

Spanish Program Annual Assessment Report (AY 20-21)

Introduction:

The Spanish program would like to thank the Office of Assessment for helping us finetune our assessment tools and articulate our report.

Throughout the 20-21 Annual Assessment Report process we have dedicated work to the presentation of evidence to make tables clear to an outside reader as recommended by the Assessment Committee. We have also focused our assessment at the level of the major as a whole.

In addition, we have tied our use of evidence to our assessment data as new tables show. Regarding evidence of collaboration and communication, as per request of the assessment committee, the Spanish program is including in its 20-21 Annual Assessment Report meeting details, including the names of attendees and the time and date of our meeting. Lastly, the Spanish program is including its direct and indirect assessment instruments as attachments to the plan as suggested.

Annual Assessment Report (AY 20-21)

The Spanish Program has held various assessment meetings to create this report. On April 15th, from 3:00 to 3:30 p.m., Profs. Contreras-Silva, Fabricio, French, Vidal-Torreira, and Vilahomat met to interpret feedback from the Assessment Committee and to plan for a better Assessment Report for this year. This meeting included going over the Assessment Committee feedback of last year's assessment, clarifying program members' tasks for this year's assessment report, and discussing what shape the report is to take this year.

On April 28th, from 4:00 to 5:15 p.m., Profs. Contreras-Silva, Fabricio, French, Vidal-Torreira, and Vilahomat met to further discuss the annual assessment process. During this meeting, consensus was reached on the outline of this year's report and the process that would be followed to gather data and assess it. In our discussion, it became clear to us that our plan of data collection for direct assessment as stated in our SAP would lead to a very limited assessment of each learning goal. With this in mind, we decided that it would be better to include data collected from our comprehensive exam, as stated in our SAP, and from work done in the relevant courses. We came to the conclusion that courses that had learning goals which included the contextualization of literary and cultural texts would be considered relevant.

On May 5th, from 3:00 to 4:15 pm, Drs. Contreras-Silva, Vidal-Torreira, and Vilahomat met to assess how individual graduating students did on our Learning Goal #4, "Be able to analyze and contextualize (using historical, political, cultural and social frameworks) literary texts and/or other cultural products." Profs. Fabricio and French, though integral to the Spanish Program, do not teach upper level courses that are applicable to this assessment.

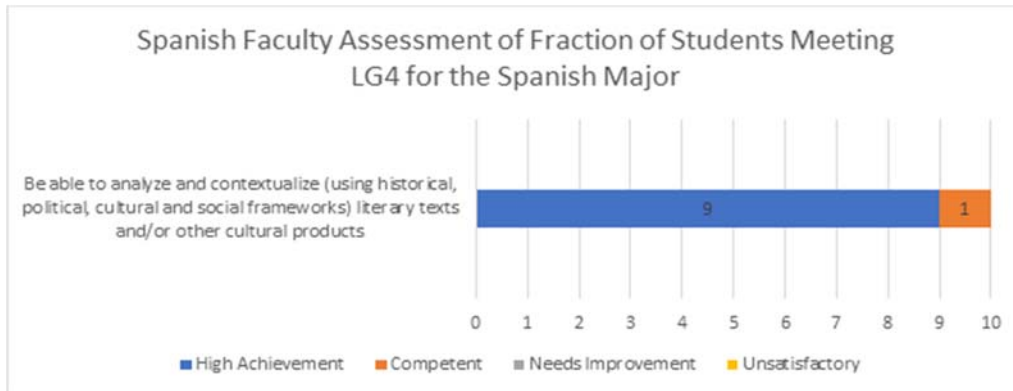
Assessment:

1. Direct assessment:

- a. Data utilized for assessment:
 - i. Senior comprehensive questions where analysis and contextualization was a component
 - ii. Student work completed in courses where analysis and contextualization was a stated learning goal
- b. We then discussed each of our 10 graduating students and ranked their ability to analyze and contextualize as
 - i. high achieving
 - ii. competent
 - iii. needs improvement

- iv. unsatisfactory
- c. We then quantified and mapped out this data in this chart, to better visualize and understand.

students	data collected		student outcome			
	senior comp. question(s) used	relevant course(s) used	high achievement	competent	needs improvement	unsatisfactory
1	310, 320, 473	320, 350, 471, 473	X			
2	310, 320	320, 380, 471, 480	X			
3	310, 320, 390, 473	320, 351, 380, 390, 471, 473	X			
4	310, 320, 390	320, 380, 390, 480, 488		X		
5	310, 320	320, 380, 471, 473, 480	X			
6	310, 320	320, 380, 480	X			
7	310, 320, 485	320, 340, 399 (Exile), 485	X			
8	310, 320, 390, 473	320, 380, 390, 473, 480	X			
9	310, 320	320, 380, 471, 480, 485	X			
10	310, 320, 473	320, 380, 473, 480	X			



- d. Conclusions-
 - i. Through discussion of student performance in our courses, we have determined that our students have achieved the Learning Goal.
 - ii. In our program, there are a large number of courses that can evaluate this Learning Goal.
- 2. Indirect assessment:
 - a. We have identified question #7 in our Senior Survey as the one that corresponds to this Learning Goal.
 - b. We have assessed their responses, quantified the data and mapped it out to better visualize and understand.

question	very much	quite a bit	somewhat	very little	not at all
To what extent do you feel your coursework in the Spanish major contributed to your ability to analyze and contextualize (using historical, political, cultural and social frameworks) literary texts and/or other cultural products?	8	1	1		

- c. Conclusion –
 - i. Our students feel that they gained at least some ability to analyze and contextualize texts through their coursework in Spanish.
 - ii. Their self-assessment is a very close match to our assessment of their performance.
- 3. Overall conclusions and future steps:
 - a. Based on this data, it is clear that student self-assessment (indirect) coincides with our (direct) assessment showing that we have a good assessment tool and many of our courses have proper contextualization of texts and/or other cultural products as a learning goal.
 - b. Given that the comprehensive exam did not provide sufficient data, this year we also utilized courses that reflected LG4. Because of this, the Spanish program will continue using relevant courses and make the necessary changes to our SAP during the 2021-2022 academic year.