**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: \_\_\_\_\_\_Spanish\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_B.A.\_\_\_

Assessment Coordinator: \_\_\_\_\_\_Dr. Daniel Calleros\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

The learning outcomes assessed this year belong to Section II.B of the Spanish SOAP, which states that “Students will demonstrate written proficiency of the Spanish language at the advanced level, including good control of Spanish grammar, syntax and vocabulary, and will apply effectively this knowledge in writing activities and literary analysis.” It is expected that by the end of the class students are able to:

1. Formulate a thesis in an essay and support it with evidence.
2. Employ of the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion.
3. Analyze literary texts within the major literary movements in Spain and Latin America, and formulate a thesis in relation to these texts.
4. 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.**

At the Spring 2018 Spanish program retreat, the faculty discussed student progress as it pertains to literary and culture materials by the conclusion of their B.A. career. It was determined that further measures must be taken in order to ensure students have solid analytical, language, and research skills by the time they reach SPAN 170, which is designed to be the capstone class for the program. For the past 6 years, instead of an exit exam, the faculty had resorted to a Final Research Paper (10-12 pages) where students had to demonstrate mastery of the language and resort to research methods and academic writing practices. However, the faculty believed that students would benefit from early exposure to the class dynamics of the senior seminar (SPAN 170) by giving them more time to adapt to and adopt professional field practices.

Hence, different upper division literature classes are integrating Final Essays that require one or more drafts in order to allow students to receive peer and instructor feedback to improve their writing, as well as including more writing assignments throughout the semester. In SPAN 170, students write two short essays (6-7 pages) with specific theoretical focus. In SPAN 150, the instructor now requires students to complete five 6-page essays. In SPAN 145, students write a weekly 2-page response. In these courses, these short writing assignments are graded on rubrics (rubrics provided at the end of this document) and do not require a rewrite. Throughout the semester, the instructors provide students with feedback focused on general issues aimed to improve their writing. As mentioned in the paragraph above, SPAN 170 has a final research paper in which students must follow specific guidelines to help them develop their skills. Prior to starting their papers, students are instructed to write a final paper proposal, an annotated bibliography, and turn in the first draft of their final research essay for peer editing. This first draft receives instructor feedback and a tentative grade. Students are then required to revise their first draft taking into consideration comments and requested corrections to complete the final version of the research paper. This model has been adopted in other classes leading up to 170. Currently SPAN 145, 148T, and 149 assign students final research papers (though only 8-10 pages long) that go through iterative editing and require students to present proposals and preliminary bibliographies.

These preliminary assignments are ungraded and are designed as skill-building activities to challenge students and help them develop their information literacy skills and their understanding of literary materials. The instructor feedback includes comments and corrections on both form and content in order to help students identify areas where they can improve so they can master those skills by the time they are writing their final essay version.

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.

81 out of 84 students scored at 70% or better on the final essay. 82% of the students were designated as proficient with a score of 80% or better on their final essay.

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

The Spanish faculty should continue observing progress on student writing throughout their academic career and attempt to identify patterns and practices that impact student success. Each faculty member should report their results to the rest of the faculty in order to further the discussion on the students’ academic development and potential improvements in the curriculum.

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.

N/A

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

The Spanish faculty will continue compiling information on writing assignments and adjusting evaluation criteria to standardize expectations, workload, and evaluation of student progress.

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

One of the items noted in our latest Review Action Plan was the need to reach out to non-Spanish speakers and help supply the General Education demand. The Department has created two General Education courses: HUM 125 and HUM 129, which are conversions of two existing classes taught completely in Spanish. This is an effort to serve students whose primary language is not Spanish or whose language skills at a level that would allow them to succeed, as suggested in the Program Review. Currently HUM 129 is in the books and HUM 125 is under review in the General Education curriculum committee.

Also, the Department has advanced a course proposal that directly response to the need to create more “Spanish for the professions” courses, another item in the Program Review. Two years ago the Department created three courses centered on translation and interpretation as a profession in the legal and medical fields: SPAN 114, 115, and 116. In Fall of 2018, three more courses were added to the catalog as follow-up classes to the original three translation and interpretation courses. This semester, the Department has proposed: SPAN 120, a class focused on media writing in Spanish. This course is currently under review in the College of Arts and Humanities Curriculum Committee and it is also part of a certificate created in joint effort with the Department of Media, Communication, and Journalism Department.