Degree/Certificate: Spanish BA / BAE

Major/Option: Modern Languages & Literature
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Part I – Program SLO Assessment Report for 2012-13

Part I – for the 2012-13 academic year: Except for the formatting, this section nearly identical to previous years’ templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. Student Learning Outcome: The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
   - Demonstrate proficiency in writing and reading.

2. Overall evaluation of progress on outcome: Indicate whether or not the SLO has been met, and if met, to what level.
   ____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
   ___X___ SLO is met, but with changes forthcoming;
   ____ SLO met without change required

3. Strategies and methods: Description of assessment method and choices, why they were used and how they were implemented.

   Reflection of compositions, exams and other items required in our Spanish courses.

4. Observations gathered from data: Include findings and analyses based on the strategies and methods identified in item #3.

   a. Findings: Individual Portfolio from students who have finished Span 310 and 311 courses

   b. Analysis of findings: Discrepancies in different rubrics used in the different courses regarding grammar corrections, discourse analysis, registers used, tasks achieved, etc.
5. **What program changes will be made based on the assessment results?**

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

*Coordination and exchange of rubrics and pertinent information among the instructors concerning writing proficiency in Spanish. Attendance to a Workshop (ACTFL) dedicated to assess writing proficiency.*

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

*The Spanish Program is planning during the spring quarter a workshop for the entire Modern Language Department regarding the ACTFL Writing Proficiency Guidelines, in order to coordinate and assess the different writing tasks that our students can accomplish at different levels.*

6. **Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.**

*Improvement and revision of the goals at the intermediate level in order to aim those objectives and enable the transition at the advanced level. It is crucial for those students who decide to pursue a major in Spanish.*
**NEW: PART II – CLOSING THE LOOP**

**FOLLOW-UP FROM THE 2011-12 PROGRAM ASSESSMENT REPORT**

In response to the university’s accrediting body, the Northwestern Commission on Colleges and Universities, this section has been added. This should be viewed as a follow up to the previous year’s findings. In other words, begin with findings from 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

*Working definition for closing the loop:* Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from [http://www.hamline.edu/learning-outcomes/closing-loop.html](http://www.hamline.edu/learning-outcomes/closing-loop.html).

1. **Student Learning Outcome(s) assessed for 2011-12**
   - Demonstrate knowledge of major themes, genres, and movements in the history of the literature of the language/culture under study.

2. **Strategies implemented** during 2012-13 to improve student learning, based on findings of the 2011-12 assessment activities.
   - Encourage students to take more credits than the minimum required. The limitation of a 45 credit major restricts the acquisition of the language. Promote and expand the reading in the basic and intermediate language courses. Continue to add and update new seminar courses with linguistic, cultural and literary emphasis.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

   The Spanish program has hired a new professor, whose linguistic and cultural preparation will focus on management and coordination of the intermediate level curriculum, methodology of teaching modern languages, as well as offerings of new seminar courses.

4. **What further changes to curriculum, pedagogy, mode of delivery, etc.** are projected based on closing-the-loop data, findings and analysis?
   - Our new professor will create new courses, which will satisfy the demand of our students needs, related to their linguistic and cultural interests (History of Language, Dialectology, etc.). This new professor should be a facilitator of workshops and resources for faculty and instructors from our Advanced Language Program.