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| **Modern and Classical Languages and Literatures**  **Arts and Humanities** |
| **Student Outcomes Assessment Plan (Soap)** |
| 1. **Mission Statement** |
| The mission of the Bachelor’s Degree Program in Spanish and the Single Subject preparation program in Spanish is to create, foster and perpetuate an academic environment and community that transcends the lessons learned in the classrooms. The objective of teaching the philosophical vision of a literary text is to foster in students a critical perspective of the world that will bridge cultural differences. For that purpose, the BA in Spanish will prepare students to participate appropriately in oral and written communication in Spanish at the advanced level, gain knowledge and understanding of the cultures of the Spanish-speaking world, analyze literature in Spanish, and understand the structure of the Spanish language.[[1]](#footnote-1) |
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| 1. **Goals and Student Learning Outcomes** |
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| * 1. Students will demonstrate oral and reading proficiency of the Spanish language at the advanced level on the ACTFL scale, including knowledge of grammar and vocabulary.   Upon completion of this program students will be able to: |
| * + 1. Communicate appropriately and express ideas, both academic and every day, coherently and critically in oral Spanish.     2. Narrate and describe with paragraph-length connected discourse.     3. Demonstrate their fluency in Spanish through study of advanced grammar structures and specialized vocabulary and idiomatic expressions.     4. Use several strategies for vocabulary expansion/acquisition in topical/semantic areas.     5. Demonstrate accurate reading comprehension of material of a cultural and/or literary nature. |
| * 1. 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.   Upon completion of this program students will be able to: |
| * + 1. Express their ideas coherently and critically in written Spanish.     2. Demonstrate their competency in written Spanish through study of advanced grammar structures and specialized vocabulary and idiomatic expressions. Also, demonstrate that they can conjugate verbs correctly, and use the accent rules appropriately.     3. Formulate a thesis in an essay and support it with evidence.     4. Employ of the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion.     5. Analyze literary texts within the major literary movements in Spain and Latin America, and formulate a thesis in relation to these texts. |
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| 1. **Curriculum Map (Matrix of Courses X Learning Outcomes)** |
| Course Learning Outcomes Matrix for the Spanish B.A. Core Courses  I = introduced R = review M = Master   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Outcome  A.1. | Outcome  A.2. | Outcome  A.3. | Outcome  A.4. | Outcome  A.5. | Outcome  B.1. | Outcome  B.2. | Outcome  B.3. | Outcome  B.4. | Outcome  B.5. | | SPAN 115A\* | R | R | I | I | I |  |  |  |  |  | | SPAN 117\*\* | R | R | I | I | R |  |  |  |  |  | | SPAN 119 |  |  | I |  |  |  | R |  |  |  | | SPAN 121A |  |  | R | R |  | R | R |  |  |  | | SPAN 121B |  |  | R |  |  | R | M | I | I |  | | SPAN 140 | R | R |  |  | R | R | M | R | R | I | | SPAN 142 | R | R |  |  | R | R | M | R | R | I | | SPAN 143 | R | R |  |  | R | R | M | R | R | I | | SPAN 170 | M | M | M |  | M | M | M | M | M | R |   SPAN 115A Basic Principles in Translation\*  SPAN 117 Advanced Conversation and Reading\*\* SPAN 140 Introduction to Literary Analysis  SPAN 119 Advanced Grammar SPAN 142 Introduction to Spanish Literature  SPAN 121A Composition A SPAN 143 Introduction to Spanish-American Literature  SPAN 121B Composition B SPAN 170 Senior Seminar in Spanish Studies  (\*) SPAN 115 although elective, this course is included in the SOAP because it introduces and addresses Goal A and its learning outcomes.  (\*\*) SPAN 117 is an elective course, but it is included in the SOAP because it introduces and emphasizes Goal A and its learning outcomes. |
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| 1. **Assessment Methods** |
| * 1. **Direct Measures** |
| 1. **Integration of Writing Assignments Across Upper Division Courses**  * This measure ensures consistency in assessing skills like writing and analysis throughout the Spanish BA program, focusing particularly in Upper Division Spanish courses. Assignments are designed to assess SOAP outcomes Section II.B items 3, 4, and 5, making them a clear and measurable indicator of student progress in writing, critical analysis, and research skills. By embedding these assignments into multiple courses, the program fosters skill development incrementally, which is essential for achieving mastery by the time students complete upper-division courses.  1. **Literary Analysis Essay in all Upper Division Classes before the Capstone Course**   This essay directly ties to SOAP objectives Section II.B items 3, 4, and 5 by requiring students to engage in scholarly writing that combines primary and secondary sources, showcasing mastery of content and skills.   * Components Assessed:   + Language Mechanics: Grammatical accuracy, syntactical variety, vocabulary range, and spelling.   + Writing Structure: Proper organization of ideas, paragraph coherence, and adherence to MLA formatting for academic work.   + Argumentation: The ability to articulate a thesis, construct logical arguments, and defend ideas with evidence.   + Analysis and Interpretation: Demonstrating critical thinking by interpreting texts through themes and presenting nuanced insights. * Rubric Usage:   + The grading rubric ensures consistency in evaluating each aspect of the assignment.   + It provides clear evidence of whether students are meeting learning outcomes.  1. **Drafting and Revision Process**  * Purpose: The iterative process of creating a bibliography, drafting, and revising allows for the ongoing assessment of learning. * Evidence of Mastery: Improvements from one draft to another directly demonstrate a student’s ability to internalize and apply feedback, a critical skill for academic and professional success. * Feedback as Evidence: Instructor and peer reviews provide direct evidence of student progress and areas of difficulty. |
| * 1. **Indirect Measures** |
| 1. **Feedback from Peers and Instructors**  * Feedback helps gauge students’ comprehension and engagement. * The quality of revisions following feedback indirectly indicates students' willingness to apply suggestions and improve. For instance:   + If students incorporate feedback effectively, it suggests they have understood the core learning objectives.   + Conversely, limited revisions may indicate challenges in comprehension or effort.  1. **Student Engagement in Revision Process**  * Engagement in the drafting and revision process can indirectly measure student motivation, critical thinking, and commitment to academic excellence. * Elements taken into consideration as evidence:   + Tracking the number and quality of revisions provides insight into whether students value the iterative nature of academic writing.   + Patterns of revision (e.g., how feedback was addressed) reveal their understanding of expectations.  1. **Consistency Across Upper Division Courses**  * By integrating SOAP-aligned writing assignments in multiple courses, the program signals to students the importance of these outcomes throughout the curriculum. * Students’ experiences in earlier courses (e.g., foundational assignments in lower-division classes in SPAN 121A and SPAN 121B) indirectly impact performance in advanced assignments, showing a scaffolded approach to achieving learning objectives.  1. **Alignment of Outcomes with the SOAP**  * Indirectly, the program’s decision to link assignments to SOAP outcomes Section II.B items 3, 4, and 5 reflects the faculty's commitment to high standards of academic achievement. * Faculty collaboration in designing and implementing these assignments showcases a deliberate effort to align teaching practices with program goals. |
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| 1. **Student Learning Outcomes X Assessment Methods Matrix** |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations since 2011** |
| Year 2011 to 2012   1. Senior Exit Survey in SPAN 170 - Appendix A (Goals A.1, A.2, A.3, A.4, A.5, and B.1, B.2, B.3, B.4 and B.5) |
| Year 2012 to 2013 |
| 1. Employ Rubric for Presentations in SPAN 117 - Appendix B (Goals A.1 and A.5) 2. Employ Rubric for Presentations in SPAN 170 - Appendix C (Goals A.1 and A.5) |
| Year 2013 to 2014 |
| 1. Employ Rubric for Final Research Paper in SPAN 170 - Appendix D (Goals B.1, B.2, B.3, B.4 and B.5.) |
| Year 2014 to 2015 |
| 1. Employ Rubric for Essays in SPAN 140 - Appendix E (Goals B.3, B.4 and B.5) |
| Year 2015 to 2016 |
| 1. Employ Rubric for Essays in SPAN 140 - Appendix F (Goals B.3, B.4 and B.5)   Year 2016 to 2017 |
| 1. Employ Rubric for Essays in SPAN 121A and SPAN 121B (Goals B.3, B.4 and B.5) 2. Employ Survey in SPAN 121B[[2]](#footnote-2) |
| Year 2017 to 2018   1. Employ Rubric for Essays in SPAN 121A and SPAN 121B (Goals B.3, B.4 and B.5) |
| Year 2018 to 2019   * Employ Rubric for Essays in SPAN 121A (Goals B.3, B.4 and B.5)   Year 2019 to 2020   * Employ Rubrics for Essays in SPAN 121B (Goals B.3, B.4 and B.5)   Year 2020 to 2021   * No Outcomes Assessment carried out   **Year 2021 to 2022**   * **Method 1.** Employ Rubric for Essays in SPAN 145 (Goals B.3, B.4, and B.5).   **Year 2022 to 2023**   * **Method 1.** Employ Rubric for Essays in SPAN 170 (Goals B.3, B.4, and B.5).   **Year 2023 to 2024**   * **Method 1.** Employ Rubric for Essays in SPAN 140 and SPAN 142 (Goals B.3, B.4, and B.5).   **Year 2024 to 2025**   * **Method 1.** Employ Rubric for Essays in all upper-division Spanish classes, except the capstone course (Goals B.3, B.4, B.5).   **Year 2025 to 2026**   * **Method 1.** Employ Rubric for Essays in all upper-division Spanish classes, except the capstone course (Goals B.3, B.4, B.5). * **Method 2.** Faculty Calibration Workshop to standardize rubric application across upper-division courses.   **Year 2026 to 2027**   * **Method 1.** Employ Rubric for Senior Seminar Research Paper in SPAN 170 (Goals B.1, B.2, B.3, B.4, B.5). * **Method 2.** Senior Exit Survey in SPAN 170 (Goals A.1–A.5, B.1–B.5). * **Method 3.** Faculty–Student Focus Groups to gather qualitative feedback on the effectiveness of assessment tools and curriculum alignment.   **Year 2027 to 2028**   * **Method 1.** Employ Rubric for Oral Presentations in SPAN 117 – Appendix M (Goals A.1, A.5). * **Method 2.** Comparative Assessment Report: Evaluate progress across four years (2023–2027) to measure longitudinal trends in written proficiency. |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting** |
| A Student Outcomes Assessment Plan (SOAP) for the B.A. in Spanish was developed by the former Chair of the MCLL department and was implemented from Fall 2005 until Fall 2010. The present revised and updated SOAP was developed in Spring 2011 by the B.A. assessment coordinator with the collaboration of the Spanish faculty. The assessment activities included in the schedule for the previous SOAP and the new one consider, among other things, assessing written and spoken language proficiency, literary competency and instructional methods as evidenced by student writing assignments, oral presentations and exams from undergraduate courses. In addition, the Spanish faculty hold an annual retreat to evaluate the effectiveness of the Spanish B.A. and M.A. programs and collaborate to close the loop through curricular and procedural adjustments, as needed. Here is a brief description of the activities carried out from 2005 to 2016:  **1) 2005-2006 – Rubric for presentations (Goal A.1)**  Spoken language proficiency of students in SPAN 117 (former SPAN 123) was evaluated in oral presentations by the instructor. For assessment and grading purposes a rubric was used which included score ranges for different categories. The total score ranged from 1 to 5 (half-points were added to broaden the score). The rubric for grading oral presentations came from the Instructor’s Manual textbook, but some changes were effected in order to expand the criteria of these categories. For example “Content”, “Style”, “Vocabulary”, and “Organization” categories were added to the already existing “Fluency”, “Grammar”, “Communication”, “Pronunciation”, “Preparation”, and “Presentation”.  RESULTS: There were 18 students in this class. Scores ranged from 28 to 34.5 points (35 was the total). Total of points was converted to 100% scale. More than 50% of the students earned an A (10 students) in the oral presentation assignment, even though less than 50% (approximately 44.5%) earned an A as a final grade for this course.  CONCLUSIONS: In this class there were just 3 students who were not native speakers of Spanish. Therefore categories such as “Pronunciation” and “Fluency” worked accurately in these three cases, but not with the rest of the students (native Spanish speakers). Although the rubric for grading oral presentations from the textbook worked well with some categories, it has been necessary to add a new category and modify others. It is very important to adjust some assessment and grading criteria in relation to the great number of native Spanish-speaking students in courses such as SPAN 117 (Advanced Conversation and Reading). Therefore, as creating an effective rubric for grading oral presentations is a work in progress, faculty agreed to develop and employ a specific rubric in the upcoming years.  **2)** **2007-2008 – Curricular changes: composition courses (Goals B.3, B.4, and B.5)**  In spring 2007, sentence structure and composition were evaluated by writing assignments in SPAN 121. In all these cases, instructors reported the results to the Spanish section faculty and Chair. As a result of the assessment activities, the faculty decided that students needed additional preparation. Thus, Spanish 121 (“Advanced Composition”) was divided into two courses, Spanish 121A and Spanish 121B, in order for students to improve their analytical and writing skills before they advance to the literature courses.  **3)** **2009-2010 – Curricular changes: translation course (Goals A.3, A.4, A.5, and B.2) and grammar lower and upper-division courses (Goal B.2)**  Although SPAN 115 (Basic Principles of Translation) was already part of the curriculum, it was revamped emphasizing specific problems of Spanish to English and English to Spanish translations, with special attention to idiomatic expressions and specialized vocabulary. Years later a service-learning requirement was included (SPAN 115S), as it can be seen on the 2012-2013 catalog.  Based on assessment conducted throughout Fall 2009, Spring 2010 and Fall 2010 in Spanish 119, the Spanish Section agrees that all bilingual students taking Spanish 117 and above be strongly advised to take first Spanish 4A and/or 4B (Spanish for the Bilingual Student)--in order to prepare for upper-division writing, grammar, conversation and literature courses.  **4)** **Year** **2011-2012 - Senior Exit Survey in SPAN 170** **(Goals A.1, A.2, A.3, A.4, A.5, and B.1, B.2, B.3, B.4 and B.5)**  As part of the indirect measures contemplated in the new SOAP, a slightly modified survey from a previous one was conducted in Fall 2011, Spring 2012 and Fall 2012 among the graduating B.A. candidates in Spanish concerning the undergraduate program. For that purpose, SPAN 170 (the Senior Seminar required for all Spanish majors) was used as an opportunity to assess individual student needs in Spanish, and to provide assignments in those areas where improvement is deemed necessary.  The survey requests students state what track they are on for their Spanish major (regular track or credential track), their current GPA, and their ultimate career goal. It also includes a rating scale where 1=Excellent; 2=Good; 3=Average; 4=Poor; 5=No opinion. Finally, it asks for written comments regarding the strong and weak points in the undergraduate curriculum in Spanish, as well as any suggestions students might have about it. Here is a brief summary of the written comments and conclusions:  1. Regarding the strong points in the undergraduate curriculum in Spanish, the majority of students liked the program and mentioned how well literature and culture are covered in the program. Some mentioned how students are given sufficient reading and writing assignments which help their development of Spanish skills.  2. Regarding the weak points in the undergraduate curriculum in Spanish, few pointed out that more language classes (grammar/linguistics) are needed.  3. Regarding any suggestions students might have about the undergraduate curriculum in Spanish, some comments suggested more balance between language and literature courses in the program, as well as more practice in research papers.  CONCLUSIONS: Most of the students value the strong base the Spanish B.A. Program has in literature, but they request more courses in language (grammar), because they feel it is important for their professional future as Spanish language teachers. The Spanish section is already addressing this concern by requesting students to take first Spanish 4A and/or 4B courses, which will better prepare them in grammar and hone their writing skills. Also courses like SPAN 117, SPAN 115S, SPAN 119 and SPAN 121A should emphasize student speaking/writing skills through the study of advanced grammar structures, specialized vocabulary and idiomatic expressions. As regards more practice in research papers, the Spanish section is already addressing this concern by requesting a final research paper instead of a final exam in SPAN 170. Finally, faculty need to point out in their literature classes the importance of reading and analyzing literary texts as a way for students to actively improve their command of the Spanish language while developing their critical thinking in this target language.  **5)** **Year** **2012-2013 – Rubrics for presentations in SPAN 117 and SPAN 170 (Goals A.1 and A.5.)**  Rubrics used for SPAN 117 course emphasize content, vocabulary, grammar, organization, fluency, style/pronunciation, creativity, and research/reading comprehension of the material chosen. One instructor   noted the limits of using a standard rubric in a course where students have significantly varied abilities and goals. For example, a heritage speaker may progress little, grammatically, in an advanced conversation class if her/his oral grammar structures are already solid; while a student whose original language is English should be expected to improve her/his grammar, orally.  For this reason, the instructor in future SPAN 117 classes will tailor rubric to consider individual differences in language mastery.  The rubric employed to assess presentations in SPAN 170 emphasizes content, organization, mechanics, elocution, creativity, and research/reading comprehension of the critical articles used to analyze the literary texts from the syllabus. Also, one instructor used another rubric for a different assignment that consisted in an individual presentation of the student final research paper. This rubric emphasizes organization (clear thesis, development, and conclusion), content (in-depth literary analysis and research), style (speaks without undue reliance on notes and interacts effectively with listeners), grammar/vocabulary/spelling (express appropriately ideas in oral and written Spanish), and clarity and concision (through the presentation and when answering questions).  RESULTS: In both types of presentations students were well prepared and articulated but need to practice more organizing and distinguishing primary from secondary arguments. Also, they need to practice more clarifying their ideas and being more direct and concise (through the presentation and when answering questions). Sometimes students relied too much on notes and did not interact effectively with listeners. However, as regards the second type of presentation, the instructor noted that this was very useful to improve students’ final research papers as it allowed them to be more precise and organized in their ideas.  CONCLUSIONS: The instructor will emphasize in class discussion and through written assignments how to identify the main thesis from a critical article or a research paper, and how to distinguish its primary from its secondary ideas. Also, a simplified rubric will help focus specifically on these issues. More practice on oral assignments from the beginning of the course should be included.  **6)** **Year** **2013-2014 – Rubric for Final Research Paper in SPAN 170 (Goals B.1, B.2, B.3, B.4 and B.5.)**  The criteria employed to assess final essays emphasize written proficiency in literary analysis of texts (with applied literary theory), through essay and paragraph structure, argumentation and interpretation, as well as research methods and management of MLA citation style.  RESULTS: One instructor noticed that although the majority of students met the objectives, with a class average of 82% on the extensive research essay, there was a marked difference between those who scored an A and those who scored a mid-range B or below. Specifically, those students who scored an A met the objectives handily, displaying a clear understanding and mastery of MLA style, critical language for literary analysis, applied literary theory, and an argumentative thesis. However, there was a noticeable jump from those top students to the next grade down, which, although passing, suggested that the students were still struggling to fully master the skills.  The results from the other instructor revealed that in short essays students are able to formulate a thesis and to support it with evidence, to organize their paragraphs around a central idea, and to provide a good interpretation of a literary text. The average for those kind of essays was of 8.5 out of 10 points with 25 students in class. However, when students turned in a longer essay problems arose, as they did not know how to organize more complex argumentation. As a result, new directions were taken showing lack of focus and consistency. Also, conclusions were repetitive and did not extend the interpretation of the analysis. The average for those kind of essays was of 74 out of 100 points total.  CONCLUSIONS: Instructor # 1: “Based on these findings, next time I will provide additional intervention early in the semester--both full-class and individualized, based on assignment results--as well as peer work to pair students who are performing well on the weekly quizzes and research format assignments with those who appear to need extra help.” Instructor # 2: “More time was devoted to developing an argument in a final research paper. Hands-on practice and guidance from the instructor and peer review from other classmates improved the final essay. The average for those kind of essays was between 84 and 92 out of 100 points total.”  **7)** **Year** **2014-2015 – Rubric for Essays in SPAN 140 (Goals B.3, B.4 and B.5)**  The Spanish Section agreed to add Spanish 140 (Introduction to Literary Analysis) to the SOAP. This course is a good benchmark because it is the first literary course required for all majors. The rubric used emphasizes written proficiency in literary analysis of texts, through essay and paragraph structure, argumentation and interpretation, as well as orthography, accentuation, grammar points, and thesis statement.  RESULTS: The instructor who used the attached rubric stated that 80% of student performance has been relatively high: 24/30 in areas of thesis statement formulation, organization, evidence, research. Approximately 80% of students have achieved 21/30 or higher scores for basic writing mechanics in spelling, accentuation, grammar, punctuation.  CONCLUSIONS: Although scores for this type of assignment were relatively high, the instructor pointed out that rubrics may not always reflect the strengths and needs of individual students. For that reason, the instructor complements direct measures with informed intuition and classroom interaction with each student.  Since we got feedback from just one instructor, and it was the first time Spanish 140 was included in the SOAP, the Spanish section agreed to repeat the assessment for this course next year in order to get more feedback from other instructors. Moreover, because Spanish 140 is taught by different instructors every semester, the Spanish Section is considering standardizing the format of the readings, the essays and the exams required.  **8)** **Year** **2015-2016 – Rubric for Essays in SPAN 140 (Goals B.3, B.4 and B.5)**  The rubric employed to assess essays in SPAN 140 emphasizes written proficiency of the Spanish language at the advanced level, including good control of Spanish grammar, syntax and vocabulary, as well as written proficiency in literary analysis, through essay and paragraph structure, argumentation and interpretation.  RESULTS: The instructor who used the attached rubric noted that in the two essays required for this course most of the students were able to write in Spanish at the advance level, as well as formulate a thesis, organize their paragraphs around a central idea, and provide an adequate interpretation of a literary text. The average for those kind of essays was in the first essay of 84.6 out of 100 points, and in the second essay of 88 out of 100 points with 23 students in class. However, some students still have problems analyzing a literary text, as they tend to narrate it or give personal opinions of it.  CONCLUSIONS: 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.  **9)** **Year** **2017-2018 – Rubric for Essays in SPAN 121A (Goals B.3, B.4)**  SPAN 121A and 121B (Advanced Composition A and B) have been restructured under the guidance of a tenure-track faculty member to ensure consistency across all sections. By standardizing assignments and evaluation criteria, the Spanish faculty aims to enhance the academic experience for all students. Additionally, the courses now address challenges related to differences in language registers and the contrast between spoken and written Spanish. As a point of departure, the Spanish faculty is implementing a standardized rubric for essays in SPAN 121A.  RESULTS: Using the attached rubric, the instructor observed that most students demonstrated advanced-level Spanish writing skills in the required essay. Students were able to formulate a thesis, structure paragraphs around a central idea, and provide adequate interpretations of literary texts. The class average was 82.4 out of 100, with 19 students participating. The instructor noted that some students struggled with literary analysis, often narrating the text or offering personal opinions instead.  CONCLUSIONS: Students’ performance improved through iterative writing. With each revision, they learned to better structure their ideas, address weaknesses, and enhance their analysis or argumentation.  **10)** **Year** **2019-2020 – Rubric for Essays in SPAN 121B (Goals B.3, B.4)**  SPAN 121A and 121B have been restructured under the coordination of a tenure-track faculty member to address inconsistencies in assessments and expectations across sections, which previously led to varying levels of student preparedness for upper-division courses. Standardized assignments and evaluation criteria aim to improve students’ academic experiences. While the courses initially emphasized writing skills through vocabulary building and short exercises, they now also address differences between language registers and spoken versus written Spanish. SPAN 121B, in particular, focuses on refining students' writing and analytical skills to prepare them for advanced studies in Hispanic literature and culture.  RESULTS: The implementation of a standardized rubric and a structured process for writing revisions significantly benefited the 21 students in the course. By providing clear expectations and actionable feedback, students improved their ability to craft well-organized essays with stronger analyses. As a result, the class average for the final essay was 84.3%, with most students achieving consistent growth between drafts.  CONCLUSIONS: Students were given the opportunity to rewrite one of their essays, which allowed them to improve both their writing and analytical skills. Through this revision process, they could reflect on the feedback provided, strengthen weak areas, and refine their arguments or analysis. This opportunity helped students better understand their mistakes, leading to clearer and more thoughtful writing.  **11)** **Year** **2020-2021**  N/A  **12)** **Year** **2021-2022 – Literary Analysis Essay in SPAN 145 (Goals B.3, B.4, B.5)**  Upper-division literature courses have revised their writing assignments to better align with the objectives and expectations outlined in the SOAP. The final writing project includes specific requirements such as adherence to MLA format, the use of workflow processes, research methodologies, and the iterative editing practices introduced in SPAN 121A and SPAN 121B. These methods help students develop and enhance their writing abilities, as outlined in the Spanish BA Curriculum Map. As students advance in their studies, it is anticipated that these procedural practices will become ingrained in their writing process, improving their ability to integrate personal analysis with primary literary texts and secondary critical sources, while their mastery of formal writing will reach a professional standard.  RESULTS: The data for this report includes the final written assignment grades of 27 students. Of these, 25 students achieved the required grade of 70% or higher, and the average score across the assessed classes was 85.27%.  CONCLUSIONS: The results demonstrate that a majority of students met or exceeded the required performance threshold, with a significant portion of them achieving high scores. The average score well-above 80% reflects overall strong student performance in the course assessed.  **13)** **Year** **2022-2023 – Research Essay in SPAN 170 (Goals B.3, B.4, B.5)**  The final research essay follows specific requirements, including adherence to MLA format, the use of workflow processes, research methodologies, and iterative editing practices. These practices help students develop and improve their writing skills, as outlined in the Spanish BA Curriculum Map. As students advance in their coursework, they are expected to internalize these procedural practices, enhancing their ability to engage critically with both primary literary texts and secondary critical sources, while also refining their formal writing to a professional standard. Additionally, the expected length of the final essay gradually increases across core courses, from five to six pages in 121A and 121B, to eight to ten pages in the 140s, and reaching a minimum of ten pages in 170, excluding notes and works cited.  RESULTS: The data for this report includes the final written assignment grades of 54 students from two SPAN 170 sections. Of these, 51 students achieved the required grade of 70% or higher, and the average score across the classes was 83.46%.  CONCLUSIONS: The revision process allowed them to consider the feedback given, address areas of weakness, and improve their arguments or analysis, leading to a deeper understanding of their mistakes and resulting in clearer, more insightful writing. Students demonstrated proficiency of writing and research processes, as well as adherence to the expectations set in the course syllabus and writing rubric.  **14)** **Year** **2023-2024 – Literary Analysis Essays in SPAN 140 and SPAN 142 (Goals B.3, B.4, and B.5)**  The Spanish BA program evaluated specific outcomes through a Literary Analysis Essay in SPAN 140 and 142. In this assignment, students showcase their development and mastery of research and writing skills suited to their academic level. They select a theme for analysis, conduct research using both primary and secondary sources, create a working bibliography, and produce an initial draft, which is then improved through several revisions based on feedback from peers and instructors.  RESULTS: The benchmark for the chosen assignments was set at 70%. After analyzing the data, it was found that 100% of the 55 students across three courses demonstrated proficiency and improvement in their writing skills compared to the previous academic year. Following peer revisions and faculty feedback, every student scored above 80% on their Literary Analysis Essay.  CONCLUSIONS: The results clearly indicate that all students met and exceeded expectations, demonstrating both proficiency and significant improvement in their writing skills. This success underscores the effectiveness of peer revisions and faculty feedback in enhancing student performance.  **14)** **Year** **2024-2025 – Literary Analysis Essays in all upper-division Spanish classes, except the capstone course (Goals B.3, B.4, and B.5)**  The Spanish BA program assessed targeted student learning outcomes through Essays assigned across upper-division classes. This assignment is designed to evaluate students’ ability to engage in advanced literary analysis while demonstrating research and academic writing skills appropriate to their level of study. Students received a prompt or were required to select a theme for critical examination, and proceeded to conduct research drawing from both primary texts and secondary scholarship, compile a working bibliography, and produce an initial draft. The drafting process emphasized iterative improvement, as students were expected to revise their work multiple times based on constructive feedback provided by peers and instructors.  **Results:** The benchmark for success was established at 70%. Analysis of student performance across three courses showed that 53 out of 55 students demonstrated proficiency on the assignment. Moreover, after incorporating peer and faculty feedback through the revision process, 51 students achieved scores above 80% on their final Literary Analysis Essay, surpassing the set benchmark.  **Conclusions:** The assessment results confirm that all participating students met—and in most cases exceeded—program expectations. The high level of achievement illustrates not only student proficiency but also the substantial progress gained through the revision process. These findings highlight the pedagogical value of peer review and faculty mentorship, as both proved essential in fostering student growth and improving overall writing quality. The success of this assessment cycle affirms the program’s approach to scaffolding research and writing skills and provides a strong model for future course-based assessments. |
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1. “Advanced Level” is equivalent to level three on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: novice, intermediate, advanced, superior and native. For the purposes of the portion of this document concerning undergraduate program assessment, lengthy ACTFL descriptions of advanced level skills have been abbreviated, summarized, or paraphrased. It should be noted that the ACTFL description of the superior standard has in some areas been strengthened to accurately describe the department’s objectives in speaking and writing. [↑](#footnote-ref-1)
2. An assessment method under discussion to be implemented in the SOAP is to evaluate the sequence of Spanish 121A and 121B. The method proposed is a survey of discrete items in Spanish 121B. [↑](#footnote-ref-2)