

Program-Level Assessment: Annual Report

Program: **Spanish**

Department: **Languages, Literatures & Cultures**

Degree or Certificate Level: **MA**

College/School: **Arts & Sciences**

Date (Month/Year): **May 2020**

Primary Assessment Contact: **Dr. Amy E. Wright**

In what year was the data upon which this report is based collected? **2019-2020**

In what year was the program's assessment plan most recently reviewed/updated? **2019-2020 [see attachment]**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

We assessed the 4 categories identified for the Spanish MA by our anterior Program Assessment Plan (2016), *which we are phasing out for 2020-21*:

1. Mastery of 3 areas of Spanish cultures;
2. Command of written and oral Spanish;
3. Ability to analyze and formulate concepts clearly in Spanish;
4. Evidence of skill in conducting literary research, performing literary analysis, and writing in a convincing and well-organized fashion.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Of the 3 M.A. candidates graduating this Academic Year, 2 opted for the Final Written Exam and 1 opted for the Final Written Project. Both options are designed around the 4 outcomes listed in #1.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

4 of the 9 graduate faculty members were directly involved in data collection for assessment in 2019-20, either serving as members of final examination juries, evaluating final projects, or both.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The 2 students who opted for the Final Written Exam both passed. The student who opted for the Final Written Project also passed. All 3 candidates passed the required Oral Examination.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

This represents an **100%** success rate in 2019-20 of students graduating at the level of competency articulated by our learning outcomes. We present this **100%** success rate in 2019-20 as evidence that our program is meeting its stated outcomes.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

- A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These 3 students' assessments were given and evaluated in Fall 2019. Results/findings were discussed in Spanish Graduate Faculty meetings in Spring 2020.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

N/A

If no changes are being made, please explain why.

Please see #7 below for changes already underway for 2020-21.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In August 2018 and January 2020 we conducted student surveys. In August 2018 we collected data from outgoing Spanish M.A. Students (Spring 2018 graduates of the program); in January 2020 we collected data from all students currently taking 5000-level courses in our program. Using information from students, and faculty discussion regarding these results, our learning outcomes have been revised (listed below), and a significant number of undertaught courses were deleted from our STL/Madrid catalog (in coordination with Madrid). We revised the evaluation tools (i.e. rubrics) that we are using for the Written Exam, and phased out the choice between a Final Written Exam or a Final Written Project (along with the required Oral Examination), as our principal assessment methods in the final semester of the Spanish M.A. Going forward our principal assessment methods for all students will be a Final Written Exam (penultimate semester), followed by an Oral Examination (final semester). The Written Project, on the other hand, can be undertaken in lieu of a 3-credit course in the student's penultimate semester.

B. How has this change/have these changes been assessed?

We will be assessing these changes throughout the coming year (2020-21), in which they will take effect with 3-4 students taking Final Written and Oral Examinations.

C. What were the findings of the assessment?

To be determined.

D. How do you plan to (continue to) use this information moving forward?

We will be working under the new Program Outcomes to add courses that are of increasing value to our population according to the data collected through our 2018 and 2020 student surveys. Additionally, we will design and implement a rubric for our Final Oral Examination.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Languages, Literatures & Cultures - Saint Louis University- Spanish M.A. - General Examination Rubric

Return this 2-page signed/dated evaluation to the Graduate Program Director, who will share compiled (anonymous) results with Candidate.

Candidate's Name: _____ **Exam Date:** _____

Rank each question using the accompanying scale, adding comments/examples to each category to support your rating.

A • Content Quality: The issue/question is accurately addressed and fully treated in the response, with a wide body of knowledge appropriately covered.		
0 - 3	4 - 6	8 - 10
<ul style="list-style-type: none"> •Irrelevant Answer •Persistent Inaccuracies •Content Not Covered 	<ul style="list-style-type: none"> •Adequate Answer •Accurate Answer •Content Adequately Covered 	<ul style="list-style-type: none"> •Relevant Detailed Answer •Accurate, Appropriate References •Wide Range of Knowledge
B • Content Organization: The organization of the response is clear, consistent, and logical, with ideas presented in an orderly and intelligible fashion.		
0 - 1	2 - 3	4 - 5
<ul style="list-style-type: none"> •Writing is Disorganized •Ideas Unclearly Presented 	<ul style="list-style-type: none"> •Organization is Inconsistent or Illogical •Ideas Inconsistent; At Times Disordered 	<ul style="list-style-type: none"> • Clear, Consistent Organization & Logic •Orderly & Coherent Expression of Ideas
C • Written Expression: Written expression is smooth and concise, demonstrating correct grammar and spelling, appropriate usage and register.		
0 - 1	2 - 3	4 - 5
<ul style="list-style-type: none"> •Error-Filled Answer •Inappropriate Tone/Register •Wordy or Rambling •Expression Impedes Understanding 	<ul style="list-style-type: none"> •Some Errors; Poorly Proofed •Inconsistent Tone/Register •At Times Smooth & Concise •Expression Allows Understanding 	<ul style="list-style-type: none"> •Grammar/Usage is Well-Proofed, Correct •Consistent & Appropriate Tone/Register •Smooth & Concise Expression •Expression Enhances Understanding

For each of the 3 areas below, tally points to offer a numerical score, and circle your response as: **Fail, Pass, or Excellent.**

I: Latin American: _____ **SCORE=** _____ **Fail (0-10)** **Pass (11-17)** **Excellent (18-20)**

A • Content Quality: ___ / 10 **Comments:**

B • Content Organization: ___ / 5

C • Written Expression: ___ / 5

II: Peninsular: **SCORE=** **Fail (0-10)** **Pass (11-17)** **Excellent (18-20)**
A • Content Quality: ____ / 10 **Comments:**
B • Content Organization: ____ / 5
C • Written Expression: ____ / 5

III: Linguistics: **SCORE=** **Fail (0-10)** **Pass (11-17)** **Excellent (18-20)**
A • Content Quality: ____ / 10 **Comments:**
B • Content Organization: ____ / 5
C • Written Expression: ____ / 5

Tally points and circle response: **TOTAL SCORE=** **Fail (0-30)** **Pass (31-51)** **Excellent (54-60)**

Signature: _____ **Date:** _____

RESULT FORM OF A MASTER'S DEGREE CANDIDATE ON THE FINAL ORAL DEGREE EXAMINATION

Candidate's Name: Banner ID: Major Field: Spanish

Examination Committee Members: Chairperson

Immediately following completion of the examination, the committee members are to vote on the Candidate's performance. The committee should come to a majority and check the appropriate category or may mark the boxes below with the number of votes per category if consensus is not made. If a member is not present, check the box for not present, write in the member's name and if a substitute is available enter the substituting member name below. All committee members should sign and the ballot should be given to the committee chairperson for submission to the Master's Candidacy Specialist, DuBourg Hall, Room 420C. The committee chairperson must submit the ballot promptly.

Passing

Passing with Distinction

Unsatisfactory

We recommend that the master's degree be:

conferred

denied

deferred pending another examination

(If the "Unsatisfactory" and "deferred" boxes are checked, indicate a suggested period of further preparation and remedial work, if warranted, under "Comments" below.)

Comments:

Date:

Signed: (Chair signature)

(Member signature)

(Member signature)

SPANISH M.A. RESEARCH PAPER EVALUATION

Student's Name: _____

Title of Paper:

Research Paper Advisor's Name: _____

Research Paper Reader's Name: _____

Examiner Must Comment on View of the Research Paper:

Accepted As-Is _____ **Accepted with Changes** _____ **Not Accepted** _____

Signature of Evaluator: _____

Date: _____