**Annual Assessment Report for 2021-2022 AY**

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30th 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_\_\_\_

Assessment Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

The learning outcomes assessed for the 2021-2022 academic year pertain 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.” Based on the response from the previous report, the Department is including a bigger sample that demonstrates continuity across upper division courses from SPAN 121A and SPAN 121B to SPAN 170 (Senior Seminar) as it relates to the observed SOAP items.

For this academic year, the Department is also including data from SPAN 140, which serves as a transitional course where the focus goes from ensuring students are able to “express their ideas coherently and critically in written Spanish” and to “demonstrate their competency in written Spanish through study of advanced grammar structures and specialized vocabulary and idiomatic expressions” in Area II of the Upper Division Courses to the development and refinement of research writing practices introduced in earlier classes. The outcomes assessed in Area V of the Upper Division Courses are the following:

II.3. Formulate a thesis in an essay and support it with evidence.

II.4. Employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion.

II.5. Analyze literary texts within the major literary movements in Spain and Latin America, and formulate a thesis in relation to these texts.

**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.**

All of the core courses in the major have integrated one or more writing assignments that directly align with the same Spanish BA SOAP items (Section II.B items 3, 4, and 5) and help students acquire, practice, develop, and/or master major-specific writing skills, depending on the class level. These projects take place throughout the semester and are implemented as introductory assignments that function as skill-building activities to guide students in the development of their research, organizational, and writing skills. These writings have standardized rubrics that correlate to the selected expectations and requirements and lead to a final writing assignment that requires students to define a theme to analyze (II.3, II.5), research primary and secondary materials (II.3, II.4), organize a working bibliography, and offer an initial draft that will go through iterative revisions based on feedback from peer and instructor editing sessions.

While the rubric for all courses remains the same, the instructions per class fluctuate to adjust to the course level. SPAN 121A requires students to write 5 pages focusing on one of the class texts and offer a thematic analysis of their choice, illustrating/supporting it with primary textual evidence. SPAN 121B’s final essay has the same extension and has the same specifications, but centers on a comparative analysis between two texts studied in class. The subtle shift allows students to refine their analytic skills by interjecting different texts in preparation for the introduction of critical materials in the following courses.

In SPAN 140, students are expected to write a final paper with a minimum of 5 pages and, in addition to the primary text, they are expected to integrate at least three secondary sources into their analysis. In SPAN 143, 145, 148T, and 150 the minimum page count goes up to 7 and reaches 10 in SPAN 170. Regardless of the level, all of the written assignments correlate to item II. 5, asking students to analyze literary texts either thematically or aesthetically depending on the course material. While in all courses, students are expected to be able to “formulate a thesis in an essay and support it with evidence” (II.3), the level of language mastery described in II.4 and the complexity/efficiency of literary analysis varies according to student progression in the program.

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.

The recurring introductory assignments and the mandatory editing sessions allowed students to practice and refine their writing skills, resulting in improved performance for the final essay. The expected grade to designate students as proficient remains 70%.

The sample size was 246 students from 11 upper-division courses. A total of 233 students received a grade of 70% or better. The average score for their final essay across all courses considered as of 85.71%.

Overall, the data sample tells us that the number of students who reached the benchmark increased by .79% from the previous report. There was also an increase of 3.14% in the average score for the evaluation.

4. What changes, if any, do you recommend based on the assessment data? No changes are recommended. Continue monitoring student progress.

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.

N/A

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

The Spanish faculty will review SPAN 125 and SPAN 129. Both classes are General Education courses and are integral for the Spanish Single Subject Credential. The Department is considering homogenizing course requirements, reevaluating content, and exploring additional modules of instruction for these courses.

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.