

Program Assessment: *Annual Report*

Program(s): MA in Spanish

Department: Languages, Literatures & Cultures

College/School: Arts & Sciences

Date: June 5, 2019

Primary Assessment Contact: Dr. Amy E. Wright

1. Which program student learning outcomes were assessed in this annual assessment cycle?

We assessed the 4 categories identified for the Spanish MA by our Program Assessment Plan (2016):

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. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

This Academic Year 2018-19 we continued to offer the choice of a Final Written Examination or Final Written Project, as well as the required Final Oral Examination, as our principal assessment methods administered in candidates' final semester. Of the 4 M.A. candidates graduating this Academic Year, 2 opted for the Final Written Examination and 2 opted for the Final Written Project; all 4 took the required Oral Examination. These assessment options are designed around the 4 outcomes listed above (see #1). Students who have completed coursework on the Madrid Campus are given the option of including 1-2 Madrid faculty in their Written and Oral committees.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

All but 1 of our 9 graduate faculty members were involved in data collection for the above assessments, either serving as members of final examination juries, as members of the committees evaluating final projects, or both. One of our 4 candidates had a SLU Madrid faculty member serving on her Oral Examination committee. This year we elaborated a rubric for our Final Written Examination (attached).

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

The 2 students who opted for the Final Written Examination both passed, 1 of the 2 with distinction. The 2 students who opted for the Final Written Project also passed. All 4 candidates passed the required Oral Examination. This represents an **100%** success rate in 2018-19 of students graduating at the level of competency articulated by our learning outcomes. We present this evidence that our program has successfully met its 2018-19 goals.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

In Academic Year 2019-20, we plan to undertake a discussion of our current Learning Outcomes (2016) with an eye to revision. This may result in changes to our current curriculum in the form of deleting obsolete courses and adding new courses that better reflect the needs of our student population. Additionally, revised Learning Outcomes will result in (revised) assessment rubrics for the Final Written and Oral Examinations.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

This year we used assessment outcomes from 2017-18 to discuss and approve significant changes to our curriculum. This year we focused on a feasible 2-year roadmap to completion for full-time students. This entailed a change to the content and timing of our principal assessment methods:

- Beginning Academic Year 2019-20 we will require both a Final Written and Oral Examination of all M.A. candidates.
- The Written Examination will be taken in the penultimate semester of the student’s course of study.
- The Written Examination has been equilibrated, updated, and stream-lined. Instead of two days (the first dedicated to general works in all 3 areas, and the second dedicated to a specialty list), students will take a one-day (4-hour) general exam. The list for that exam has been equilibrated (to equally represent all 3 subject areas); updated (to include more recent readings); and stream-lined (to a total of 60 works, 20 per subject area).
- The Oral Examination will be taken in the final semester of the student’s course of study.
- Students wishing to complete a Written Project may elect to do so, given the successful formation of a committee, in their penultimate semester, *in lieu of one* of their 10 3-credit seminars.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Languages, Literatures & Cultures • Saint Louis University • Spanish M.A. • Final Written 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 Time 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

I: Latin American: _____ **Total:** _____ **Comments:** _____

A • Content Quality: _____ / 10

B • Content Organization: _____ / 5

C • Written Expression: _____ / 5

II: Peninsular: **Total:** **Comments:**

A • Content Quality: ____ / 10

B • Content Organization: ____ / 5

C • Written Expression: ____ / 5

III. Linguistics: **Total:** **Comments:**

A • Content Quality: ____ / 10

B • Content Organization: ____ / 5

C • Written Expression: ____ / 5

Tally points and circle response: **TOTAL SCORE=** _____ **Fail (0-30)** **Pass (31-51)** **Excellent (52-60)**

Signature: _____ **Date:** _____