**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_MCLL/SPANISH Degree \_M.A.

Assessment Coordinator: \_\_\_\_\_Dr. Yolanda A. Doub\_\_

1. Please list the learning outcomes you assessed this year.

Outcome A.2: Students will be able to narrate, describe, analyze, and argue with essay-length connected discourse.

Outcome A.3: Students will be able to demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature.

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? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

Per our SOAP, we assessed the above outcomes in SPAN 247, and also in the Spanish Language Exam (a diagnostic exam given to students as they begin their first semester of the Spanish MA program):

SPAN 247 Assignment and Criteria: The course Spanish 247 (Spanish American "Boom") required two critical essays based on two novels discussed in class. Each one counted for 15% of the final grade.These essays were intended to improve students' critical thinking as well as develop their expository writing in Spanish. Both essays emphasized written proficiency in literary analysis, through essay and paragraph structure, argumentation and interpretation, as well as research methods and management of MLA citation style [additional outcomes from our SOAP beyond the two listed in this report].

Please see attached rubric that the instructor used to evaluate these essays.

Spanish Language Exam Assignment and Criteria

The Spanish Language Exam is a three-hour diagnostic exam that is given to all Spanish MA students in their first year, as a condition for passage to Classified Graduate Standing. The exam, offered once at the start of each semester, assesses fundamental grammar areas that students are expected to understand upon graduating with the BA in Spanish and/or upon entering the MA program in Spanish.  The areas the exam assesses are taught in several of our undergraduate Spanish courses. Topics covered on the exam include the following, relevant to **Outcomes A.2, and A.3**:

* Verb conjugation in all tenses and moods.  Students need to know the names of verb tenses and how to conjugate regular and irregular verbs in all tenses.
* The uses of the pronoun *se*
* Correct spelling and rules of accent mark usage
* Subject and object pronouns
* The correct use of relative pronouns in relative clauses
* Formal and informal commands
* Morphology reflecting agreement between words
* Essays of different styles
* Comprehension of reading texts

Students are allowed to take the exam twice; if a student does not pass the exam the second time, s/he may petition for a third, **final** opportunity to take the exam. If a student does not pass the exam for a total of three times, the student will be disqualified from the Spanish MA program.

During AY 2017-2018, the Spanish MA Language Exam Committee extensively changed and improved the exam upon careful examination and revision of certain items that were not assessing  student proficiency adequately. A new exam was designed and created as a result, and deployed for the first time in Fall 2018.

Key elements in the new exam:

A. Clarification of instructions with detailed information for the student about how each section is to be evaluated, how many points would be taken off, whether all or nothing, or partial credit and in what instances. Please see the attached exam.

B. Creation of new sections: new sections were created, which included:

a. a reading comprehension activity (using an authentic text) with an ancillary exercise to check the use of the indicative/subjunctive moods when producing command forms.

b. another activity served a double purpose: by means of another authentic text, we assess command and application of the rules of accentuation and vocabulary recognition through textual inference.

c.  a revision of the writing proficiency component was needed and as such, the committee designed a section in which students are prompted to write an argumentative essay on a given topic. There are two topics, which alternate each semester.  The Committee developed a rubric for the argumentative essay piece to ensure all readers follow the same criteria and students are aware of the areas on which their writing will be evaluated. The criteria, listed in Spanish on the exam in Spanish for students, include:

1. Coherent presentation of ideas
2. Logical argumentaion and justification of one of the postures adopted
3. Dominanxe of the organization and structure for an argumentative essay
4. Grammatical and syntactic mastery

All members of the graduate faculty grade the essay section according to these criteria, and their scores are averaged for each student.

C. There is a rubric/answer key to accompany the exam for clarity and ease of the grading process (see attached).

The new exam has proven to be a more efficient tool to determine student's proficiency in areas identified as necessary to advance to a graduate program. Our model was the DELE examination used by the Instituto Cervantes worldwide.

Please see attached exam and answer key.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

SPAN 247

The total number of students in this graduate seminar were nine, therefore nine students were evaluated. In the two essays required for this course, all students were designated as proficient. They all were able to write in Spanish at the advanced level (**Outcome A.2.:** narrating, describing, analyzing, and arguing with essay-length connected discourse), as well as formulate a thesis, organize their paragraphs around a central idea, and provide an adequate interpretation of a literary text (**Outcome A.3)**. The average score on the first essay of 85 out of 100 points, and on the second essay the average was 88 out of 100 points. However, some students still have problems analyzing a literary text, as they tend to narrate it more than analyzing it or incorporating critical readings into their literary analysis.

Spanish Language Exam

A total of six students took the Spanish Language Exam at the start of each semester, therefore our sample size is six: four students in Fall 2018, and two in Spring 2019. The minimum passing score is 70%. Their scores out of 100% are as follows:

**Fall 2018:**

91.62%

73.18%

74.23%

70.5%

**Spring 2019:**

70.07%

98.2%

1. What changes, if any, do you recommend based on the assessment data?

SPAN 247

The improvement in the scores of the second essay reflects the instructor's guidance through written comments in their previous essays and in-class assignments. Students also had the chance to rewrite one of the essays, which allowed them to improve their writing and analytical skills, and thus proved to be a helpful technique. The Spanish M.A. program is actively focusing on Spanish graduate student writing skills. Given that the University Writing Center only offers services for students writing in English, the Spanish faculty have been working to provide more individual guidance to students to help them further develop their writing skills. This is also an Action Plan item. Based on the assessment data, continued efforts in this area are recommended.

Spanish Language Exam

No further changes recommended at this time. The revamped exam that we deployed appears to be serving its purpose appropriately. Student with passing scores on the lower end are instructed to meet with a designated faculty member to receive more detailed feedback section-by-section to help them improve their skills, including outcomes A.2 and A.3.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

The Spanish graduate faculty agreed that our Qualifying exam format was not as productive as originally intended when it was designed in 2006, and we agreed that we needed to revise the exam, as well as prepare and offer a clear description of the new exam format and process before deploying a new exam. A working group was formed, consisting of four members of the graduate faculty who volunteered for the task. Their charge was to come up with a new exam format, description for the Spanish M.A. Graduate Student Handbook, and guidelines, as well as one sample question. Target deployment of the new exam was at the start of Spring 2019, as the Qualifying exam is normally given at the start of each semester. After the working group presented their draft results to the full Spanish section, we decided that further changes were needed to clearly explain the new format to student and transition them to the new exam. We are in process with that at this time.

1. What assessment activities will you be conducting during the next academic year?

For the next cycle, we are slated to employ a rubric for presentations in SPAN 203 and 249 (or a comparable 200-level literature course in the program that has the same learning outcomes as 249, in the event that SPAN 249 is not offered), and to deploy a survey of alumni.

We will also be revisiting the SOAP to evaluate its currency.

1. What progress have you made on items from your last program review action plan?

We have made some progress on all four items from our recent program review action plan:

Action 1: Develop a tentative two-year schedule of courses to be offered. We have created a clear shedule of upcoming courses, and the graduate coordinator has solicited detailed course descriptions from faculty to send to students.

Action 2: Develop a more aggressive and comprehensive outreach plan. Thus far, mini-grant funds have been secured and used for a Spring recruitment event was held from 9 a.m.-noon on March 29, 2019. The event included participation from the entire Spanish graduate faculty, as well as current MA students and recent Spanish MA alumni. In addition, posters have been developed and sent to select colleges and universities to recruit students, as well as to high schools in the area, in order to encourage secondary teachers to apply for the M.A. in Spanish.

Action 3: Equitable equivalency and evaluation, and equitable distribution. Several steps have already been enacted to fulfill the requirements of this item: For culminating experiences, a committee of three faculty members (chair and two readers) is now required to evaluate projects, in a similar way as it is done with theses. The format of the Qualifying exam has been revised, and we are in the process of refining the instructions. The number of theses and projects that each faculty member can direct at a time is now limited to three.

Action 4: Improving Spanish graduate student writing. To date, the Spanish MA faculty members have coordinated to include at least one iterative writing assignment early in the semester in all of the undergraduate literature courses, and have ensured that library research is incorporated into several undergraduate courses, because our BA feeds into our MA progam. In addition, the Spanish faculty have all agreed to provide more individual guidance to students to help them further develop their writing and research skills. We plan to address this item in more detail at our annual retreat.