M.A. SPANISH PROGRAM ASSESSMENT REPORT 2011-12 CYCLE
Completed June 6, 2012

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

Program Mission Statement: MA SPANISH

The purposes of the graduate programs in Spanish and the associated department sponsored activities (support of student groups, access to study abroad programs, promotion of opportunities to hear and speak Spanish, involvement in professional conferences) are to teach the languages and literatures of Latin America and Spain. The MA in Spanish is designed to enable students to continue toward a PhD in Spanish or as use to teach in high schools, community or four-year colleges, as well as work in the private sector, business, industry, and non-profit organizations. Spanish graduate courses in the department teach the skills of reading, thinking, and writing critically and analytically, and understanding cultural and social differences.

The culminating experience for any graduate program is the final project: the Spanish MA offers two tracks: thesis (518) and non-thesis (595) program. The only difference is that the 595 students take six hours more coursework; due to numbers, all 518s and 595s are done by individual students working with a committee of Spanish faculty.

B. Culminating Experience MA/MS Spanish

The culminating experience for any graduate program is the final project: the Spanish MA offers two tracks: 595 (which also requires six more hours in coursework than the thesis track), and the 518 (thesis track). Both culminating projects are done as independent studies, with faculty committees, rather than organized courses. More 595s tend to be done than 518s.

In the past, the department has not done a separate analysis of learning outcomes for the 518/595s; the assessment chair recommends that starting in Summer 2012 that the department develop two methods for assessing learning outcomes as culminating experiences in this program (see Appendix C for details). The two methods are:

1. Graduate Portfolio: Faculty teaching all graduate courses turn in copies of the major projects from their graduate Spanish classes to be assembled in a Portfolio which will be assessed by the Spanish Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012.

2. 518/595 Assessment: Spanish 595 and 518 sections are still taught on the independent study model: the advisor works with the student, and a committee. At the final defense, the committee, as well as signing the graduate school form, can also discuss and complete a single rubric assessing the completed thesis.

The Department needs to develop a common rubric which would be used for all 595s, and another for the 518s.
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1. STUDENT LEARNING OUTCOME # 1: READING.

READING: MEANING Students will:

A. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand written and visual texts from a variety of national traditions and historical periods.

B. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand the writings of scholars and critics about written and visual texts.

C. produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

2. LINKS TO CURRICULUM & PROGRAM FACULTY

SPA 505 - Children’s and Adolescent Literature in Spanish
SPA 516 - Contemporary Latin American Literature
SPA 503 - Stylistics and Literary Theory
SPA 535 - Latin Am Lit 18 & 19 Cent.
SPA 550 - Spanish Literature of the Golden Age
SPA 555 - Spanish Medieval Literature
SPA/FLL 512 - Spanish Grammar Review and its Teaching
SPA/FLL 543 - Teaching Approaches to Spanish Sociolinguistics
SPA/FLL 544 - Spanish Language Curriculum Design
SPA 545 - Teaching Spanish through Film
SPA/FLL 549 - Spanish Phonetics in the Classroom
FLL 511 - Teaching a Second Language
SPA 560 - Colonial Literature
SPA 575 – Contemporary Spanish Literature
SPA/FLL 589 - Independent Study
SPA 595 - Research Literature and Techniques
SPA 597 - Special Topics

NOTE: Not all the above courses are taught every semester or even every year. Some courses are required of majors (those are usually taught once a year), but others are part of a menu of courses that students may choose from to satisfy a category requirement, rather than a course requirement. Those courses tend to be offered every two or three years. Others may serve as electives.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two Spanish 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.

3. STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING

A: Student Learning Outcome Reports Collected: Every semester, selected SLO Reports generated by faculty for from selected graduate courses will be collected for use in program assessment.

The only SLOR which applied to the program assessment outcomes this cycle was a Spanish literature course; the other courses taught in Spring 2012 and Fall 2011 were pedagogical. Since the Spanish Master's degree program has been revised to a pedagogical basis, the graduate program outcomes reviewed this year should be rewritten, or other program outcomes should be chosen for the 2012-2013 cycle.

SPA 503 - Stylistics and Literary Theory: Students will be exposed to literary theory and research tools in order to approach textual and narratological analyses in subsequent graduate courses. Full text of the SLOR is in Appendix B.
4. **ASSESSMENT OF STUDENT LEARNING OUTCOME #1.A.** Students will produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand written and visual texts from a variety of national traditions and historical periods.

**CONCLUSION:** The SLORs collected cannot address this outcome. Not assessed.

**RECOMMENDATION:** The assessment chair recommends that starting in Summer 2012 that the department develop a method for assessing a Graduate Portfolio.

**Graduate Portfolio:** Faculty teaching all graduate courses turn in copies of the major projects from their graduate Spanish classes to be assembled in a Portfolio which will be assessed by the Spanish Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012.
ASSESSMENT OF STUDENT LEARNING OUTCOME #1.B: Students will produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand the writings of scholars and critics about written and visual texts.

ASSESSMENT OF STUDENT LEARNING OUTCOME #1.C: Students will produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

70% is the standard for indicating a satisfactory outcome in both 1.B and 1.C.

The data from the SLOR listed below indicate that faculty assessment of 100% of student work was satisfactory, or above.

STUDENT LEARNING OUTCOMES

- Students will demonstrate their ability to interpret a Spanish literary text through one of the major literary theories studied during the course, as demonstrated by a final research paper.

- Students will demonstrate their ability to document sources within their research papers, and construct a bibliography page using MLA style, as demonstrated by correct in-text documentation of sources and a bibliography page.

RESULTS:

SLO #1
Four students completed the instrument.
Two students (50%) exceeded expectations.
Two students (50%) met expectations.
No students failed to meet expectations.
Four students or 100% either met or exceeded expectations. The SLO is considered to have met expectations.

SLO #2
Four students completed the instrument.
Three students or 75% exceeded expectations.
One student or 25% met expectations.
Four students or 100% either met or exceeded expectations.
The SLO is considered to have met expectations.

RECOMMENDATIONS:

The only SLOR which applied to the program assessment outcomes this cycle was a Spanish literature course; the other courses taught in Spring 2012 and Fall 2011 were pedagogical. Since the Spanish Master's degree program has been revised to a pedagogical basis, the graduate program outcomes reviewed this year should be rewritten, or other program outcomes should be chosen for the 2012-2013 cycle.
The Spanish faculty should meet and develop new means of collecting data to assess student learning outcomes that do not depend on a small number of individual faculty reports.

The assessment chair recommends instituting a Graduate Portfolio, a MA Spanish Survey, and assessment of culminating projects.

1. Graduate Portfolio: Faculty teaching all graduate courses turn in copies of the major projects from their graduate Spanish classes to be assembled in a Portfolio which will be assessed by the Spanish Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012.

2. 518/595 Assessment: Spanish 595 and 518 sections are still taught on the independent study model: the advisor works with the student, and a committee. At the final defense, the committee, as well as signing the graduate school form, can also discuss and complete a single rubric assessing the completed thesis. The Department needs to develop a common rubric which would be used for all 595s, and another for the 518s.
STUDENT LEARNING OUTCOME # 2 WRITING

WRITING  Students will:

A. Produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

B. Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

C. Produce essays demonstrating they know the conventions of writing for an academic audience. The conventions include: a well-developed thesis paragraph which makes an original argument and which is placed last in a multi-paragraph introductory section; the comprehensive use of primary and secondary evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution plus the Works Cited page in MLA style.

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FLL 511 - Teaching a Second Language
SPA 560 - Colonial Literature
SPA/FLL 589 - Independent Study
SPA 595 - Research Literature and Techniques
SPA 597 - Special Topics

3. STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING

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program outcomes reviewed this year should be rewritten, or other program outcomes should be chosen for the 2012-2013 cycle.

**SPA 503 - Stylistics and Literary Theory:** Students will be exposed to literary theory and research tools in order to approach textual and narratological analyses in subsequent graduate courses. The full text of the SLOR is in Appendix C.

4. **ASSESSMENT OF STUDENT LEARNING OUTCOME #2.A:** Students will produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

**ASSESSMENT OF STUDENT LEARNING OUTCOME #2.B:** Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

**ASSESSMENT OF STUDENT LEARNING OUTCOME #2.C:** Produce essays demonstrating they know the conventions of writing for an academic audience. The conventions include: a well-developed thesis paragraph which makes an original argument and which is placed last in a multi-paragraph introductory section; the comprehensive use of primary and secondary evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution plus the Works Cited page in MLA style.

70% is the standard for indicating a satisfactory outcome in both 2.A, 2.B, and 2.C.

The data from the SLOR listed below indicate that faculty assessment of 100% of student work was satisfactory, or above.

**STUDENT LEARNING OUTCOMES**

- Students will demonstrate their ability to interpret a Spanish literary text through one of the major literary theories studied during the course, as demonstrated by a final research paper.

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RECOMMENDATIONS:
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The assessment chair recommends instituting a Graduate Portfolio, a MA Spanish Survey, and assessment of culminating projects.

1. Graduate Portfolio: Faculty teaching all graduate courses turn in copies of the major projects from their graduate Spanish classes to be assembled in a Portfolio which will be assessed by the Spanish Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012.

2. 518/595 Assessment: Spanish 595 and 518 sections are still taught on the independent study model: the advisor works with the student, and a committee. At the final defense, the committee, as well as signing the graduate school form, can also discuss and complete a single rubric assessing the completed thesis. The Department needs to develop a common rubric which would be used for all 595s, and another for the 518s.
STUDENT LEARNING OUTCOME #3 CRITICAL THINKING & ANALYSIS

READING: ANALYSIS  Students will:

CRITICAL THINKING AND ANALYSIS  Students will:

A. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to synthesize ideas.

B. produce written works (position papers, response papers, analytical essays, research/argument essays demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.

C. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.

D. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to use the key forms and terminology of textual analysis (whether or written or visual texts).

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SPA/FLL 589 - Independent Study
SPA 595 - Research Literature and Techniques
SPA 597 - Special Topics

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4. ASSESSMENT OF STUDENT LEARNING OUTCOME #3.A: Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to synthesize ideas.

ASSESSMENT OF STUDENT LEARNING OUTCOME #3.B: Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.

ASSESSMENT OF STUDENT LEARNING OUTCOME #3.C Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.

ASSESSMENT OF STUDENT LEARNING OUTCOME #3 Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to use the key forms and terminology of textual analysis (whether or written or visual texts).

70% is the standard for indicating a satisfactory outcome in both 2.A, 2.B, and 2.C.

The data from the SLOR listed below indicate that faculty assessment of 100% of student work was satisfactory, or above.

STUDENT LEARNING OUTcomes

- Students will demonstrate their ability to interpret a Spanish literary text through one of the major literary theories studied during the course, as demonstrated by a final research paper.
- Students will demonstrate their ability to document sources within their research papers, and construct a bibliography page using MLA style, as demonstrated by correct in-text documentation of sources and a bibliography page.

RESULTS:
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RECOMMENDATIONS:

The only SLOR which applied to the program assessment outcomes this cycle was a Spanish literature course; the other courses taught in Spring 2012 and Fall 2011 were pedagogical. Since the Spanish Master's degree program has been revised to a pedagogical basis, the graduate program outcomes reviewed this year should be rewritten, or other program outcomes should be chosen for the 2012-2013 cycle.

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5. **SUMMARY OF FINDINGS AND RESULTS:**

These are the three program outcomes assessed for the 2011-12 cycle.

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

D. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand written and visual texts from a variety of national traditions and historical periods.

E. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand the writings of scholars and critics about written and visual texts.

F. produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

**SLO # 2 WRITING**

D. Produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

E. Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

F. Produce essays demonstrating they know the conventions of writing for an academic audience. The conventions include: a well-developed thesis paragraph which makes an original argument and which is placed last in a multi-paragraph introductory section; the comprehensive use of primary and secondary evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution plus the Works Cited page in MLA style.

**SLO #3: READING: ANALYSIS**  Students will:

E. produce written works (position papers, response papers, analytical essays, produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to synthesize ideas.

F. produce written works (position papers, response papers, analytical essays, research/argument essays demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.

G. produce written works (position papers, response papers, analytical essays, research/argument essays demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.

H. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to use the key forms and terminology of textual analysis (whether or written or visual texts).
These are the methods/strategies used to gather data:

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

The only SLOR which applied to the program assessment outcomes this cycle was a Spanish literature course; the other courses taught in Spring 2012 and Fall 2011 were pedagogical. Since the Spanish Master's degree program has been revised to a pedagogical basis, the graduate program outcomes reviewed this year should be rewritten, or other program outcomes should be chosen for the 2012-2013 cycle.

This table reports the summary of information from all the assessment areas:

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES*</th>
<th>STUDENT PERCEPTION % Satisfactory</th>
<th>INSTRUMENT</th>
<th>FACULTY ASSESSMENT % Satisfactory</th>
<th>INSTRUMENT</th>
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<tbody>
<tr>
<td><strong>#1: READING: MEANING</strong></td>
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<tr>
<td>A</td>
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<td>B</td>
<td>NOT ASSESSED</td>
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<td>C</td>
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<td><strong>#2: WRITING</strong></td>
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<td><strong>#3: READING: ANALYSIS</strong></td>
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</tbody>
</table>

**SUMMARY OF ASSESSMENT OUTCOMES**

While the data generated by a single Student Learning Outcomes report shows that 100% of students met or exceeded the criteria showing they had learned the skills relegating to the outcomes, a single class is not sufficient data (especially not with only four students in it).

Without any other data, it is impossible to assess student learning outcomes in the graduate Spanish program.

Therefore the Chair of Assessment recommends the following:

1. Beginning in August 2012, the Spanish faculty should assess the relationship between specific program goals chosen for assessment and the learning outcomes on their syllabi and the Senior Portfolio Rubric in order to ensure that similar outcomes are being assessed throughout selected
courses for the program assessment. The recent revision to the Spanish MA program must drive the program assessment outcomes in future.

2. The MA Spanish Survey should be finalized and 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 graduate course.

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. The Spanish faculty will develop and submit to the department for approval the following methods of collecting data for future assessment:

   A. Graduate Portfolio: Faculty teaching all graduate courses turn in copies of the major projects from their graduate Spanish classes to be assembled in a Portfolio which will be assessed by the Spanish Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012.

   B. 518/595 Assessment: Spanish 595 and 518 sections are still taught on the independent study model: the advisor works with the student, and a committee. At the final defense, the committee, as well as signing the graduate school form, can also discuss and complete a single rubric assessing the completed thesis. The Department needs to develop a common rubric which would be used for all 595s, and another for the 518s.
APPENDIX A:

This list is the COMPREHENSIVE list of goals that the department has developed.

M.A. SPANISH OUTCOMES The program has set the following goals (outcomes):

1. Substantive knowledge of the various fields Spanish and Latin American literature
2. Reading
3. Writing
4. Critical Thinking & Analysis
5. Language Use
6. Language Structure
7. Understanding & appreciation of texts (any genre/media) as art form
8. Understanding & appreciation of texts (any genre/media) as socio-cultural productions
9. Understand social and cultural differences
10. Timely completion of: exam
11. Timely completion of 595 or thesis
12. Content knowledge and skills to enter doctoral program in Spanish
13. Content knowledge and skills to enter chosen professions (gov, non-profit, corporation)
APPENDIX B: Student Learning Outcomes Reports

SPA 503.01W – LITERARY THEORY IN THE CONTEXT OF SPANISH LITERATURE
Fall 2011

Course Objectives
- To achieve an understanding of Spanish literary canonical texts through analysis, and interpretation.
- To express in writing informed value judgments with respect to literary texts.
- To achieve an understanding of the major theories used for the interpretation of literary texts.
- To interpret specific literary texts through major theories, such as Post-Colonialism, Marxism, Feminism, and Psychoanalysis.

STUDENT LEARNING OUTCOMES
- Students will demonstrate their ability to interpret a Spanish literary text through one of the major literary theories studied during the course, as demonstrated by a final research paper.
- Students will demonstrate their ability to document sources within their research papers, and construct a bibliography page using MLA style, as demonstrated by correct in-text documentation of sources and a bibliography page.

Instrument

Learning outcome # 1:
An analytical literary research paper (12-15 pages) for an academic audience. The basic elements are:
1. A 12 to 15 page work.
2. A well-developed thesis statement that includes a brief explanation of the literary theory used for interpretation.
3. A section within the body of the paper that describes in detail the theory to be used for the interpretation of the literary work. The use of primary and secondary evidence in the body of the paper.
4. A clear conclusion that explains the use of theory in the application of literary analysis.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>SLO # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO</td>
<td>EXCEEDS (90-100%)</td>
</tr>
<tr>
<td>1. Length</td>
<td>13 to 15 pages (19-20 pts.)</td>
</tr>
<tr>
<td>2. Audience</td>
<td>Uses correct terminology. (9-10 pts.)</td>
</tr>
<tr>
<td>3. Argument/Thesis Statement</td>
<td>Thesis statement is clear and well developed. (19-20 pts.)</td>
</tr>
<tr>
<td>4. Explanation of theory to be used for interpretation. Use of primary and secondary evidence.</td>
<td>Extensive and clear explanation of critical theory. Skilled use of summaries, paraphrases, quotes. (23-25 pts.)</td>
</tr>
<tr>
<td>5. A conclusion that clearly takes into account the critical theory, and the evidence in the interpretation, and explains the use of critical theory for the interpretation of</td>
<td>The conclusion consolidates critical theory and the evidence of textual interpretation to explain the use of critical theory for the interpretation of literary texts. (20-23 pts.)</td>
</tr>
</tbody>
</table>
specific literary texts. (23-25 pts.)

The SLO is considered to meet expectations if 80% or three students either meet or exceed expectations.

Learning outcome # 2:
An MLA style bibliography page that includes 10 bibliographical entries.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>EXCEEDS (90-100%)</th>
<th>MEETS (70-80%)</th>
<th>FAILS (0-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of entries</td>
<td>9-10 entries (45-50 pts.)</td>
<td>6-8 entries (35-40 pts.)</td>
<td>0-6 entries (0-30 pts.)</td>
</tr>
<tr>
<td>2. MLA format</td>
<td>Every entry correctly follows MLA format (45-50 pts.)</td>
<td>Seven entries correctly follows MLA format (35-40 pts.)</td>
<td>Less than 5 entries correctly follow MLA format. (0-30 pts.)</td>
</tr>
</tbody>
</table>

The SLO is considered to meet expectations if 80% or three students either meet or exceed expectations.

**Results**

**SLO #1**
Four students completed the instrument.
Two students (50%) exceeded expectations.
Two students (50%) met expectations.
No students failed to meet expectations.
Four students or 100% either met or exceeded expectations.
The SLO is considered to have met expectations.

**SLO #2**
Four students completed the instrument.
Three students or 75% exceeded expectations.
One student or 25% met expectations.
Four students or 100% either met or exceeded expectations.
The SLO is considered to have met expectations.
Spanish Language Curriculum Design  
SPA 544 01R; 41S 
Spring 2012  

Student Learning Outcome from Syllabus (SLO)  
By the end of the semester, students will:  
Gain an understanding of the curriculum design process.  

Assessment criteria given to students  
Evaluating the achievement percentage of the practice question in midterm exam, consisting on finding the reason behind a design for a second language curriculum for a specific target Spanish course of their choice.  

Instrument Used  
Practice question of the midterm exam: elaborate a foreign language curriculum design.  

III. Diseñar un curriculum (54 puntos; 18 c/u)  
I. Elige una situación para desarrollar el curriculum:  
Curso intensivo de español L2 de seis semanas de verano en un país de habla hispana.  
Curso de español para agentes de policía de un condado texano.  
Curso de perfeccionamiento de escritura y redacción de español L2.  
Curso de perfeccionamiento de conversación y habilidad oral.  
II. Justificar el diseño de un curriculum para un curso de L2. Sigue estos aspectos:  
a) Sobre qué principios se fundamenta su curso: principios de contenido y secuenciación, y formato y presentación: (usa dos de cada una y explica por qué)  
frecuencia, estrategias y autonomía, spaced retrieval, atención a aspectos generales del sistema lingüístico, progresión en el estudio de habilidades, estrategias y contenidos, secuenciación de aspectos lingüísticos, uso de conocimientos previos del alumno, interferencias.  
motivación, four strands, input comprensible, fluidez, producción, aprendizaje deliberado, tiempo profundidad de procesamiento, estilos de aprendizaje.  
b) Qué objetivos, tipos de contenidos y secuencia propone.  
- objetivos: lengua, ideas, habilidades o discurso  
- contenidos: en serie o como campos de conocimiento  
- secuencia: tipos de syllabus  
c) Qué formato de presentación se da a los contenidos.  
- blocks  
- threads  

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: foreign language curriculum design</td>
<td>95</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

In practice question, students were able to design a foreign language curriculum design that met the criteria of using the different component elements taking into account when starting to design a language course: instructional principles, content selection, types of content, sequence of content, and presentation format for the contents.

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

REVISED MATERIALS AND RECOMMENDATIONS FOR 2012-13 CYCLE

1. MASTER'S 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 English program; it must be revised by Spanish faculty to reflect the specific outcomes they will be assessing in the 2012-13 cycle. It is submitted here as a possible model.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES*</th>
<th>SUCCEEDS</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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand written texts in a variety of genres (poetry, fiction, short stories, drama)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand written texts from a variety of national traditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand written texts from a variety of historical periods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand the writings of scholars and critics about literary texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2: WRITING average data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write summaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write explications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write close readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to write original arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assess each individual element below: do not average data.
## #3: READING: ANALYSIS

Assess each individual element below: do not average data.

<table>
<thead>
<tr>
<th>to understand key forms and terminology of literary criticism</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to understand basic theoretical concepts underlying contemporary approaches to literature and the major differences between them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to understand the aims of literary criticism.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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*
MA SPANISH SURVEY DRAFT: APPROVED SPRING 2012; TO BE USED FALL 2012 AND SPRING 2013 AFTER REVIEW BY SPANISH FACULTY AND DEPARTMENT HEAD. THIS DRAFT IS BASED ON SPANISH BA SURVEY AND MUST BE REVISED TO BE IN ALIGNMENT WITH PROGRAM OUTCOMES.

SPANISH MASTER'S SURVEY

First year
Second year
Third Year
Other (BLANK TO IDENTIFY)

Have you taken SPA 503?
YES
NO

Have you taken FLL L 511?
YES
NO

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 graduate program, I can understand a variety of texts from many genres including professional, technical, academic, and literary.

2. At this point in my graduate 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 graduate 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 graduate program, I can understand writer’s use of nuance and subtlety:

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

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

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

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

15. PREPARED FOR FUTURE

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

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 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 courses in the
revised Spanish MA program. The question of what language(s) should be used for materials should be clarified at that time.

The language of the program assessment outcomes, the student learning outcomes, the rubric(s) used, and the survey must be in alignment.

**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.

1. Strongly Disagree  
2. Disagree  
3. Don't Know  
4. Agree  
5. Strongly Agree

I would recommend that the MA 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 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.