SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Spanish**	Department: **Languages, Literatures & Cultures**
Degree or Certificate Level: **MA**	College/School: **Arts & Sciences**
Date (Month/Year): **September 2021**	Assessment Contact: **Dr. Amy E. Wright**

In what year was the data upon which this report is based collected? **2020-21**

In what year was the program's assessment plan most recently reviewed/updated? **2020-21 [see attached 2020-21 plan]**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

We updated the 4 categories of our Program Assessment Plan, which constitute our current SLOs:

1. Graduates will be able to dialogue with (summarize and synthesize; critically and analytically respond to; compare and contrast) key works and recent scholarship in Hispanic Literatures, Cultures & Linguistics.
2. Graduates will be able to write and conduct research in Spanish, evidencing analysis, argumentation and organization.
3. Graduates will be able to speak about and present on their coursework and research in Spanish.
4. Graduates will be able to teach language and cultures of the Spanish-speaking world, using current methods in Foreign Language Pedagogy, with a deep understanding of their historical development as well as current relevance.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and 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.

Three M.A. candidates graduated in 2020-21 and were evaluated using our Final Written and Oral Examination. In these years of transition to new student learning outcomes, SLOs 1-3 have been evaluated cumulatively via a Final Written Examination (SLOs 1 & 2) and Final Oral Exam (SLOs 1 & 3; please see 2020-21 Assessment Plan for more details). Our cumulative assessment of SLO 4 is in evolution, as when these 3 students entered our program we had different SLOs (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), which did not include a learning outcome for pedagogy.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

4 of our 9 graduate faculty members were directly involved in data collection for assessment in 2020-21, by serving as members of final written and oral examination juries.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

All 3 candidates passed both the required (written and oral) examinations.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

This represents an 100% success rate in 2020-21 of students graduating at the level of competency articulated by our learning outcomes. We present this 100% success rate in 2020-21 as evidence that our program is meeting its stated outcomes.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> 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 2020 (1 student) and Spring 2021 (2 students). Results/findings will be discussed in Spanish Graduate Faculty meetings in Academic Year 2021-22.

   B. How specifically have you decided to use these 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 • Artifacts of student learning • 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 these findings.

We will be working with our Pedagogy instructors in Academic Year 2020-21 to establish assessments for SLO #4.

   If no changes are being made, please explain why.

n/a

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?
   (I was away from my responsibilities as Graduate Program Director in Fall 2020.) In Spring 2021 we drafted a cumulative oral assessment rubric (see attached), which we will vote on at our fall faculty meeting and begin implementing along with our cumulative written assessment rubric in Spring 2022.

   B. How has this change/have these changes been assessed?
   We will be assessing these rubrics throughout the coming year (2021-22); in Spring 2022 they will take effect when 3 students take their 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 continue to work under the new Program Outcomes to add courses that are of increasing value to our population according to the data collected through our 2020 student survey. Additionally, we will design and implement assessments for our new pedagogy-related SLO #4.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Languages, Literatures & Cultures - Saint Louis University- Spanish M.A. – Cumulative Oral Rubric

Please use these guidelines when assessing the candidate's final score.
This rubric will be shared with the Oral Examination Committee Chair then Graduate Program Director, to be kept for *internal* records.

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

Holistically score the entire exam using the following categories & accompanying scales. Add comments/examples to support your rating when useful.

1 • Content Quality:
The issues/questions are accurately addressed and fully treated in the responses, with a wide body of knowledge appropriately covered.

0 - 3	4 - 7	8 - 10
•Irrelevant answers •Persistent inaccuracies •Content not sufficiently covered •Student is not able to provide accurate information about the works/studies under question. •No mention made of critical responses to the works/studies.	•Adequate answers •Mostly accurate answers •Content adequately covered •Student provides information about the works/studies under question, summarizing and synthesizing accurately, with some effective comparison & contrast. •Student may express only their opinions about the works, without referencing criticism. •Student may limit response to a repetition of critics' opinions.	•Relevant detailed answers •Accurate, appropriate references •Wide range of knowledge •Student moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Student is able to combine their opinions about the work, expressed in their own voice, with what others/critics have said.

2 • Content Organization & Presentation:
The organization and presentation of the responses are clear, consistent, and logical, with ideas presented in an orderly and intelligible fashion.

0 - 1	2 - 3	4 - 5
•Responses disorganized, inconsistent or illogical •Ideas are unclearly presented or ordered •Organization and presentation interfere with clarity of argument and ideas expressed	• Responses are mostly organized, consistent and logical •Ideas are mostly clear and ordered • Organization and presentation support clarity of argument and ideas expressed	• Consistent logic and organization • Outstanding and ordered expression of ideas • Clear argumentation and organization

3 • Oral Expression:
Written expression is smooth and concise, demonstrating correct grammar and spelling, appropriate usage and register.

0 - 1	2 - 3	4 - 5
•Error-filled answer in terms of grammar/ usage/ pronunciation •Inappropriate tone/register •Wordy or rambling •Expression impedes understanding	•Some errors in grammar/ usage/ pronunciation •Inconsistent tone/register •At times smooth & concise •Expression allows understanding	•Grammar/usage/pronunciation are correct •Consistent & appropriate tone/register •Smooth & concise expression •Expression enhances understanding

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For each of the 3 areas below, circle your general response as: **Fail, Pass,** or **Excellent.**

1) Content Quality: 70% _____ Circle Your Assessment=>   Fail (0-3)   Pass (4-7)   Excellent (8-10)

Comments:

2) Content Organization: 15% _____ Circle Your Assessment=>   Fail (0-1)   Pass (2-3)   Excellent (4-5)

Comments:

3) Oral Expression: 15% _____ Circle Your Assessment=>   Fail (0-1)   Pass (2-3)   Excellent (4-5)

Comments:

Please Circle Your OVERALL ASSESSMENT =>   Fail (0-8)   Pass (8-16)   **Excellent** (17-20)

Signature: _____   **Date:** _____

Languages, Literatures & Cultures - Saint Louis University- Spanish M.A. – Cumulative Written Assessment

Return this 2-page signed/dated evaluation to 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 - 7	8 - 10
•Irrelevant answer •Persistent inaccuracies •Content not sufficiently covered •Student is not able to provide accurate or sufficient information about the works/studies under question. •No mention made of critical responses to the works/studies.	•Adequate answer •Content adequately covered by mostly accurate answer. Student provides information about the works/studies under question, summarizing and synthesizing sufficiently, with some effective comparison & contrast. •Student may express only their opinions about the works, without referencing criticism. •Student may limit response to a repetition of critics' opinions.	•Relevant detailed answer •Accurate, appropriate references •Wide range of knowledge •Student moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Student is able to combine their opinions about the work, expressed in their own voice, with what others/critics have said.

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
•Writing is disorganized, inconsistent or illogical •Ideas are unclearly presented or ordered •Organization interferes with clarity of argument	•Writing is mostly organized, consistent and logical •Ideas are mostly clear and ordered • Organization supports clarity of argument	• Consistent logic and organization • Outstanding and ordered expression of Ideas • Clear argumentation and organization

C • Written Expression:
Written expression is smooth and concise, demonstrating correct grammar and spelling, appropriate usage and register.

0 - 1	2 - 3	4 - 5
•Error-filled answer in terms of grammar, usage and/or accents •Inappropriate tone/register •Wordy or rambling •Expression impedes understanding	•Some errors in grammar, usage, and/or accents; poorly proofed •Inconsistent tone/register •At times smooth & concise •Expression allows for understanding	•Grammar, usage and accents are well-proofed, correct •Consistent & appropriate tone/gegister •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** (0-32) **Pass** (33-53) **Excellent** (54-60)

Signature: _____ **Date:** _____

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LITERATURA LATINOAMERICANA

Sor Juana Inés de la Cruz. *La Respuesta & Poems*. [CUNY.]

Darío, Rubén. *Azul/Cantos de vida y esperanza.* [Cátedra.]

---. *Cuentos.* [Espasa Calpe.]

Agustini, Delmira. *Poesías completas.* [Cátedra.]

Vallejo, César. *Obra poética completa.* [Alianza.]

Neruda, Pablo. *Antología general.* [RAE.]

Paz, Octavio. *Libertad bajo palabra.* [Fondo de Cultura Económica.]

Echeverría, Esteban. *El matadero.* [Emecé.]

Quiroga, Horacio. *Cuentos de amor, de locura y de muerte*. [EDAF.]

Bombal, María Luisa. *La última niebla; La amortajada.* [Seix Barral.]

Borges, J.L. *El Aleph.* [Alianza.]

Cortázar, Julio. *La autopista del sur y otros cuentos.* [Penguin.]

García Márquez, Gabriel. *Cien años de soledad*. [Cátedra.]

---. *La increíble y triste historia de la cándida Eréndira y otros cuentos.* [Vintage.]

Sánchez, Florencio. *Barranca abajo*. [Cátedra.]

Usigli, Rodolfo. *El gesticulador*. [Cátedra.]

Rodó, José Enrique. *Ariel*. [Cátedra.]

Galeano, Eduardo. *Las venas abiertas de América Latina*. [Siglo XXI.]

Azuela, Mariano. *Los de abajo*. [Cátedra.]

Rulfo, Juan. *Pedro Páramo*. [Cátedra.]

LITERATURA PENINSULAR

Anónimo. *Poema de Mio Cid*. [Ed. Ian Michael. Madrid: Castalia.]

Don Juan Manuel. *El conde Lucanor, o Libro de los enxiemplos del conde Lucanor et de Patronio*. [Ed. José Manuel Blecua. Madrid: Castalia, 2003.]

Fernando de Rojas. *La Celestina*. [Ed. Dorothy Severyn. Madrid: Cátedra, 1987.]

Anónimo. *Lazarillo de Tormes*. [Ed. Francisco Rico. Madrid: Cátedra.]

Miguel de Cervantes. *Don Quijote de la Mancha*. [Newark: Juan de la Cuesta.]

Lope de Vega. *Fuenteovejuna*. [Madrid: Cátedra.]

Pedro Calderón de la Barca. *La vida es sueño*. [Madrid: Cátedra o Letras hispánicas.]

José Cadalso. *Noches lúgubres*. [Barcelona: Crítica.]

Benito Pérez Galdós. *La de Bringas*. [Madrid: Cátedra.]

Emilia Pardo Bazán. *El áncora y otras novelas cortas*. [FL: Stockcero Editions.]

Leandro Fernández de Moratín. *El sí de las niñas*. [Barcelona: Crítica.]

José de Zorrilla. *Don Juan Tenorio*. [Barcelona: Crítica.]

Duque de Rivas. *Don Álvaro o la fuerza del sino*. [Barcelona: Crítica.]

Antonio Machado. *Soledades, galerías y otros poemas*.

Blas de Otero. *Pido la paz y la palabra*.

Miguel de Unamuno. *Niebla*. [Madrid: Cátedra.]

Miguel Delibes. *Cinco horas con Mario*.
[Barcelona: Clásicos contemporáneos comentados.]

Ana María Matute. *Historias de Artámila*.

Federico García Lorca. *La casa de Bernarda Alba*. [Madrid: Cátedra.]

Alfonso Sastre. *Escuadra hacia la muerte*. [Madrid: Clásicos Castalia.]

LINGÜÍSTICA

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Chang, C. B. 2008. "Variation in Palatal Production in Buenos Aires Spanish." In *Selected Proceedings of the 4th Workshop on Spanish Sociolinguistics*, ed. Maurice Westmoreland and Juan Antonio Thomas, 54-63. Somerville, MA: Cascadilla Proceedings Project.

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Grosjean, F. 2000. "Processing mixed language: issues, findings and models." In L. Wei (Ed), *The Bilingualism Reader*, 443-471. London: Routledge.

Johnson, M., Barnes, S. 2013. "*Haya* vs. *Haiga*: An Analysis of the Variation Observed in Mexican Spanish Using a Mixed Effects Model." In *Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics*, ed. Ana M. Carvalho and Sara Beaudrie, 32-40. Somerville, MA: Cascadilla Proceedings Project.

Lipski, J. 2005. "Code-switching or borrowing? No sé *so* no puedo decir, *you know*." In L Sayahi & M. Westmoreland (Eds.), *Selected proceedings of the second workshop on Spanish sociolinguistics,* 1-15. Somerville, MA: Cascadilla Proceedings Project.

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Madrid." *Hispania* 88, 583-598.

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