

Spanish Studies/Department of Languages, Literatures and Cultures/Major and Minor Assessment
Academic Year 2020-2021

PROGRAM: Spanish Studies

DEGREE TYPE: major, minor

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MISSION STATEMENT (Major):

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.

No changes have been made with the mission statement for the major since the last report.

MISSION STATEMENT (Minor):

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.

No changes have been made with the mission statement for the minor since the last report.

PLOs (Major):

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.

No changes have been made with the PLOs for the major since the last report.

PLOs (Minor):

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.

No changes have been made with the PLOS for the minor since the last report.

CURRICULAR MAP:

No changes have been made with the curricular map since the last report.

ASSESSMENT SCHEDULE BETWEEN APRs

- **2015-2016: PLO 1** - Demonstrate the ability to express information and opinions verbally in a consistent, effective and clear Spanish.
- **2016-2017: PLO 1** - Demonstrate the ability to express information and opinions verbally in a consistent, effective and clear Spanish (*repeated due to small sample size the previous year*).
- **2017-2018: PLO 2** - Write in Spanish using the disciplinary conventions and methodologies of literary and cultural analysis.
- **2018-2019: PLO 3** - Comprehend oral discourse produced by native speakers of Spanish/
- **2019-2020:** Reflection on remote/distance learning. (*Please note: This PLO has been eliminated from our curriculum*).
- **2020-2021: PLO 3 (revised in 2019)** - Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
- **2021-2022: PLO 5** - Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain and Latina/o and Hispanic communities within the US.

METHODOLOGY

For this assessment, we evaluated one written assignment from Spanish 317 (“Introduction to Linguistics”) and another from Spanish 336 (“Feminist Theory and Discourse”) that corresponded to PLO 3. In order to have a large enough sampling, we agreed to include both the seniors and the juniors completing the Spanish Studies majors and minors. For the major, there were 5 seniors and 1 junior. For the minor, there were 6 seniors and 7 juniors. Two faculty members read each written assignment and with the exception of 2 assignments, they did not evaluate the student work from their own courses.

In order to assess the written assignments, we used a rubric based on cultural competency and the knowledge of cultural frameworks and underlying values for Spanish-speaking communities that was tailored to our PLO. For the Spanish Studies major we established the goal of “Capstone 4” for the majors and “Milestone 3” for the minors:

	Capstone 4	Milestone		Benchmark 1
		3	2	
Knowledge: Knowledge of cultural frameworks and underlying values and beliefs for Spanish-speaking communities portrayed in cultural phenomena, such as literature, art, music, film and popular media	Demonstrates sophisticated understanding of the complexity of elements important to members of Spanish-speaking cultures in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

RESULTS

LEVEL	Senior Majors	Junior Majors	Senior Minors	Junior Minors
Capstone 4	60%	100%	16%	29%
Milestone 3	40%		84%	71%

A. MAJORS

Of the total 6 Spanish Studies majors, 67% complied with our Capstone 4 level goal. Although some of these students demonstrated varying levels of writing proficiency, they were able to convey clearly the cultural and historic contexts specified in the assignments. The remaining 33% that achieved the Milestone 3 level demonstrated much lower proficiency levels that may have affected their ability to articulate the level of sophistication required at the Capstone 4 level.

B. MINORS

Of the total 13 Spanish Studies minors, 77% complied with our Milestone 3 level goal and 23% exceeded our expectations by complying with the Capstone 4 level. As with the majors, there were varying levels of writing proficiency, and they conveyed the adequate understanding of the cultural and historic contexts that we desired.

FACULTY RESPONSE TO RESULTS

The results were circulated among the Spanish Studies full-time faculty, as well as the individual observations and recommendations. After discussing the results, we are in agreement that the majority of our students are achieving the desired outcome. In order to improve our overall level of student success, we have suggested the following:

- create a list of writing objectives and accompanying rubrics that comply with the program's PLOs to enable better communication among faculty and articulate common goals
- include additional instruction and practice on writing techniques, styles and registers in all courses
- try new collaborations between courses, peer reviewers, readers, as we already do with the Jesuit COIL (Collaborative Online International Learning) courses

DISCUSSION OF FEEDBACK FROM THE PREVIOUS REPORT

For the Assessment report for the 2019-2020 scholastic year, we chose to evaluate our teaching effectiveness in the remote setting. We were very pleased to see that the great effort and time that each faculty member had spent to adapt every course to the online environment and to make his or her courses more accessible was positively recognized by the Assessment committee. Although the majority of us now teaches fully in person, we have continued to provide additional learning materials and supports and to make our courses universally accessible by complying with the ADA standards.

After discussing the success of our various programs and resources provided via Zoom last year, which resulted in not only increased accessibility for students, instructors and tutors, but increased efficiency with the overall organization and coordination, as well, we agreed to continue using the online modality to deliver specifically our conversation practicums and the Spanish Writing Center tutorials. In addition to accommodating more effectively both the students' and the adjunct faculty's busy schedules and needs, we are saving the various coordinators, program assistants and university staff valuable time and money in trying to find the physical space for these tutorial sessions on campus.