second language pedagogical methods, implementing grammar and vocabulary content.
Additional learning outcomes relating to style, syntax, and grammar reported in SLORs but not in program assessment goal language:

132: SLO: Distinguish the use of formal and informal style of speech in Spanish by recognizing and producing messages in Spanish.

**RESULTS:** 62% students were able to produce short messages considering the social aspect of Spanish language determining the use of formality or informality of the discourse applied to the social context.

332: SLO: Students will demonstrate the ability to write complex sentences in Spanish using the subjunctive verbal mode.

**RESULTS:**
- 80% of students exceeded expectations in regards to following instructions and writing the correct amount of sentences.
- 70% of students exceeded expectations in writing the correct subjunctive conjugation in more than 90% of the sentences. 1% of students met expectations and conjugated 70% of subjunctives correctly, and 2% failed to conjugate the subjunctive correctly in more than 70% of the sentences.
- 70% of students were able to use the correct subjunctive structure in more than 90% of the sentences. 2% of students met expectations and wrote correct sentence structure in less than 90% of the sentences. 1% of students wrote correct subjunctive structures in less than 70% of the sentences.
- 70% to 80% of students exceeded expectations. The SLO is considered to have met expectations.

**CONCLUSION:** The results are inconclusive.

The majority of assessment areas identified on the Assessment Plan were not assessed by any means other than two graduating seniors' portfolios.

1. Two of the listed assessment areas in the Assessment Plan were not included on the Senior Portfolio Rubric.
2. One element was assessed solely by a student survey.
3. In only two cases, did faculty assess student work relating to assessment areas.
4. More assessment was done regarding style, syntax, grammar, which were not listed on the Assessment Plan, than was done on the listed elements.

There is no useful data to be drawn from a study of the data from these limited sources.

**RECOMMENDATION:**

Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.

The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.
The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys.

3: STUDENT LEARNING OUTCOME #3 READING: ANALYSIS

A comprehensive list of the Spanish BA program outcomes is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on Spanish class syllabi during the 2011 calendar year. The top three (Reading, Writing, Analysis) were selected for the 2011-2012 assessment cycle.

STUDENT LEARNING OUTCOME (SLO #3): READING: ANALYSIS  Students will:

A. produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding of the basic theoretical concepts underlying approaches to analyzing Hispanic literature.

B. produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding of the aims of literary criticism.

C. produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding of the key forms and terminology of literary criticism in Spanish.

2. LINKS TO CURRICULUM & PROGRAM FACULTY

SPA 341 – Introduction to Hispanic Literature
SPA 485 – Senior Seminar

NOTE: Not all courses are taught every semester or even every year; some individual courses are required of majors, but others are part of a 'group' of courses offered every two or three years that students may choose from to satisfy a category requirement, rather than a course requirement. Others may serve as electives.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. The committee has recommended that in future cycles both an Spanish Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

The Department of Literature and Languages (DLL) scheduled agenda items dealing with program assessment at all monthly meetings during the long terms for 2011-2012 academic year. During department meetings, faculty went into break-out groups relating to specific programs to set goals, content, and learning outcomes for these courses. The results of these meetings were compiled by the Assessment Chair and distributed to the faculty as a whole, with input being solicited at later meetings.

The DLL approved pilot projects in a Senior Portfolio Assessment culminating experience and approved using selected faculty Student Learning Outcomes Reports (SLORs) as part of program assessment.
3. STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING

Data sources for assessing the program outcomes are: faculty Student Learning Outcomes Reports (SLORs) for selected courses (Spanish 132; 232; 332; 341; 475) and a pilot project involving faculty assessment of Senior Portfolios.

A. Student Learning Outcome Reports Collected: Every semester, selected Student Learning Outcome Reports (SLORs) generated by faculty for their courses are collected for use in program assessment. The full text of the SLORs used in this report are in Appendix E. The SLOR used in assessing this outcome is:

**Spanish 341 - Introduction to Spanish Literature**: An introduction to four genres of Spanish literature: poetry, drama, fiction, and non-fiction prose. The course is designed to develop discriminating reading and writing skills.

4. ASSESSMENT OF STUDENT LEARNING OUTCOME 3.A. Students will produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding of the basic theoretical concepts underlying approaches to analyzing Hispanic literature.

70% is the standard for indicating a satisfactory outcome.

Faculty assessment of two senior portfolios indicate that 50% saw evidence that the portfolios contained materials demonstrating an understanding of the basic theoretical concepts underlying approaches to analyzing Hispanic literature.

No SLOR assessed this outcome.

**SENIOR PORTFOLIO ASSESSMENT**

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>THE PORTFOLIO CONTAINS WRITTEN TEXTS* THAT DEMONSTRATE THE ABILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3: READING: ANALYSIS</td>
<td>--to understand basic theoretical concepts underlying approaches to analyzing Hispanic literature</td>
</tr>
<tr>
<td></td>
<td>YES 2 50% NO 2 50%</td>
</tr>
</tbody>
</table>

**CONCLUSION:** While the faculty assessment shows that students are failing to learn this outcome, the small number of students graduating (four, with only two taking Spanish courses in the Spring 2012 term) limit the usefulness of this data. This problem should be self-correcting over time as the DLL is able to put together more representative portfolios that reflect the range of classes taught during all terms.

**RECOMMENDATION:**

1. Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.
The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.

2. The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys.

3. Faculty will continue to hand in copies of at least one major assignment for every Spanish class that is a requirement for a major (except for Spanish 331 which involves only oral assignments) in every semester classes are taught.

4. The DLL will shift to a revised Spanish portfolio rubric (draft proposed to department is in Appendix E). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.

**ASSESSMENT OF STUDENT LEARNING OUTCOME 3.B: Students will produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding the aims of literary criticism.**

70% is the standard for indicating a satisfactory outcome.

Faculty assessment of two senior portfolios indicate that 25% saw evidence that the portfolios contained materials demonstrating an understanding the aims of literary criticism.

No SLOR assessed this outcome.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOME(S)</th>
<th>THE PORTFOLIO CONTAINS WRITTEN TEXTS* THAT DEMONSTRATE THE ABILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3: READING: ANALYSIS</td>
<td>--to understand the aims of literary criticism.</td>
</tr>
<tr>
<td></td>
<td>YES 1 25%</td>
</tr>
<tr>
<td></td>
<td>NO 3 75%</td>
</tr>
</tbody>
</table>

**CONCLUSION:** While the faculty assessment shows that students are failing to learn this outcome, the small number of students graduating (four, with only two taking Spanish courses in the Spring 2012 term) limit the usefulness of this data. This problem should be self-correcting over time as the DLL is able to put together more representative portfolios that reflect the range of classes taught during all terms.

**RECOMMENDATION:**

1. Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.
The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.

2. The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys.

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ASSESSMENT OF STUDENT LEARNING OUTCOME 3.C: students will produce written texts (journals, essays, responses, answers to quiz and test questions, etc.) demonstrating an understanding of the key forms and terminology of literary criticism in Spanish.

70% is the standard for indicating a satisfactory outcome.

- 100% of students in 341 say that they were offered opportunities to improve their reading skills through exposure to Latin American literature and acquire literary terminology.

- Faculty assessment of two senior portfolios indicate that 25% of the faculty saw evidence that the portfolios contained materials demonstrating an understanding the key forms and terminology of literary criticism in Spanish.

Faculty Assessment Spanish 341:

5) Students will acquire literary analysis terminology and will use it to provide proper critical insights.

Assessment Criteria

Two instruments are used for assessment. One instrument is used to assess the SLOs: a self-assessment Lykert-type scale graded questionnaire. The other instrument is the final research paper.

Criterio para la evaluación del Ensayo

<table>
<thead>
<tr>
<th>Organización general (20)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contenido (20)</td>
<td></td>
</tr>
</tbody>
</table>
Exposición y desarrollo de la hipótesis (15)

Análisis general de la obra (20)
Formal Crítico (Interpretativo)

Estilo, originalidad, y satisfacción del lector (10)

Acentuación, ortografía, gramática, uso de vocabulario (15)

5. As a student of this course, I have acquired literary analysis terminology and will use it to provide proper critical insights

<table>
<thead>
<tr>
<th>Question</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to their answers in the self-assessed questionnaire. These results mean that SLOs are met. This is, students were offered opportunities to improve their reading skills through exposure to Latin American literature and acquire literary terminology.

Instrument 2 results
Rubric

<table>
<thead>
<tr>
<th>Average of literary terms uses in “critical analysis” section</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to the number of literary terms used in their final essay, critical analysis section. These results mean that SLOs are met. This is, students were offered opportunities to acquire literary terminology.

**Faculty Assessment: Senior Portfolio**

Faculty assessment of two senior portfolios indicate that 25% saw evidence that the portfolios contained materials demonstrating an understanding of the key forms and terminology of literary criticism in Spanish.
70% is the standard for indicating a satisfactory outcome.

**THE PORTFOLIO CONTAINS WRITTEN TEXTS* THAT DEMONSTRATE THE ABILITY:**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>--to understand key forms and terminology of literary criticism in Spanish</td>
<td>25%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**CONCLUSION:**

The data analysis is inconclusive: while 100% of students both reported learning and were assessed to have learned how to understand key forms and terminology of literary criticism in Spanish, only 25% of the faculty indicated the two portfolios supported that claim.

The number of portfolios assessed is too small to draw any useful results from.

**RECOMMENDATION:**

1. Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.

The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.

2. The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys.

3. Faculty will continue to hand in copies of at least one major assignment for every Spanish class that is a requirement for a major (except for Spanish 331 which involves only oral assignments) in every semester classes are taught.

4. The DLL will shift to a revised Spanish portfolio rubric (draft proposed to department is in Appendix E). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.
5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS
This section contains a table reporting on information from all the assessment areas, and a summary of findings.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES*</th>
<th>STUDENT PERCEPTION Satisfactory</th>
<th>INSTRUMENT</th>
<th>FACULTY ASSESSMENT Satisfactory</th>
<th>INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: READING: MEANING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. to understand written texts in a variety of genres (professional, academic and literary)</td>
<td>NOT ASSESSED</td>
<td>100%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>A. to understand written texts from a variety of national traditions</td>
<td>NOT ASSESSED</td>
<td>75%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>A. to understand written texts from a variety of historical periods</td>
<td>NOT ASSESSED</td>
<td>50%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>B. to understand the writings of scholars and critics about literary texts</td>
<td>100% (improve reading skills)</td>
<td>0% (understand writings of scholars..)</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>#2: WRITING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write summaries</td>
<td>NOT ASSESSED</td>
<td>100%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write explications</td>
<td>NOT ASSESSED</td>
<td>100%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write close readings</td>
<td>NOT ASSESSED</td>
<td>75%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write original arguments</td>
<td>NOT ASSESSED</td>
<td>100%</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write analysis</td>
<td>99%</td>
<td>232 Survey</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write teaching observation reports</td>
<td>NOT ASSESSED</td>
<td>Not addressed</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
<tr>
<td>to write lesson plans</td>
<td>NOT ASSESSED</td>
<td>Not addressed</td>
<td>Senior Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
### #3: READING: ANALYSIS

<table>
<thead>
<tr>
<th>A. demonstrating an understanding of the basic theoretical concepts underlying approaches to analyzing Hispanic literature</th>
<th>NOT ASSESSED</th>
<th>50%</th>
<th>Senior Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. demonstrating an understanding of the aims of literary criticism.</td>
<td>NOT ASSESSED</td>
<td>25%</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>C. demonstrating an understanding of the key forms and terminology of literary criticism in Spanish.</td>
<td>NOT ASSESSED</td>
<td>25%</td>
<td>Senior Portfolio</td>
</tr>
</tbody>
</table>

**SUMMARY OF FINDINGS AND RESULTS:**

The general recommendations for the Spanish BA program are:

Because the amount of data was limited this cycle, and the results are not strongly indicative of satisfactory or failing results, the Department of Literature and Languages should carry over some of the program outcomes for assessment in the next cycle (2012-13).

1. Beginning in August 2012, the Spanish faculty should begin meeting with the department head to assess the relationship between the language and specific outcomes related to the program assessment report and the language and specific learning outcomes on the Spanish syllabi.

The language agreed upon for the program goals and selected student learning outcome goals needs to be used on the Senior Portfolio Rubric and in the BA Spanish Survey in order to ensure that similar outcomes are being assessed throughout selected courses for the program.

The department should review the revised materials for the Spanish BA in September 2012.

2. The BA Spanish Survey should be given in one class each semester to provide additional data beyond individual class surveys

3. Faculty will continue to hand in copies of at least one major assignment for every Spanish class that is a requirement for a major (except for Spanish 331 which involves only oral assignments) in every semester classes are taught.
4. The DLL will shift to a revised Spanish portfolio rubric (draft proposed to department is in Appendix E). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.

See specific recommendations in Appendix E.

6. PROGRAM ENHANCEMENT

The Spanish faculty undertook a massive revision of the Master's Spanish curriculum and program in 2009-2010 in response to the Coordinating Board concerns about low enrollment/low production. Based on the next three years of assessment, the new curriculum will be reviewed.
APPENDIX A: REQUIREMENTS FOR SPANISH MAJOR TRACKS

Requirements for BOTH tracks:
SPA 331 - SPA Conversation for Oral Proficiency
or
SPA 333 - SPA for Heritage Speakers I
(for heritage speakers)

SPA 332 - SPA Composition and Grammar
or
SPA 334 - SPA for Heritage Speakers II
(for heritage speakers)

LIBERAL ARTS REQUIREMENTS
SPA 341 - Introduction to Spanish Literature
SPA 353 - Spanish Culture and Civilization
or
SPA 354 - Latin American Culture and Civilization
SPA 485 - Seminar in Spanish

SECONDARY CERTIFICATION REQUIREMENTS
SPA 341 - Introduction to SPA Literature
SPA 475 - Methods for Teaching Spanish as a Second Language
SPA 485 - Seminar in Spanish
APPENDIX B: COMPREHENSIVE GOALS

This list is the COMPREHENSIVE list of goals that the department has developed and approved in the last year. We are using the FIRST THREE in the 2011-2012 cycle.

BA SPA  The program has set the following goals (outcomes):

ALL TRACKS
   1. Oral proficiency
   2. Reading
   3. Writing
   4. Teach Spanish
   5. Teach the literatures of Latin America and Spain
   6. Professionalization

4-8/6-12 TEACHING
   1. Prepare students to pass certification Exams
   2. Well prepared in appropriate to level content

LIBERAL ARTS
   3. Content knowledge and skills to enter graduate Spanish programs
   4. Content knowledge and skills to enter chosen professions (gov, non-profit, corp)
Elementary Spanish
SPA 132.001
Spring 2012

2. 24 students enrolled in class
All took final exam, which is used as instrument.

3. **Student Learning Outcome from Syllabus** (SLO)
By the end of the semester, students will:
Distinguish the use of formal and informal style of speech in Spanish by recognizing and producing messages in Spanish.

4. **Assessment criteria given to students**
Evaluating the achievement percentage of the questions E found in the Grammar section of the Exam 3.
It measures ability of understanding, processing the understanding, producing a response, and processing the response.

5. **Instrument Used**
Question E from the Grammar section of the Exam 3.

---

**E. Consejos**. Read this description on the bad habits of this person. Give the person advices in the to-do list below to improve the quality of life. Use FORMAL COMMANDS in Spanish to tell this person what to or not to do. The underlined verbs let you know what the command for the person should be. You do not need to use all of them (6 x 1 = 6 points)

*No estoy bien últimamente. Tengo mucho trabajo, y estoy cansado siempre. Trabajo muchas horas al día. No tengo tiempo para comer bien. Como muy rápido. También, hago muchas cosas al mismo tiempo, y nunca termino nada. Algunas veces, salgo hasta muy tarde por la noche, y después no duermo todas las horas necesarias. No descanso bien los fines de semana.*

**To-do list for this person:**

3. ______________________________________

4. ______________________________________

5. ______________________________________

6. ______________________________________

7. ______________________________________

8. ______________________________________
6 Results

<table>
<thead>
<tr>
<th>Question</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>62</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

In question E, students were able to produce short messages considering the social aspect of Spanish language determining the use of formality or informality of the discourse applied to the social context. There were grammatical errors but the overall understanding of the formal use of language was understood.

7 Closing the loop

Students met the standard. Next semester, assessment in this course will measure achievement of different aspects.
SPA 232.001
Spring 2012

COURSE INFORMATION

16 students were enrolled in class (12th day)
15 students (100%) completed the Post-Assessment survey (given in class during final exam period).
15 (100%) students completed the Final Project
0 students did not turn in their Final Drafts/Project

0 students took incomplete grades due to medical problems

Student Learning Outcome from Syllabus (SLO)

By the end of the semester, students will:

1. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

Grading Criteria

Two instruments are used to assess the SLO: a self-assessment Lykert-type scale graded questionnaire; and Final Composition.

Students are to assess themselves and their progress answering a Lykert-type scale graded questionnaire. In order to measure the SLOs out of the questionnaire statements, I have used statement 1 which corresponds to outcome 1.

I likewise assess student SLOs by evaluating the achievement percentage of grammatical mistakes on the last composition. From here, I will assess SLO 1 as well.

Separately, I will average the responses of each instrument, offer a percentage of achievement and interpret them. A rubric offering the results and their measurement will accompany.

SLO (to be measured)

In Instrument 1:

9. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

In Instrument 2:

3. Students develop writing skills related to critical analysis, independent thinking and communication in Spanish.

Instrument 1

Spring 12 SPA 232 course assessment

This is a survey to assess the course SPA 232 that you have taken during the semester of fall 2011. Your collaboration is appreciated to work on future improvements of this course.

Please, read the following items, and circle the option that you think is most appropriate conformant to your experience.

Scale of values:
1: I don’t agree
2: I somehow disagree
3: Neither agree or disagree
4: I somehow agree
5: I agree completely
Read the following statements. Check 1 for the most disagree or 5 for the most agree.

As student of this course, I have developed my writing skills related to critical analysis, independent thinking and communication in Spanish.

1 -- 2 -- 3 -- 4 -- 5

As student of this course, I have improved my reading skills through exposure to Spanish and/or Latin American literature.

1 -- 2 -- 3 -- 4 -- 5

As student of this course, I have reviewed orthography and selected grammatical issues already covered in previous courses specific to Spanish language.

1 -- 2 -- 3 -- 4 -- 5

**Instrument 1 results**

Measured statements and student responses:
- Statement 2: The course has offered opportunities for me to learn to communicate orally in Spanish.

1 ----------------------------- 2 ----------------------------- 3 ----------------------------- - 4 ----------------------------- 5
I don’t agree                 I somehow disagree      Neither agree or disagree          I agree            I agree completely

8 students answered “I agree completely”, 6 students answered “I agree”, 1 student answered “I neither agree or disagree”.

**Rubric**

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to the self assessment questionnaire reflecting SLOs. These results mean that SLOs are met. This is, students found that they were offered opportunities to practice the basics to be able to improve their writing skills in Spanish thanks to this course.

A good use of grammar is basic to improve writing skills, and the students in this course in general are in the path to acquire the written grammar competence expected for a fourth semester student of Spanish, as the SLOs state.

**Instrument 2 results**

Final Composition

**Rubric**

<table>
<thead>
<tr>
<th>Criterio de evaluación de la composición</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contenido</td>
<td></td>
</tr>
<tr>
<td>Información muy completa y relevante</td>
<td>2</td>
</tr>
<tr>
<td>Información adecuada; algunas ideas</td>
<td>1</td>
</tr>
</tbody>
</table>

34
| Organization | Información limitada; superficial | 7 |
| | Información irrelevante, inapropiada; insuficiente | 1 |
| | 5 |
| | 3 |

| Vocabulario | Lógica y efectiva; conexión y coherencia total; fluye | 2 |
| | Orden aparente; relativa coherencia y secuenciación de ideas | 2 |
| | Carece de secuenciación de ideas; orden limitado | 1 |
| Carece de secuenciación de ideas; orden limitado | 8 |
| Oraciones separadas sin transición; ideas inconexas | 1 |
| 6 |

| Lenguaje | Amplio; preciso; uso del específico relacionado | 2 |
| | Adecuado; algunos errores; no específico al tema | 2 |
| Uso erróneo; mala elección; uso limitado | 1 |
| Inadecuado; repetitivo; incorrecto; inventado | 1 |
| 6 |

| Total | Gramática y ortografía perfectas | 3 |
| Algunos errores gramaticales y ortográficos | 2 |
| Demasiados errores de gramática y ortografía | 1 |
| Los errores dificultan la comprensión por completo | 1 |
| 0 |

Results: Final Composition

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (80-89%)</th>
<th>MEETS (70-79%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contenido</td>
<td>12 80%</td>
<td>1 0.06%</td>
<td>2 0.13%</td>
<td>0</td>
</tr>
<tr>
<td>2. Organización</td>
<td>15 93%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Vocabulario</td>
<td>10 66%</td>
<td>4 26%</td>
<td>1 0.06%</td>
<td>0</td>
</tr>
<tr>
<td>4. Lenguaje</td>
<td>6 0.4%</td>
<td>1 0.06%</td>
<td>1 0.06%</td>
<td>7</td>
</tr>
</tbody>
</table>

Students have achieved an understanding and knowledge of grammar which they believe is sufficient. In a basic communicative setting, students would perform adequately, since high
complication grammar structures are not necessary. Next class, SLOs regarding these grammar issues should be worked on harder during the period of class instruction, demanding strategies from the students to achieve their knowledge and use.
SLO ASSESSMENT

Advanced Spanish Grammar and Composition
Spa 332
Spring 2012
Enrollment

12 students were enrolled in the class (12th day)

10 students (83.3%) completed the instrument.
2 students (20%) did not complete the instrument.

Student Learning Outcome from Syllabus:
Students will demonstrate the ability to write complex sentences in Spanish using the subjunctive verbal mode. Learners will demonstrate mastery of this learning outcome through a written composition.

Assessment Criteria Given Students:
Write a 250 word letter to a friend. You are giving your friend polite and indirect commands, therefore you must use the subjunctive in at least five sentences. Make sure that subjunctive verbs are conjugated correctly and that sentence structures follow the requirements for the use of subjunctive. Underline all subjunctive structures you write. Also pay special attention to other grammatical structures such as verb conjugations, the placement of direct object pronouns, subject/verb and adjective/noun agreement.

Instrument used:
A 250 word written journal entry in the form of an informal letter.

Rubric:
The student learning outcome was intended to measure correct use of the subjunctive; therefore, only section II of the rubric was assessed for this outcome.

Rubric for number 4 journal entry.

Name:________

I. Following format instructions: 20 pts.
   • Double Space 1 2 3 4 5
   • Original Title 1 2 3 4 5
   • All correct information appears on the upper left corner of paper. 1 2 3 4 5
   • Required number of words. 1 2 3 4 5
II. Use of the subjunctive mode: 40 pts.
   • Employs the subjunctive in five or more complex sentences.
   • Correct conjugation
   • Correct sentence structure

III. Grammar
   Verb conjugation
   Grammatical Agreement
   Use of Object Pronouns

IV. Spelling

V. Diacritical Marks

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-40 pts.</td>
<td>28-35 pts.</td>
<td>27 or less pts.</td>
</tr>
</tbody>
</table>

The SLO was considered to have met expectations if 70% or more students met or exceeded expectations.

Results:

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>EXCEDES 90-100% 5 or more correct uses</th>
<th>MEETS 70-89% 4 correct uses</th>
<th>FAILS 69% or less 3 or less correct uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employs the subjunctive in 5 or more sentences</td>
<td>9-10 pts. 8 (80%) of students exceeded</td>
<td>7-8.9 pts. 1(10%) of students met expectations</td>
<td>6.9 points or less 1 (10%) of students failed to meet expectations</td>
</tr>
<tr>
<td>2. Correct conjugation of subjunctive tenses</td>
<td>13.5-15 pts. 7 (70%) of students exceeded</td>
<td>10.5-13.35 1 (10%) of students met expectations</td>
<td>10.35 pts. or less 2 (20%) of students failed to meet expectations</td>
</tr>
<tr>
<td>3. Correct subjunctive sentence</td>
<td>13.5-15 pts. 7 (70%) of students</td>
<td>2 (20%) of students met expectations</td>
<td>10.35 pts. or less 1 (10%) of students failed to meet expectations</td>
</tr>
</tbody>
</table>
12 students were enrolled in the class. 
10 or 83.3% of students completed the instrument.

80% of students exceeded expectations in regards to **following instructions** and writing the correct amount of sentences.

70% of students exceeded expectations in writing the correct subjunctive **conjugation** in more than 90% of the sentences. 1% of students met expectations and conjugated 70% of subjunctives correctly, and 2% failed to conjugate the subjunctive correctly in more than 70% of the sentences.

70% of students were able to use the correct subjunctive structure in more than 90% of the sentences. 2% of students met expectations and wrote correct sentence structure in less than 90% of the sentences. 1% of students wrote correct subjunctive structures in less than 70% of the sentences.

70% to 80% of students exceeded expectations. The SLO is considered to have met expectations.
SPA 341.001
Spring 2012
Spa 341 Introduction to Spanish Literature

COURSE INFORMATION

14 students were enrolled in class (12th day)
13 students (100%) completed the Post-Assessment survey (given in class during final exam period).
13 (100%) students completed the Final Project
0 students did not turn in their Final Drafts/Project
0 students took incomplete grades due to medical problems
Student Learning Outcome from Syllabus (SLO)

By the end of the semester:

1) Students will improve reading skills through exposure to Spanish and/or Latin American literature.

5) Students will acquire literary analysis terminology and will use it to provide proper critical insights.

Assessment Criteria

Two instruments are used for assessment. One instrument is used to assess the SLOs: a self-assessment Lykert-type scale graded questionnaire. The other instrument is the final research paper.

Students are to assess themselves their progress answering a Lykert-type scale graded questionnaire. In order to measure the SLO out of the questionnaire statements, I have used statement 3 which corresponds to outcome 1 and statement 4 which corresponds to outcome 5.

I will average the responses of the instrument, offer a percentage of achievement and interpret it. A rubric offering the results and their measurement will accompany.

Another instrument, the final research paper, section “critical analysis” is used to assess the SLO #5. Students should use a minimum of 10 literary terms in their final essay to achieve this objective.

Criterio para la evaluación del Ensayo

| Organización general (20) | 
| Contenido (20) |

40
Exposición y desarrollo de la hipótesis (15)

Análisis general de la obra (20)
Formal Crítico (Interpretativo)

Estilo, originalidad, y satisfacción del lector (10)

Acentuación, ortografía, gramática, uso de vocabulario (15)

SLO (to be measured)
In Instrument 1:
1) Students will improve reading skills through exposure to Spanish and/or Latin American literature.

Instrument 1
Spring 12 SPA 341 course assessment
This is a survey to assess the course SPA 341 that you have taken during the semester of fall 2011. Your collaboration is appreciated to work on future improvements of this course.

Read the following statements. Check 1 for the most disagree or 5 for the most agree.

As student of this course, I have developed writing skills related to critical analysis, independent thinking and communication in Spanish.

1  --  2  --  3  --  4  --  5
13 students answered “most agree”.

As student of this course, I have acquired tools for intellectual expression needed in more advanced courses in Spanish.

1  --  2  --  3  --  4  --  5
12 students answered “most agree” and 1 student answered “agree”

As student of this course, I have improved reading skills through exposure to Spanish and/or Latin American literature.

2  --  2  --  3  --  4  --  5
12 students answered “most agree” and 1 student answered “agree”

As a student of this course, I have acquired literary analysis terminology and will use it to provide proper critical insights
Instrument 1 results

<table>
<thead>
<tr>
<th>Question</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to their answers in the self-assessed questionnaire. These results mean that SLOs are met. This is, students were offered opportunities to improve their reading skills through exposure to Latin American literature and acquire literary terminology.

Instrument 2 results

Rubric

<table>
<thead>
<tr>
<th>Average of literary terms uses in “critical analysis” section</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>100%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Student results show a high achievement of outcomes according to the number of literary terms used in their final essay, critical analysis section. These results mean that SLOs are met. This is, students were offered opportunities to acquire literary terminology.

6. Rubric for Project/Paper

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (80-89%)</th>
<th>MEETS (70-79%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Length</td>
<td>Full 11-15 pages</td>
<td>9-10 pages (page-1 full page)</td>
<td>8 pages</td>
<td>0-7 pages</td>
</tr>
<tr>
<td>2. Audience</td>
<td>Uses correct terminology easily and accurately. Essay followed academic structural guidelines presented in class, blending primary and secondary materials.</td>
<td>Uses correct terminology mostly; tries to follow academic structural guidelines. Has both primary and secondary materials.</td>
<td>Tries to use correct terminology occasionally; tries to follow academic structural guidelines. Has some primary and secondary materials.</td>
<td>Fails to use terminology; fails to have any clear structure. Tends to summarize plot.</td>
</tr>
<tr>
<td>3. Argument</td>
<td>Thesis paragraph which presents clear statement of debatable claim about meaning of</td>
<td>A clear thesis statement in an introduction that presents relevant context. Within first</td>
<td>An attempt at a thesis statement that does not quite make a debatable claim about primary text; or is situated halfway or</td>
<td>Fails to give any sense of argument in paper at all.</td>
</tr>
<tr>
<td>DEGREE PROGRAM: SPA</td>
<td>DEGREE TYPE: BA</td>
<td>BANNER/CIP: 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>primary text, situated in well developed introduction, including review of literature and good blueprint statement. Located within first two pages, or top of third (if review of literature precedes)</td>
<td>three pages, (if review of literature precedes).</td>
<td>more through paper (far too late), without blueprint statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Evidence</strong></td>
<td>Extensive and clearly attributed source materials; skilled use of summaries, paraphrases, quotes. Extensive use of primary and selected secondary evidence in body.</td>
<td>Clearly attributed source materials attempts to present summaries, paraphrases, and quotes. Mostly primary in body, some use of secondary.</td>
<td>Attributed source materials, tending toward more quotes than summaries and paraphrases. Primary evidence in body, a little secondary.</td>
<td>Fails to attribute source materials; cannot summarize or paraphrase and relies heavily on quotes.</td>
</tr>
<tr>
<td><strong>5. Attribution</strong></td>
<td>Follows correct MLA style for Works Cited Page; Textual attribution and parenthetical when needed (quotes). Introduction of source materials.</td>
<td>Attempts to follow correct MLA style for Works Cited Page; has some textual attribution but relies more on parenthetical. Attempts to introduce source materials.</td>
<td>Attributes most primary and second evidence correctly most of the time, but fails to introduce source materials.</td>
<td>No Works Cited page or fails to follow MLA Style. Unclear or missing attribution in essay. No identification of source materials.</td>
</tr>
</tbody>
</table>
6. Results: Final Paper

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (80-89%)</th>
<th>MEETS (70-79%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Length</td>
<td>12 92%</td>
<td>1 0.7%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Audience</td>
<td>13 100%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Argument</td>
<td>7 53%</td>
<td>6 46%</td>
<td>7 53%</td>
<td>0</td>
</tr>
<tr>
<td>4. Evidence</td>
<td>2 46%</td>
<td>2 23%</td>
<td>1 23%</td>
<td>8 61.5%</td>
</tr>
<tr>
<td>5. Attribution</td>
<td>2 15%</td>
<td>2 15%</td>
<td>1 0.07</td>
<td>8 61.5%</td>
</tr>
</tbody>
</table>

100% students meet or exceed expectations, therefore, the learning outcome was successful.

That standard was met or exceeded in three of the five criteria: Length, Audience and Argument.

The standard was not met in two of the five: Evidence and Attribution

My evaluation of the students' final projects shows that students need more work in using sources and the correct format. In the next class, I will work and have them practice this aspect of writing.
1. Methods for Teaching Spanish as a Second Language  
SPA 475 01W  
Spring 2012

2.  
10 students enrolled in class in 12th day census. One dropped afterwards.  
All took final exam, which is used as instrument.

3.  
Student Learning Outcome from Syllabus (SLO)  
By the end of the semester, students will:  
Develop appropriate planning and materials for the L2 classroom.

4.  
Assessment criteria given to students  
Evaluating the achievement percentage of the practice question in final exam, consisting in  
elaborating a lesson plan using at least four pedagogical methods seen throughout the second part  
of the semester.

5.  
Instrument Used  
Practice question of the final exam: elaborate a lesson plan.  
Segunda Parte  
Práctica: Diseño de una planificación o “lesson plan”  
Con el tema ‘Viajes’, o ‘Deportes’, o ‘Arte’, o ‘Comercio’, diseña una programación para tres  
días que contenga una selección de contenido gramatical (elige tú las estructuras que creas  
convenientes) y léxico (elegido por ti también).  
Incluye al menos dos actividades diarias propias de al menos cuatro modelos recogidos en este  
examen, indicando a cuál pertenece cada una de las actividades.  
Sigue el formato habitual:  
Lesson Plan Format template

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Level:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Themes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Topic:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning Objectives:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1. At the end of the lesson, students will have:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.1. Knowledge:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.2. Skill:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.3. Value/Culture aspect:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Method:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Materials/Tools:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Procedures/Class dynamics:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Assessment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6  
Results

<table>
<thead>
<tr>
<th>Question</th>
<th>% Average of Achievement</th>
<th>Meets criteria</th>
<th>Fails to meet criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice: lesson plan</td>
<td>90</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

In practice question, students were able to design a lesson plan that met the criteria of using four
different second language pedagogical methods, implementing grammar and vocabulary content.

7
Closing the loop
Students met the standard. Next semester, another SLO out of this course will be measured.
## APPENDIX D: RUBRICS

### 1. PORTFOLIO RUBRIC AND DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: READING: MEANING</td>
<td>--to understand written texts in a variety of genres (professional, academic and literary)</td>
<td>--to understand written texts from a variety of national traditions.</td>
<td>--to understand written texts from a variety of historical periods.</td>
<td>--to understand the writings of scholars and critics about literary texts.</td>
</tr>
<tr>
<td></td>
<td>YES 4 100%</td>
<td>YES 3 75%</td>
<td>YES 2 50%</td>
<td>YES 0</td>
</tr>
<tr>
<td></td>
<td>NO 0 0%</td>
<td>NO 1 25%</td>
<td>NO 2</td>
<td>NO 4 100%</td>
</tr>
<tr>
<td>#2: WRITING</td>
<td>--to write summaries</td>
<td>--to write explications</td>
<td>--to write close readings</td>
<td>--to write original arguments</td>
</tr>
<tr>
<td></td>
<td>YES 4 100%</td>
<td>YES 4 100%</td>
<td>YES 3 75%</td>
<td>YES 0</td>
</tr>
<tr>
<td></td>
<td>NO 0 0%</td>
<td>NO 0%</td>
<td>NO 1 25%</td>
<td>NO 4%</td>
</tr>
<tr>
<td>#3: READING: ANALYSIS</td>
<td>--to understand basic theoretical concepts underlying approaches to analyzing Hispanic literature</td>
<td>--to understand the aims of literary criticism.</td>
<td>--to understand key forms and terminology of literary criticism in Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YES 2 50%</td>
<td>YES 1 25%</td>
<td>YES 1 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO 2 50%</td>
<td>NO 3 75%</td>
<td>NO 3 75%</td>
<td></td>
</tr>
</tbody>
</table>
### RUBRIC: Literary/analytical/research based essay

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (80-89%)</th>
<th>MEETS (70-79%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Length</td>
<td>Full 11-15 pages</td>
<td>9-10 pages (page-1 full page)</td>
<td>8 pages</td>
<td>0-7 pages</td>
</tr>
<tr>
<td>2. Audience</td>
<td>Uses correct terminology easily and accurately. Essay followed academic structural guidelines presented in class.</td>
<td>Uses correct terminology mostly; tries to follow academic structural guidelines</td>
<td>Tries to use correct terminology occasionally; tries to follow academic structural guidelines</td>
<td>Fails to use terminology; fails to have any clear structure. Tends to summarize plot.</td>
</tr>
<tr>
<td>3. Argument</td>
<td>Thesis paragraph which presents clear statement of debatable claim about meaning of primary text, situated in well developed introduction, including review of literature and good blueprint statement. Located within first two pages, or top of third (if review of literature precedes).</td>
<td>A clear thesis statement in an introduction that presents relevant context. Within first three pages (if review of literature precedes).</td>
<td>An attempt at a thesis statement that does not quite make a debatable claim about primary text; or is situated halfway or more through paper (far too late), without blueprint statement.</td>
<td>Fails to give any sense of argument in paper at all.</td>
</tr>
<tr>
<td>4. Evidence</td>
<td>Extensive and clearly attributed source materials; skilled use of summaries, paraphrases, quotes. Extensive use of primary and selected secondary evidence in body.</td>
<td>Clearly attributed source materials attempts to present summaries, paraphrases, and quotes. Mostly primary in body, some use of secondary.</td>
<td>Attributed source materials, tending toward more quotes than summaries and paraphrases. Primary evidence in body, a little secondary.</td>
<td>Fails to attribute source materials; cannot summarize or paraphrase and relies heavily on quotes</td>
</tr>
<tr>
<td>5. Attribution</td>
<td>Follows correct MLA style for Works Cited Page; Textual attribution and parenthetical when needed (quotes). Introduction of source materials.</td>
<td>Attempts to follow correct MLA style for Works Cited Page; has some textual attribution but relies more on parenthetical. Attempts to introduce source materials.</td>
<td>Attributes most primary and second evidence correctly most of the time, but fails to introduce source materials.</td>
<td>No Works Cited page or fails to follow MLA Style. Unclear or missing attribution in essay. No identification of source materials.</td>
</tr>
</tbody>
</table>
APPENDIX E: REVISED MATERIALS AND RECOMMENDATIONS FOR 2012-13 CYCLE

1. SENIOR PORTFOLIO RUBRIC: THE PORTFOLIO CONTAINS WRITTEN TEXTS (QUIZ, EXAM, PORTFOLIO, LEARNING JOURNAL, ESSAYS, ETC.) THAT DEMONSTRATE THE LEARNER's ABILITY. This draft was written for the BA Spanish; it must be revised by Spanish faculty to reflect the specific outcomes they will be assessing in the 2012-13 cycle.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES*</th>
<th>SUCCEDS</th>
<th>ATTEMPTS</th>
<th>FAILS</th>
<th>NO ASSIGNMENT APPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: READING: MEANING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>average data.</td>
<td></td>
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<td></td>
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<tr>
<td>to understand written texts in a variety of genres (poetry, fiction, short stories, drama)</td>
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<tr>
<td>To understand written texts from a variety of national traditions</td>
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<tr>
<td>To understand written texts from a variety of historical periods</td>
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<tr>
<td>To understand the writings of scholars and critics about literary texts</td>
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<tr>
<td>#2: WRITING</td>
<td></td>
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<td></td>
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<tr>
<td>average data.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>to write summaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to write explications</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>to write close readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write original arguments</td>
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</tbody>
</table>
### #3: READING: ANALYSIS

Assess each individual element below: do not average data.

| to understand key forms and terminology of literary criticism |  |  |  |
| to understand basic theoretical concepts underlying contemporary approaches to literature and the major differences between them |  |  |  |
| to understand the aims of literary criticism |  |  |  |

*NOTE: The three program outcomes are the ones chosen for assessment for 2011-12; they may be changed for later cycles, depending on the final conclusions of earlier assessments. At that point, the specific outcomes must also be revised*
BA SPANISH SURVEY DRAFT: APPROVED SPRING 2012; TO BE USED FALL 2012 AND SPRING 2013 AFTER REVIEW BY SPANISH FACULTY AND DEPARTMENT HEAD

Check your class level:
First year
Sophomore
Junior
Senior

Are you a Spanish major?
Yes
No

Are you a Spanish minor?
Yes
No

Have you already taken the required course Spanish 331?
Yes
No

If yes, during what semester?
Fall 2011
Spring 2011
Fall 2010
Spring 2010
Fall 2009
Spring 2009
Fall 2008
Spring 2008
Fall 2007
Spring 2007
Fall 2006
Spring 2006
OTHER: PLEASE WRITE IN:

Have you already taken the required course Spa 333?
Yes
No

If yes, during what semester?
Fall 2011
Spring 2011
Fall 2010
Spring 2010
Fall 2009
Spring 2009
Fall 2008
Spring 2008
Fall 2007
Spring 2007
Fall 2006
Spring 2006
OTHER: PLEASE WRITE IN:

Are you taking any of the following courses this semester?
Spa 331, Spa 333, Spa 341, Spa 485

Select the appropriate response for the following questions.

#1-8 READING (see list at bottom for more specific codes for individual ones)

1. At this point in my undergraduate program, I can understand a variety of texts from many genres including professional, technical, academic, and literary.

2. At this point in my undergraduate program, I am able to comprehend implicit and inferred information, tone, and point of view and can follow persuasive arguments.

3. At this point in my undergraduate program, I am able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language.

4. At this point in my undergraduate program, I can understand writer's use of nuance and subtlety:

5. At this point in my undergraduate program, I can prepare an annotated bibliography on a subject assigned in an upper-level Spanish class.

6. At this point in my undergraduate program, I can do a close reading on a variety of texts (poetry, fiction, non-fiction, scholarly) in order to write papers in an upper-level Spanish class.

7. At this point in my undergraduate program, I can write a summary or paraphrase of an essay or article for an upper-level Spanish class.

8. At this point in my undergraduate program, I can distinguish between an article's arguments and the evidence presented to support the argument.

#9-14 WRITING (see list at bottom for more specific codes for individual ones)

9. At this point in my undergraduate program, I possess the ability to write routine informal and formal correspondence, narratives, descriptions, and summaries of a factual nature.

10. At this point in my undergraduate program, I can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity.

11. At this point in my undergraduate program, I can produce connected discourse of paragraph and page length and structure.

12. At this point in my undergraduate program, I can understand and identify the important features of an essay including voice and supporting evidence.

13. At this point in my undergraduate program, I can read a peer's draft and give constructive help during various phases of the writing process.

14. At this point in my undergraduate program, I can demonstrate no pattern of orthographic or stylistic errors.

15-16: PREPARED FOR FUTURE

15. At this point in my undergraduate program, I believe I am prepared to succeed in my chosen profession.

16. At this point in my undergraduate program, I believe I am prepared to succeed in a graduate program in Spanish if I choose to go on.
RECOMMENDATIONS

A. Student Learning Outcomes Reports Procedures

1. **Selection of specific courses at the start of each term:**

   The facts are that we have a fairly lengthy list of program outcomes, and that faculty have a number of course outcomes from which they choose 2-4 student learning outcomes to assess.

   The Syllabus 2011 Study showed that all course outcomes relate to our complete list of program outcomes, but not every class or student learning outcome will relate directly to the three program outcomes chosen for assessment.

   The gaps between the program assessment outcomes that the Spanish faculty reviewed and revised and the SLORs that were turned in is fairly wide.

   The Spanish faculty should meet with the Department Head and Dean to work on developing statements of program assessments that more directly relate to what is learned in classes, and assessed in the classes. The question of what language(s) should be used for materials should be clarified at that time.

**Here is a future procedure and timeline for department consideration:**

1. The recommendation of the Assessment Chair is to retain this year's goals for assessment, gathering more data, in the next cycle. The department will have to vote on that in August. Then certain courses need to be selected to be used in the program assessment: those courses need to be selected as early as possible in the Fall and Spring terms.

2. As part of the process of selection, faculty have to identify specific assignments that can be assessed for specific learning outcomes related to program outcomes. Ideally at least three faculty will agree to make sure one or more of the learning outcomes from their courses relate directly to the program assessment outcome.

3. Not *all* outcomes assessed in an individual faculty's SLORs need to be a program outcome, but the department head needs to have a list of faculty who commit to producing data for the program assessment as well as their individual assessment reports. Note that courses are identified with specific outcomes for ease of identification.

4. Fall SLORs have to come in before the spring semester starts, so program assessment can begin.

2. **Content and formatting information:**

   A great deal of time was spend copying/pasting from a variety of differently formatted documents (including landscape vs. portrait page layout, etc.). This meant that formatting was jumbled, and much editing had to be done. The faculty who volunteers their course SLORs need to follow some basic content and formatting guidelines:

   1. Report raw data, not just averages. If the only assessment is 80% of students did well, that's a grade. Numbers and percentages in the raw data columns are good. The 2011-12 final draft can be used as a model.
2. Tables are absolutely necessary for data in most cases, but tables alone do not make sense of the data. We may need a workshop on how to use tables appropriately, how to introduce them, and now to format them.

3. A common rubric or table format would be useful, especially when the same course is taught by multiple faculty, or two sections of the same course are taught by the same faculty. Faculty could generate common rubrics in a group if they wish; note, that having a common rubric does not dictate teaching the same assignment!

4. If a five point scale is used in student surveys, we need keep to a standard format: the one we're using in the BA English survey should be the standard.


I would recommend that the BA Spanish Survey might be reviewed by faculty who might choose 2-3 items to give to their courses, relating to one of the program outcomes, so that additional survey data could be generated. Those faculty could use that data in their individual outcomes reports as well.

5. A three, or four, or five point column rubric for evaluating student work would make assembling data from disparate SLORs easier. This scale would be used in assessing learning outcomes and need not (in fact should not) have to be used in grading.

One option, currently in the newly revised Senior Portfolio Rubric, is: Succeeds/Attempts/Fail/Not Applicable.

6. Faculty need to set the standard for what they consider "satisfactory" results: that is, not just report what percentages are over average, without saying "if X% of students meet or exceed this criteria, it's satisfactory.

Secondarily, the department should decide whether 70% is a reasonable standard for 'satisfactory' for the next cycle's report.

Once a standard is set, if their expectations for success are fully met, they have to decide and report whether they will raise standard or choose another outcome for the next time they teach the class. Assessment only works if it's extended from class to the next class, and so on, and from program to program.

7. Faculty need to clearly distinguish between the INSTRUMENT (the assignment) and the ASSESSMENT CRITERIA (how student learning is assessed). Many assignments have assessment criteria in them--but some are fairly vague (i.e. the assessment criteria really should incorporate material from the rubrics that define what excellent is, etc.).

8. The department needs to assemble best Student Learning Outcomes Reports (SLORs) from Spring 2012 for reference in later terms. It would be best to have examples from different areas and using different instruments: i.e. people using student surveys PLUS some other instrument, people using essays; people using portfolios, etc. We need a common core, but reporting does differ depending on instrument.
B. BA SPANISH SURVEY

The Spanish Assessment Committee need to work with the Head to make sure that the survey is given in one required majors course each term (to avoid duplication by students). Then, the DLL will need to work with someone who can analyze the survey results in order to compare the responses of students who have taken one or more of the two required courses compared to those who have not.

C. SENIOR PORTFOLIOS

1. Faculty will continue to hand in copies of at least one major assignment for every Spanish class that is a requirement for a major (except for Spanish 331 which involves only oral assignments) in every semester classes are taught.

2. The DLL will shift to a revised Spanish portfolio rubric (draft proposed to department is in Appendix E). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.