Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 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. Furthermore, only report on two or three student learning outcomes 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: <u>Modern & Classical Lang. & Lit.</u>   Degree <u>Spanish</u> BA

Assessment Coordinator: <u>Dr. Daniel Calleros Villarreal</u>

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

> The learning outcomes assessed for the 2020-2021 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." The Department is conducting a joint effort in order to scaffold student progress and more efficiently ciment the bases to ensure students are able to "express their ideas coherently and critically in written Spanish" and "demonstrate their competency in written Spanish through study of advanced grammar structures and specialized vocabulary and idiomatic expressions" in the Area II of the Upper Division Courses. At the same time, students are also introduced to research writing practices they will need to review and master by the time they graduate from the program. 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 of 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 Spanish BA SOAP Section II.B items 3, 4, and 5. The Spanish faculty has standardized the expectations and requirements of a Final Essay that serves to show how students have acquired, practiced, and/or mastered specific writing skills according to their level. This final writing assignment requires students to define a theme to analyze in their project, research primary and secondary materials, organize a working bibliography, and offer an initial draft that will go through iterative revisions based on feedback from peer and instructor editing sessions. The introductory assignments function as skill-building activities aimed to guide students in the development of their research, organizational, and writing skills. Although this model is maintained throughout the core courses of the major and the grading criteria displays a big degree of uniformity, the faculty adjusts their expectations based on what stage of their academic career the student is.

All sections of SPAN 121A and 121B (Advanced Composition A and B) have been restructured and are now coordinated by a tenure-track faculty member. Previously, the assessments and expectations between sections of 121A and 121B did not align between themselves, resulting in students having disparate levels of competency as they moved on to other upper-division classes. By unifying assignments and evaluation criteria in all offered sections of 121A and 121B, the Spanish faculty expects to also improve all students' academic experience. Initially, these two courses focused mostly on refining the student's writing skills through vocabulary development and short writing exercises. Now, SPAN 121A and 121B also addresses the various issues created by the disparities between distinct registers and the differences between spoken and written language. Furthermore, SPAN 121B focuses particularly on a greater refinement of the student's writing competencies, helping them develop their analytic skills as they approach literary and cultural texts in order to better prepare them for upper-division courses in Hispanic Literature (see attached files: syllabus 121b, final essay instruction 121b, rubric 121b).

The Advanced Compositions courses include a five to six page essay analyzing and contrasting two of the films or literary works studied throughout the semester. This task is presented as a scaffolding written assignment in which students go through several sessions of editing, obtaining peer and instructor feedback, and allowing them to begin

mastering discipline-specific writing practices and formatting that they will implement later in their academic career (final essay instructions 121b, peer editing instructions). This project requires students to integrate secondary sources into their work, introducing them to research methodologies implemented in their later courses.

Upper-division literature classes have also modified their writing projects to be more consistent with the goals and expectations in the SOAP. From SPAN 140 (Hispanic Fiction and Poetry) to SPAN 142 (Introduction so Spanish Literature), SPAN 143 (Introduction to Spanish-American Literature), and SPAN 170 (Senior Seminar), the final writing project maintains specific criteria such as adherence to the MLA format, adoption of workflow processes, implementation of research methodologies, and iterative editing practices (see attached files: final essay prompt 140, final essay timeframe 140, final essay details 140). These procedures aid the student to develop and refine their writing skills as defined in the Spanish BA Curriculum Map. As the student progresses through their coursework, it is expected that procedural knowledge practices become ingrained in their writing process, their ability to create a dialogue between their personal analytical approach, primary literary texts and secondary critical materials improves, and their control over formal writing reaches a professional level. The number of pages students are expected to write for the final essay also increases progressively as they advance through the core courses: from five to six pages in 121A and 121B, to eight to ten pages in the 140s up to a minimum of ten pages not counting notes and works cited in 170 (see attached files: syllabus 121b, syllabus 143, syllabus 148t, syllabus 170).

To conclude with this item, it must be noted that the shift to virtual teaching in the Spring of 2020 has not hindered the Spanish BA's implementation of desired practices described herein. Both faculty and students have used the tools and resources included in the varied platforms employed in the university.

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.

The sample size of the data gathered for this report is comprised by the grades of the final written assignments of 181 students from six different upper-division courses. Out of this number, 170 passed the evaluation with the required grade of 70% or better. The average score of the assessment for the classes in the data sample was 82.57%.

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

       The Spanish faculty should further implement the productive procedural practices and
       methodologies described in item 2 of this report in other upper-division literature classes
       beyond the core courses of the minor. Currently some faculty members are integrating the
       same evaluation criteria and practices into courses such as SPAN 145 (Mexican
       Literature), SPAN 148T (Major Figures in Hispanic Literature), and SPAN 149 (The
       Golden Age), in order to offer continuity and consistency in regards to the Spanish BA
       SOAP across all of the major's courses.

5.   If you recommended any changes in your response to Question 4 in last year's
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.

       The last Assessment Report noted that the Spanish faculty would continue observing
       progress on student writing throughout their academic career in order to identify patterns
       and practices that impact student performance, as well as suggest curriculum changes and
       potential actions to improve the students' academic success. Based on this, the Spanish
       faculty has modified assignments, integrated writing workshops, and expanded on
       existing editing practices in Area II Upper Division Courses.

6.   What assessment activities will you be conducting during the next academic year?

       For the time being, the Spanish faculty will expand its efforts to integrate productive
       written practices that will help improve and develop students' writing in Spanish, as
       required in different professional settings, further strengthening the program with new
       curricular offerings.

7.   Identify and discuss any major issues identified during your last Program Review and in
what ways these issues have or have not been addressed.

       The Spanish section has created a certificate of Media Writing in Spanish in conjunction
       with the Department of Media, Communications, and Journalism in order to better serve
       and prepare those students whose professional development demands they are proficient
       in the different genres of media writing requiring the use the Spanish language, from
       journalist to teachers, as well as experts in the criminal, medical, business, and
       pedagogical fields.