

Annual Program Assessment Plan: 2018-2019

Please upload the form for each program in Blackboard by **October 9, 2018**.

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| School | School of Arts and Sciences |
| Department | World Languages, Literatures, and Humanities |
| Program | Spanish |
| Department Chair | Dr. Fabiola F. Salek |
| Department Assessment Coordinator | Dr. Juana Ramos |
| Program Coordinator | Dr. Juana Ramos |
| Other Contributors | Dr. Margarita Drago, Dr. Franklin Gutierrez, Dr. Margaret Ballantyne, Dr. Eva Vasquez |
| Completed by | Dr. Juana Ramos |
| Date Submitted | October 9, 2018 |

I. State Program Mission

The mission of the Spanish program is to prepare our majors and minors for their professional careers through a variety of courses in which they study and learn about the Spanish language, culture, and literature, so they become active participants in their communities, innovative and ethical professionals who contribute to the development of a more inclusive society, in terms of cultural, linguistic, and intellectual diversity. Students in our program are introduced to an enriching and challenging intellectual and cultural life by exposing them to guest lectures, colloquia, poetry and narrative readings, film festivals, museum trips, and student writing contests. Furthermore, our program aims to provide students with a comparative element that will enable them to improve communication skills in their own language. In order to accomplish our educational goals, a rigorous academic orientation is provided to each student.

II. Insert **Program Goals (PGs) & Program Level Student Learning Outcomes (PSLOs)** that will be assessed this academic year

| Program Goal | Program Student Learning Outcomes | Expected Level of Achievement* |
|---|---|--------------------------------|
| Goal 4 Develop writing and oral communication skills. | Outcome 4.1 Write well developed essays using appropriate organization, vocabulary and grammatical structures. | 3 or 4 on Rubric |
| Goal 2 Demonstrate oral and written understanding of what literature is; write about it and relate studied literary works to their socio-political and cultural context. | Outcome 2.1 Explain linkage of socio-political culture and literary texts. | 3 or 4 on Rubric |

*Rate for an accepted level of performance or success as defined by the program faculty

III. **Rationale for the Plan:** Based on prior year assessments; provide a rationale for choosing the PGs/PSLOs and using the curriculum map identify the scale.

We will continue assessing the same PG (4) and PSLO (4.1) that have been evaluated previously across our curriculum. We have chosen an elective capstone course, Spanish 418 – Seminar on a Special Topic. Previous assessments included a 200-level required foundation course

and a 300-level program elective course. For spring 2019, a new PG (2) and its respective PSLO (2.1) will be assessed on a 300-level required capstone course, Span 351- Cervantes.

IV. Data Collection and Evaluation:

- a. Identify direct measures
- b. Determine sample size based on the following factors:
 - i. number of students in the program to ensure the representativeness of the data;
 - ii. length and complexity of the assignment;
 - iii. number of faculty members who will evaluate the data
- c. Indicate timeline for data collection
- d. Identify the assessment tool (provide rubrics as appropriate)
- e. Indicate which faculty members will be involved in the overall assessment process and how many of them will evaluate, analyze and interpret the student data.
- f. How the results will be used to support student learning and program improvement.

A formative assignment will be collected by mid-October, 2018, to assess PG and PSLO for Span 418 course- Seminar on a Special Topic. Sixteen students will write a three-page essay comparing the education learned by Rigoberta Menchu as a child through the indigenous community with the education that was taught to students and girls in our Western culture. Dr. Margarita Drago will collect the data. Three faculty members of the Spanish discipline will be involved in the overall assessment process. Program rubric will be used as assessment tool. Drs. Eva Vasquez and Juana Ramos will evaluate, analyze and interpret the student data.

Spring 2019: A formative assignment, a three-page essay on the following topic: “Explain how the exemplary novel by Cervantes, Rinconete y Cortadillo, shows the socio-political context of the Spain of the 1600’s” will be used for assessment in Span 351, Cervantes. Approximately 15 essays will be collected in early May. Three Spanish faculty members will be part of the assessment process. Dr. Juana Ramos will collect the student data and Drs. Margarita Drago and Eva Vasquez will evaluate, analyze, and interpret the data.

By the end of the AY 2018-2019 and after completing the assessment process, the Spanish faculty will meet to discuss the results, make recommendations, and implement the necessary actions to improve the student learning outcomes.

Span 418 - Latin American Testimonial Discourse: Women's Testimonies (Elective course)

Rúbrica para un ensayo comparativo

TEMA: Write a comparative essay

Title of essay: Compare the education received by Rigoberta Menchu as a child in the indigenous community to which she belongs to the education that was taught to students and girls in our Western culture.

| Aspecto a evaluar | 4 Highly Proficient | 3 Proficient | 2 Partly Proficient | 1 Minimally Proficient |
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| Gramática y puntuación | Sintaxis sofisticada; gramática y puntuación perfectas | Dos o tres errores de gramática o de puntuación, pero no impiden la comprensión | Tres o cuatro errores que distraen al lector. Sintaxis más básica. | Más de 4 errores que debilitan el efecto del argumento o causan confusión |
| Vocabulario, ortografía y expresión | Vocabulario sofisticado, apropiado al tema e idiomático, sin errores de ortografía | Dos o tres errores de ortografía (o acentuación) pero en general el nivel de la expresión es muy buena | Tres o cuatro errores de ortografía que distraen al lector. Expresión es más básica | Más de 4 errores que impiden la comprensión. Expresión demasiado básica. |