

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences
Spanish—Program Assessment Plan

Program Goals

1. To communicate clearly and effectively in Spanish, both in written and oral discourse.
Defined: To achieve a common minimum of Advanced Low (for language production, i.e. speaking (a) and writing (b)) as well as a minimum of Advanced Mid (for language comprehension, i.e. listening (c) and reading (d)), on the ACTFL Proficiency Guidelines.
2. To demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world.
Defined: To demonstrate a basic critical ability to identify and evaluate key ideas and formal features of major artistic works and figures, the contexts in which they are produced, and the perspectives they represent.
3. To respect difference and diversity, both in the context of their own culture and globally.
Defined: To demonstrate a basic understanding of and respect toward several of the many cultures of Spanish speakers in their varied dimensions (social, historical, political, religious, economic, linguistic and artistic).
4. To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.
Defined: To focus systematically on the principles of how a language is structured and impacts cultural identity.

Curriculum Mapping

Goals/Outcomes	Course Numbers							
	SP 202	SP 303	SP 304	SP 310	SP 327	SP 328	SP 480*	SP 481*
1. To communicate clearly and effectively in Spanish, both in written and oral discourse								
a. Speaking: Graduates will express information and opinions in Spanish in a consistent, effective and clear Spanish.	I	M	M	M	M	M	M	M
b. Writing: Graduates will write coherently in Spanish using the disciplinary conventions and methodologies that constitute effective literary and cultural analysis.	I	M	M	M	M	M	M	M
c. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.	I	M	M	M	M	M	M	M
d. Reading: Graduates will demonstrate a critical competence to identify and evaluate the main ideas of literary texts and formal artifacts from all periods, genres, showing some sensitivity to the plurality of meanings they offer.	I	M	M	M	M	M	M	M
2. To demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world. Graduates will exhibit the ability to:								
a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.		M	M	M	M	M	M	M
b. Identify major artistic and cultural figures of the Spanish-speaking world and their principal works and influence.		M	M	M	M	M	M	M
c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations.		M	M	M	M	C	M	M
3. To respect difference and diversity, both in the context of their own culture and globally. Graduates will be able to:								
a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain, and the Hispanic communities within the US.	C	M	M	M	M	M	C	C
b. Recognize and respect difference by engaging in the perspective of others to better understand and critically reflect on a more complex worldview.	C	C	C	C	C	C	C	C
c. Discuss contemporary issues related to Latin America, Spain and the US in their historical contexts.	M	I	I	I	I	I	C	C
4. To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning. Graduates will be able to:								
a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.	I	M	M	M	M	M	C	C
b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.	C	M	M	M	M	M	M	M
c. Develop an appreciation for and a life-long interest in Spanish-speaking cultures.	M	M	M	M	M	M	M	M

Key I = Introduced
M = Moderate Coverage
C = Comprehensive Coverage

* Special topics.

1. To communicate clearly and effectively in Spanish, both in written and oral discourse.

Measurable Outcomes:

- a. Speaking: Graduates will express information and opinions in Spanish in a consistent, effective and clear Spanish.
- b. Writing: Graduates will write coherently in Spanish using the disciplinary conventions and methodologies that constitute effective literary and cultural analysis.
- c. Listening: Graduates will understand connected oral discourse on a variety of issues produced by native speakers from different places and times.
- d. Reading: Graduates will demonstrate a critical competence to identify, interpret, and evaluate the main ideas and formal features of literary texts and formal artifacts from all periods and genres, showing some sensitivity to the plurality of meanings they offer.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a. Speaking	Students can interact with native speakers but there is a strong interference from English, and misunderstandings are frequent. Students feel most comfortable talking about personal matters.	Students can initiate, sustain and conclude conversations on personal, cultural and academic matters with native speakers in their own communities (either abroad, through service learning, or in informal encounters on and off campus). Their speech may contain pauses, reformulations and self-corrections as they search for the adequate words	Students can explain complex ideas in detail using precise vocabulary and intonation patterns. There is little interference from English.
b. Writing	Students' writing often shows lack of fluency due to systematic grammatical errors, misuse of words, and spelling mistakes. Syntax is poor consisting of recombinations of learned vocabulary and structures into simple sentences.	Students can frame and sustain an argument that includes both the exposition and explanation of information, even when there is only partial control of complex structures. They are attentive to questions of structure and style in their written work, but transitions and cohesive devices are still limited.	Students' writing incorporates a wide range of expressions and rhetorical forms with attention to register and finer shades of meaning. Some misuse of vocabulary may still be evident, but in general there is little interference from English.
c. Listening	Students' understanding is uneven which causes them to often miss main ideas when not interaction is not face-to-face and on familiar topics.	Students can synthesize the main ideas of extended conversation, audiovisual materials, and academic lectures.	Students can follow the general lines of more complex arguments, provided the topic is reasonably familiar.
d. Reading	Students need guidance to understand literary excerpts and longer texts from a variety of sources.	Students are able to read and understand texts from a variety of sources and understand literary texts from different genres.	Students begin to discern writers' attitudes and viewpoints. They may understand texts in varying literary styles of greater length and complexity.

Possible Measurement Methods:

- **NEW** Placement Exam*
- Course embedded assignments: oral presentations, compositions, tests (with and without oral component), journals and/or blogs, conversation groups, class discussions and homework.
- Discussions in the classroom are conducted exclusively in Spanish. Readings, writing assignments and exams are also all in Spanish.
- Extracurricular activities such as Conversation Tables, tutoring through the Spanish Writing Center (SWC) help reinforce spoken interaction and writing techniques, respectively.

*We believe that a new online Placement Exam is an essential and urgent need for the implementation of the Spanish program's assessment plan, and most particularly Goal 1. Such an exam could serve several purposes within our program: as a placement test for incoming students, as an entry test to the Spanish Major, and as a measurement of the goals we have designed for our graduates. Our current Placement Test, apart from being extremely old and outdated, at this point only evaluates a few components of the language—mainly grammar and vocabulary—while all but overlooking those aspects we consider key for communicating clearly and effectively in Spanish, such as reading comprehension, listening, and writing. Simply put, the exam we have at present lacks the necessary rigor for evaluating the overall communicative competence of our students.

Who Will Do the Assessment?

The Coordinator of the Spanish Language Program would coordinate this process for all of our incoming students. In addition, every student that declares a major in Spanish should meet with his or her advisor after taking the Placement Exam to discuss future coursework and/or needed improvements in pertinent areas (speaking, writing, listening and reading) before signing for core courses. Finally, all graduates would be required to take the placement exam in the last semester of their Senior year, initially for the sake of assessing the needs of our program, though perhaps as an exit exam in the future. A faculty member (on a rotating basis) could then write a summary of the results and inform those in our program about the best possible corrections that should be taken.

How Will Data Be Used to Improve the Program or Revise Curricula?

After a new Placement Test has been adopted and our language students and majors are tested at the beginning and end of each semester for a full academic year, a careful review of the scores and proficiency level of our majors and graduates will allow us to determine much more clearly what path we ought to take to improve the classroom learning environment. Some possible solutions include: adding an additional semester of language instruction to our Major, developing more language-intensive or immersion semesters, rethinking courses for Heritage speakers, and/or emphasizing specialized training for our adjunct faculty as we strive for similar student learning outcomes among sections of a given course. In addition, we may need to adjust the proficiency levels established in this Goal for our graduates.

2. To demonstrate a concrete knowledge of major artistic works and figures of the Spanish-speaking world.

Measurable Outcomes:

- a. Apply analytical skills to the interpretation of a wide spectrum of cultural phenomena, including literature, art, music, film and popular media.
- b. Identify major artistic and cultural figures of the Spanish-speaking world and their principal works and influence.
- c. Situate the Arts in the context of their historical, cultural, and aesthetic traditions, while recognizing the limitations of such categorizations.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Students still struggle when trying to analyze complex material; a dependence on book report versus argument and an inability to develop their own thesis when ask to write or discuss independent ideas.	Students can evaluate texts through a range of critical approaches and can apply analytical strategies (learned through literary analysis) to non-literary texts of the Spanish-speaking world, including news media, film, advertisements, visual arts, performance, etc. Students can develop and carry out independent reading and research beyond the knowledge and understanding provided in the classroom.	Students can evaluate the function of different stylistic devices within a text and can uncover nuanced and multilayered meanings and complexities of a text (or artistic work) through various modes of inquiry. They can begin to assess competing claims of interpretation of a text or other work or art independently and with confidence.
b.	Students have only the most cursory understanding of essential works and figures within the Hispanic world. Mistake in differentiating between Hispanic cultures occur often.	Students demonstrate an understanding of major artistic works and figures as well as the essential characteristics of the trends, periods, movements and names within the Hispanic intellectual traditions that influence them. .	Students demonstrate a depth of knowledge and breadth of the major artistic works and figures from the Hispanic world.
c.	Students blur essential distinctions between Hispanic countries and cultures. A lack of sophisticated thought is often linked to sloppiness, disinterest and repetitive errors in argument.	Students recognize key terms specific to the Hispanic world. They can compare and contrast artistic works from different eras, including those that represent important trends and movements from the same period, while also demonstrating knowledge of the significant events that have impacted Spanish/Spanish-American cultures across the centuries. They are aware by now that conventions and canons may be questioned.	Students regularly show a command of recognizing particularities of individual intellectual traditions within the Hispanic world.

Possible Measurement Methods:

- Course embedded assignments: term papers, midterm and final essay exams, and in-class oral presentations. Substantive research papers at the 400 level.
- Terminology and critical approaches are introduced in SP 310 and reinforced in subsequent coursework.
- Majors take a minimum of six courses, equally distributed between Spain and Latin America.
- Syllabus Analysis (once major is reconfigured*.)

*In keeping with the recommendations of the most recent MLA Ad Hoc Committee on Foreign Languages (*Profession 2007*), the Spanish program must undertake a curricular reform in order to “produce unified, four-year curricula that situate language study in cultural, historical, geographic and cross-cultural frames; that systematically incorporate transcultural content and translanguing reflection at every level; and that organize the major around explicit, principled educational goals and expected outcomes” (239). While our faculty strongly believes in and tries to follow these guidelines in their coursework, the rigid and hierarchical structure of our current Major gives a different impression. Unfortunately, it follows the “standard configuration of university foreign language curricula, in which a two-year language sequence feeds into a set of core courses primarily focused on [the] canonical literature” (236) of Spain and Latin America. It is therefore imperative to rethink the configuration of our major and our courses so that our students can perceive a broader and more cohesive curriculum, one that both incorporates the language and the distinct cultures of the Spanish-speaking world. Only then we can attempt to assess these goals in a more precise manner.

Who Will Do the Assessment?

To this end, all five full-time members of the faculty in the Spanish program should meet twice during the Fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

How Will Data Be Used to Improve the Program or Revise Curricula?

Again, what stands out even after a quick look at the titles of our courses and the structure of our major is the focus on literature, and on Latin America and Spain. As part of the reconfiguration of the major, the titles of advanced course should be changed to reflect the cross-cultural inquiry and multiple subject matters our program already encompasses.

3. To respect difference and diversity, both in the context of their own culture and globally.

Measurable Outcomes:

- a. Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural and social diversity of Latin America, Spain, and the Hispanic communities within the US.
- b. Recognize and respect difference by engaging the perspective of others to better understand and critically reflect on a more complex world view.
- c. Discuss contemporary issues related to Latin America, Spain and the US in their historical contexts.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Students are unaware of the principal customs, patterns of thought, beliefs and values of most Hispanic cultures; indifference is an ongoing problem and challenge.	Students show an awareness of relationships between ethnicity, race, religion, culture, history, politics, and economics in the production of artistic works.	Students demonstrate a detailed knowledge and clear understanding of one or more of the cultures associated with Spanish.
b.	Students show a lack of tolerance for, much less interest in, examining controversial aspects of the cultures associated with Latin America, Spain or the Hispanic communities in the US.	Students can reflect upon how cultural values can be traced across time and how these values shape perceptions, practices and texts. They can consider issues of colonization, globalization, race and ethnicity in their Spanish, Latin American and US contexts.	Students appreciate intellectually and esthetically some of the beliefs or values of a culture or cultures associated with the Hispanic world and may have assimilated them; they can discuss moral issues pertaining to these various cultures and their complex, interwoven histories.
c.	Students show little interest or knowledge of contemporary issues associated with most Hispanic cultures.	Students recognize the points of contact between Latin America, Spain, and the US, including questions impacting the Hispanic community in the US. They act with informed awareness of contemporary issues in their historical contexts.	Students can effectively compare the various levels and realms within one or several cultures of Spain, Latin America and/or the Hispanic communities of the US with their own.

Possible Measurement Methods:

- Course embedded assignment: term papers, midterm and final essay exams, and in-class oral presentations. Substantive research papers at the 400 level.
- Curricular embedded distribution requirements cover both Spain and Latin America. Current electives include Indigenous American Literature and Film; Latino Literature and Film in the West; Spanish and Spanish Speakers in California, the US and San Francisco; ESL in the Spanish Community (Service Learning Course); Bilingualism: Cultures and Languages in Literature.
- Study abroad is strongly recommended for majors.
- Number of majors in International Study programs, in Service Learning courses, involved in service or research in Spanish-speaking communities in the Bay Area, etc.

The location of our university in such a culturally diverse setting makes this goal basic to our program. Spanish is constantly and increasingly heard, seen, and spoken all over California, and within the Bay Area and San Francisco specifically, and our students are no doubt aware of this unique opportunity. In his article “Spanish: The Foreign National Language”, Carlos Alonso asserts that “Spanish should no longer be regarded as a foreign language in this country; and, consequently, we should undertake an institutional rethinking and reshaping of the place occupied by Spanish language and culture in the United States academic world” (222). While deliberately polemic, Alonso’s ideas are also valid and worth considering. The reconfiguration of our Major—proposed for Goal 2-- would take into account some of these views as we prepare our students to be global citizens, by presenting them with an “increasingly national cultural reality rather than a foreign one” (225) and by linking this reality to other Spanish-speaking cultures.

Who Will Do the Assessment?

To this end, all five full-time members of the faculty in the Spanish program should meet twice during the Fall 2008, first to discuss how to reconfigure the Major and a second time to approve a new design as well as to make the necessary amendments to this assessment plan.

How Will Data Be Used to Improve the Program or Revise Curricula?

Again, what stands out even after a quick look at the titles of our courses and the structure of our major is the focus on Latin America and Peninsular literature. As part of the reconfiguration of the major, the titles of our core courses should be changed to reflect the cross-cultural inquiry and multiple subject matters the program already encompasses.

4. To develop an intellectual engagement, introspection and reflective sensibility that will contribute to their life-long learning.

Measurable Outcomes:

- a. Reflect upon how the analysis of artistic works within their cultural contexts encourages creative thinking.
- b. Adapt the knowledge and skills they have learned to new experiences and learning opportunities.
- c. Develop an appreciation for and a life-long interest in Spanish-speaking cultures.

Performance Rubrics:

	Very Poor Achievement of Outcome	Average Achievement of Outcome	Very Good Achievement of Outcome
a.	Graduates do not pursue careers or lifestyles that utilize or expand any of the analytical skills learned.	Graduates demonstrate how their acquired skills allow them to engage in intellectual discussions and work that is connected to the appreciation of other cultures.	Graduates conduct research and participate in the cultural conversation of ideas within a wide variety of academic and professional fields.
b.	Graduates lose their proficiency in the language and their interest in the Hispanic world. Intellectual curiosity is not sustained with any enthusiasm or rigor.	Graduates are able to apply language proficiency and knowledge to enhance competency in other disciplines, particularly those that bring each graduate into professional or social contact with native Spanish-speakers.	Graduates obtain advanced degrees as well as teaching positions or jobs that serve the Spanish-speaking population in the US or abroad.
c.	Graduates show a general disinterest in the cultures of Latin America, Spain or the Hispanic communities in the US. Students rely on cultural clichés as opposed to individual experience to inform themselves about the world.	Graduates embrace a multicultural global environment, and remain appreciative of and sophisticated about Spanish-speaking cultures throughout their lives.	Graduates become actively involved in educational institutions, NGOs, community-based organizations or local groups to promote cross-cultural understanding between Hispanic cultures and others.

Possible Measurement Methods:

- Embedded assignments: research papers, reflection papers, journals.
- Number of students who obtain advanced degrees, teaching positions or jobs that serve the Spanish-Speaking population in the US or abroad. Number of students who remain involved in service or who conduct research in Spanish-speaking communities (within the US) and/or countries. Number of graduates who are recipients of international grants and internships.
- Online surveys or questionnaires*.

* Online surveys or questionnaires would be designed with our exiting students and our alumni in mind, once the new Major configuration is in place, to determine the effectiveness of each goal within the major.

Who Will Do the Assessment?

Two faculty members (on a rotating basis) would review the surveys or questionnaires annually and would then write a summary of the results for those in our program, as well as the best possible corrections that should be taken.

How Will Data Be Used to Improve the Program or Revise Curricula?

Surveys or questionnaires should be a valuable assessment tool when reviewing new curricula.

Time Frame

September 30, 2008	All faculty in each Department/Program will have discussed the assessment plan, determine assessment methods and implement the first year of the plan.
May 15, 2009	All Departments/Programs will have assessed 1/3 of their program outcomes, made a determination as to whether the learning outcomes have been attained, met as a department to discuss the assessment results, and will have developed a plan for improvement in order to meet benchmark standards if necessary.
May 15, 2010	All Departments/Programs will have assessed the second 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and developed a plan for improvement for meeting the desired levels.
May 15, 2011	All Departments/Programs will have assessed the final 1/3 of their program outcomes, made a determination as to the attainment of the outcomes and develop a plan for improvement for meeting the desired level. Report o progress.