

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *Spanish Studies

Type of Program *

Major ▼

College of Arts and Sciences Division *

Humanities ▼

Name/Title/E-mail Address of Submitter *Ana Urrutia-Jordana/Director, Spanish Studies Program/urrutia@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive FeedbackKarina Hodoyán (kahodoyan@usfca.edu), Pedro Lange Churión (langechurion@usfca.edu), Nadina Olmedo (neolmedo@usfca.edu), Karyn Schell (schell@usfca.edu), Rakhel Villamil-Acera (rvillamilacera@usfca.edu)

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 Yes No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

We inculcate 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.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

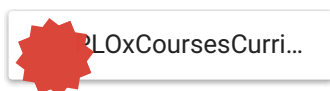
*

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. Comprehend oral discourse produced by native speakers of Spanish
 4. Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
 5. Identify major artistic and cultural figures of the Spanish-speaking world in the context of their historical, cultural, and/or aesthetic traditions.
 6. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain and Latina/o and Hispanic communities within the US.
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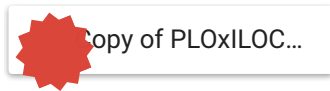
Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *



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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

PLO 1

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
-

Other:

Brief description of student work products used to assess PLOs: *

30-minute competency (proficiency) interview

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Professor Olmedo, a Spanish Studies Professor, interviewed and assessed the only graduating Spanish Studies major. This 30-minute interview was conducted in Spanish in accordance with the American Council on the Teaching of Foreign Language's Oral Proficiency Interview (OPI) guidelines. The OPI is a standardized, global assessment of functional speaking ability. It follows accompanying guidelines with specific and detailed benchmarks that correlate to different proficiency levels of speaking: Novice, Intermediate, Advanced, Superior and Distinguished. During the course of the interview, the interviewee is guided to engage in a variety of tasks such as describing, narrating, and hypothesizing while the rater/interviewer continuously adjusts the level of tasks according to his or her proficiency level. Professor Olmedo recorded the interviews and later assigned the proficiency levels according to the OPI guidelines.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Who evaluated the student work product? Check all that apply. *

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

The same OPI guidelines are always used to assess all of our graduating Spanish Studies majors.

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

.....

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

The graduating Spanish Studies major performed at the Intermediate High Level, which meets our program's expectations.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

While the sample of students was extremely small, these results could mean that the proficiency levels established in this PLO do not need further adjustments; nevertheless, because the sample was so small, we believe it is important to reassess this PLO in the next three or four semesters before we can determine if curricular changes or revised new pedagogical strategies are needed.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: Reassess this PLO

Description of the Proposed Changes (as checked above): *

Because the sample was so small, we believe it is important to reassess this PLO in the next three or four semesters before we can determine if curricular changes or revised new pedagogical strategies are needed.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

We believe there is no need to amend the current assessment plan at this time.

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Google Forms

	PLOs 1-4 Linguistic Competence						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
Program Learning Outcomes X Courses	Speaking	Writing	Listening	Reading	Content Knowledge	Critical Analysis	Cultural Awareness
Courses or Program Requirement							
SPAN 202/222	I	I	I	I	I		I-D
SPAN 206	I	I	I	I	I	I	D
200 Elective (SPAN 225, 226, 232, 255, 272)	D	D	D	D		I	D
Language & Culture Studies Course (SPAN 301, 311, 312, 317, 325, 351)	D	D	D		I-D	D	M
Literary and Cultural Studies Courses (SPAN 331, 333, 335, 336, 337, 340, 346, 352, 355, 360)	D	D	D-M	D-M	D-M	D	M
SPAN 375	D	D	D-M	D-M			
Study Abroad Elective(s)	I-M	I-M	I-M	I-M	I-M	I-M	M
Senior Seminar (SPAN 402, 410, 412, 431, 445, 452, 456, 458, 470)	D-M	D-M	M	M	D-M	D-M	M
Special Topics Seminar (SPAN 490, 422)	M	M	M	M	D-M	M	M

Key:
I = Introductory
D = Developing
M = Mastery

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
Institutional Learning Outcomes X Program Learning Outcomes	Demonstrate the ability to express information and opinions verbally in a consistent, effective and clear Spanish.	Demonstrate the ability to write coherently in Spanish using the disciplinary conventions and methodologies that constitute proficient literary and cultural analysis.	Demonstrate the ability to understand complex oral discourse on a variety of subjects produced by native speakers from a range of Hispanic cultures and through various means of presentation.	Demonstrate a critical compe	Identify major artistic and cultural figures of the Spanish-speaking world and situate them in the context of their historical, cultural, and aesthetic traditions.	Apply analytical skills to interpret a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.	Demonstrate an awareness and appreciation of the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain and the Hispanic communities within the US.
Institutional Learning Outcomes							
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	X	X		X		X	X
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		X				X	
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.		X	X	X	X	X	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	X	X					
5. Students use technology to access and communicate information in their personal and professional lives.	X	X	X	X			
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.						X	
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.					X	X	X

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