

ASSESSMENT PLAN: B.A. Spanish

Date Updated: Spring 2022

PROGRAM LEARNING OUTCOMES (PLOs)

Students graduating with a B.A. in Spanish will be able to:

<i>PLO 1</i>	Oral Communication: Express themselves in Spanish with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively an open-minded and respectful way. This will prepare them for their future workplace.
<i>PLO 2</i>	Written Communication: Express themselves in Spanish with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way.
<i>PLO 3</i>	Critical Thinking: Be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.
<i>PLO 4</i>	Multicultural Diversity: Demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.
<i>PLO 5</i>	Social Justice and Sustainability: Act responsibly and recognize the historical and individual perspectives vs. the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area.
<i>PLO 6</i>	Use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.

Year 1: 2021-22

1. Which PLO(s) to assess	PLO 1
2. Is it aligned to an ILO?	yes
3. If yes, list ILO.	Oral Communication, Information Literacy.
4. Course name and number	MLL 341 Spanish Conversation

5. *SLO from course*

Students will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to advance level. Students will be able to express orally with a fair amount of sophistication, integrating readings into conversational assignments.

6. <i>Assessment activity</i>	Secondary assessment of oral presentations
7. <i>Assessment Instrument</i>	Rubric developed by department faculty
8. <i>How data will be reported</i>	Qualitative
9. <i>Responsible person(s)</i>	Marcelo Paz
10. <i>Time (which semester(s))</i>	Fall Semester
11. <i>Ways of closing the loop</i>	Review assessment results and develop a plan to improve curriculum and/or pedagogy, and propose changes to teaching methods or curriculum to improve student learning

Year 2: 2022-23

1. <i>Which PLO(s) to assess</i>	PLO 2
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Written Communication, Information Literacy
4. <i>Course name and number</i>	MLL 343 Spanish Composition and Syntax
5. <i>SLO from course</i>	Students will be able to produce the types of writing required at the university level (description, narration, exposition/explanation, argumentation), with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used.
6. <i>Assessment activity</i>	Rubric developed by department faculty
7. <i>Assessment Instrument</i>	Faculty rating of student improvement and achievement in the writing of research papers
8. <i>How data will be reported</i>	Qualitative
9. <i>Responsible person(s)</i>	Marcelo Paz or department faculty
10. <i>Time (which semester(s))</i>	Fall Semester
11. <i>Ways of closing the loop</i>	Review assessment results and develop a plan to improve curriculum and/or pedagogy, and propose changes to teaching methods or curriculum to improve student learning

Year 3: 2023-24

1. <i>Which PLO(s) to assess</i>	PLO 3
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Critical Thinking, Diversity
4. <i>Course name and number</i>	MLL 345 Spanish Textual Analysis in a Multicultural Context
5. <i>SLO from course</i>	Students will be familiar with major creative texts. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.

<i>6. Assessment activity</i>	Secondary assessment of written report and research essay
<i>7. Assessment Instrument</i>	Faculty rating of student improvement and achievement comparing written report and research essay
<i>8. How data will be reported</i>	Qualitative and quantitative

9. Responsible person(s)	Marcelo Paz
10. Time (which semester(s))	Spring Semester
11. Ways of closing the loop	Review assessment results and develop a plan to improve curriculum and/or pedagogy, and propose changes to teaching methods or curriculum to improve student learning

Year 4: 2024-25

1. Which PLO(s) to assess	PLO 4
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	Diversity
4. Course name and number	MLL 345
5. SLO from course	Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse textual cultural productions.
6. Assessment activity	Secondary assessment of written report and research essay
7. Assessment Instrument	Faculty rating of student improvement and achievement comparing written report and research essay
8. How data will be reported	Qualitative and quantitative
9. Responsible person(s)	Marcelo Paz
10. Time (which semester(s))	Spring Semester
11. Ways of closing the loop	Review assessment results and develop a plan to improve curriculum and/or pedagogy, and propose changes to teaching methods or curriculum to improve student learning

Year 5: 2025-26

1. Which PLO(s) to assess	PLO 5-6
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	Social Justice, Social Responsibility
4. Course name and number	MLL 345
5. SLO from course	Students will be able to act responsibly and recognize the historical and individual perspectives vs the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area. Students will be able to use multiple forms (essay, research, creative expression) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.
6. Assessment activity	Secondary assessment of written report and research essay
7. Assessment Instrument	Faculty rating of student improvement and achievement comparing written report and research essay

<i>8. How data will be reported</i>	Qualitatively and quantitatively
<i>9. Responsible person(s)</i>	Marcelo Paz
<i>10. Time (which semester(s))</i>	Spring Semester
<i>11. Ways of closing the loop</i>	Review assessment results and develop a plan to improve curriculum and/or pedagogy, and propose changes to teaching methods or curriculum to improve student learning