**Major Assessment Report Template**

Please either download this document and provide a response to each question in the appropriate section or cut and paste all six questions into a word document and provide a response for each one. E-mail your assessment report(s) to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

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| **Department and Degree:**Modern and Classical Languages and Literatures, B.A. in Spanish**Assessment Coordinator:**Daniel Calleros Villarreal1. **What learning outcome(s) did you assess this year?**

For the 2016-2017 AY, we assessed Outcomes A.3, A.4, A.5, and B.2, B.3, B.4. on Spanish 121A and 121B, our advanced composition courses. The selected SOAPs center on the students’ ability to communicate in written Spanish at an advanced level, as per the American Council for the Teaching of Foreign Languages (ACTFL) scales. In order to consider a student’s progress and performance as satisfactory, they must demonstrate good control of Spanish grammar, syntax, and vocabulary, as well as having the ability to express ideas in the a logical and concise manner. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**

The assignment instructors used to assess Outcome A.5 took the form of a literary analysis essay. It was expected that at least 80% of the students achieved a 7 and above out of 10 possible points on the rubric. The total point value is distributed among five sections: Argument, Support Materials, Organization, Syntax, and Formatting. The essay goes through an iteration of changes that immerse the students in the editing process. They turn in a draft that receives general comments from the instructor, which include information on content, layout, vocabulary and other language mechanics, as well as a tentative grade. After that, students are expected to make revisions and submit their essays for a peer-review session carried out in class aided with a form developed and shared by the instructors. After this activity, the students go through a third revision and turn in their final version. |
| 1. **What did you discover from the data?**

Initially, the essay did not go through the multiple revision cycles and this yielded marginal results, where the students met the standards only marginally. Upon consultation, the process described in item two of this report was implemented and has resulted in a palpable improvement. Currently, 80% of the students score an average of 8.5 out of 10. One instructor reports that some students still struggled with the formulation of their thesis and that there was a tendency “to narrate what happened in the story instead of analyzing the text in accordance to their theme described in their thesis.” Also, another instructor that students tend to include a significant amount of information that does not relate to their thesis. However, both assure that the iteration of revisions has helped the students identify and address recurring issues (content, organization, form, grammar, etc.) in the development of their writing. |
| 1. **What changes did you make as a result of the data**

As mentioned above, the peer revision and instructor feedback helped improve the students’ writing skills, including their performance in grammar, syntax, vocabulary, and essay organization. In addition to the peer-review sessions, instructors add short grammar lessons emphasizing commonly recurring mistakes. Also, prior to turning in their first draft, instructors sometimes schedule class sessions where students can work on the formulation and development of the essays. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?**

For the 2017-2018 AY, we will assess Outcomes A.3, A.4, A.5, and B.2, B.3, B.4 in SPAN 121A and SPAN 121B again. The Department recently adopted a new textbook that has been in place for the previous academic year and considers it is necessary to continue assessing the mentioned SOAP items in order to determine effectiveness. |
| 1. **What progress have you made on items from your last program review action plan?**

Students have responded to expectations and demonstrated the desired progress within the selected Outcomes, as it is described in items three and four of this report. However, we will consider extending (and possibly modifying) this assessment plan to include other courses that have also been going through standardization and coordinating measures, such as SPAN 117. These determinations will be evaluated in our Department retreat and will be detailed in the next report.**Additional Guidelines:**Attached you will find the following:**Appendix 1**: Essay Rubric**Appendix 2**: Peer-Review Guide |