

## Annual Assessment Report for 2021-2022 AY

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30<sup>th</sup> 2022 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\_\_\_\_\_ Degree \_\_MA\_\_

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.

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? **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 MA Comprehensive Exam (one of the options for the “Culminating Experience” in 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.

Comprehensive Exam: A comprehensive examination is an assessment of the student’s ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter (**Outcomes B.1.b-c and B.2.b**). The results of the examination must evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation (**Outcomes B.2.a-d**). The Comprehensive Exam is normally taken during the student’s final semester. The examination process is as follows:

- 1) Every academic year the Spanish graduate faculty will create a list of SIX (6) questions for the Comprehensive Exam. The questions will be based on recent graduate seminars and will originate from the following areas:
  - a. Spanish Peninsular Literature (Medieval and Early Modern)
  - b. Spanish Peninsular Literature (19th-20th century)
  - c. Latin American Literature (20th century)
  - d. Mexican Literature (20th-21st century)
  - e. Caribbean Literature
  - f. Poetry
- 2) The semester before the exam, the student must notify the coordinator of the student’s will to take the Comprehensive Exam.
- 3) In dialogue with the coordinator, the student a) will receive the list of SIX (6) questions that the student should study in-depth for the exam, and b) must define a specific area of interest in Hispanic literature
- 4) In dialogue with the coordinator, and derived from the above, the student must contact a faculty member who is a specialist in the student’s area of interest, and prepare a reading list with the faculty member’s assistance.

The exam consists of two parts and is evaluated according to the following criteria:

- a) On the scheduled day for the Comprehensive Exam, the student will answer THREE (3) questions chosen at random. These three questions will come from the list of six questions created by the Spanish graduate faculty. Each question is to be answered as a formal essay where students must demonstrate their ability to effectively analyze literary works: the essay must be well-

articulated, its language must be clear (deductions will be made if the grammar and other technical aspects of the writing does not conform to the norms of the profession), the material adduced should be relevant to the question. Students will be allowed three (3) hours to answer the three questions. In order to pass this portion of the exam, a student must receive a minimum score of 80% on each of the three questions.

- b) After finishing the first part of the exam, one research question will be given to the student. The topic and theme of this research question will be related to the list of readings that the student created in his or her area of interest. The student will have EIGHT (8) days to write a research essay in response to the question. The essay must have a minimum length of 12 pages (21,600 words) and must reference at least five (5) critical secondary sources that have undergone a professional editorial process, and five (5) quotes minimum. The essay must present a clear introduction with a clear thesis developed by the student; the student's original supporting arguments; and a clear conclusion based on the arguments developed.

3. 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. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

SPAN 203: The total number of students in this graduate seminar was twelve, and twelve students were evaluated. All students who presented the final essay for evaluation were designated as proficient. They all were able to write at the advanced level. 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.)

Comprehensive Exam: One student took the Comprehensive Exam. This student was success full in passing the exam. (See the rubric attached for this evaluation.

Benchmarks: 90% of students will be designated as proficient or higher in both 203 and the Comprehensive Exam

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

No further changes

5. If you recommended any changes in your response to Question 4 in your 2020-21 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.

NA

6. What assessment activities will you be conducting during AY 2022-23?

We will continue with the assessment of the comprehensive exam due to the recent changes made in this area. We have had only one student take this exam so far, but there are several students scheduled to take it this academic year.

NOTE: For the AY 2021-22 Report, due September 30, 2022, there is no Question 7 pertaining to program review. For future Department/Program Annual Assessment Reports, there will be a question about how your Department/Program has planned to incorporate Justice, Equity, Diversity, and Inclusion into your assessment practices. We will discuss JEDI at assessment workshops in fall 2022 and resources will be available in the Department Coordinators Google Drive.

**BASIC RUBRIC FOR ASSESSMENT OF FINAL ESSAYS SPAN 203****CRITERIA****LEVELS OF MASTERY**

	<b>BEGINNING</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXCELLENT</b>
<b>CONTENT. SLOs: B.1.b</b>				
<b>Focus &amp; Unity</b>				
Includes a developed introduction with thesis statement	No clear thesis	Thesis attempted but not covering same ground as essay	Clear thesis supported by evidence	Exceptional thesis in good academic style
Paragraphs are all related to topic	Paragraphs seem unrelated	Paragraphs relevant to topic but connections are unclear	Most paragraphs clearly relevant, supporting and explaining thesis.	Paragraphs all clearly related to central focus of essay
Follows any specific directions for the particular assignment	Fails to follow directions for focus, length, etc.	Attempts to follow directions but sometimes fails	Follows almost all specific directions provided	Follows all directions precisely
<b>Organization</b>				
Paragraphs follow a coherent, defined pattern	Unclear principle of organization	Some paragraphs should be re-ordered	Essay reads coherently and all points are made according to a defined pattern.	Paragraphs exceptionally well ordered to provide strong flow and synthesis of individual points.
Each paragraph is unified	Most paragraphs are not unified	Some paragraphs lack a clear focus	Most paragraphs unified around a clear focus	Paragraphs concisely unified and yet well developed.
<b>Development</b>				
Points are thoroughly developed	Many paragraphs too underdeveloped	Some paragraphs underdeveloped	Points are well developed in each paragraph. Arguments of the essay are supported with sufficient detail from sources.	Points are developed with originality and great clarity
Includes specific details, examples, reasons, etc.	Few details to support statements	Includes enough detail to indicate familiarity with text	Includes specific details throughout essay	Includes striking examples, insightful reasons, etc.

<b>Comprehension of Literary Text. SLCs: B.1.c</b>				
Accurately describes plot, characters, structure and other basic elements	Contains several factual errors	Contains occasional errors	Shows understanding of the literary text by using appropriate examples to support thesis	Shows outstanding comprehension and perception
Includes all textual evidence relevant to topic	Includes little evidence showing familiarity with text	Includes incomplete evidence from text to support statements	Uses extensive evidence closely related to points being made	Includes all evidence relevant to points being made
<b>Thoughtful Analysis</b>				
Explains/interprets vs. summarizing	Mostly summarizing, with some errors	Summarizes accurately but little evidence of analysis	Interprets text analytically, understanding the intent of the literary text and supporting theses with appropriate detail, with some unnecessary use of summary	Analyses text perceptively, using summarizing only as needed
Uses relevant literary terminology correctly	Shows little familiarity with relevant terms	Uses some relevant terminology, but not always correctly	Uses relevant literary terminology accurately	Incorporates literary terminology smoothly into style
Integrates discussion of form and content, techniques and themes	Fails to discuss form and techniques	Makes some attempt to include form as well as content	Includes most significant elements of form and content	Integrates form and content perceptively
Includes writer's own insights beyond what was said in class.	Cannot explain points made in class	Comprehends classroom analysis but adds no personal insights	Expands on classroom analysis with occasional original insights illustrating critical thinking	Integrates classroom analysis smoothly with original insights
<b>COMPOSITION SKILLS</b>				
<b>Style . SLOs: B1.b</b>				
Employs varied sentence structure	Mostly short simple sentences, fragments, and run-ons	Many short choppy sentences in need of transition	Varying sentence forms	Varied and sophisticated sentence forms
Uses precise and appropriate vocabulary	Uses very limited vocabulary	Sometimes uses imprecise language	Uses precise vocabulary	Vocabulary is precise and sophisticated
Incorporates suitable formality (3 <sup>rd</sup> person except for personal example, no slang or contractions)	Uses slang, contractions, first and second person pronouns, etc.	Uses standard English but some contractions and inconsistent use of pronouns	Uses standard formal English with occasional lapses	Uses standard formal English in 3 <sup>rd</sup> person except for personal examples

<b>Grammar &amp; Mechanics .</b>				
Uses standard grammar	Includes more than six errors	Includes five or more errors	Includes less than three errors	Includes no errors
Punctuates and spells correctly	Includes more than six errors	Includes five or more errors	Includes less than three errors	Includes no errors
<b>RESEARCH SKILLS . SLOs: B.2.a-d</b>				
<b>Selecting and documenting sources</b>				
Selects professional/academic sources	Cites mostly public internet material or other factual sources	Cites some academic sources, but some factual or unreliable	Cites reliable and appropriate sources and shows predominate use of professional/academic sources	Complete use of professional/academic sources
Follows MLA format correctly	Citations missing	Citations present but incomplete	Citations correctly written with occasional small errors	Citations written correctly throughout
Parenthetical citations and final citations correspond	More than six sources mentioned not listed in Works Cited	Between three and six sources not listed in Works Cited	Less than three missing sources in Works Cited	All parenthetical and final citations correspond
<b>Incorporating sources correctly</b>				
Clearly understands material borrowed from sources	Misinterprets sources frequently	Confused about some sources	Mostly shows evidence of comprehension of sources	Clearly understands any cited material
Avoids citing or copying accepted factual information	Most sources are common knowledge	Sometimes quotes and/or cites factual material	Cites appropriate sources, explaining common knowledge in own words	Cites appropriate sources and integrates common knowledge smoothly
Competently incorporates source material into essay,	Constantly quotes and sometimes fails to use quotation marks	Rarely summarizes or paraphrases, but cites quotations correctly	Incorporates source material that genuinely supports own ideas, with some variety in transitions	Incorporates source material with very smooth clear transitions

**Spanish MA Comprehensive Exam  
Scoring Rubric**

	Accomplished 3	Satisfactory 2	Unsatisfactory 1
A. Demonstrates knowledge of the subject matter			
B. Reflects accurate understanding of concepts and terminology			
C. Develops arguments and/or presents information in a coherent and well-focused manner			
D. Includes insightful analysis			
E. Integrates appropriate evidence			
F. Appropriately cites sources of information where required			
G. Features clear, accurate sentence structure and word choice			
H. Avoids persistent grammatical or orthographical errors			
<b>Total</b>			