SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): **Spanish**	Department: **Languages, Literatures & Cultures**
Degree or Certificate Level: **MA**	College/School: **Arts & Sciences**
Date (Month/Year): **September 2023**	Assessment Contact: **Dr. Amy E. Wright**

In what year was the data upon which this report is based collected? **2022-23**

In what year was the program's assessment plan most recently reviewed/updated? **2022-23 [see attached 2022-23 plan]**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

We continue to use the 4 categories of our Program Assessment Plan, which constitute our current SLOs:
1. Graduates will be able to dialogue with (summarize and synthesize; critically and analytically respond to; compare and contrast) key works and recent scholarship in Hispanic Literatures, Cultures & Linguistics.
2. Graduates will be able to write and conduct research in Spanish, evidencing analysis, argumentation and organization.
3. Graduates will be able to speak about and present on their coursework and research in Spanish.
4. Graduates will be able to teach language and cultures of the Spanish-speaking world, using current methods in Foreign Language Pedagogy, with a deep understanding of their historical development as well as current relevance.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

4 M.A. candidates graduated in 2022-23 and were evaluated using our Final Written and Oral Examination. SLOs 1-3 have been evaluated cumulatively via a Final Written Examination (SLOs 1 & 2) and Final Oral Exam (SLOs 1 & 3). Our cumulative assessment of SLO 4 remains in evolution, as we are working on revising our courses SPAN 5040, and we have established two new courses (SPAN 5041 and 5042) with regards to assessments for our relatively new learning outcome for pedagogy.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

4 of our 6 graduate faculty members were directly involved in data collection for assessment in 2022-23, by serving as members of final written and oral examination juries.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Our 4 candidates passed both the required (written and oral) examinations: 2 in Fall 2022, 2 in Spring 2023.
One candidate had to re-take her oral exam (not passing in Spring 2022 and retook the exam in Fall 2022).

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Our program continues to meet its stated outcomes.

6. Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These students' assessments were given and evaluated in Spring 2023. Results/findings will be discussed in Spanish Graduate Faculty meetings in Academic Year 2023-24.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We had a new hire in the area of pedagogy (SLO #4) who arrived in Fall 2023. We will work with this new hire and our other pedagogy instructors in Academic Year 2023-24 to establish assessments for SLO #4.

If no changes are being made, please explain why.

n/a

7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In Spring 2023 we continued to make improvements to our cumulative written (external) and oral (internal) assessment rubrics to more accurately reflect our expectations of the students in the Fail, Passing & Excellent ("Passing with Distinction") categories.

B. How has this change/have these changes been assessed?

We will continue to assess these rubrics throughout the coming year (2023-24): we anticipate that in Fall 2023 one student will be taking their Final Written and Oral Examinations.

C. What were the findings of the assessment?

To be determined.

D. How do you plan to (continue to) use this information moving forward?

We will continue to work under these established Program Outcomes to add courses that are of increasing value to our population according to the data collected through our 2020 student survey. Additionally, we will

continue to design and implement assessments for our new pedagogy-related SLO #4. Lastly, we are beginning our conversations re: changes related to our cumulative assessments: changes to program structure, the reading list, options for research project as a potential alternative assessment.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Languages, Literatures & Cultures - Saint Louis University- Spanish M.A. – Cumulative Written Assessment

Return this 2-page signed/dated evaluation to Graduate Program Director, who will share compiled (anonymous) results with Candidate.

Candidate's Name: _____ **Exam Date:** _____

Rank each question using the accompanying scale, adding comments/examples to each category to support your rating.

A • Content Quality:		
The issue/question is accurately addressed and fully treated in the response, with a wide body of knowledge appropriately covered.		
0 - 3	**4 - 7**	**8 - 10**
•Irrelevant answer. •Persistent inaccuracies. •Content not sufficiently covered. •Appropriate references and definitions lacking. •Candidate is not able to provide accurate or sufficient information about the works/studies under question. •Few or no specific details/examples are given to support argument. •No mention made of critical responses to the works/studies.	•Adequate answer. •Mostly confident response, some doubt expressed. •Content adequately covered by mostly accurate answer. •Most aspects of question addressed. •Correct references and definitions offered. •Provides information about the works/studies under question, summarizing and synthesizing sufficiently, with some effective comparison & contrast. •Goes beyond broad generalizations to offer some specific details. •Some concrete examples offered to support argument. •Candidate may limit response either to anecdotal or superficial observations, or to repetition of critics' opinions.	•Offers consistently relevant, detailed, expansive, profound and confident answers. •Thorough: each aspect of the questions is addressed. •Consistently appropriate references and accurate definitions; candidate specifies with ease. •Demonstrates wide range of knowledge. •Numerous correct details/examples are given to support arguments. •Moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Candidate is able to combine their opinions about the work, expressed in their own voice, with what others/critics/studies have said.
B • Content Organization:		
The organization of the response is clear, consistent, and logical, with ideas presented in an orderly and intelligible fashion.		
0 - 1	**2 - 3**	**4 - 5**
•Writing is disorganized, inconsistent or illogical. •Ideas are unclearly presented or ordered. •Organization interferes with clarity of argument. •Difficult to follow argument, and discern material commented, from candidate's response.	•Writing is mostly organized, consistent and logical. •Ideas are mostly clear and ordered. • Organization supports clarity of argument. • Someone who has not read the book/study/article, or taken the course, could follow the argument and remain engaged.	• Consistent logic and organization. • Outstanding and ordered expression of ideas. • Clear argumentation and organization. • Someone who has not read the book/study/article, or taken the course, could follow the argument and can learn something new from candidate's response.
C • Written Expression:		
Written expression is smooth and concise, demonstrating correct grammar and spelling, appropriate usage and register.		
0 - 1	**2 - 3**	**4 - 5**
•Error-filled answer in terms of grammar, usage and/or accents. •Inappropriate tone/register. •Wordy or rambling. •Expression impedes understanding.	•Some errors in grammar, usage, and/or accents; poorly proofed. •Inconsistent tone/register . •At times smooth & concise. •Expression allows for understanding.	•Grammar, usage and accents are well-proofed, correct. •Consistent & appropriate tone/register. •Smooth & concise expression. •Expression enhances understanding.

For each of the 3 areas below, tally points to offer a numerical score, and circle your response as: **Fail, Pass,** or **Excellent.**

I: Latin American: _____   **SCORE=** _____   **Fail** (0-10)   **Pass** (11-17)   **Excellent** (18-20)

A • Content Quality: _____ / 10   **Comments:**

B • Content Organization: _____ / 5

C • Written Expression: _____ / 5

II: Peninsular: _____   **SCORE=** _____   **Fail** (0-10)   **Pass** (11-17)   **Excellent** (18-20)

A • Content Quality: _____ / 10   **Comments:**

B • Content Organization: _____ / 5

C • Written Expression: _____ / 5

III: Linguistics: _____   **SCORE=** _____   **Fail** (0-10)   **Pass** (11-17)   **Excellent** (18-20)

A • Content Quality: _____ / 10   **Comments:**

B • Content Organization: _____ / 5

C • Written Expression: _____ / 5

Tally points and circle response: **TOTAL SCORE=** _____   **Fail** (0-32)   **Pass** (33-53)   **Excellent** (54-60)

Signature: _____   **Date:** _____

Languages, Literatures & Cultures - Saint Louis University- Spanish M.A. – Cumulative Oral Rubric

Please use these guidelines when assessing the candidate's final score.

This rubric will be shared with the Oral Examination Committee Chair then Graduate Program Director, to be kept for *internal* records.

Candidate's Name: **Exam Date:**

Holistically score **the entire exam** using the following categories & accompanying scales. Add comments/examples to support your rating when useful.

1 • Content Quality:		
The issues/questions are accurately addressed and fully treated in the responses, with a wide body of knowledge appropriately covered.		
0 - 3	**4 - 7**	**8 - 10**
•Irrelevant answer. •Persistent inaccuracies. •Content not sufficiently covered. •Appropriate references and definitions lacking. •Candidate is not able to provide accurate or sufficient information about the works/studies under question. •Few or no specific details/examples are given to support argument. •No mention made of critical responses to the works/studies.	•Adequate answer. •Mostly confident response, some doubt expressed. •Content adequately covered by mostly accurate answer. •Most aspects of question addressed. •Correct references and definitions offered. •Provides information about the works/studies under question, summarizing and synthesizing sufficiently, with some effective comparison & contrast. •Goes beyond broad generalizations to offer some specific details. •Some concrete examples offered to support argument. • Candidate may limit response either to anecdotal or superficial observations, or to repetition of critics' opinions.	•Offers consistently relevant, detailed, expansive, profound and confident answers. •Thorough: each aspect of the questions is addressed. •Consistently appropriate references and accurate definitions; candidate specifies with ease. •Demonstrates wide range of knowledge. •Numerous correct details/examples are given to support arguments. •Moves beyond summarizing and synthesizing accurately to effective comparison & contrast. •Candidate is able to combine their opinions about the work, expressed in their own voice, with what others/critics/studies have said.
2 • Content Organization & Presentation:		
The organization and presentation of the responses are clear, consistent, and logical, with ideas presented in an orderly and intelligible fashion.		
0 - 1	**2 - 3**	**4 - 5**
•Responses tend to be disorganized, inconsistent or illogical. •Doubt and confusion prevail. •Rambling and repetition are frequent. •Ideas are unclearly presented or ordered, seeming more like a stream of consciousness. •Organization interferes with clarity of argument. •Difficult to follow argument, and discern material commented, from candidate's response.	•Responses are prevalently organized, consistent and logical. •Ideas are mostly clear and ordered. •Organization supports clarity of argument. •A listener who has not read the book/study/article, or taken the course, can follow the argument and remain engaged.	• Consistent logic and organization. • Outstanding and ordered expression of Ideas. • Clear argumentation and organization, demonstrating an effective sense of introduction, development and conclusion. •A listener who has not read the book/study/article, or taken the course, can follow the argument and can learn something new from candidate's response.
3 • Oral Expression:		
Expression is smooth and concise, demonstrating correct grammar, appropriate usage and register, allowing for ease of understanding.		
0 - 1	**2 - 3**	**4 - 5**
•Error-filled answer in terms of grammar and usage. •Inappropriate tone/register. •Wordy, rambling, and/or repetitive. •Expression impedes understanding.	•Some errors in grammar and usage. •Inconsistent tone/register. •At times smooth & concise. •Expression allows for understanding.	•Grammar and usage are correct. •Consistent & appropriate tone/register. •Smooth & concise expression. •Expression enhances understanding.

edited 4/15/2022

For each of the 3 areas below, circle your general response as: **Fail, Pass,** or **Excellent.**

1) Content Quality: 70%   Circle Your Assessment=>   Fail (0-3)   Pass (4-7)   Excellent (8-10)

Comments:

2) Content Organization/Presentation: 15%   Circle Your Assessment=>   Fail (0-1)   Pass (2-3)   Excellent (4-5)

Comments:

3) Oral Expression: 15%   Circle Your Assessment=>   Fail (0-1)   Pass (2-3)   Excellent (4-5)

Comments:

Please Circle Your OVERALL ASSESSMENT =>   Fail (0-6)   **Pass** (7-15)   **Excellent** (16-20)

Signature: **Date:**