**Spanish MA Assessment Report**

**AY 2015–2016**

Send your assessment reports to Dr. Angel Sanchez (aansanchez@csufresno.edu) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine (mjordine@csufresno.edu). Please complete a separate report for each Bachelors and Masters program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?**

As listed in our SOAP timeline, we assessed Outcomes A.2, A.3, B.1, B.2, B.3, and B.4 (writing, research methods, and MLA style) in SPAN 201, 202, 203, and \*224. Also per the SOAP timeline, we analyzed the results of the Language Exam both semesters. *\*Note: SPAN 224 was substituted for the scheduled 249 in AY 2015–2016 (with permission from Graduate Studies) while the Spanish faculty conducted a search to fill the new vacancy for the specialist to teach 249.*  |
| 1. **What instruments (assignment) did you use to assess them?**

**Per the Spanish MA SOAP timeline, for AY 2015–2015**: * Employ Rubric for Essays in SPAN 201, 202, 203, and ~~249~~ \*224;
* Analyze results of Language Exam.

In accordance with our SOAP timeline, a rubric for essays was employed to assess final essays in SPAN 202 (Fall 2015), 203 (Spring 2016), and 224 (Spring 2016). In addition, the Spanish graduate faculty analyzed the results of the Language Exam in Fall 2015 and Spring 2016. The faculty member who taught SPAN 201 in Fall 2015 was involuntarily separated from the University in May 2016; as a result, data from the assessment performed in SPAN 201 is not available.*\*Please note that SPAN 224 was substituted for SPAN 249, with permission from Graduate Studies, as a comparable-level required course in the Spanish MA program, while the Spanish faculty conducted a search to fill the new vacancy for the specialist to teach SPAN 249. As of Fall 2016, the Spanish program has a new TT hire in that field and is actively offering SPAN 249 once again. The SOAP has been updated accordingly to reinstate 249 as the course to be evaluated moving forward.* At our Fall 2015 retreat, the Spanish graduate faculty agreed that the essay rubric is clearly aligned and adequately measures the outcomes A.2, A.3, B.1, B.2, B.3, and B.4 (writing, research methods, and MLA style).The Spanish Language Exam is a diagnostic exam given to all Spanish MA students when they begin the program; passing it with a minimum score of 70% is a requirement for classification in the Spanish MA. Students are allowed two opportunities to pass the exam. At our Fall 2015 retreat, the Spanish graduate faculty reviewed the content of the exam, which we revised in AY 2013–14, and agreed that this diagnostic exam is clearly aligned and adequately measures the outcomes A.1, A.2, A.3, and B.4).1. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report).

**Outcomes and benchmarks for essays:** On outcome A.2, students are expected to narrate, describe, analyze, and argue with essay-length connected discourse.On outcome A.3, students are expected to demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature.On outcome B.1, students are expected 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 or linguistics.On outcome B.2, students are expected to apply critical studies to literary and/or linguistic topics in a coherent and appropriate manner. On outcome B.3, students are expected to analyze works of literature or linguistic data to produce coherent and original scholarly essays.On outcome B.4, students are expected to use MLA format and citation style appropriately to cite all sources in scholarly essays. 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 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, A.3, and B.4:* 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
* MLA style

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. |
| 1. **What did you discover from the data?**

SPAN 202: All five enrolled students met the course goals, and the course Primary Learning Outcomes. The first drafts, and final essays showed that the students were familiar with philosophical and theoretical concepts, as well as they were able to compare and describe the critical relation between theories in the different schools of thought. The final essays met the standards on the essay rubric for their writing, research methods, and MLA style. SPAN 203: Four of the five enrolled students met the standards for the outcomes measured. The average for the draft of the final paper (which counted 5% of the final grade) was of  86.6 out of 100 points, and in the final paper (which counted 15%) was of 94.5 out of 100 points. The fifth student requested an incomplete in the course due to a documented situation.SPAN 224: Five of the six enrolled students met the standards for the outcomes measured. The sixth student requested an incomplete in the course due to a documented situation, and submitted a draft of her essay to show her progress. Although that draft showed promise with regard to meeting the outcomes, because it was incomplete, it did not comply with the minimum requirements of the essay, and thus, with the standards for the outcomes measured. The final version of that sixth essay has not yet been submitted. Language Exam: In Fall 2015, five students took the Language Exam; all were taking it for the first time. Two students passed the exam, meeting the expectations, while the other three students did not meet the minimum requirements to pass the exam. In Spring 2016, the pass rate improved to 75%, with three of the four students who the Language Exam passing. One of the three students who passed was taking the exam for the first time, and the other two were taking it for the second time, having failed the previous semester. The one student who failed the exam in Spring 2016 was also taking it for the second time, and must petition to retake it for a third (final) time in Fall 2016. |
| 1. **What changes did you make as a result of the data**

As always, the Spanish section reviews and discusses the OA data from the previous AY at our annual retreat, held each Fall semester. Thus, we will analyze, discuss, and decide on specific changes/action at our retreat this semester in order to determine together what adjustments may be needed and how to best close the loop. We would be happy to provide an update with this information in December, if OIE desires it; otherwise, we will include it in our ongoing updates to the “Closing the Loop” section of our SOAP, where we report our actions and update it with our decisions. |
| 1. **What assessment activities will you be conducting in the 2016-2017 AY?**

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| In 2016–2017, we will assess outcomes A.1, A.3, and D.2 (oral communication, reading comprehension, instructional methodology) in SPAN 201, 202, 203, and 249. |
| We will also analyze the results of our new survey of alumni (indirect measure). As always, we will analyze the results of our OA activities at our annual program retreat in early fall to determine what adjustments may be needed and how to best close the loop.  |

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

We will be undergoing the External Review on September 15–16, and have scheduled our retreat after that in order to be able to address the address reviewers’ feedback in our agenda. |