**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) 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. Jaime Rodríguez Matos\_\_

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

Outcome B.1.b.: Students will be able to narrate, describe, analyze, and argue with essay-length connected discourse.

Outcome B.1.c.: Students will be able to demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature.

Outcome B.2.a.: Students will be able to 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.

Outcome B.2.b.: Students will be able to apply critical studies to literary topics in a coherent and appropriate manner.

Outcome B.2.c.: Students will be able to analyze works of literature to produce coherent and original scholarly essays.

Outcome B.2.d.: Students will be able to use MLA format and citation style appropriately to cite all sources in scholarly essays.

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 203, 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 203 Assignment and Criteria: The course Spanish 203 (Applied Literary Theory) required a final critical essay based on the theoretical and literary texts discussed in class throughout the semester. It counted for 20% of the final grade. The essay was intended to improve students' critical thinking as well as develop their expository writing and to develop their command of the research apparatus of the profession (using MLA bibliography and other research resources). It 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 (**Outcomes B.2.a-d**) and it now serves as one possible vehicle for students meeting the Graduate Writing Requirement (which has taken the place of the qualifying exam within the overall structure of the MA program).

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 B.1.b, and B.1.c**:

* 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. As a result, a new exam was designed and and deployed for the first time in Fall 2018. We continue to implement the exam as it was outlined in the report for AY 2019-2019.

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 203

The total number of students in this graduate seminar were fifteen, and fourteen students were evaluated (one student failed to turn in the final essay). All fourteen students who presented the final essay for evaluation were designated as proficient. They all were able to write at the advanced level (**Outcomes B.1.b, B.1.c., and B.2.a-d)**. The average score on the final essay was 90 out of 100 points. (The attached rubric refers to English language usage because the essay could be written in English in order to apply to the Graduate Writing Requirement.)

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 2020:

75.8%

80.3%

70.6%

84.3%

85.4%

70.5%

78.8%

74.7%

66.5%

82.5%

65.7%

81.5%

74.6 %

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

SPAN 203

No further changes recommended at this time.

Spanish Language Exam

No further changes recommended at this time. The revamped exam that we deployed is serving its purpose appropriately.

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 replace the exam. We still have a Comprehensive Exam and have opted for stressing the writing component of our courses, particularly SPAN 203, which serves as a platform in which to write an essay that can also be presented as the Graduate Writing Requirement by the students in the Spanish MA program.

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

For the next cycle, we are going to reassess and rethink the MA program’s Comprehensive Exam format.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

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 schedule 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, 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 program. 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.