

Program-Level Assessment Plan



Program: Spanish	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): M.A.
Department: Languages, Literatures & Cultures	College/School: Arts & Sciences
Date (Month/Year): September 2023	Primary Assessment Contact: Dr. Amy E. Wright

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

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (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>1. Which artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the student artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>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.</p>	<p>All 5000-level courses introduce, develop, and reinforce one of the 3 content areas of our program: Peninsular Literature and Culture, Latin American Literature and Culture, and Linguistics. Students are required to take at least two courses from each content area over the course of the program. Each of these courses require a combination of written, spoken and hybrid artifacts graded by rubrics: papers, presentations and projects. [See Curriculum Map.]</p> <p>Additionally, from the beginning of the program students read key works and recent scholarship from a curated M.A. Reading List. [See Reading List.]</p>	<p>Cumulative achievement is measured in the M.A. Written and Oral Exams (occurring outside of coursework) given in the penultimate and final semesters of the M.A. Program. Both exams cover the 3 content areas of our program: Peninsular Literature and Culture, Latin American Literature and Culture, and Linguistics. The Written Exam, given in the penultimate semester, focuses on the key works and recent scholarship from the curated M.A. Reading List. The Oral Exam, given in the final semester, focuses on the sum of a student’s coursework taken in the program.</p>	<p>Cumulative achievement is assessed through the M.A. Written and Oral Exams, themselves assessed by 3-member Graduate Faculty Committees. Each M.A. Exam covers the three areas of content focus and is graded according to a rubric. The average of the 3 evaluations is taken to establish whether each artifact (exam) is “excellent (passing with distinction)” “passing,” or “failing.” The student must first pass the Written Exam in his/her penultimate semester in order to proceed to taking the Oral Exam in his/her final semester.</p>

2	<p>Graduates will be able to write and conduct research in Spanish, evidencing analysis, argumentation and organization.</p>	<p>All 5000-level courses introduce, develop, and reinforce writing skills in Spanish and require written artifacts such as papers and exams throughout. [See Curriculum Map.]</p>	<p>Cumulative achievement is measured in the M.A. Written Exam (occurring outside of coursework) given in the penultimate semester of the M.A. Program. This Written Exam covers the 3 content areas of our program: Peninsular Literature and Culture, Latin American Literature and Culture, and Linguistics.</p>	<p>5000-level courses assess writing skills using rubrics; intermediate degree of achievement is identifiable by assessment of these required artifacts by Instructors with Graduate Faculty Status using rubrics.</p> <p>Cumulative achievement is assessed through the M.A. Written Exam, itself assessed by a 3-member Graduate Faculty Committee. Each M.A. Written Exam, covering three areas of content focus, is graded according to a rubric. The average of the 3 evaluations is taken to establish whether the artifact is “excellent (passing with distinction),” “passing,” or “failing.” [See Cumulative Written Rubric.]</p>
3	<p>Graduates will be able to speak about and present on their coursework and research in Spanish.</p>	<p>All 5000-level courses introduce, develop, and reinforce speaking in Spanish and require presentations throughout. [See Curriculum Map.]</p>	<p>Cumulative achievement is measured in the M.A. Oral Exam (occurring outside of coursework) given in the final semester of the M.A. Program. This Oral Exam covers the student’s coursework in our program according to its 3 areas of focus: Peninsular Literature and Culture, Latin American Literature and Culture, and Linguistics.</p>	<p>5000-level courses assess presentational skills using rubrics; intermediate degree of achievement is identifiable by assessment of these required artifacts by Instructors with Graduate Faculty Status using rubrics.</p> <p>Cumulative achievement is assessed through the M.A. Oral Exam, itself assessed by a 3-member Graduate Faculty Committee. Each M.A. Oral Exam, covering three areas of content focus, is graded according to a rubric. The average of the 3 evaluations is taken to establish whether the artifact is “excellent (passing with distinction),” “passing,” or “failing.”</p>
4	<p>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</p>	<p>SPAN 5040 introduces, develops, and reinforces pedagogical best practices, current methodology, and the skills required for teaching excellence.</p>	<p>This course assesses degree of mastery in these skills through written, oral and hybrid course artifacts using rubrics.</p>	<p>SPAN 5040-5041-5042 assess these skills (pedagogical best practices, current methodology, and the skills required for teaching excellence) using rubrics; intermediate degree of achievement is identifiable by assessment of these required artifacts</p>

development as well as current relevance.			by Instructors with Graduate Faculty Status who assess written, oral and hybrid course artifacts using rubrics.
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

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. Improvement decisions are summarized collectively by Graduate Faculty during our last meeting of the semester. Individual faculty teaching graduate courses adjust syllabi, instructional approaches and assessment strategies accordingly during the summer for the subsequent school year, when changes are implemented.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Each Fall the Spanish Graduate Faculty will use the feedback given to review assessment methods and results for the following year, to follow up on the results of any previously implemented changes. Changes to the program itself are voted on by Graduate Faculty members in attendance at meetings. Graduate Faculty discuss previous assessment-informed changes throughout the year at our meetings, in order to determine if we have closed the loop regarding strengths and weaknesses.

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. In Spring 2021 we worked on SLO’s 3 & 4 above, drafting a Cumulative Oral Rubric (SLO #3) to be voted on in Fall 2021 as a pilot for use beginning Spring 2022, and coordinating syllabi and learning outcomes between our two SPAN 5040 instructors (SLO #4). In Fall 2021 current SPAN 5040 instructors worked with the GPC to generate common syllabi and outcomes. In AY 2022-23 SPAN 5040 instructors will generate rubrics to assess students’ acquisition of pedagogical best practices, current methodology, and the skills required for teaching excellence through evaluation of the written, oral and hybrid artifacts in SPAN 5040. In AY 2023-24 SPAN 5040-5041-5042 instructors will generate rubrics to assess students’ acquisition of pedagogical best practices, current methodology, and the skills required for teaching excellence through evaluation of the written, oral and hybrid artifacts in SPAN 5040; we will continue to work under these established Program Outcomes to add courses that are of increasing value to our population according to the data collected through our 2020 student survey. Lastly, this year we are beginning our conversations re: changes related to our cumulative assessments: changes to program structure (outcomes), the reading list, and options for research project as a potential alternative assessment. It has now been approximately 3 years (2020-21) since we re-hauled our outcomes and significantly changed assessments (reducing written exam from two days to one, halving the reading list, and eliminating the research project as an alternative assessment).

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

Graduate Faculty on the St. Louis campus who had served on Spring 2022 committees were asked to provide feedback on the rubrics currently in use, and suggestions for any changes based on their recent experience. We have implemented rubrics as at the cumulative level for SLO’s 1, 2 & 3, revising our rubric for cumulative written artifacts and creating a rubric for cumulative oral artifacts over the last two years. I hope to make further changes in Spring 2023 by implementing rubrics at the intermediate level (for intermediate written, oral and hybrid artifacts). We will continue to follow-up on the results of these changes beginning in Fall 2022.

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

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.		
<p>0 - 3</p> <ul style="list-style-type: none"> •Irrelevant answer. •Persistent inaccuracies. •Content not sufficiently covered. •Appropriate references and definitions lacking. •Candidate is not able to provide accurate or sufficient information about the works/studies under question. •Few or no specific details/examples are given to support argument. •No mention made of critical responses to the works/studies. 	<p>4 - 7</p> <ul style="list-style-type: none"> •Adequate answer. •Mostly confident response, some doubt expressed. •Content adequately covered by mostly accurate answer. •Most aspects of question addressed. •Correct references and definitions offered. •Provides information about the works/studies under question, summarizing and synthesizing sufficiently, with some effective comparison & contrast. •Goes beyond broad generalizations to offer some specific details. •Some concrete examples offered to support argument. •Candidate may limit response either to anecdotal or superficial observations, or to repetition of critics' opinions. 	<p>8 - 10</p> <ul style="list-style-type: none"> •Offers consistently relevant, detailed, expansive, profound and confident answers. •Thorough: each aspect of the questions is addressed. •Consistently appropriate references and accurate definitions; candidate specifies with ease. •Demonstrates wide range of knowledge. •Numerous correct details/examples are given to support arguments. •Moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Candidate is able to combine their opinions about the work, expressed in their own voice, with what others/critics/studies have said.
B • Content Organization:		
The organization of the response is clear, consistent, and logical, with ideas presented in an orderly and intelligible fashion.		
<p>0 - 1</p> <ul style="list-style-type: none"> •Writing is disorganized, inconsistent or illogical. •Ideas are unclearly presented or ordered. •Organization interferes with clarity of argument. •Difficult to follow argument, and discern material commented, from candidate's response. 	<p>2 - 3</p> <ul style="list-style-type: none"> •Writing is mostly organized, consistent and logical. •Ideas are mostly clear and ordered. •Organization supports clarity of argument. •Someone who has not read the book/study/article, or taken the course, could follow the argument and remain engaged. 	<p>4 - 5</p> <ul style="list-style-type: none"> • Consistent logic and organization. • Outstanding and ordered expression of ideas. • Clear argumentation and organization. • Someone who has not read the book/study/article, or taken the course, could follow the argument and can learn something new from candidate's response.
C • Written Expression:		
Written expression is smooth and concise, demonstrating correct grammar and spelling, appropriate usage and register.		
<p>0 - 1</p> <ul style="list-style-type: none"> •Error-filled answer in terms of grammar, usage and/or accents. •Inappropriate tone/register. •Wordy or rambling. •Expression impedes understanding. 	<p>2 - 3</p> <ul style="list-style-type: none"> •Some errors in grammar, usage, and/or accents; poorly proofed. •Inconsistent tone/register . •At times smooth & concise. •Expression allows for understanding. 	<p>4 - 5</p> <ul style="list-style-type: none"> •Grammar, usage and accents are well-proofed, correct. •Consistent & appropriate tone/register. •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:** _____

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.

<p>1 • Content Quality: The issues/questions are accurately addressed and fully treated in the responses, with a wide body of knowledge appropriately covered.</p>		
<p>0 - 3</p> <ul style="list-style-type: none"> •Irrelevant answer. •Persistent inaccuracies. •Content not sufficiently covered. •Appropriate references and definitions lacking. •Candidate is not able to provide accurate or sufficient information about the works/studies under question. •Few or no specific details/examples are given to support argument. •No mention made of critical responses to the works/studies. 	<p>4 - 7</p> <ul style="list-style-type: none"> •Adequate answer. •Mostly confident response, some doubt expressed. •Content adequately covered by mostly accurate answer. •Most aspects of question addressed. •Correct references and definitions offered. •Provides information about the works/studies under question, summarizing and synthesizing sufficiently, with some effective comparison & contrast. •Goes beyond broad generalizations to offer some specific details. •Some concrete examples offered to support argument. •Candidate may limit response either to anecdotal or superficial observations, or to repetition of critics’ opinions. 	<p>8 - 10</p> <ul style="list-style-type: none"> •Offers consistently relevant, detailed, expansive, profound and confident answers. •Thorough: each aspect of the questions is addressed. •Consistently appropriate references and accurate definitions; candidate specifies with ease. •Demonstrates wide range of knowledge. •Numerous correct details/examples are given to support arguments. •Moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Candidate is able to combine their opinions about the work, expressed in their own voice, with what others/critics/studies have said.
<p>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.</p>		
<p>0 - 1</p> <ul style="list-style-type: none"> •Responses tend to be disorganized, inconsistent or illogical. •Doubt and confusion prevail. •Rambling and repetition are frequent. •Ideas are unclearly presented or ordered, seeming more like a stream of consciousness. •Organization interferes with clarity of argument. •Difficult to follow argument, and discern material commented, from candidate’s response. 	<p>2 - 3</p> <ul style="list-style-type: none"> •Responses are prevalently organized, consistent and logical. •Ideas are mostly clear and ordered. •Organization supports clarity of argument. •A listener who has not read the book/study/article, or taken the course, can follow the argument and remain engaged. 	<p>4 - 5</p> <ul style="list-style-type: none"> • Consistent logic and organization. • Outstanding and ordered expression of Ideas. • Clear argumentation and organization, demonstrating an effective sense of introduction, development and conclusion. •A listener who has not read the book/study/article, or taken the course, can follow the argument and can learn something new from candidate’s response.
<p>3 • Oral Expression: Expression is smooth and concise, demonstrating correct grammar, appropriate usage and register, allowing for ease of understanding.</p>		
<p>0 - 1</p> <ul style="list-style-type: none"> •Error-filled answer in terms of grammar and usage. •Inappropriate tone/register. •Wordy, rambling, and/or repetitive. •Expression impedes understanding. 	<p>2 - 3</p> <ul style="list-style-type: none"> •Some errors in grammar and usage. •Inconsistent tone/register. •At times smooth & concise. •Expression allows for understanding. 	<p>4 - 5</p> <ul style="list-style-type: none"> •Grammar and usage are correct. •Consistent & appropriate tone/register. •Smooth & concise expression. •Expression enhances understanding.

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/Presentation: 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 (0-6)

Pass (7-15)

Excellent (16-20)

Signature: _____

Date: _____