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| **California State University, Fresno**  **College of Arts and Humanities**  **Department/Program: Modern and Classical Languages and Literatures, Spanish MA Program**  **Department/Program Assessment Coordinator [i]: Dr. Jaime Rodríguez Matos** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of the Master’s Degree Program in Spanish is to prepare students at the graduate level to participate at a superior level in oral and written communication in Spanish, conduct research, apply critical methods to literary analysis of literature in Spanish, have a deep understanding of and appreciation for literature in Spanish, be well versed in the knowledge and application of literary theory, and have a familiarity with instructional methodology in Spanish language and/or literature in Spanish. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. (Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html> )
     1. **developing a foundational, broad and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.
     2. **acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
     3. **improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning.Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
     4. **applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.
  2. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

* + 1. Students will demonstrate oral, reading, and writing proficiency of the Spanish language at the superior level on the ACTFL scale, including knowledge of grammar and vocabulary.

NOTE: "Superior" is equivalent to level four on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: novice, intermediate, advanced, superior and native. For the purposes of the portion of this document concerning graduate program assessment, lengthy ACTFL descriptions of advanced level skills have been abbreviated, summarized, or paraphrased. It should be noted that the ACTFL description of the superior standard has in some areas been strengthened to accurately describe the department’s objectives in speaking and writing.

Upon completion of this program students will be able to:

* + - 1. Communicate appropriately and express ideas, both academic and everyday, coherently and critically in oral and written Spanish.
      2. Narrate, describe, analyze, and argue with essay-length connected discourse.
      3. Demonstrate accurate reading comprehension of material of a cultural, literary, and/or theoretical nature
    1. All students graduating with an MA in Spanish are expected to have the ability to employ appropriate research methods to conduct literary research, apply critical methods and literary analysis techniques to works of literature, as well as use MLA citation style. Upon completion of this program students will be able to:
       1. Demonstrate effective research competency through use of library databases to identify, evaluate, and organize relevant sources as supporting material when writing scholarly essays on topics in literature.
       2. Apply critical studies to literary topics in a coherent and appropriate manner.
       3. Analyze works of literature to produce coherent and original scholarly essays.
       4. Use MLA format and citation style appropriately to cite all sources in scholarly essays.
    2. All students graduating with an MA in Spanish are expected to have an appreciation for and knowledge of Spanish and Spanish-American literature, including Golden Age literature, at the graduate level. Upon completion of this program students will be able to:
       1. Explain advanced aspects of Spanish and Spanish-American literature, including Golden Age literature.
    3. All students graduating with an MA in Spanish are expected to have knowledge of literary theory, and instructional methodology in Spanish language and/or literature in Spanish. Upon completion of this program students will be able to:
       1. Explain and apply advanced concepts in literary theory.
       2. Demonstrate grounding in instructional methodology in Spanish language and/or literature in Spanish through class presentations on topics in literature.

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Outcome  B.1.a | Outcome  B.2.b | Outcome  B.1.c. | Outcome  B.2.a | Outcome  B.2.b | Outcome  B.2.c | Outcome  B.2.d. | Outcome  B.3.a. | Outcome  B.4.a. | Outcome  B.4.b. |
| SPAN 201 | R | R |  |  | I | I | R |  |  | I |
| SPAN 203 | R | M | R | R | R | I | R |  | R | R |
| SPAN 249 | R | M | M | M | R | M | R | M | R | R |

SPAN 201 Teaching Spanish as a Foreign Language

SPAN 203 Applied Literary Theory

SPAN 249 Golden Age Literature (Or a comparable 200-level literature course in the program that has the same learning outcomes, if 249 is not offered.)

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Outcome  B.1.a. | Outcome  B.1.b. | Outcome  B.1.c. | Outcome  B.2.a. | Outcome  B.2.b. | Outcome  B.2.c. | Outcome  B.2.d. | Outcome  B.3.a. | Outcome  B.4.a. | Outcome  B.4.b. |
| Diagnostic test (Language Exam) | X | X | X |  |  |  |  |  |  |  |
| Comprehensive Exam |  | X | X | X | X | X | X | X | X |  |
| Thesis |  | X | X | X | X | X | X | X | X |  |
| Rubric  for essays |  | X | X | X | X | X | X |  |  |  |
| Rubric  for oral presentations | X |  | X |  |  |  |  |  |  | X |
| Alumni Survey | X | X | X | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. The Spanish Language Exam is a three-hour diagnostic exam that is given to all Spanish MA students in their first year, as a condition for passage to Classified Graduate Standing. The exam, offered once each semester, assesses fundamental grammar areas that students are expected to understand upon graduating with the BA in Spanish and/or upon entering the MA program in Spanish.  The areas the exam assesses are taught in several of our undergraduate Spanish courses. Topics covered on the exam include the following, relevant to Outcomes B.1.b, and B.1.c:

* Verb conjugation in all tenses and moods.  Students need to know the names of verb tenses and how to conjugate regular and irregular verbs in all tenses.
* The uses of the pronoun *se*
* Correct spelling and rules of accent mark usage
* Subject and object pronouns
* The correct use of relative pronouns in relative clauses
* Formal and informal commands
* Morphology reflecting agreement between words
* Essays of different styles
* Comprehension of reading texts

Students are allowed to take the exam twice; if a student does not pass the exam the second time, s/he may petition for a third, **final** opportunity to take the exam. If a student does not pass the exam for a total of three times, the student will be disqualified from the Spanish MA program.

1. The Graduate Writing Requirement has taken the place of The Qualifying Exam, which used to be required of all Spanish MA students for Advancement to Candidacy. Students in the Spanish MA program will fulfill this requirement using an essay from a course, particularly SPAN 203. (Outcomes B.1.b., B.2.a., B.2.b., B.2.c., B.2.d.)
2. The Comprehensive Exam is a culminating experience option for the Spanish MA. As such, it is taken at the very end of the program. It consists of an exam in two parts, taken one week apart: on day one, students have three hours to answer three extensive analytical essay questions, requiring both breadth and depth of knowledge; students are then given a research essay question, which they have one week to research before returning to the second exam session, during which time they develop their research essay using only note cards with relevant references. In order to pass the Comprehensive Exam, a student must demonstrate mastery of: the content area, appropriate research methods, applied criticism and analysis, literary theory, reading and written language proficiency (Outcomes B.1.b., B.1.c., B.2.a., B.2.b., B.2.c., B.2.d., B.3.a, and B.4.a.).
3. The Thesis is a culminating experience option for those Spanish MA students who intend to enter a doctoral program. The thesis must contain an original idea that the student will develop and support. In order to be approved by the thesis committee, it must constitute an original, significant contribution to the field. A completed, approved thesis demonstrates mastery of: the content area, appropriate research methods, applied criticism and analysis, literary theory, MLA citation style, and written language proficiency (Outcomes B.1.b., B.1.c., B.2.a., B.2.b., B.2.c., B.2.d., B.3.a, and B.4.a.).
4. In order to assess how well Spanish MA students narrate, describe, analyze, and argue with essay-length connected discourse (Outcomes B.1.b., B.2.a., B.2.b., B.2.c., and B.2.d.) a rubric for essays will be used in SPAN 201, 202, 203, and 249 to assess such progress. Results will be reported to the faculty along with suggestions for improvement in the curriculum.
5. In order to assess how well Spanish MA students demonstrate grounding in instructional methodology in Spanish language and/or literature in Spanish, and develop oral skills to communicate appropriately and express their ideas coherently and critically after reading material of a cultural, literary, and/or theoretical nature (Outcomes B.1.a, B.1.c., B.4.b.), a rubric for presentations will be used in SPAN 201, 202, 203, and 249 to assess such progress. Results will be reported to the faculty along with suggestions for improvement in the curriculum. Indirect Measures (Department/Program must use a minimum of one indirect measure)

## Assessment Schedule/Timeline [g]

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| Year 2017 to 2018 |
| 1. **Outcomes A1 and D2 in SPAN 201** 2. **Analyze results of Qualifying Exam** |
| Year 2018 to 2019 |
| 1. **Employ Rubric for Essays in SPAN 201, 203, and \*249** 2. **Analyze results of Language Exam** |
| Year 2019 to 2022 |
| 1. **Employ Rubric for Presentations in SPAN 201, 203, and \*249** 2. **Survey of Alumni** |
| \*Or a comparable 200-level literature course in the program that has the same learning outcomes, in the event that SPAN 249 is not offered. |
| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:  The Spanish section reviews and discusses the OA data from the previous AY at our annual retreat, normally held each Fall semester. At the retreat, and at additional Spanish section meetings throughout the AY as needed, we analyze, discuss, and decide on specific changes/actions in order to determine together what adjustments may be needed to our curriculum, exams, and practices, and how to best close the loop. |