

## **Academic Programs**

### **Annual Program Assessment Report: 2018-2019**

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**School:** School of Arts and Sciences

**Department:** World Languages, Literatures, and Humanities

**Program:** Spanish

**Department Chair:** Dr. Fabiola Salek

**Department Assessment Coordinator:** Dr. Juana Ramos

**Program Coordinator:** Dr. Juana Ramos

**Other Contributors:** Dr. Margarita Drago

**Completed by:** Dr. Juana Ramos

**Date Report Submitted:** May 31, 2019

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I. **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. **ASSESSMENT ACTIVITIES:** Please complete the table below, add rows as needed.

| Institutional Learning Outcomes (ILOs)  | Program Goals  | Program Level Student Learning Outcomes (PSLOs)                                     | Course(s), Section(s), N=Sample Size                  | Measure <sup>1</sup> & Expected Level of Students' Achievement  | Findings   | Use of Results  |
|---|--|---|---|---|--|---|
| <p><b>Creativity: Demonstrate excellence in academic inquiry, creativity, research, collaboration and professional growth.</b></p> <p><b>Integrity: Demonstrate integrity as a central value in all aspects of their engagement including learning, research and service.</b></p> | <p>Goal #__2__<br/>Demonstrate oral and written understanding of what literature is; write about it and relate studied literary works to their socio-political and cultural context.</p> | <p># __2.1__<br/>Explain linkage of socio-political culture and literary texts.</p> | <p>Span 351- Cervantes Section YY<br/>24 Students</p> | <p>Direct: Mid-Semester 2 to 3- Page Essay</p> <p>70% of students will be able to write a two to three-page essay on a topic assigned by the professor to explain linkage of socio-political culture and literary texts. Students must identify three characteristics of the Baroque period in Miguel de Cervantes' masterpiece El Quijote.</p> | <p>70% of students completed satisfactorily the assignment and demonstrated a competent attempt to interpret the text in relation to historical or social facts, and showed a somewhat nuanced understanding of how texts reflect or shape historical or social realities, as stated in the rubric used to assess this program goal.</p> | <p>Changes needed: No<br/>Type of change: <a href="#">Click here to enter text.</a></p> |

<sup>1</sup> Direct measure is required; indirect measure is optional. E.g. Direct: Exams, assignments, presentations, etc. Indirect : Survey, focus groups, etc.  
AAC, RV 4.17.19

- III. **Data Collection and Analysis:** Based on the information above, what do the findings suggest? Describe how and when the data was collected and analyzed for each of the student learning outcomes. Describe what tools were used to evaluate student work, e.g. rubrics. **Please attach rubrics used and identify level (program/course embedded).** Describe how interrater reliability was established, including number of faculty involved in the processes.

Findings suggest that 70% of the data collected reached the instructor's expectations. Essays demonstrated a competent attempt to interpret the text in relation to historical or social facts, and showed a somewhat nuanced understanding of how texts reflect or shape historical or social realities; 20% of essays referred accurately to historical or social facts in the course of interpreting a text, or competently made a point about history or society using a text as evidence; and 10% made no accurate reference, or no reference at all, to historical or social facts.

A rubric was used to assess artifacts. A formative assignment, a two to three-page essay on the following topic: "Explain how Cervantes' masterpiece, *El Quijote*, shows the socio-political context of the Spain of the 1600's" was used to assess PG2 as indicated above. Originally, the proposed literary text was one of the *Exemplary Novels* by the same author. Due to changes in the syllabus a new text was assigned for the analysis. Twenty four essays were collected in early May. Two Spanish faculty members were involved in the assessment process. Dr. Juana Ramos collected the artifacts, and she and Dr. Margarita Drago evaluated, analyzed, and interpreted the data. In order to establish interrater reliability both faculty members met to discuss program goal, program student learning outcome, rubric, direct measure, and what they consider excellent, satisfying, approaching, and not approaching in the essays' content. This PG is related to the ILOs Creativity and Integrity. Data demonstrated that students were able to establish connections between the literary text and the literary period analyzed, and made appropriate use of the sources.

- IV. **Action Plan:** Based on the information provided above in *Use of Results* section, describe the next steps that will be taken to ensure that the changes indicated above are actually implemented. If no changes are needed, explain why.

Based on the results, we consider that no changes are needed at this time. Student data collected showed that students were able to identify and understand very well the relation between a literary text and its political, social, and historical characteristics of the literary period (Baroque) to which it belongs. Those students who did not reach the instructor's expectations showed understanding of the assignment topic but were not able to support their ideas with evidence from sources.

- V. **Communication:** Indicate to whom, how and when the assessment results will be (or have been) communicated to internal and external stakeholders.

The results will be shared and discussed with the Spanish discipline faculty members in the first departmental meeting of Fall 2019. An assessment report will be submitted to the Academic Assessment Committee for review and feedback.

- VI. **Changes Implemented:** Describe any changes implemented as a result of assessment activities completed in the previous assessment cycle to “close the loop”. Indicate the semester in which the change was implemented and when it will be reassessed. (*Use last assessment report submitted to obtain information on what changes were recommend in the previous report*).

In Fall 2018, PG 4 (Develop writing and oral communication skills) and PSLO 4.1 (Write well developed essays using appropriate organization, vocabulary and grammatical structures) were assessed. A formative assignment was collected in mid-October, in order to assess Span 418 (Seminar on a Special Topic). Sixteen students wrote a three-page essay comparing 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. Rubric program was used to evaluate student work. Two faculty members of the Spanish discipline evaluated and interpreted the students' essays. The discipline designed an action plan that was implemented to close the loop. In Spring 2019, instructors included in each Spanish major course grammar mini-lessons based on the students' common grammatical errors. Individual and group tutoring was offered by the instructors during office hours. Students were encouraged to visit the Collaborative Learning Center to receive Spanish tutorial services. PG4 and a new PSLO will be reassessed in AY 2023-2024.

- VII. **Synopsis of assessment plan for upcoming academic year:** Using the *5-year plan* and this year's findings, identify program goals and program level student learning outcomes the program will assess in the next academic year and provide rationale.

PG2 (PSLO2.1) will be assessed across our curriculum. This is the first year (Spring 2019) that we assessed it and chose a capstone course. Next semester we will reassess the same PG and PSLO in a 200-level course, Span 222, to corroborate if that program goal and student learning outcome are reached at the 200, 300, and 400 level courses, in order to determine if any changes must be implemented.

- VIII. **(Optional): Other Activities/Accomplishments:** Describe other program assessment activities related to student learning for this academic year.

[Click here to enter text.](#)

**For Cervantes- Span 351 / Spring 2019**

**Program 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.

**PSLO 2.1:** Explain linkage of socio-political culture and literary texts.

| <b>Level</b>        | <b>Traits</b>  |
|---------------------|--|
| 4 - Excellent       | Essay proposes an interpretation of a text that <i>puts</i> the text <i>in</i> relation to some relevant aspect of history or society as a substantial element of an argument, or uses the text as evidence to illuminate some aspect of history or society, and makes a skillful and intellectually complex case for its thesis in a way that draws on evidence from both within and around (i.e., historical and social facts) the text. |
| 3 - Satisfying      | Essay demonstrates a competent attempt to interpret the text in relation to historical or social facts, or shows a somewhat nuanced understanding of how texts reflect or shape historical or social realities.  |
| 2 - Approaching     | Essay refers accurately to historical or social facts in the course of interpreting a text, or competently makes a point about history or society using a text as evidence.  |
| 1 - Not Approaching | Essay makes no accurate reference, or no reference at all, to historical or social facts.  |

**Spanish Program Assessment: Spring 2019**  
**Span 351 Cervantes (Required Course)**  
**24 students Enrolled**

**Program 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. **PSLO 2.1:** Explain linkage of socio-political culture and literary texts.

**Assignment:** Students wrote a 2 to 3-page essay on *El Quijote* to develop the following topic: “**Explain how Cervantes’ masterpiece, *El Quijote*, shows the socio-political context (Baroque characteristics) of the Spain of the 1600’s.**”

| Student | Explain Linkage of socio-political culture and literary texts |
|---------|---|
| 1.      | 2   |
| 2.      | 0   |
| 3.      | 3   |
| 4.      | 4   |
| 5.      | 2   |
| 6.      | 2   |
| 7.      | 4   |
| 8.      | 3   |
| 9.      | 4   |
| 10.     | 3   |
| 11.     | 3   |
| 12.     | 3   |
| 13.     | 4   |
| 14.     | 3   |
| 15.     | 3   |
| 16.     | 2   |
| 17.     | 2   |
| 18.     | 1   |
| 19.     | 4   |
| 20.     | 4   |
| 21.     | 3   |
| 22.     | 3   |
| 23.     | 2   |
| 24.     | 3   |
|         |   |
|         |   |
|         |   |
| AVERAGE | 2.83  |