**Major Assessment Report – Spanish MA, 2017–2018**

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| **Department and Degree: Spanish M.A.**  **Assessment Coordinator: Yolanda A. Doub**   1. **What learning outcome(s) did you assess this year?** 2. As listed in our SOAP timeline, we assessed Outcomes A.1 and D.2 in SPAN 201: Assess oral communication and instructional methodology. 3. Also per the SOAP timeline, we assessed Outcomes A.2 and C.1 in the Qualifying Exam: graduate-level writing proficiency in Spanish and knowledge of Spanish and Spanish-American literature. |
| **2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**  **1. Outcomes A.1. and D.2. in SPAN 201**  **Outcomes and benchmarks**  On outcome A.1., students are expected to communicate appropriately and express ideas, both academic and everyday, coherently and critically in oral and written Spanish. We expected students to demonstrate oral and written proficiency of the Spanish language at the superior level on the ACTFL scale, including knowledge of grammar and vocabulary.  On outcome D.2., students are expected to demonstrate grounding in instructional methodology in Spanish language and/or literature in Spanish through class presentations on topics in literature and/or linguistics.  All students in Spanish 201 (eight total) were required to plan and deliver two “mini-lessons” in which the presenter introduced a new grammar topic and vocabulary unit as though teaching it in his/her own Spanish class for the first time. The students introduced the topic and provided opportunities for the class to practice the new material via worksheets, activities and/or other strategies. Each presenter gave a copy of his/her lesson plan to the instructor before starting the mini-lesson.  The mini-lessons had to take into consideration the ACTFL National Standards, the California Standards, and all the new technological trends related to teaching a foreign language. The students also needed to incorporate some of the methods and/or approaches to teaching Spanish as a second language to adults into the delivery of their mini-lessons.  **2. Analysis of results of Qualifying Exam**  **Outcomes and benchmarks**  On outcome A.2., students are expected to narrate, describe, analyze, and argue with essay-length connected discourse.  On outcome C.1., students are expected to explain advanced aspects of Spanish and Spanish-American literature, including Golden Age literature.  From the Spanish M.A. Handbook: *The Spanish Qualifying Exam is given at the start of every semester, usually in late August or early September and late January or early February. Pre-registration is required. This exam requires students to demonstrate their general knowledge of Hispanic Literature (both Spanish and Spanish-American literature, including Golden Age literature). The Qualifying Exam should be taken in either the second or the third semester of MA studies. A student may take the Spanish Qualifying Exam a total number of* ***two*** *(2) times. If a student does not pass the exam twice, the student may write a formal letter to the Spanish Section to petition to take the exam for a third and* ***final*** *time. If a student does not pass the exam for a total number of three (3) times, the student will be disqualified from the Spanish MA program.*  *To prepare for the Qualifying Exam, students prepare each of the fourteen (14) pre-announced questions, listed in Appendix C of the Spanish M.A. Handbook. During the Qualifying Exam, students write on three of the fourteen questions chosen at random the day the exam is administered. Students are allowed three (3) hours to answer the three questions. In order to pass the exam, a student must receive a minimum score of 80% on* ***each*** *of the three questions.*  *PLEASE NOTE: All exams are coded and blind-graded to ensure confidentiality. The proctors give the sealed and` signed envelopes containing the exams to the Coordinator. The envelopes are the only key to test takers’ identities, and the seals are broken only after all exams have been graded and only before the presence of all the Spanish faculty that graded the exams. Hence, all exams are read and corrected* ***confidentially and encoded*** *by the professors who teach in the graduate program in Spanish.*  In Fall 2017, three students took the Qualifying Exam, which included questions from both Spanish (Golden Age) and Spanish-American literature. The Spanish graduate faculty all score the exam blindly, and discuss relative strengths and weaknesses of the answers. No students took the exam in Spring 2018. |
| 1. **What did you discover from the data?**   In SPAN 201, all eight students met the requirements on the presentation rubric, communicating appropriately in academic Spanish, and demonstrating appropriate grounding in instructional methodology for their Spanish grammar and vocabulary lessons. This is vital for SPAN 201 (Teaching Spanish as a Foreign Language), as the course is a pre-requisite for all Spanish M.A. students who wish to apply for a Spanish Teaching Associate (T.A.) position.  On the Qualifying Exam, all three students passed the exam, scoring at least 80% on each of the three questions. Nevertheless, the graduate faculty were unanimous in noting that both the quality of the writing, and the content of the answers (specifically, the depth of analysis and supporting details provided), needed improvement, particularly if the students planned to write a thesis for the culminating experience. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   As always, the Spanish section reviews and discusses the OA data from the previous AY at our annual retreat. The results from SPAN 201 were discussed with the instructor and Teaching Associate Coordinator, and it was determined that no changes were needed for SPAN 201 at this time.  At our retreat, held Spring 2018 so that we could include information from the recently-received Program Review report, the Spanish graduate faculty discussed the Qualifying Exam at length, asking what do we want from the Qualifying Exam, and what changes might we consider to the format and/or grading in order for it to be a more effective instrument. With regard to the exam format, we discussed options to make the exam more meaningful to the students and to foster greater connection between students and faculty, including the possibility of designing a new exam that is based on our graduate course rotation, with three areas of literature tested each semester. We agreed that current exam format is not as productive as originally intended when it was designed in 2006, and we agreed that we need to 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 is to come up with a new exam format, description for the handbook, and guidelines, as well as one sample question. It was agreed that the working group would present their draft results in April 2018, and we would follow up with a Spanish section meeting. Target deployment of the new exam is Spring 2019, in order to give us sufficient time to develop and approve the exam as a group, and to update the Spanish M.A. student handbook with the new description. |
| 1. **What assessment activities will you be conducting in the 2018-2019 AY**   **1)** Employ Rubric for Essays in SPAN 201, 202, 203, and \*249. Outcomes assessed:   * **A.2:** Narrate, describe, analyze, and argue with essay-length connected discourse. * **A.3:** Demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature. * **B.1:** Demonstrate effective research competency through use of library databases to identify, evaluate, and organize relevant sources as supporting material when writing scholarly essays on topics in literature or linguistics. * **B.2:** Apply critical studies to literary and/or linguistic topics in a coherent and appropriate manner. * **B.3:** Analyze works of literature or linguistic data to produce coherent and original scholarly essays.   **B.4:**  Use MLA format and citation style appropriately to cite all sources in scholarly essays.  *\*Or a comparable 200-level literature course in the program that has the same learning outcomes, in the event that SPAN 249 is not offered.*  **2**) Analyze results of Language Exam. Outcomes assessed:   * **A.1.:** Communicate appropriately and express ideas, both academic and everyday, coherently and critically in oral and written Spanish. * **A.2.:** Narrate, describe, analyze, and argue with essay-length connected discourse. * **A.3.:** Demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature. |
| 1. **What progress have you made on items from your last program review action plan?**   We are in the final stage of Program Review, having received the feedback of the outside reviewers and the University Graduate Committee. Our action plan is due in late January, 2019, with the action plan meeting scheduled for early February, 2019. |