

# Program-Level Assessment Plan

Program: <b>Spanish</b>	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): <b>M.A.</b>
Department: <b>Languages, Literatures &amp; Cultures</b>	College/School: <b>Arts &amp; Sciences</b>
Date (Month/Year): <b>May 2020</b>	Primary Assessment Contact: <b>Dr. Amy E. Wright</b>

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods		Use of Assessment Data
			Student Artifacts (What)	Evaluation Process (How)	
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>	<p><b>Student Artifacts (What)</b></p> <ol style="list-style-type: none"> <li>Which student artifacts will be used to determine if students have achieved this outcome?</li> <li>In which courses will these artifacts be collected?</li> </ol>	<p><b>Evaluation Process (How)</b></p> <ol style="list-style-type: none"> <li>What process will be used to evaluate the student artifacts, and by whom?</li> <li>What tool(s) (e.g., a rubric) will be used in the process?</li> </ol> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<ol style="list-style-type: none"> <li>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</li> <li>How and when will the program evaluate the impact of assessment-informed changes made in previous years?</li> </ol>
1	<p>Graduates will be able to write, in Spanish, evidencing research, analysis, argumentation and organization in both academic and non-academic works.</p>	<p>All courses introduce, develop, and reinforce these writing skills in Spanish. Their degree of achievement is identifiable by grades attained.</p>	<p>All courses assess these writing skills in Spanish through written exams and/or papers. Intermediate degree of achievement is identifiable by grades attained in courses. Cumulative achievement is measured in the Written Exam given in the penultimate semester of the M.A. Program.</p>	<p>Instructors with Graduate Faculty Status will assess course artifacts and assign grades. Cumulative achievement on the Written Exam is assessed by a 3-member Graduate Faculty Committee.</p>	<p>The Spanish Graduate Faculty reviews assessment results every semester every year. Any changes to the program are voted on by Graduate Faculty members in attendance at meetings.</p>
2	<p>Graduates will be able to speak convincingly, in Spanish, about their coursework and</p>	<p>All courses introduce, develop, and reinforce these speaking/presentational skills in Spanish. Their degree of</p>	<p>All courses assess these speaking skills in Spanish through in-class presentations. Intermediate degree of</p>	<p>Instructors with Graduate Faculty Status will assess course artifacts and assign grades. Cumulative</p>	<p>The Spanish Graduate Faculty reviews assessment results every semester every year. Any changes to the program are voted on by</p>

	research, through presentations both inside and outside of the classroom.	achievement is identifiable by grades attained.	achievement is identifiable by grades attained in courses. Cumulative achievement is measured in the Oral Exam given in the final semester of the M.A. Program.	achievement on the Oral Exam is assessed by a 3-member Graduate Faculty Committee.	Graduate Faculty members in attendance at meetings.
3	Graduates will be able to dialogue with key works and recent scholarship in Hispanic Literatures, Cultures & Linguistics.	Each course introduces, develops, and reinforces a content area in Spanish. The degree of mastery in this content area is identifiable by grade attained.	Each course assesses degree of mastery in its content area through written exams, papers, and/or presentations. Degree of mastery in particular content area is identifiable by grades attained in courses. Cumulative achievement is measured in the Written & Oral Exams given in the last year of the M.A. Program.	Instructors with Graduate Faculty Status will assess course artifacts and assign grades. Cumulative achievement on the Written & Oral Exams is assessed by 2 3-member Graduate Faculty Committees.	The Spanish Graduate Faculty reviews assessment results every semester every year. Any changes to the program are voted on by Graduate Faculty members in attendance at meetings.
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.	SPAN 5040 introduces, develops, and reinforces these skills. The degree of mastery is identifiable by grade attained.	This course assesses degree of mastery in these skills through written assessments, presentations and projects. The degree of mastery is identifiable by grade attained.	Qualified Instructors with Graduate Faculty Status will assess course artifacts and assign grades.	The Spanish Graduate Faculty reviews assessment results every semester every year. Any changes to the program are voted on by Graduate Faculty members in attendance at meetings.

### Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

Our Spanish Program has been assessing outcomes annually as of Academic Year 2015-2016. Going forward, we will aim to assess two of the four outcomes each year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This assessment plan comprised of 4 new Learning Outcomes was developed and approved by members of Spanish Graduate Faculty attending monthly meetings throughout Fall 2019, and additionally through consultation with the Spanish M.A. Program on the SLU-Madrid Campus during that same period.

**IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.**

**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.

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

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



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

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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:** \_\_\_\_\_