ASSESSMENT REPORT REMOTE/DISTANCE LEARNING

SPANISH STUDIES/MODERN AND CLASSICAL LANGUAGES/MAJOR and MINOR AGGREGATE

ACADEMIC YEAR 2019 - 2020

I.   LOGISTICS

1. **Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

   Karyn Schell: kschell@usfca.edu

2. **Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.**
   Please also indicate which report format are you submitting –Standard Report or Reflections Document

   (a)   Aggregate report for Spanish Studies Major and Minor
         Reflections Document

3. **Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.**

   No, there have not been any changes.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting <u>an aggregate report, please provide the current mission statements of both the major and the minor program</u>

Mission Statement (Major/Graduate/Certificate):

No.

The Spanish Studies program inculcates both linguistic proficiency in Spanish and cultural literacy about the Spanish-speaking world that our students can deploy in their future academic and professional endeavors, and in their service to the greater good.

Mission Statement (Minor):

No.

The Spanish Studies program inculcates both linguistic proficiency in Spanish and cultural literacy about the Spanish-speaking world that our students can deploy in their future academic and professional endeavors, and in their service to the greater good.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting <u>an aggregate report, please provide the current PLOs for both the major and the minor programs.</u>

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

Yes. Since we do not assess it in our courses for the major, we have eliminated PLO 3 on oral comprehension from the 2018-2019 assessment.

1. Express information and opinions verbally in consistent, effective and clear Spanish.
2. Write in Spanish using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
4. Identify major artistic and cultural figures of the Spanish-speaking world in the context of their historical, cultural, and/or aesthetic traditions.
5. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain and Latina/o and Hispanic communities within the US.

PLOs (Minor):

Yes. Since we do not assess it in our courses for the minor, we have eliminated PLO 3 on oral comprehension from the 2018-2019 assessment.

1. Express information and opinions verbally in consistent, effective and clear Spanish.
2. Write in Spanish using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.

1. **What elements of the program were adaptable to a remote/distance learning environment?**

   The majority of the instructional elements for the Spanish Studies program have been adaptable to a remote/distance learning environment. In lieu of face-to-face class meetings for all of our courses for the major and the minor, we have been able to hold regular class sessions via Zoom, which has limited the need to create additional asynchronous activities. The breakout rooms in Zoom have enabled us to maintain student-centered instruction as students use them to work in pairs and small groups during each session. To promote additional oral practice, several instructors have held conversation exchanges during class with native Spanish-speaking students in Latin America learning English. For writing activities both in and outside of the classroom, several of us have used Google Docs and the Discussion Board feature in Canvas. In lieu of in-person exams, we have administered them and provided corrective feedback via the "Quiz" function in Canvas. With respect to assessment, all homework and formal assignments have been submitted and corrected online via Canvas, Google Docs and email. Finally, presentation of student work has been performed via Zoom, or as in the case for our photography class for our senior seminar, via a virtual online gallery. With regards to the administrative aspects related to the program, we have been able to conduct the student proficiency interviews for course placement and/or permission to test out of the foreign language requirement via Zoom. We have also used Zoom for all department meetings with both the full- and part-time faculty.

2. **What elements of the program were not adaptable to a remote/distance learning environment?**

   Due to the shelter-in-place regulations, with the exception of our Sigma Delta Pi Spanish Honors Society Induction, which was held via Zoom, we have not held the weekly Spanish Conversation Tables or hosted other events for our students and the public, such as the Latin Horror Film Festival, the Day of the Dead Celebration and in-person lectures with guest speakers. We are planning to hold the conversation tables via Zoom during Spring Semester, 2021.

3. **What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.**

Our average portion of instruction for the courses for the major and the minor has been one-third synchronous and two-thirds asynchronous, the same as with face-to-face instruction.

4. **For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?**

For our fields of study, synchronous instruction is most effective for any assignment or activity that the students cannot do independently, such as:

- conversation- and discussion-based activities in both small groups and the entire class
- reviewing homework assignments
- collaborative projects and exercises
- implementing certain language learning strategies, such as conversation-based

Asynchronous instruction is more effective for any assignment or activity that the students can complete independently, such as:

- reading assignments
- writing assignments
- listening comprehension that students can repeat on their own as often as necessary
- explanations of linguistic functions
- the introductory practice of linguistic functions
- implementing certain language learning strategies, such as reading- and writing-based

5. **As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?**

The following are changes that the Spanish Studies faculty have instituted since remote instruction began for the courses for the major and the minor, as well as administrative duties:

- the collection and correction of written assignments online via Google Docs, Canvas and email

- the administration and correction of quizzes and exams online via Canvas
- the posting of lesson plans for students to follow during class
- the creation of additional written materials for students to consult during class, such as Google Docs and Word docs
- the implementation of additional materials to present content during class, such as PowerPoint presentations, videos and Word docs
- the adaptation of in-class activities for the remote environment
- the redesign and original design of Canvas portals in accordance with the guidelines provided by the "Fall 2020 Faculty Remote Instruction Workshop"
- creation of new materials and texts and redesign of previous ones to make them universally accessible
- posting daily reminders of homework assignments and other relevant course information
- webinars for faculty and in-class guest lectures with members of AUSJAL (Asociación de Universidades Confiadas a la Compañía de Jesús en América Latina) via Zoom
- online office hours via Zoom
- additional weekly office hours
- proficiency and placement interviews via Zoom
- department meetings via Zoom
- 30-minute Spanish Writing Center tutorials between individual students and adjunct faculty tutors via Zoom instead of in-person on campus

OPTIONAL ADDITIONAL MATERIALS

(Any relevant tables, charts and figures, if the program so chooses, could be included here)

N/A.