



Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Spanish (MA)
 Department: Languages, Literatures, and Cultures
 College/School: Arts & Sciences
 Person(s) Responsible for Implementing the Plan: Department Chair
 Date Submitted: November 15, 2015

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Assessment Data
<i>What do you expect all students who complete the program to know, or be able to do?</i>	<i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i>	<i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i>	<i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i>
-Student can demonstrate mastery of three areas of Spanish studies: Peninsular literature and culture, Latin American literature and culture; and Spanish Linguistics.	Assessed outcomes are learned in courses.	Direct measure: Oral Examination at end of Spanish MA program.	The Spanish Graduate Faculty reviews assessment results every semester every year. Any changes to the program are voted by all Graduate Faculty members.
-Student can demonstrate mastery of the key works of the literary and cultural canon, as represented by the MA required reading list.	Assessed outcomes are learned in courses.	Direct measure: Written exam or final Thesis, at end of Spanish MA program.	The Spanish Graduate Faculty reviews assessment every year. Any changes to the program are voted by all Graduate Faculty members.
-Student can produce an original scholarly essay in Spanish that provides ample evidence of skill in	Assessed outcomes are learned in courses.	Direct measure: Thesis project, at end of Spanish MA program. (Option only open to	The Spanish Graduate Faculty reviews assessment every year. Any changes to the

conducting literary research, performing literary analysis, and writing in a convincing and well-organized fashion.		students continuing to a Ph.D. program)	program are voted by all Graduate Faculty members.
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1. It is **not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Each division in LLC will assess outcomes annually, beginning in the 2015-2016 academic year.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

Both campuses work in collaboration.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The plan will be reviewed every 7 years: the year before the department's program review.

- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

Students were not involved in the development of this plan.

- c. What external sources were consulted in the development of this assessment plan?

ACTFL: American Council on the teaching of foreign languages

The assessment plan for the Department of Languages, Literatures, and Cultures was developed by a Focus Group comprised of members from each of the divisions whose programs will be assessed. It was approved by all faculty in the department.