**Assessment Report 2015-2016 for the B.A. in Spanish**

**Department of Modern and Classical Languages and Literatures**

Submitted by Assessment Coordinator: Dr. Gloria Medina-Sancho

**1. What learning outcome(s) did you assess this year?**

Although the revision of the SOAP for the Spanish B.A. is currently under discussion, the Spanish Section agreed to add Spanish 140 (Introduction to Literary Analysis) to the SOAP. This course is a good benchmark because it is the first literary course required for all majors.

Since last year we got feedback from just one instructor, and it was the first time Spanish 140 was included in the SOAP, the Spanish section agreed to repeat the assessment for this course during AY 2015-2016 in order to get more feedback from other instructors. Moreover, because Spanish 140 is taught by different instructors every semester, the Spanish Section is considering standardizing the format of the readings, the essays and the exams required.

During AY 2015-16 more emphasis was given to outcomes B.3, B.4 and B.5 for essays in Spanish 140. These outcomes are listed as follows:

 [B] 3. Formulate a thesis in an essay and support it with evidence.

[B] 4. Employ the language style appropriate for research papers.

[B] 5. Analyze literary texts within the major literary movements in Spain and Latin America, and formulate a thesis in relation to these texts.

**2. What instruments did you use to assess them?**

Since different instructors teach this course, the rubric presented in this report was used just by one instructor (attached as Appendix A). The rubric employed to assess essays in SPAN 140 emphasizes written proficiency of the Spanish language at the advanced level, including good control of Spanish grammar, syntax and vocabulary, as well as written proficiency in literary analysis, through essay and paragraph structure, argumentation and interpretation.

**3. What did you discover from these data?**

The instructor who used the attached rubric noted that in the two essays required for this course most of the students were able to write in Spanish at the advanced level, as well as formulate a thesis, organize their paragraphs around a central idea, and provide an adequate interpretation of a literary text. The average for those kind of essays was in the first essay of 84.6 out of 100 points, and in the second essay of 88 out of 100 points with 23 students in class. However, some students still have problems analyzing a literary text, as they tend to narrate it or give personal opinions of it.

**4. What changes did you make as a result of the findings?**

The improvement in the scores of the second essay reflects the instructor's guidance through written comments in their previous essays and in-class assignments. Students also had the chance to rewrite one of the essays, which allowed them to improve their writing and analytical skills.

**5. What assessment activities will you be conducting in the 2016-2017 academic year?**

Employ rubric for essays in Spanish 121A and 121B (Goals B.3, B.4 and B.5).

Employ survey of discrete items in Spanish 121B to evaluate the sequence of Spanish 121A and 121B.

As always, we will analyze the results of our OA activities at our annual program retreat in early fall to determine what adjustments may be needed and how to best close the loop.

**6. What progress have you made on items from your last program review action plan?**

N/A: To date we have not received a program review action plan.