Spanish Program Annual Assessment Report (AY 21-22)

Introduction:

Throughout the 21-22 academic school year, the Spanish faculty has focused on assessing various aspects of our program. We have re-thought our placement exam, making it more focused to improve the way it functions. We have also determined the way we will check to see whether the changes were successful. We have also discussed the way we make our comprehensive examination and how we can improve it as an assessment tool for the program, an educational experience for the students, and an individual evaluation. As a program, we are dedicated to improving our program as well as our major. In the Annual Assessment Report process, we were able to take a closer look at our graduates and their experiences in our program. We discussed our curriculum and how we structured it, as well as the courses we offered and their frequency. In this report, we have attempted to take on board the suggestions made by the Assessment Committee in recent years. Specifically, in this report, we attempt to include more rubric language to make the report clearer, as was requested in the feedback letter.

Annual Assessment Report (AY 21-22)

The Spanish Program has held various assessment meetings to create this report. On April 13th, from 4:00 to 5:00 p.m., Profs. Contreras-Silva, Fabricio, French, Vidal-Torreira, Vilahomat, and Yuste-Alonso met to discuss the Learning Goal and begin work on the rubric to be used. 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 options for the content and structure of the report.

Further discussion on the annual assessment process continued on the Spanish Program Teams page. During this part of the process, consensus was reached on the way that data would be collected and interpreted. A spreadsheet was created for data collection. Following the trend started in last year's assessment, we will include data collected from our comprehensive exam, as stated in our SAP, and from work done in the relevant courses. A new SAP will be turned in this year along with the report.

On May 2nd, during a Spanish Program retreat, the faculty spoke of the Assessment Report from 10:30 to 12:00 pm, Profs. Fabricio, French, Contreras-Silva, Vidal-Torreira, Vilahomat, and Yuste-Alonso met to assess our curriculum and how individual graduating students did on our Learning Goal #5, "Demonstrate a broad knowledge of Spanish and Latin American literary genres, styles, and canonical authors."

Several things became clear as we were assessing this Learning Goal:

- The Spanish curriculum was designed to provide the students with broad knowledge of genres, styles, and canonical authors of the Hispanic cultures.
- Students who successfully complete the required courses have reached the level of exposure and excellence required to major in Spanish.

Because of this built-in quality assurance, none of the students were thought to be at the "unsatisfactory" level; by design, the students had the necessary exposure upon which they could choose to build and expand.

Criteria:

In discussing how to categorize the student experience with genres and styles in individual courses, we used the following criterion for course work.

   Did the course work ask the student to:

1. understand and apply theories pertaining to genres and styles
2. enumerate examples of different genres and styles
3. analyze a range of genres and styles in appropriate ways
4. describe the evolution of genres and styles
5. distinguish a range of genres and styles
6. define different genres and styles

This evaluation of individual courses and their content underpins the rest of our assessment.

Assessment:

1. <u>Direct assessment:</u>
     a. Data utilized for assessment -The Spanish Program course offerings were categorized by genres and styles covered. Students in these courses were introduced to the styles and/or genre listed in the row and asked to do interpretative work/analysis on that work.
     b. The following courses all introduced students to canonical work/texts: 310, 320, 330, 335, 340, 350, 380, 390 M, 410, 471, 485, 488, and 490 S.
     c. The following table breaks down the courses that covered the different genres/styles.

| genre/style	courses that cover genre/style						
poetry	210	310	320	330	335	340	360	
short story	210	220	310	320	330	370	380	410
essay	320	330	350	390 M				
novel	351	471	474	480	485	488		
theatre	210	310	320	380	471			
graphic novel	390 G							
film	210	220	488	490 S				
documentaries	380	488	490 S					
dystopia, science & crime fiction	351	480						
history	320	350	380	471	473	488		
theology	310	375	473					
philosophy	350	480						
literary theory	335	340	370	480	485			
pedagogical theory	375							

     d. All of the students graduating this year, 9, were successful in navigating their course work. After discussing their in-class performance and their Senior Comprehensive, as well as their GPA average in Spanish courses, we decided that they had done the course work in good manner.
     e. Given that our three mandatory classes for the major, 310, 320, and 330, all cover canonical authors, we were satisfied that our students had gotten plenty of exposure to these texts.

f. We then discussed each of our 9 graduating students, saw which classes they took, and how many different categories of genres and styles they covered through their course work.

student	Number of genres/styles covered in classes									
	6	7	8	9	10	11	12	13	14	15
1			X							
2					X					
3			X							
4				X						
5						X				
6									X	
7				X						
8					X					
9				X						

2. We then decided that in the area of breadth, we would have three outcome tiers:
    i. Excellent – where the student had taken courses that covered 12 to 15 categories.
    ii. High achieving – where the student had taken courses that covered 7 to 11 categories.
    iii. Meets requirements – where the student had taken courses that covered 6 categories, which is the minimum that can be done in our program.
3. We then quantified and mapped out this data in this chart, to better visualize and understand.

student	student outcome		
	Excellent	high achieving	meets requirements
1		X	
2		X	
3		X	
4		X	
5		X	
6	X		
7		X	
8		X	
9		X	

Student Outcome

■ excellent   ■ high achieving   ■ meets requirements
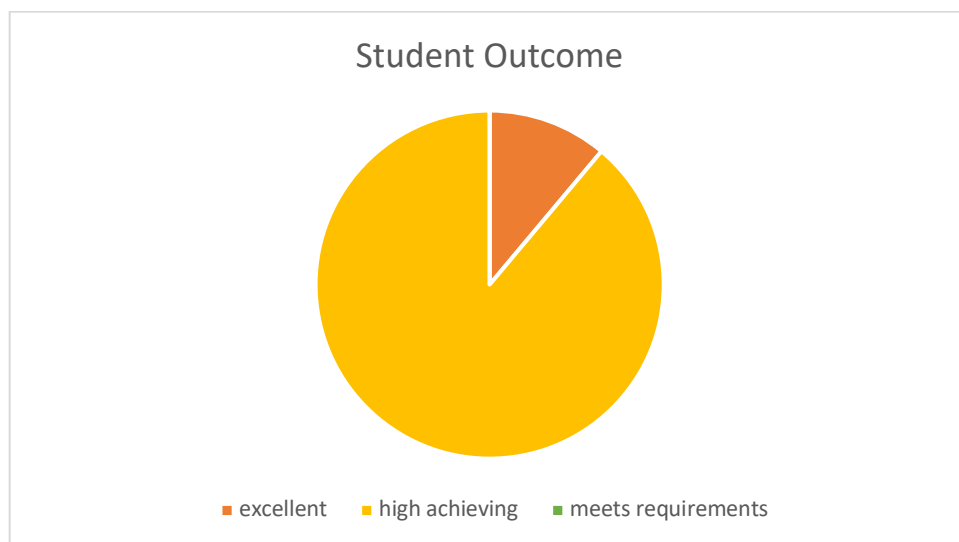
4. Conclusions-
    i. Through discussion of student performance in our courses, we have determined that our students have achieved the Learning Goal.
        1. We have determined that successful completion of our major requires the achievement of the Learning Goal.
        2. We believe that our students have done more than is necessary to complete the requirements.
    ii. Observations:
        1. What may have the most impact on the level of achievement of the learning goal is the frequency with which we offer upper-level courses.
        2. We have a healthy number of courses that provide students with exposure to a variety of genres/styles on given topics.
5. <u>Indirect assessment:</u>
    a. We have created question #4, sub-part 5, in our Senior Survey to correspond 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 Spanish provided you with a broad knowledge of Spanish and Latin American literary genres, styles, and canonical authors and their works?	8	1			

    c. Conclusion –
        i. Our students feel that they gained a working knowledge of the variety of genres and styles in the works of the Hispanic cultures.
        ii. Their self-assessment is congruent to our assessment of their performance.
6. Overall conclusions and future steps:
    a. Based on this data, it is clear that student self-assessment (indirect) coincides with our (direct) assessment of student effort, showing that we are indeed imparting some knowledge.

b. This goal sparked a conversation about the content of our courses. We look forward to continuing this conversation to ensure that the students are well rounded and introduced to this breadth at an earlier stage of the program.
c. The breadth of genres and styles presented show that the program offers a wide variety of courses and material.
d. Through the process of assessing this Learning Goal, we have seen that making the surveys the foundation of our assessment of our major was a wise choice as it allows us to gauge the bedrock of our program.