Department of Modern Languages and Lit, CLASS

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# **ASSESSMENT PLAN: B.A. in Spanish**

### Updated Date: Winter, 2013, By Amy June Rowley

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  To enable students to communicate in Spanish; to prepare future teachers of Spanish with proficiency in the language while acquiring a deeper understanding of the diverse cultures and literatures in Latin America and Spain. Students will be able to do research in Spanish regarding issues that are relevant to the international world and that will prepare them with academic knowledge and cultural understanding of the diverse world and its related cultural and social issues. Our program will provide an educational foundation in critical thinking, global understanding and communication in Spanish with the opportunity to get a first-hand experience with Spanish language, culture, attitudes, habits, and customs through international travel and community work. These objectives will provide future pursuits in a variety of career options. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a BA in Spanish will be able to: | |
| SLO 1 | Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level. |
| SLO 2 | Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. |
| SLO 3 | Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed. |
| SLO 4 | Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish-speaking world while developing an appreciation of the Spanish and/or Spanish American cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. |
| SLO 5 |  |
| SLO 6 |  |

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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish-speaking world while developing an appreciation of the Spanish and/or Spanish American cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. | |
| 1. Assessment indicators | | Direct indicator: Evaluation of students essays in MLL 4495. Teacher will assess responsiveness to Cultural Diversity which includes issues related to immigration. Teacher will also look for evidence of critical thinking related with social justice issues that affect Spanish speaking and Latin American countries. | |
| 1. Sample (courses/# of students) | | MLL 4495- Spring 2013. Entire class (currently 16-18 students who are upper division majors or seniors). | |
| 1. Time (which quarter(s)) | | Spring 2013 | |
| 1. Responsible person(s) | | Professor Diaz-Caballero | |
| 1. Ways of reporting (how, to who) | | Email to Professor Rowley to be inserted in Annual Report. | |
| 1. Ways of closing the loop | | Look at types of diversity students understand. If different types of diversity are not mentioned, then it will be added to the course. Currently Professor Diaz is looking to see how much students understand immigration issues and the impact that these issues have on the lives of people as a diverse group. | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level. In this course, students perfect their oral and written communication skills via the study and discussion of themes related to the social and cultural impact that science and technology have on Hispanic societies. | |
| 1. Assessment indicators | | Direct indicator: At the end of Advanced Conversational Spanish: MLL 3410, students will be tested for proficiency in oral Spanish Language through their oral presentations and through debates held in class. In this course, students perfect their oral and written communication skills via the study and discussion of themes related to the social and cultural impact that science and technology have on Hispanic societies. | |
| 1. Sample (courses/# of students) | | All students in 3410 (offered each winter) will be tested for oral proficiency. | |
| 1. Time (which quarter(s)) | | Winter 2014 | |
| 1. Responsible person(s) | | Professor Holbrook | |
| 1. Ways of reporting (how, to who) | | Email to Professor Rowley to be added to the Annual Report. | |
| 1. Ways of closing the loop | | Oral proficiency not only deals with conversational ability but also ability to convey critical ideas in both academic and social contexts. This assessment will make sure students have learned to use all the necessary tools to converse critical and in-depth ideas. | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. | |
| 1. Assessment indicators | | Direct Indicator: At the end of the written language series, students will be tested for proficiency in written Spanish Language. | |
| 1. Sample (courses/# of students) | | All students who are enrolled in the Advanced Composition and Syntax 1,2,3 series will be evaluated- MLL 3401, 3402, 3403 | |
| 1. Time (which quarter(s)) | | Spring 2015 | |
| 1. Responsible person(s) | | Professor Paz | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Written proficiency not only deals with conversational ability but also ability to convey critical ideas in both academic and social contexts. This assessment will make sure students have learned to use all the necessary tools converse critical and in-depth ideas. | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed. | |
| 1. Assessment indicators | | Direct indicator: Collection of essays. Indirect indicator: Students will reflect on their understanding and critical analysis of Spanish literature in their coursework. | |
| 1. Sample (courses/# of students) | | MLL 4495- All Students | |
| 1. Time (which quarter(s)) | | Spring 2016 | |
| 1. Responsible person(s) | | Professor Díaz | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Professor will evaluate material to determine breadth of knowledge and critical competencies gained. Courses will be adjusted as needed. | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed. | |
| 1. Assessment indicators | | Direct indicator: Collection of essays and exams. Indirect indicator: Students will reflect on their acquired knowledge and critical analysis ability as applied to Spanish American Literature | |
| 1. Sample (courses/# of students) | | MLL 3463- Entire class. | |
| 1. Time (which quarter(s)) | | Winter 2017 | |
| 1. Responsible person(s) | | Professor Holbrook. However, this course is usually offered by any of the Spanish Instructors (Holbrook and Paz) | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Professor will evaluate material to determine breadth of knowledge and critical competencies gained. Courses will be adjusted as needed. | |