Academic Program Assessment

**Form B: Assessment Plan (Three Year)**

Academic Department: Department of English and Modern Languages

Academic Program: Modern Languages

Completed by: Patrick Blaine and Gail Ament, with Marty Knepper

Date: June 15, 2015

**NOTE:** Spanish faculty members will set up the Task Stream DRF, and new majors and minors will learn how to use the system in SPAN 155, 201, 202, or 303, depending on where students start the Spanish sequence of courses.

**NOTE:** Other assessment methods will be used, as information is available to us: for example, alumni surveys and employment data.

**A. Morningside Student Learning Outcomes**

**M01. Morningside graduates demonstrate analytic, synthetic, creative, evaluative, and quantitative thinking.**

**NOTE:** An individual artifact may not demonstrate every critical thinking process indicated above but should demonstrate more than one of the thinking processes.

**Assessment Method:** Direct

a) **What:** Task Stream DRF
b) **To Whom:** All students in Capstone Seminar (SPAN 423/424)
c) **When:** During the course, all students will submit a designated assignment to the departmental DRF for review and assessment by Spanish faculty.
d) **How:** The DRF includes an assignment from the Capstone Seminar that demonstrates this objective. This artifact will be reviewed by Spanish faculty, and the following rubric will be applied:

- **Exceeds expectations:** The artifact demonstrates that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.

- **Meets expectations:** The artifact demonstrates that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.
Partially meets expectations: The artifact demonstrates that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

Fails to meet expectations: The artifact demonstrates that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.

e) **Expected Results:** We expect that at least 70% of our students will meet or exceed expectations for this objective.

f) **Link to Improvement:** Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be discussed at Spanish faculty meetings.

g) **Responsibilities:** Students will be directed by the faculty member teaching the course to place the appropriate document in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

**M02. Morningside graduates communicate effectively.**

**NOTE:** For this Morningside outcome, students are being assessed on their general writing and rhetorical skills, rather than on language skills, which are assessed within departmental outcomes. Students can achieve the writing endorsement through work in a second major. Our writing endorsement policy has been rewritten to reflect these policy changes.

**Assessment Method: Direct**

a) **What:** Task Stream DRF

b) **To Whom:** All students of SPAN 303 and Capstone Seminar (423/424)

c) **When:** During each course, the student is directed by the faculty member to submit designated research writing assignments (one from each class) to the departmental DRF.

d) **How:** The DRF includes assignments from coursework that demonstrate this objective. These artifacts will be reviewed by Spanish faculty, and the following rubric will be applied:

Exceeds expectation: The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.
Meets expectations: The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.

Partially meets expectations: The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

Fails to meet expectations: The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.

e) Expected Results: We expect that at least 70% of our students will meet or exceed expectations for this objective.

f) Link to Improvement: Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be discussed in a Spanish faculty meeting.

g) Responsibilities: Students will be directed by the faculty members teaching the courses to place the appropriate documents in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes the faculty decide to make as a result of the assessment.

Writing Rubric:

**Research Writing**

Grading Rubric for the Writing Assignment

<table>
<thead>
<tr>
<th>IDEAS – 15%</th>
<th>DEVELOPMENT – 35%</th>
<th>ORGANIZATION – 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thoughtful, clear ideas</td>
<td>• Concrete descriptions</td>
<td>• Clear thesis</td>
</tr>
<tr>
<td>• Meets assignment</td>
<td>• Purposeful sentences</td>
<td>• All points connect to thesis</td>
</tr>
<tr>
<td></td>
<td>• Sufficient examples</td>
<td>• Clear transitions</td>
</tr>
<tr>
<td></td>
<td>• Mature, thoughtful analysis</td>
<td>• Relevant support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focused throughout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing is cohesive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Writing is articulate</td>
</tr>
</tbody>
</table>
MECHANICS/STYLE/VOICE – 25%

<table>
<thead>
<tr>
<th>• Spelling, mechanics</th>
<th>• Direct, complete sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Varied sentences</td>
<td>• Best diction (word choice)</td>
</tr>
<tr>
<td>• Appropriate tone</td>
<td>• MLA formatting</td>
</tr>
<tr>
<td></td>
<td>• Works Cited page</td>
</tr>
</tbody>
</table>

TOTAL: COMMENTS:

M03. Morningside graduates behave ethically and responsibly.

Assessment Methodology

a) **What**: Task Stream DRF
b) **To Whom**: All students of SPAN 202 (service learning) and Capstone Seminar (SPAN 423/424)
c) **When**: During the courses, the student will be directed by the faculty members to submit designated assignments (one from each class) to the departmental DRF.
d) **How**: The DRF includes assignments from coursework that demonstrate the objective. These artifacts will be reviewed by faculty, and the following rubric will be applied:

   Exceeds expectations: The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.

   Meets expectations: The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.

   Partially meets expectation: The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

   Fails to meet expectation: The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.

e) **Expected Results**: We expect that at least 70% of our students will meet or exceed expectations for this objective.
f) **Link to Improvement:** Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be shared with faculty and department chair and discussed at a faculty meeting.

g) **Responsibilities:** Students will be directed by the faculty member teaching the courses to place the appropriate documents in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

**B. Discipline-Specific Student Learning Outcomes**

**DO1. Communicate orally and in writing in Spanish at the appropriate level according to the guidelines of ACTFL.**

**Assessment Method #1: Direct**

a) **What:** Task Stream DRF: TalkAbroad and Final Exams/Papers  
b) **To Whom:** All students of SPAN 155, 202 (service learning), and Capstone  
c) **When:** During the courses, the student is directed by the faculty members to submit designated assignments to the departmental DRF.  
d) **How:** The DRF includes assignments from coursework that demonstrate this objective. These artifacts will be reviewed by faculty, and the following rubric will be applied:

- **Exceeds expectations:** The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her speaking and writing.

- **Meets expectations:** The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her speaking and writing.

- **Partially meets expectations:** The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her speaking and writing.

- **Fails to meet expectations:** The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her speaking and writing.
e) **Expected Results:** We expect that at least 70% of our students will meet or exceed expectations for this objective.

f) **Link to Improvement:** Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be shared with faculty and department chair and discussed at a faculty meeting.

g) **Responsibilities:** Students will be directed by the faculty member teaching the courses to place the appropriate documents in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

**DO2. Gain functional knowledge and understanding of Hispanic cultures.**

**Assessment Method #1: Direct**

a) **What:** Task Stream DRF

b) **To Whom:** All students of SPAN 202, 303, and Capstone

c) **When:** During the courses, the student is directed by faculty members to submit designated assignments to the departmental DRF.

d) **How:** The DRF includes assignments from coursework that demonstrate these objectives. These artifacts will be reviewed by faculty and the following rubric will be applied:

Exceeds expectations: The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.

Meets expectations: The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.

Partially meets expectations: The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

Fails to meet expectations: The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.
e) **Expected results**: We expect that at least 70% of our students will meet or exceed expectations for this objective.

f) **Link to Improvement**: Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be shared with faculty and department chair and discussed at a faculty meeting.

g) **Responsibilities**: Students will be directed by the faculty member teaching the courses to place the appropriate document in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

**Assessment Method #2: Indirect**

a) **What**: Senior Exit Interviews

b) **To Whom**: All graduating students with majors in Spanish and selected students with Spanish minors.

c) **When**: Usually in spring semester of the final year of studies. For those students graduating in the fall, interviews will be conducted then.

d) **How**: Senior exit interviews will be conducted from a set group of questions, while also allowing the conversation to develop organically.

e) **Expected Results**: We expect that we will reach approximately 80%-90% of graduating majors and selected minors in a given year.

f) **Link to Improvement**: Transcripts of the interviews will be posted on the Modern Languages faculty Moodle site. Spanish faculty will diagnose trends based on the information gleaned from the transcripts and will compile information for inclusion in the department chair’s report. Possible changes in the program based on this information will be proposed and implemented.

g) **Responsibilities**: The departmental chair is responsible for making sure that results are discussed at Spanish faculty meetings, written up in an annual departmental assessment report, and any changes are initiated.

**D03. Connect the language, cultural production, and literatures of Hispanic peoples to academic and personal experiences.**

**Assessment Method #1: Direct**

a) **What**: Task Stream DRF – Reflective Artifact

b) **To Whom**: All students of SPAN 201, 303, and 350

c) **When**: During the course, the student is directed by the faculty member to submit relevant assignments to the departmental DRF.

d) **How**: The DRF includes assignments from coursework that demonstrate these objectives. These artifacts will be reviewed by faculty and the following rubric will be applied:
Exceeds expectations: The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.

Meets expectations: The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.

Partially meets expectations: The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

Fails to meet expectations: The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.

e) Expected results: We expect that at least 70% of our students will meet or exceed expectations for this objective.
f) Link to Improvement: Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be shared with faculty and department chair and discussed at a faculty meeting.
g) Responsibilities: Students will be directed by the faculty member teaching the courses to place the appropriate documents in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

Assessment Method #2: Indirect

a) What: Senior Exit Interviews
b) To Whom: All graduating students with majors in Spanish and selected students with Spanish minors.
c) When: Usually in spring semester of the final year of studies. For those students graduating in the fall, interviews will be conducted then.
d) How: Senior exit interviews will be conducted from a set group of questions, while also allowing the conversation to develop organically.
e) Expected Results: We expect that we will reach approximately 80%-90% of graduating majors and selected minors in a given year.
f) Link to Improvement: Transcripts of the interviews will be posted on the Modern Languages faculty Moodle site. Spanish faculty will diagnose trends based on the information gleaned from the transcripts and will compile information for inclusion
in the department chair’s report. Possible changes in the program based on this information will be proposed and implemented.

g) **Responsibilities:** The departmental chair is responsible for making sure that results are discussed at Spanish faculty meetings, written up in an annual departmental assessment report, and any changes are initiated.

**DO4. Participate in Spanish-speaking communities at home and around the world.**

**Assessment Method #1: Direct**

a) **What:** Task Stream DRF – Reflective Artifact  
b) **To Whom:** All students of SPAN 155, 202  
c) **When:** During the course, the student is directed by the faculty member to submit reflective assignments to the departmental DRF.  
d) **How:** The DRF includes reflective assignments from coursework that demonstrate these objectives. These artifacts will be reviewed by faculty and the following rubric will be applied:

- **Exceeds expectations:** The artifacts demonstrate that the student has masterfully grasped the objective, displaying remarkable skill in applying the key points and principles of the outcome to his/her writing.

- **Meets expectations:** The artifacts demonstrate that the student has sufficiently grasped the objective, displaying adequate skill in applying the key points and principles of the outcome to his/her writing.

- **Partially meets expectation:** The artifacts demonstrate that the student has inadequately or partially grasped the objective, displaying some weakness in applying the key points and principles of the outcome to his/her writing.

- **Fails to meet expectations:** The artifacts demonstrate that the student has failed to grasp the objective, displaying little to no evidence of skill in applying the key points and principles of the outcome to his/her writing.

e) **Expected results:** We expect that at least 70% of our students will meet or exceed expectations for this objective.  
f) **Link to Improvement:** Results will be compiled and analyzed early in the following semester or during the summer (in the case of spring courses) by Spanish faculty for inclusion in the departmental assessment report. Results will be shared with faculty and department chair and discussed at a faculty meeting.
g) **Responsibilities:** Students will be directed by the faculty member teaching the courses to place the appropriate documents in the departmental DRF. The department chair is responsible for making sure that results are written up in the annual departmental assessment report and initiating any changes faculty decide to make in response to the assessment.

Assessment Method #2: Indirect

a) **What:** Senior Exit Interviews  
b) **To Whom:** All graduating students with majors in Spanish and selected students with Spanish minors.  
c) **When:** Usually in spring semester of the final year of studies. For those students graduating in the fall, interviews will be conducted then.  
d) **How:** Senior exit interviews will be conducted from a set group of questions, while also allowing the conversation to develop organically.  
e) **Expected Results:** We expect that we will reach approximately 80%-90% of graduating majors and selected minors in a given year.  
f) **Link to Improvement:** Transcripts of the interviews will be posted on the Modern Languages faculty Moodle site. Spanish faculty will diagnose trends based on the information gleaned from the transcripts and will compile information for inclusion in the department chair’s report. Possible changes in the program based on this information will be proposed and implemented.  
g) **Responsibilities:** The departmental chair is responsible for making sure that results are discussed at Spanish faculty meetings, written up in an annual departmental assessment report, and any changes are initiated.

**Appendix: Senior Exit Interview Questions**  
*Last Updated 4/13/15*

**Outcomes Related:**

1. How do you think your time with the program has affected your understanding of Hispanic cultures? Do you feel that it has been deepened? If so, how? (DO2)  
2. What connections do you see between your academic and personal experiences to your understanding of Hispanic language, culture, and literature? (DO3)  
3. In what ways have you participated in Spanish-speaking communities at home and around the world? (DO4)  

**General:**  
4. Did you study Spanish before coming to Morningside? How long? Where?  
5. Did you grow up in or have close contact to a Spanish-speaking environment before Morningside?  
6. Have you studied abroad? If so, where, and what was the experience like?  
7. What groups have you been involved with on campus? How have you been involved?  
8. Did you take part in Spanish Club activities? If so, what was your experience?  
9. If we had a more basic course (101/102) would you have wanted to start there?  
10. How can we get first-year students more involved in the program?  
11. What things could we do to stay in touch with students over spring semesters when there are no upper-level classes offered?