

**Assessment Trends Report
Student Learning Outcomes in Spanish**

November, 10, 2009

The goal of this report is to evaluate the assessment of student learning outcomes in Spanish Major program. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

_____ 2006 ___x___ 2007 ___x___ 2008 _____x 2009

The Spanish Major has collected essays and exams from the courses fulfilling Spanish Major. The program has developed a tradition of assessing student learning and shared all assessment findings with all faculty members. All faculty teaching the courses are involved in the assessment collection.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

The Chair of Modern Language Department collects essays and exams as their primary data from courses fulfilling Spanish Major. The data is analyzed with rubrics that measure the four learning goals:

- 1 Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
- 2 Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
- 3 Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
- 4 Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

The data collection and analysis are based on artifacts of student work, scored with a rubric for meeting each goal. A review of the annual reports shows that there is a more systematic, comprehensive process in place based on direct assessment data.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

The annual assessment reports are shared with all faculty members through email and departmental meetings. All faculty are involved in all stages of the assessment process. The assessment reports have made the following recommendations on improving the curriculum and pedagogy and informed on decisions:

- Adopting a communicative approach instead of the old proficiency approach
- Hiring a new full-time faculty teaching Spanish
- Development of a new capstone course based on learning goals—Senior Spanish Capstone

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

The assessment process has been evaluated and improved over the last four years, and appears to be working at a high quality level.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Yellow

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Spanish Major	3	2	2	2	9

Based on the four questions/criteria, the Focus Visit Leadership Team rates Spanish as yellow. The four learning goals and subsequent artifacts of student performance in the communicative approach appear to be authentic assessment. The Spanish has implemented an effective communicative approach which is building connections to other academic programs across campus on the radio, in the theatre, in the nursing program, in the business and science courses, and in the travel immersion courses.