

## World Languages, Literatures and Cultures Program Assessment AY 2022-2023

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### **2. WLLC Department Mission**

The Department of World Languages, Literatures, and Cultures believes itself central to the fulfillment of the mission of the Fulbright College of Arts and Sciences, adopted from Senator Fulbright's writings, as follows: "... the highest function of higher education is the teaching of things in perspective, toward the purposes of enriching the life of the individual, cultivating the free and inquiring mind, and advancing the effort to bring reason, justice, and humanity..." Our departmental mission, more specifically, is to serve our students, our state, our nation, and the world, by embodying and demonstrating the values to be derived from knowing ancient and modern languages and cultures. We do this by nurturing and supporting the teaching, research, and service missions of a top-quality faculty; by offering and maintaining a comprehensive range of challenging language and professional development programs; by attracting and retaining a diverse student body; and by promoting innovative research among faculty and students.

### **Undergraduate Programs**

#### **Arabic BA Program Assessment AY 2022-23**

Since the inception of the ARABBA in 2019, the Arabic program has worked steadily towards achieving our ultimate goal: to help students achieve high levels of fluency in Arabic language, literature, and culture while developing tools to think about and engage critically with the Arab world. Arabic majors have taken advantage of the opportunity to combine their Arabic language study with Middle East Studies and International Area Studies, further strengthening and broadening their language and culture studies. Arabic majors opting to elect a MEST co-major qualify for a variety of scholarship opportunities from MEST. Currently in AY 2022-23, 7 of our 16 Arabic majors are supported by MEST scholarships (\$5,000-10,000/year). The Arabic major program has amply prepared its majors for study abroad; 100% of graduates since 2019 who have applied for graduate programs were accepted. One recent graduate (Spring 2021) was accepted to UT Austin's MA program in MEST with a teaching assistantship in Arabic. Other graduates are currently in PhD and MA programs in comparative literature, literary translation, anthropology, history, political science, economics, information systems, accounting, and gender studies.

#### **Arabic BA recipients by semester (since inception 2019)**

<b>Semester &amp; Year</b>	<b>Number of BA's graduating</b>
Fall 2019	2 (Sadie Fruth, Mattie Harris)
Spring 2020	3 (Cole Spencer, Zac Smith, Summer El-Shahawy)
Fall 2020	0
Spring 2021	5 (Jessi Amason, Quincy Bair, Ally Layman, John Levine, Paeton Outman)
Fall 2021	0
Spring 2022	2 AMARAB (Zachary Lewandowski, Emma Towe)
Fall 2022	1 (Samuel Mosher)

Spring 2023	4 (Sarah Falknor, Caroline Adkins Ford, Faris Nabeel, Arden Howard (AMARAB))
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### Current Arabic majors & minors

Academic Year	Number of declared ARABBA or AMARAB	Number of Arabic minors* ARAB-M
AY 2021-2022	11 (8 ARABBA; 3 AMARAB)	9
AY 2022-2023	16 (15 ARABBA; 1 AMARAB)	8

\*Since being instituted in 2008, **145 students have completed the Arabic Minor.**

### Arabic Minors since 2019 (ARABBA)

Academic Year	Number of completed minors
AY 2019-2020	13
AY 2020-2021	5
AY 2021-22	1
AY 2022-23	3

### Assessment of Arabic majors in upper-level courses

Arabic majors are making excellent strides towards achieving the goal of Advanced language proficiency (according to the ACTFL scale) in all language acquisition skill areas: speaking, listening, reading, writing and culture. Required language courses for the major include all levels of Modern Standard Arabic as well as courses in colloquial Levantine and/or Egyptian Arabic. Arabic majors are encouraged to spend a summer or semester abroad in an Arabic-speaking country where they can be immersed in the culture of the language. We are proud of the fact that the majority of UA Arabic students studying in intensive summer and/or semester-long programs are placed via OPI into Advanced level – often outpacing their peers from Ivy League universities. The Arabic language curriculum is centered upon the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL), advanced language proficiency. Through coursework offered by the major, students aim to achieve ACTFL proficiency targets in Speaking, Listening, Reading, Writing, and Culture. Below is a table showing the grade distribution among Arabic majors in upper-level courses on overall performance in language-acquisition skill areas:

Upper-level Courses in AY 2022-23	
Fall 2022	Spring 2023
ARAB 3016/ARAB 3016H Intensive III 7 majors: A = 5 B = 2	ARAB 3033 Colloquial Arabic – Egyptian 3 majors: A = 3
ARAB 470V-002 Special Topics: Arab Film 3 majors: A = 3	ARAB 4016/4016H Intensive IV 7 majors: A = 6 B = 1
ARAB 470V-003 Special Topics: Advanced Readings	ARAB 470V Independent Study 2 majors:

3 majors: A = 3	A = 2
ARAB 470V-004 Independent Study 1 major: A = 1	

Beginning in Spring 2023, assessment and reporting on General Education Learning Outcomes (GELOs) was carried out according to University policies and procedures. ARAB 2016 satisfies two Gen Ed requirements: 3.2 and 4.1. Details are described below.

GELO 3.2

ARAB 2016 incorporates **four** of the five learning indicators for Learning Outcome 3.2:

- a. Identify fundamental concepts, structures, themes, and principles of the discipline being introduced;
- c. Produce a reasonable short essay about the material introduced in the course;
- d. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts;
- e. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.

Student work in the course was assessed via the following instruments: -Composition (Arabic story/poetry recitation reader response essay) (a, e); -Oral Presentation (Arabic story/poetry recitation project; Virtual Tabadul/Exchange) (a, d);-Quizzes & HW (a, b, d, e);-Written Exams (a, b, d);-Reading Exam (a)

Student mastery scores are on a scale of 0 to 4. Scores of 2, 3, or 4 are considered mastery.

GELO 4.1

ARAB 2016 incorporates **three** of the five learning indicators for Learning Outcome 4.1:

- a) Examine & interpret an intercultural experience from both one’s own and another’s worldview.
- b) Articulate the essential tenets of a cultural worldview other than one’s own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices
- c)Identify and participate in cultural differences in verbal and nonverbal communication

Student work was assessed via instruments:-Composition (Arabic story/poetry project; Virtual Tabadul exchange sessions and follow-up writing assignments) (a, b); -Oral Presentation (Story/poem; Virtual Tabadul exchange sessions and follow-up video assignments) (a, b, c); -Quizzes & HW(a, b, c); -Written Exams(a, b, c); -Reading Exam(c)

<b>Arabic Gen Ed Courses in AY 2022-23</b>	
Student mastery scores are on a scale of 0 to 4. Scores of 2, 3, or 4 are considered mastery.	
<b>Fall 2022</b>	<b>Spring 2023</b>
n/a	ARAB 2016 Immersive Arabic II Gen Ed Learning Outcomes: GELO 3.2 (Mastery scale 0 – 4)

	3 majors scored 4 GELO 4.1 3 majors scored 4
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### Classics Program Assessment AY 2022-23

#### Program Goals:

CLST majors and minors will:

1. Receive a broad knowledge and critical understanding of ancient Mediterranean cultures and their languages, literature, art, architecture, and archaeology.
2. Receive an introduction to the critical theory and interdisciplinary methods and techniques used to study ancient Mediterranean cultures.
3. Critically engage with the diversity of the Ancient Mediterranean World through issues of gender/sexuality, race/ethnicity, and status/power structure, relating questions of relevance to multiculturalism and intersectionality in the contemporary world.
4. Develop research, composition, and multimodal communication skills and critical thinking/problem solving.
5. Gain a basic proficiency in Latin and/or ancient Greek language.

The CLST faculty have monitored the progress of our students. CLST majors have produced in-depth research papers for their capstone course (CLST 4003H), have written Latin and Greek examinations in their upper-level courses, and have been graduating with high grade-point averages. CLST faculty have evaluated students' papers, projects, and language examinations, and have determined that CLST students have achieved the desired program goals and learning outcomes.

**2022-2023 Graduates:** three CLST majors (one 4.0 Student, Phi Beta Kappa); one CLST minor; one CLCS MA

**Placement of 2022-23 Graduates:** one CLST honors major has been fully funded for a PhD in Assyriology Yale University; one CLST major has been accepted in a graduate program of Theological Studies at Wheaton College in Wheaton, Illinois; one CLST major will be stationed as a US Army officer in Japan.

### French Assessment Program Assessment AY 2022-23

#### Student Learning Outcome 1

In the French section, our first learning outcome is reading: advanced. The target level, advanced, is predicated on the guidelines created by the American Council for the Teaching of Foreign Languages (ACTFL). To clarify, the ACTFL guidelines are: Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, and Intermediate Low.

To assess this outcome, proficiency in reading is assessed in the 4000-level literature courses required for the French major. To evaluate reading proficiency, the professors use several exams to determine if students are comprehending and interpreting the texts correctly. The final exam is designed to evaluate the overall understanding of the literary texts covered during the semester. Students receiving a C or

better in these courses will be judged to have achieved the projected outcome, which is the advanced level according to ACTFL guidelines.

The 4000-level literature courses are offered every semester and rotate between Drs. Arenberg, Christiansen and Comfort. The three core professors all use a series of exams and a final exam to assess this outcome, with an additional goal of acquiring analytical skills, focusing on the development of textual analysis.

### **Assessment of Critical Thinking and Textual Analysis:**

#### **French 4243: Studies in Francophone Literature**

**(Spring 2023):**

A=6

B=3

C=2

#### **French 4663: French Short Story**

**(Fall 2022):**

A = 6

B = 4

C = 1

The results of this outcome indicate a successful rate of achievement in the 4000-level French literature courses. 100% of our majors in these literature classes received a grade of C or better.

### **Student Learning Outcome 2**

The second learning outcome in our section is writing: advanced. All graduating majors in French are required to take two exams designed to assess their proficiency in the language. To achieve the writing outcome, compositions that are written for this course serve as an integral part of the assessment measure. FREN 4003 is taught by Drs. Christiansen and Comfort; they are the primary evaluators for the writing outcome. The results of this exam are evaluated according to the ACTFL guidelines for written language proficiency. For this academic year, the results are as follows:

#### **French 4003: Grammar and Composition**

**(Spring 2023):**

5 advanced mid

8 advanced lows

2 intermediate highs

1 intermediate mid

#### **French 4003: Grammar and Composition**

**(Fall 2022):**

4 advanced mids

1 advanced low

1 intermediate high

The results indicate that the majority of our students are achieving the advanced level, the target for our assessment goals.

### **Student Learning Outcome 3**

As noted above, the second test required for our majors focuses on the third outcome, which is speaking. This exam is an OPI-inspired individual exam, evaluated according to the ACTFL guidelines for oral proficiency, which assesses listening and speaking skills. These oral exams are administered twice a semester: as a midterm conversation and as a final oral. Drs. Arenberg and Doucet are the primary evaluators for this OPI-inspired exam. The results are as follows:

#### **French 4033: Oral Proficiency**

**(Spring 2023):**

7 advanced mids

3 advanced low

1 intermediate high

#### **French 4033: Oral Proficiency**

**(Fall 2022):**

3 advanced mids

2 advanced low

2 intermediate high

3 intermediate mids

1 intermediate low

In studying the outcomes, the results indicate that the oral proficiency level was slightly higher this spring, with most of our students achieving the advanced level. The fall results point to a slight decrease in proficiency levels, but it is not a major deviation from the projected outcome.

### **Student Learning Outcome 4**

As noted in the third learning outcome, listening is also evaluated in our FREN 4033 course (Oral Proficiency). See the above description of the assessment measure for this outcome. It is important to underscore that listening and speaking are interwoven, hence the testing measure targets both key skills in achieving our learning outcomes for our majors.

**Conclusion:** Our majors continue to meet our expectations with regards to their learning outcomes. We do not foresee any radical changes in the immediate future but will strive to improve our assessment procedures.

### **German BA Program Assessment AY 2022-23**

1. Train students in humanistic thinking and provide marketable language skills
2. Graduates at the BA level should achieve solid basic German proficiency (CERF level B1). Students who have achieved B1-level proficiency will be able to:
  - a. understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used,
  - b. deal with most situations typically encountered when traveling in German-speaking countries,
  - c. express [oneself] simply and coherently when talking about familiar topics and areas of personal interest,
  - d. report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations.
3. Students will become familiar with the history and literatures of German-speaking peoples and places.
4. Students will practice critical thinking skills that allow them to assess information and media analytically.
5. Students will learn to articulate and justify their own ideas in the German language.

### **German BA Program Assessment Plan**

The German program is in the process of developing a plan to assess learning outcomes holistically. Historically, the BA program has relied on the internationally-recognized language examination created by the Goethe Institut to assess program goal 2 above. Beginning in Spring 2020, the Covid-19 pandemic made it impossible to administer the B1 examination to students in the BA program, as the Goethe Institut did not allow exams to be administered online. In the ensuing three years, the German program has been searching for new assessment measures to replace this benchmark. A first step was the establishment of GERM 4213 (German Civilization) as a capstone course for the BA program with a writing component designed to assess program goals 3-5 above, while also satisfying the Fulbright College Writing Requirement. Over the next two years, we plan also to develop and implement a portfolio-based assessment model that will draw on various text and assignment types across multiple courses at the 4000-level to assess goals 1-5. While this process is underway, we will rely primarily on the GERM 4213 capstone assignment to assess learning outcomes in the program.

**Student Learning Outcome 1.** Students will be trained in humanistic thinking and provided with marketable linguistic skills.

#### **Assessment Measure 1.** German BA Coursework

- The German BA program is invested in humanistic thinking and linguistic skill in German in every single course. GERM 3003 and 4003 (Advanced German I & II) focus on rigorous study of grammatical structures, high-frequency vocabulary, composition, and style. These skills are essential for practical writing skills, as well as reading informative texts. GERM 3033 (Conversation) is an applied course that teaches students how to deal with a range of everyday tasks in spoken German to prepare students for life in a German-speaking context. GERM 3013 (Introduction to Literature) trains students in reading comprehension beyond the level of factual

information to notice nuance in meaning, metaphor, and symbolism. The students are also given the task of engaging with literary texts analytically. GERM 4213 (German Civilization) provides students with a baseline of historical knowledge of German-speaking peoples, while asking students at the highest level of the program to analyze a variety of sources in German and present oral reports and a long-form written assignment on topics that fit their personal interests. These courses, which form the core of the German BA, all provide students with practical experience using the language, while also exposing them to new ideas and asking them to reflect on those ideas critically. The higher electives GERM 4013 (Germany and the Holocaust), GERM 4023 (Migration and National Identity), GERM 4043 (German Cinema), GERM 4123 (The German Novella), GERM 4133 (The German Drama), GERM 4143 (German Lyric Poetry), GERM 470V (German Comics) all expose students the German-language literature, media, and history with analytical assessments throughout the courses. GERM 4333 (Professional German) additionally provides students with specialized vocabulary according to their individual field of study and asks students to complete a number of job-related projects as practical preparation for using German in their various careers. A variety of assessments, too numerous to list, are employed in each course with the shared goal of training students in humanistic thinking and providing them with marketable linguistic skills.

Indirect assessment

### **Key Personnel**

- Dr. Kathleen Condray (GERM 3003, 3033, 4123, 4333)
- Dr. Jennifer Hoyer (GERM 3013, 4013, 4043, 4143, 4213)
- Dr. Brett Sterling (GERM 3003, 4003, 4133, 470V)

### **Recommendations.**

- To present, the German section has not developed a uniform assessment measure for this particular student learning outcome. The learning outcome is central to the mission of the German BA, and as such permeates all courses within the program and informs individual assessments and assignments in each. The section will endeavor to create a more precise assessment for this goal in the form of a portfolio to gather work throughout a student's time in the BA program to more clearly provide a measure of success for this learning outcome.

#### **B. Assessment Measure 2. Coursework in GERM 4333 (Professional German)**

- Students in GERM 4333 learn practical skills for using their German in the context of students' chosen careers (often business and engineering, but not limited to these fields, and humanities students also take this course). Students learn vocabulary targeted to navigating career tasks, including specialized vocabulary relating to the economy, research and development, and corporate workplaces as well as specialized vocabulary in individual student fields, while completing several practical projects during the course of the semester. These projects include writing a resume, participating in a mock job interview, composing an elevator pitch, analyzing an article in the student's field, presenting a product, and explaining a research or foundational topic of the student's choice, all in German. These assignments prepare students for working in a German-speaking country, especially students in the International Engineering Program. Beyond preparing students for navigating business and academic culture in another culture and language, the skills practiced in GERM 4333 are generally applicable for students' career readiness. Each project is assessed according to linguistic accuracy and appropriateness for the individual context. Indirect assessment.

### **Key Personnel**

- Dr. Kathleen Condray

### **Summary of Findings.**

- GERM 4333 was offered in Spring 2023. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.

### **Recommendations.**

- This course utilizes best practices for this sort of instruction. In fact, Dr. Condray presented on this course in 2018 at the American Council of Teachers of Foreign Languages conference. Nationally, Professional German courses have in the last five years transitioned away from use of the traditional textbook for this course, *Geschäftsdeutsch* by Gundrun Clay, as the latest edition of the work is from 1994. Instead, most universities now use a project-based model, which allows instructors to tailor material to current issues in the German-speaking business world. For example, in 2023, the German focus on reducing dependency on fossil fuels was accelerated due to Russia's invasion of Ukraine and German industry's sudden shift away from Russian oil and natural gas. Moving forward, however, we will explore how projects completed in this course can be incorporated into a possible portfolio utilized across major or minor coursework.

### **C. Assessment Measure 3. Coursework in GERM 3033 (Conversation)**

- Students in GERM 3033 learn how to navigate everyday life in a German-speaking country by practicing their spoken language skills in a variety of common scenarios. The bulk of the course focuses on acquisition of essential vocabulary for contexts that students are likely to encounter when living abroad, e.g. going to the bank, grocery shopping, going to the doctor, taking university courses, traveling, etc. During class time, students practice role playing situations with partners to prepare them for successfully dealing with common situations in real life. In addition to weekly vocabulary quizzes, students are assessed by an oral midterm and final exam, each of which is graded on the basis of the student's pronunciation, their ability to effectively deal with everyday situations, and their ability to speak freely on a specific topic (a self-description and description of their hometown/home country). This course is explicitly practical in scope and is intended to help students use their language skills in an immersion environment outside of the US or in interactions with first-language German speakers.  
Indirect assessment.

### **Key Personnel**

- Dr. Kathleen Condray
- Claudia Devich, MA

### **Summary of Findings.**

- Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.

### **Recommendations.**

- This course is revised every year due to the rapidly changing nature of spoken modern German. For example, words that did not exist a decade ago regarding technology and social media have been incorporated into necessary vocabulary, and words that are no longer in

common usage have been removed from vocabulary lists. Course activities have also been modified accordingly to reflect current trends in German-speaking countries. For example, whereas the German train system was once the most reliable and affordable mode of transport for our students living abroad, many German students now prefer to travel via budget bus routes (such as FlixBus) or low-cost airline carriers. We show our students how to find and access these resources. This includes new technological resources. This year, an activity was created to show students how ChatGPT could be made to function as a German conversational partner if specific prompts are used. We will continue to monitor developments to incorporate technological and other innovations into this course for next year.

**Student Learning Outcome 2.** Students will achieve CERF B1-level competency in German.

**A. Assessment Measure 1.** Coursework in GERM 4003 (Advanced German II)

- GERM 4003 is a sixth-semester language class that culminates the language instruction sequence in the German program. The course focuses on complex grammatical structures, high-frequency vocabulary, and composition. Prior to the Covid-19 pandemic, this course included explicit preparation for the internationally recognized Goethe Institut language exam at the B1 level. Although we no longer administer the exam to students, the content and assignments of the course are still pegged to B1-level competency. This is practiced through the use of vocabulary lists and quizzes derived from the B1-level vocabulary list, and in composition assignments that ask students to complete concrete tasks in various text types (e-mails, short opinion essays, reporting events). Students are also routinely asked to read news articles and watch videos on current events, then to summarize the information found there. These assignments are all geared toward the B1-level skills:
  - understanding the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used (Assignment: short reading texts and daily conversation with partners)
  - expressing oneself simply and coherently when talking about familiar topics and areas of personal interest (Assignment: daily conversation with partners)
  - reporting on experiences and events, describing dreams, hopes and ambitions as well as making short statements and explanations (Assignment: mid-length writing assignments on reported events, possibilities, and future events)
- Indirect assessment.
- Assignments were graded according to different criteria, with writing assignments graded for content/creativity and linguistic accuracy, reading assignments assessed via content quizzes, and conversation practice allowed to progress freely with oral feedback from the instructor.

**Key Personnel**

- Dr. Brett Sterling

**Summary of Findings.**

- Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and indicated a high degree of success for most students at reaching B1-level competency.

**Recommendations.**

- GERM 4003 is a challenging course based on a traditional model of language instruction that focuses on grammatical accuracy. The German section is in the process of moving away from

this model to one that is much more applied and responsive to individual student interests. Moving forward, we intend to reformat the course to focus more on composition and analysis than on rote grammar instruction. Work completed in the course will likely be part of an overarching portfolio that students will compile throughout the course of the BA program.

**Student Learning Outcome 3.** Students will become familiar with the history and literatures of German-speaking peoples and places.

**Assessment Measure 1.** GERM 4213 (German Civilization) Capstone Project

- Students began the course GERM 4213 by researching and reporting on major current German and Austrian political parties, which introduced most historical and political issues. Then, each student chose a topic of interest to them, which they spent the remainder of the semester researching. Toward the end of the semester, students did oral reports on their projects (in German). The students then had the final assignment of preparing a 10-15 page research paper (in English), with a 1250-word self-assessment for GELO 6.1. These final projects were titled “Our Ideal Textbook,” the idea being that students choose an under-researched topic to work on, and through their research they both learn the more familiar aspects of Germanic cultural history while shedding light on less familiar topics and connecting them to the more well-known history. This assignment is the capstone assessment for the German BA and fulfills the Fulbright Writing Requirement.
- Direct assessment.
- The following criteria were used to evaluate the Capstone projects:
  - **C-level work** is generally descriptive with little evidence of critical thinking. Opinions are presented as universal or as facts. Some factual inaccuracies are present. Sentences are incomplete or run on. Citations, if there are any, are too long. There has been little effort at proofreading. It is clear from context that the writer does not understand the words they are using. Register is too casual. The paper may also be too short.
  - **B-level work** has some description but also includes evidence of analysis and critical thought, though it is insufficiently followed through. Some slight misinterpretation of information may appear. Citations are appropriate length but are not explained or contextualized. Some spelling or style errors may be present. Sentences are complete and do not run on. Register is consistent and appropriate. The paper may be just long enough, but still slightly short of the requirement.
  - **A-level work** has a balance of description and analysis/critical thought, and the critical thought is followed through. Possibly very slight misinterpretation of complex information, but really only very slight. Almost no spelling or style errors. Sentences are complete and do not run on. Register is consistent and appropriate. The paper has met the length requirement.
  - Sources are evaluated to establish how many different kinds of sources they have versus how many they are drawing actively upon; whether there are any in German; whether there are any academic sources.
  - Evidence of critical thinking is present when students are not simply reporting from one source, but are rather consulting and drawing on several in order to draw a conclusion, or clear indication of engagement with one or more sources to the extent that they are taking a critical distance and not simply accepting what is stated at face value.

- Evidence of analysis includes demonstrations of synthesis or processing of information, for example drawing a mathematical conclusion from various numerical data points, or ‘reading between the lines’ in any primary source.

### **Acceptable and Ideal Targets**

- 70% of graduating seniors will score a grade of 85% or above on the GERM 4213 Capstone Project. Ideally, 85% of graduating seniors will score a grade of 85% or above on the Capstone Project.

### **Key Personnel**

- Dr. Jennifer Hoyer

### **Summary of Findings.**

- In Spring 2023, all students who completed the GERM. 83% of students scored at or above the target of 85% on the project. For AY 2022-2023, we exceeded our target goal for this assessment measure.
- Students were overwhelmingly successful in completing the assessment. This is a new addition to the German BA program, and the results thus far are extremely promising. Completed projects demonstrated not only a broad knowledge of the history of German-speaking peoples, but also a wide variety of topics chosen based on students’ personal interests, including projects on the Namibian Genocide, the German origins of Texas BBQ, Magnus Hirschfeld’s Institute for Sexology, and bicycle infrastructure and sustainability in German urban design and politics. Thus far, we are highly satisfied with the results of specific assessment and are convinced that most students are indeed meeting program goals.

### **Recommendations.**

- Owing to the high number of students enrolling in this class that have never written a research paper before, make a draft of the final research paper due during the third-to-last week of class, while students are presenting their oral reports, to allow time for more substantial revisions.
- Add two more activities during the second half of the semester that explicitly work on research and good articulation of critical thinking and analysis in a research paper.
- Add an activity during the second half of the semester that explicitly focuses on citation and footnoting.

### **Assessment Measure 2. Coursework in GERM 3013 (Introduction to Literature)**

- Students in GERM 3013 read a variety of works from German-language literature, including several poems; the radio-play “Herr Biedermann und die Brandstifter” (Frisch); the novella “Die Verwandlung” (Kafka); the short story “Das Bettelweib von Locarno” (Kleist); and the short story “Die Geschichte vom Kreis und Viereck” (Otoo). The course covers material from the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries, from writers of various backgrounds, and two genders. In each case, the instructor briefly addressed historical context and its relevance for content as well as form.
- Indirect assessment.

### **Key Personnel**

- Dr. Jennifer Hoyer

### **Summary of Findings.**

- GERM 3013 was offered in Fall 2022. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- GERM 3013 is often students' first exposure to German-language literary reading. The course provides explicit instruction in how to read literature as preparation for higher electives on specific genres. The course provides students with a baseline of knowledge and with critical skills for completing the BA program.

### **Recommendations.**

- For Fall 2023, I am switching out "Biedermann" for a condensed learner-friendly edition of the classic German youth novel "Krabat" (by Otfried Preussler). The intention is to align the genres around a theme, in this case transmogrification. This shift exposes German-language learners to a text the majority of German speakers are familiar with. Aligning the texts allows for a more in-depth discussion of bodies as an abstraction, as a social construct.

### **Assessment Measure 3. Coursework in Higher Electives**

- The German BA program focuses on literature, media, and history in courses at the 4000 level. The three literary genre courses GERM 4123 (German Novella), GERM 4133 (German Drama), and GERM 4143 (German Lyric Poetry) all provide a historical overview of a particular literary genre and its development up to the present. This overview includes discussing literature in a particular historical context, while also comparing themes in individual works to the present day. GERM 4123 and 4133 have students read approximately 14-16 works over the course of the semester, while GERM 4143 covers numerous poem types (including poem cycles), poetic theory, and a study of the history of poetic development. While each class assesses work differently according to instructor, final assessments are generally project based, asking students to synthesize information from the course and transform it into a creative project, from short film trailers to poems of the students' own creation. Students are also asked to engage analytically with the form and content of individual works during seminar-length discussions in German.
- In GERM 4123 (German Novella), which was offered in Fall 2022, students read a new work of literature each week and discuss its content, themes, and historical importance in a seminar setting, all in German. Students are assessed on their reading comprehension in weekly quizzes. A midterm project provides students with the task of visiting Crystal Bridges Museum of American Art and analyzing artworks for signs of concepts covered in the course, which focuses on nineteenth century literature. Students are asked to justify their claims in a written report, which is graded on grammatical accuracy and the strength of the students' arguments. The course culminates with a final project, in which students are provided the choice between creating a video trailer for one of the course texts, a graphic novel adaptation of a course text, or writing their own novella. Projects are graded according to fulfillment of the task, creativity, and grammatical accuracy.
- Indirect and direct assessments.

### **Key Personnel**

- Dr. Kathleen Condray (GERM 4123)
- Dr. Brett Sterling (GERM 4133)
- Dr. Jennifer Hoyer (GERM 4143)

### **Summary of Findings.**

- GERM 4123 was offered in Fall 2022. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.

### **iii. Recommendations.**

- GERM 4123 has always been an extremely traditional course with a high-stakes mid-term and final examination. Based on the success of student interaction with a final project, the mid-term project at Crystal Bridges was created this year in lieu of the mid-term exam. Students demonstrated a greater mastery of course content and utilized German at a higher level in the papers produced for this project than was seen in the mid-term exam, and the project will be continued for the next iteration of the course.

**Student Learning Outcome 4.** Students will practice critical thinking skills that allow them to assess information and media analytically.

### **Assessment Measure 1.** Coursework in GERM 3013

- In GERM 3013, students practice “literature” not as a thing but as a mode of reading that means paying close attention to multilayered word-use (for example the various meanings of “Verwandlung” or “gerade/Gerade”), needing to infer unstated information from details (for example why something happens in a story, or the different ways an outcome can be interpreted), or cross-historical intertextual dialogue (Otoo’s use of fairy tale tropes, the town “Seldwyla” in Biedermann). Most class periods involve solving complex queries about a literary text that students are reading.
- Indirect assessment

### **Key Personnel**

- Dr. Jennifer Hoyer

### **Summary of Findings.**

- GERM 3013 was offered in Fall 2022. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- Across classwork and three larger critical thinking/analytical projects, students engage in literary analysis of texts as well as critical thinking about each other’s ideas.
- Students learn to engage in analysis and critical thinking in the target language.
- The greatest challenge is helping students undo the thinking pattern that literature means free association while scientific data only has one possible reading. Both are the opposite of critical thinking.

### **Recommendations.**

- Most class periods starting fall 2023 will include 15-minute writing practice with no use of resources allowed. This has two purposes: first, the students will be able to start practicing formulating and articulating their thoughts using their own language skills; second, the students will have a low-stakes mode of refining their ideas and their ability to justify them.
- Add at least one activity that helps students see that interpreting conventionally scientific data also requires literary reading skills—close attention to pattern, shades of meaning, and the potential for more than one conclusion.

**B. Assessment Measure 2. Coursework in GERM 4003**

- In GERM 4003, students are presented with news items on current events, culture, and technology at the beginning of every class session. Students are thus exposed to events and real time and asked to engage with the language used to describe those events. Listening exercises are conducted using news broadcasts and topical videos that require students to parse shades of meaning and draw conclusions from the information provided. Individual reading assignments are drawn from major media outlets like Die Tagesschau, Schweizer Radio und Fernsehen (SRF), and Österreichischer Rundfunk (ORF) and subsequent quizzes assess the students' comprehension, while also asking them to identify main ideas or elements that are of particular interest to themselves.
- Indirect assessment

**Key Personnel**

- Dr. Brett Sterling

**Summary of Findings.**

- Over the course of the semester, students' progress from having great difficulty understanding written and spoken news items to developing a greater sense of how the news functions in German. Course evaluations repeatedly reflect that students enjoy and are challenged by the consistent focus on current events. Indeed, students have reported that they learned more about politics and social issues in this course than in courses on Political Science and International Relations.

**Recommendations.**

- Presently, GERM 4003's focus on current events is often secondary to grammatical instruction. In the next two years, this course will be redesigned to focus less on explicit grammar instruction, and more on application of linguistic knowledge to reading and writing tasks centered around current events. This will increase the course's focus on critical thinking, while moving away from completion assessments.

**Assessment Measure 3. Coursework in GERM 4213**

- In GERM 4213, students practice reading different kinds of sources on similar topics in order to discuss how and why a particular source interprets or reports information. The oral reports have an "interaction" component where students are assessed on how they engage with each other's work—what questions they pose or comments they make that demonstrate that they are thinking about what they are hearing/reading/seeing. Daily journals were a consistent site of this work. The instructor met with each student three times during the semester to talk about their progress in writing/reading/listening/speaking. The instructor advised students not just to summarize what one hears or reads, but to synthesize information across topics or genres, to pose questions, to turn the information around in the mind and wonder about what it is, what it does, what it means. Students were all tasked with working on this skill. Most could see in their own work during the final meeting evidence of improvement here—they could specifically state how they found themselves questioning or thinking about what they read/see/hear and think.
- Indirect assessment

**Key Personnel**

- Dr. Jennifer Hoyer

### **Summary of Findings.**

- GERM 4213 was offered in Spring 2023. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics. This was an exceptionally talented group.

### **Recommendations.**

- Add in two activities in the first three weeks of class that focus on studying different media source analysis of one political topic. The goal is to have students determine the differences between the different sources' use of rhetoric, and to reach informed conclusions about the perspectives governing these rhetorics.
- Reintroduce the activity of comparing different political parties' positions on one topic in order to closely read their rhetoric.
- Add in activities throughout the semester with guided practice in "reading" images in a context for meaning and implication.
- Owing to the high number of students enrolling in this class that have never written a research paper before, make a draft of the final research paper due during the third-to-last week of class, while students are presenting their oral reports, to allow time for more substantial revisions.
- Add two more activities during the second half of the semester that explicitly work on research and good articulation of critical thinking and analysis in a research paper.

### **D. Assessment Measure 4. Project in GERM 4333 (Professional German)**

- One of several projects in GERM 4333 requires students to find, analyze, and create a short presentation about a technical article from their field of study. The project is designed to make students engage with specialized vocabulary in German from their own field and present that material to an audience that is unfamiliar with the field in question. Students are also required to analyze the content of the article, judging its content on accuracy and applicability within the student's field of study. Finally, each student is required to write a report on at least 400 words in German that includes a summary of the article's main points and the student's review of the content. The project is graded on content (successful execution of the project prompt) and grammatical accuracy in German. Students are allowed to revise and resubmit this assignment in order to correct for any errors in German.
- Indirect assessment.

### **Summary of Findings.**

- GERM 4333 was offered in Spring 2023. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.

### **Recommendations.**

- This assignment allows students to tailor content according to their major field, to discover and read leading journals published in their fields in German, and to practice their ability to read, summarize, and critique information in the target language. It will be continued in the next iteration of the course.

**Student Learning Outcome 5.** Students will learn to articulate and justify their own ideas in the German language.

### **A. Assessment Measure 1. Coursework in GERM 3013**

- In GERM 3013 during Fall 2022, each student prepared and presented two creative projects related to one or more literary works, meaning they had to first present their ideas in German, and then answer other students' (and the instructor's) questions about their ideas in German. Each student also wrote an interpretation paper (in German) about Kafka's "Verwandlung," in which they were tasked with articulating and justifying their reading—via close reading alone—of Kafka's novella. The rules were: students could justify their reading with dictionary-defended semantic context, grammar structures, or textual logic emerging from a combination of semantics and grammar. Historical context was allowed with use of sources, but that had to be cleared in advance. Students were also required to footnote any word they looked up with a Duden definition and an example in simple German of its usage.
- Direct assessment

### **Acceptable and Ideal Targets**

#### **Key Personnel**

- Dr. Jennifer Hoyer

#### **Summary of Findings.**

- GERM 3013 was offered in Fall 2022. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- Across classwork and three larger critical thinking/analytical projects, students engage in literary analysis of texts as well as critical thinking about each other's ideas in the target language.
- Preventing overuse of resources (dictionaries, translation software, idea generators) is becoming more of a challenge.

#### **Recommendations.**

- Most class periods starting fall 2023 will include 15-minute writing practice with no use of resources allowed. This has two purposes: first, the students will be able to start practicing formulating and articulating their thoughts using their own language skills; second, the students will have a low-stakes mode of refining their ideas and their ability to justify them.
- For most in-class activities beginning fall 2023, students will have limited time allowance for use of resources.

#### **Assessment Measure 2. Coursework in GERM 4213**

- In GERM 4213 during Spring 2023, students practiced articulating their ideas in German each class period via the 15-min writing exercise. The instructor marked them each time for grammar as well as content. Students often had five minutes in a class period to review the instructor's remarks (and during these five minutes they could use resources), and were asked to demonstrate improvement over time, not by fixing the errors each time or adding to entries, but rather by doing more/better the next time (they could always refer back to previous entries, but while writing they were not permitted to use any other resources). Oral reports were also exercises in articulating and justifying the students' ideas in German, both in the presentation itself and in the Q&A. The efficacy of their articulation was assessed on how well their classmates understood what they said (this was gleaned either from questions or from the journals). Their justification efficacy was assessed from the presentation as well as the answers during Q&A.
- Direct assessment

### **Acceptable and Ideal Targets**

- 70% of graduating seniors will have demonstrated improvement in their ability to articulate and justify their own ideas in German. 90% of graduating seniors will have demonstrated improvement in their ability to articulate and justify their own ideas in German.

### **Key Personnel**

- Dr. Jennifer Hoyer

### **Summary of Findings.**

- The average score for improvement in writing over the semester for AY 2022-2023 is 90%.
- A student's score represents the instructor's assessment of tracked improvement over 15 weeks, as well as the student's own sense of improvement over the semester.
- During an initial meeting, students identified from a sample of 3 weeks' corrected writing one or two specific areas of style or grammar they needed to focus on.
- The instructor pointed out places in the writing where less summary and more of a student's own ideas are warranted.
- At a final meeting, student and instructor studied the journal entries across the semester, taking note of where improvement in areas of focus was evident.
- The student was asked to assess themselves according to the amount of improvement they could identify in their own work.
- C = no improvement; B = some improvement, but not as much as it could have been; A = much improvement (not perfection!), or in the case where a student is sufficiently advanced, clear evidence of consistent improvement in nuanced style or grammar features.
- In most cases, the student and instructor assessments were in alignment.
- The improvement in writing was often parallel to improvement in speaking.
- There was a definite pattern of a small number of students who found the process of evaluating their own progress distressing.

### **Recommendations.**

- AY 2022-2023 was the first year of using this journaling activity. This round was extremely successful. For AY 2023-2024: replicate results in order to determine the efficacy of this practice over time.
- Nonetheless, the practice of self-assessment appears to distress a particular set of students. Work on approaching self-assessment in a way that encourages everyone to engage in making progress for their own edification as a positive experience.

### **Overall Recommendations**

- AY 2022-2023 was the first time that the German section utilized this format for assessing the BA program. The novelty of this approach has spurred reconsideration of how learning outcomes are measured throughout the BA program. The overarching recommendation is to tailor assessments throughout the program to provide tangible data to demonstrate successful attainment of stated program goals and individual learning outcomes. The current plan within the German section is to redevelop curricula in several courses (specifically GERM 3003 and 4003, potentially the higher electives GERM 4123, 4133, and 4143) to adapt program offerings to move away from a focus on grammar instruction and to better reflect students' interests. We envision a greater focus on themes in higher-level elective courses and an expansion of course content to include multiple media, rather than a focus on literary genres. In service of this goal, we plan to redesign our assessment plan based on a portfolio model. Each course within the German BA would begin to include assignments and

assessments more directly related to the program's stated learning outcomes, all of which would be eligible for inclusion in a portfolio to be submitted at the culmination of the BA program.

### **Action Plan**

- Assessment Measure 5.A (Student Learning Outcome 1):
  - During AY 2023-2024, the German Section will outline a model for a program-encompassing portfolio assessment. By May 2024, this plan will be fully articulated and ready to implement incrementally across various courses.
  - Curricular redesign will begin with content changes to GERM 3003 in Fall 2023, spearheaded by Dr. Kathleen Condray. This will be further developed into a full course overhaul, which Dr. Condray and Dr. Brett Sterling will work on during Summer 2024, prior to a planned rollout in Fall 2024. Depending on the success of this new course model in Fall 2024, work will begin to redesign GERM 4003 by Spring 2026.
  - Work will begin concurrently to redesign lower-level language courses at the first and second year (Dr. Hoyer has already been retooling the second-year language sequence during AY 2022-2023) under the direction of Dr. Alexandra Hagen, who was hired to begin as a TAP in Fall 2023. Courses will be updated to pursue the objectives that will be put in place in GERM 3003 and 4003. This will ensure that courses at the lower level will articulate with those within the BA program.
- The Action Plan for Assessment Measure 5.A represents a massive investment in program development which will take several years to implement. Once we have articulated a plan to address this specific Assessment Measure, we will be better positioned to address and create other Assessment Measures according to this overarching plan over the next 3-5 years.

### **Italian Program Assessment AY 2022-23 (N.B.: the major goes live in Fall 2023)**

#### **Italian Major Objectives**

##### Italian Transnational Studies

- Met ACTFL goals of advanced-low level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries
- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.

##### Italian Literary Studies

- Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.

- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics.
- Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

**2. Student Learning Outcome 1.** Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.

**A. Assessment Measure 1 - Presentation of a Research Topic (Presentational).**

- In ITAL 4033, students research a topic of their choosing and present it in front of the class for 7-10 minutes in Italian.
- Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.
- See rubric appendix.

**A. Assessment Measure 1 - Research paper (7-10 pages)**

- In ITAL 4033, students research a topic of their choosing and write a 7-10 pages essay in Italian.
- Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.
- See rubric appendix.

**B. Acceptable and Ideal Targets (not required for indirect measures).**

- 80% receive a “Strong” or above

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Instructor of record for course that semester.

**D. Summary of Findings.**

- We are utilizing these rubrics for the first time in the Fall with the launch of the major.

**E. Recommendations** (not required for indirect measures)

- See above.

**Student Learning Outcome 2.** Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries

**A. Assessment Measure 1.** Cultural/Thematic Presentation in ITAL 3033

- Students present a cultural theme concerning both Italy and the US in Italian. Presentations are 5 minutes in length. Indicate whether it is *direct* or *indirect*.
- Students need to explore the topic in both cultures (examples include sports, politics, geography, festivals, etc. to name a few)
- See rubric appendix.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- 70% receive a “Strong” or above

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Instructor of record for course that semester.

**D. Summary of Findings.**

- We are utilizing these rubrics for the first time in the Fall with the launch of the major.

**E. Recommendations** (not required for indirect measures)

- See above.

**Student Learning Outcome 3.** Culture: Demonstrate knowledge and understanding of other cultures.

We will use both the activities of ITAL 3033 and ITAL 4033 to achieve this learning outcome. We will utilize an intercultural competence rubric.

**Student Learning Outcome 4.** Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.

**A. Assessment Measure 1.** Task-Based Oral Communicative Activities

- In ITAL 3033 and 4033, students will have two task-based (situational) oral exams. The exams will cover material presented within the class. Students will partake in the role-play, one with the instructor, and one with another student.
- Direct
- Role plays reflect real-life situations students could/would face while in Italy.
- See rubric appendix.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- ITAL 3033: 70% of students will receive “Strong” or above.
- ITAL 4033: 80% of students will receive “Strong” or above.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Instructor of record for course that semester.

**D. Summary of Findings.**

- We are utilizing these rubrics for the first time in the Fall with the launch of the major.

**E. Recommendations** (not required for indirect measures)

- See above.

**Student Learning Outcome 5.** Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.

**A. Assessment Measure 1.** Language Exchange in ITAL 3123

- Students meet on Zoom five times a semester and then write a reflection regarding the cultural conversations had with their colleagues at the University of Siena.
- Direct
- Themes are decided upon by the two instructors, Italian and English, and our students must write a 2-3 page reflection at the end of the last encounter.
- See rubric appendix.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- 70% of students will receive “Strong” or above.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Instructor of record for course that semester.

**D. Summary of Findings.**

- We are utilizing these rubrics for the first time in the Fall with the launch of the major.

**E. Recommendations** (not required for indirect measures)

- See above.
- 

**Student Learning Outcome 7.** Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.

- A. Assessment Measure 1.** Final Examination in ITAL 3113
- Final examination with various questions (matching, multiple choice, timelines, short answer, essay) regarding Italian Literature.
  - Direct
- B. Acceptable and Ideal Targets** (not required for indirect measures).
- 70% of students should receive a “B” or better.
- C. Key Personnel** (who is responsible for the assessment of this measure).
- Instructor of record for the course.
- D. Summary of Findings.**  
This course was not taught this year.
- E. Recommendations** (not required for indirect measures) See above

**Student Learning Outcome 8.** Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics. (ITAL 4023, ITAL 4113, ITAL 4123, ITAL 4143)

- A. Assessment Measure 1.** Final Research Paper and Final Presentation
- Students will work on a research paper (13-15 pages) during the second half of the semester utilizing texts both from the course as well as recommended texts and sources related to the course. In preparation of the final paper, students will prepare a 10-minute presentation to the class. Students will evaluate each other as well as the instructor. The instructor will share the peer feedback to the presenter all in hope to improve the final paper.
  - Direct
- B. Acceptable and Ideal Targets** (not required for indirect measures).
- 70% of graduating seniors will score “Strong” or above.
- C. Key Personnel** (who is responsible for the assessment of this measure).
- Instructor of record.
- D. Summary of Findings.**
- These courses were not taught this academic year.
- E. Recommendations** (not required for indirect measures)
- See above.

**Student Learning Outcome 9.** Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices. (ITAL 4023, ITAL 4113, ITAL 4123, ITAL 4143)

**A. Assessment Measure 1.** Writing Components

- Students will write a 5-page academic paper for the mid-term. Additionally, each student will write and present a QHQ (Question, Hypothesis, Question).
- Direct
- 5-page paper is directly related to texts from the course. Outside sources are recommended but not required. The QHQ is an exercise in which propose a question from the course readings, offer a hypothesis to respond to the original question, and then conclude with another question. Students present this document to the class and then serve as guides for that class.
- See rubric appendix.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- 70% of graduating seniors will receive a “Strong” or above.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Instructor of record.

**D. Summary of Findings.**

- These courses were not taught this academic year.

**E. Recommendations** (not required for indirect measures)

- See above.

**6. Overall Recommendations**

- Present *a summary* of the recommendations from the learning outcomes, based on the *integrated* set of outcomes.
  - We are newly launched this program and will be able to offer more feedback probably within two years.
  - As we teach a variety of new courses, we will be able to reflect on these items more thoughtfully.
  - We are going to work hard to follow the rubrics in the appendix as they have been developed for language courses.
  - Make sure to focus on wholistic grading/evaluating.

**7. Action Plan**

- Include an Action Plan for at least one (1) measure.
  - Grade each activity wholistically. (All measures)
  - Follow the assigned rubrics. (All measures)
  - Create clear guidelines on assignments and vary the type of sources required over the various measures.

- In smaller classes, have students organize follow up meeting to go through the rubric and better explain why they received that score.

*Instructor of record will be incorporating these changes. Changes begin Fall 2023.*

#### **NOTES:**

- ePortfolios: The Italian Program uses ePortfolios from the first semester and in every course afterwards. Faculty can explore these before the beginning of the semester to better adjust the course calendar. We will also use the ePortfolio has a capstone project for the minor and major. It is a very helpful tool in assessment.
- Our rubrics have been adapted from the ACTFL standards.
- We also utilize “Can Do” Statements in our courses/syllabi/assessment methods.

### **Russian Program Program Assessment AY 2022-23**

#### **1. The Russian Studies Minor Program Goals**

The University of Arkansas is the only institution in the state of Arkansas that offers Russian language and literature courses.

The Russian Studies minor is designed to be flexible allowing students to pursue their interest in their existing majors focusing on history, political science, international business, international and global studies, alongside with their interest in Russian language and culture.

#### **Program Goals and Objectives**

- The goals and objectives of the Russian studies minor are to provide interdisciplinary, diverse, and critical approaches to ethnic, historical, linguistic, literary, religious, geographical, and political science fields of study on Russia and Eurasia.
- To prepare students for intermediate advanced language proficiency level in oral expression, listening comprehension, reading, writing, and cultural understanding of the multicultural, multilingual, and multidenominational Russian speaking world including diaspora.
- To develop students’ ability to critically interpret, communicate, perform linguistic tasks, and become literate users of the Russian language.
- To enhance students’ abilities to thoughtfully communicate in and engage with a variety of important philosophical, historical, racial, religious, and cultural problems and discussions, developing critical interpretive and thinking skills.

- To prepare students for a postgraduate career in Russian-related fields such as in diplomacy, international business, military, politics, academic spheres, education, journalism, law, humanities or sciences using linguistic, critical, and analytical skills.

## 2. The Russian Studies Minor Assessment Plan. [State the learning outcome.]

Students have a strong understanding of the major historical, literary, and cultural time periods and events, as well as multicultural, multidenominational, and multilingual Russian and Eurasian geographical regions, acquiring an intermediate advanced level of Russian language proficiency. Through interdisciplinary courses in history, literature, Jewish Studies, political science, and international and global studies, students acquire analytical reading, writing, and thinking tools to discuss and engage with the wide-ranging topics pertained to Russia's past and current events in the global context. By studying Russian Jewish experiences through history, anthropology, philosophy, and literature, students receive diverse knowledge about major ethnic group. Students are uniquely equipped with the interdisciplinary knowledge about Russian and Eurasian regions that they can apply to different topics and develop their own positions towards diverse perspectives on indigenous cultures, Muslims, Buddhists, Jews, and Greek Orthodox groups represented in Russia and Russian speaking communities. Intermediate language skills enable students to speak beyond the topics of everyday life and converse on contemporary and past events, write and narrate in paragraph length, read unabridged news and texts, and have a strong grasp of different social linguistic registers and function in diverse cultural settings.

### National Post-Secondary Russian Essay Contest,

ACTR (American Council of Teachers of Russian

1. Anna Rumpz, B.A.'23, received a [bronze award](#) for writing an essay for the National Post-Secondary Russian Essay Contest in April 2022. In 2022, there were 973 essays submitted from 58 universities and colleges across the nation. The review process was very rigorous and included three judges, who read and ranked each essay independently. <https://www.actr.org/2022-essay-contest-topic-and-recipients.html>
2. Anna Rumpz, B.A.'23, received an [honorable mention](#) in April 2020 for participating in the annual Essay Contest. In 2020, there were 1,261 essays submitted from 56 universities and colleges from across the country. The review process was very rigorous and included three judges, who read and ranked each essay independently.
3. Yulia Batalina, B.S.I.B.'18, received a [gold medal](#) for writing an essay in April 2016. She competed with 1,415 participants from 79 universities across the nation. The review process was very rigorous and included three judges, who read and ranked each essay independently.
4. Natali Hall, B.S.I.B.'17, received an [honorable mention](#) for writing an essay in April 2016. She competed with 1,415 participants from 79 universities across the nation. The review process was very rigorous and included three judges, who read and ranked

each essay independently.

5. Jacob Fluech, B.A.'18, received an [honorable mention](#) for writing an essay in April 2016. He competed with 1,415 participants from 79 universities across the nation. The review process was very rigorous and included three judges, who read and ranked each essay independently.
- II. The Russian Program relies upon the informal OPI (Oral proficiency Exam) developed by the ACTFL (American Council of Teachers of Foreign Languages). This is mandatory for all students. In 2017, I attended a 4-day OPI workshop training program. In 2020, I received an official full certificate to conduct OPI exams.
- Having received the full Oral Proficiency Interview Certificate (OPI) from the American Council on the Teaching of Foreign Languages (ACTR) changed the way I conduct oral assessment exams for all levels of Russian classes. The training for the OPI made me rethink the way I teach oral comprehension and speaking, contributing immensely to developing new teaching skills and creating new oral assessments. During the oral exams, students have to role-play a situation with a classmate. They get it on the spot, and they have to resolve a situation with a problem. Usually these are very realistic situations, such as talking to a landlord about a broken fridge, arranging a meeting with a very busy friend, calling a police officer about a stolen backpack, and so on. The role-play situations force students to create with the language and use the skills they have acquired in a creative way. This change in oral assessments allows me to see what I have to work on in order to bring students to the intermediate-high/advanced-low level according to the ACTR.
  - This type of assessment does not work for all students because some students are shy about talking and need more time to develop oral skills. But the majority of students are creative and thrive at these assessments. Students who did not do well have the opportunity to retake the exam as many times as they want.

**Since 2016, students in the Russian program have received numerous competitive national awards.**

### **Three students received the Fulbright English Teaching Award (ETA)**

1. Spencer Hazeslip, B.A.'23, honors in biochemistry and Spanish, has been awarded the Fulbright English ETS. Spencer will spend a year teaching English in Kazakhstan during 2022-2023. He completed four semesters of Russian language and was actively involved in the Russian Eurasian Student Organization (RSO).
2. Philip Purifoy, B.A.'19, honors in history, received the Fulbright English Teaching Award to Batumi, Georgia, Caucasus area, for 2022-2023. He completed RUSS 1003, 1013 and 2003.
3. Sunny Day, B.A.'22, International and Global Studies, received the Fulbright ETA to Ukraine for 2022-2023. The scholarship was suspended because of the war. She

attended RUSS 2003.

### **Three Students Received the Critical Language Scholarship (CLS, funded by the US Department of State).**

The State Department designated Russian as a critical need language because of its essential role for America's national security and because of Russia's growing nuclear and geopolitical power. To that end, the State Department created a "Critical Language Scholarship" to support students' Russian language and cultural competence abroad. As a less commonly taught language, the Russian program attracts students from diverse ethnic, religious, social, economic, and cultural backgrounds that already major in different disciplines across different colleges, departments, and programs.

1. Anna Rumpz, B.A.'23, honors, International and Global Studies, received the CLS to study intensive Russian during the summer in Bishkek, Kyrgyzstan. She completed RUSS 1003, 1013, 2003, 2013, 3003 (Fall'21), 3003 (SP'22), and RUSS 4113 (SP'23). Competition 2023.
2. completed RUSS 1003. Unfortunately, it was via Zoom because of the COVID with
3. Spencer Hazeslip, B.A. '22, honors in biochemistry and Spanish; he completed RUSS 1003, 1013, 2003, and 2013. Unfortunately, it was via Zoom because of the COVID with the American University of Central Asia in Bishkek, Kyrgyzstan. Competition 2021.

### **Two students received first place in the Olympiad organized by the St. Petersburg State University (Olympiad of Russian as a foreign language in the USA):**

1. Ramiro Gonzales, B.S.'24, computer science. He completed RUSS 1003 and RUSS 2003. Competition 2021.
2. Spencer Hazeslip, B.S. '23, honors in biochemistry. Competition 2021.

The Russian language Olympiad was only for the US students learning Russian. 155 students from 34 different universities and colleges across the US participated in it. There were 19 students who got first prize; second prize was given to 13 students, and third prize to 23 students, with special mentions given to 7 students. Yale won the most prizes with ten. Students from Ohio State University received 8 prizes, while those from the University of Michigan received 6 prizes.

Since 2017, I have been nominating exceptional students in the Russian program for the Russian Scholar Laureate Award, which is administered by the [American Council of Teachers of Russian](https://www.actr.org/past-psrsla-laureates.html) (ACTR). You can see the list with the awardees here: <https://www.actr.org/past-psrsla-laureates.html>

1. Anna Natasha Raezer, B.A.'23, History, has received an award for her studies of Russian from the ACTR. I nominated her for this award because of her dedication to

Russian studies. Natasha completed 6 semesters of Russian, and a Russian lit. seminar in English (RUSS 4113).

2. Spencer Hazeslip, B.A.'23, Honors, biochemistry, received the 2022 [Russian Scholar Laureate Award](#) from the ACTR for his outstanding studies of the Russian language. Spencer took four semesters of Russian, he completed RUSS 1003 - 2013.
3. Henry Forteith, B.A.'22, Honors, Political Science and International and Global Studies, was awarded the 2021 [Post-Secondary Russian Scholar Laureate diploma](#) by the ACTR Russian for his exceptional achievements in mastering the Russian language. He completed RUSS 1003-2013.
4. Shannon Wilson, B.A.'20, political science and International and Global Studies, received the 2020 [Russian Scholar Laureate Award](#) from the ACTR for her excellent studies of the Russian language. She completed RUSS 1003-1013 and the intensive
5. Sydney Gower, B.A.'19, International Studies and history, was awarded the 2019 [Russian Scholar Laureate diploma](#) by the ACTR for her superb studies of the Russian language. She completed RUSS 1003-2013.
6. Stephen Tate, B.A.'19, political science, received the 2018 [Russian Scholar Laureate Award](#) from the ACTR for his outstanding studies of the Russian language. He completed RUSS 1003 -2013.
7. Brittany Jacobson, B.A.'17, International and European Studies, received the 2017 [Russian Scholar Laureate Award](#) from the ACTR for her exceptional mastering of the Russian language.

### 3. Student Learning Outcome

Students have a strong understanding of the major historical, literary, and cultural time periods and events, as well as multicultural, multid denominational, and multilingual Russian and Eurasian geographical regions, acquiring an intermediate advanced level of Russian language proficiency. Through interdisciplinary courses in history, literature, Jewish Studies, political science, and international and global studies, students acquire analytical reading, writing, and thinking tools to discuss and engage with the wide-ranging topics pertained to Russia's past and current events in the global context. By studying Russian Jewish experiences through history, anthropology, philosophy, and literature, students receive diverse knowledge about major ethnic group. Students are uniquely equipped with the interdisciplinary knowledge about Russian and Eurasian regions that they can apply to different topics and develop their own positions towards diverse perspectives on indigenous cultures, Muslims, Buddhists, Jews, and Greek Orthodox groups represented in Russia and Russian speaking communities. Intermediate language skills enable students to speak beyond the topics of everyday life and converse on contemporary and past events, write and narrate in paragraph length, read unabridged news and texts, and have a strong grasp of different social linguistic registers and function in diverse cultural settings.

- In 2022, I developed a new literature seminar - RUSS 4113 - entitled "Voices of

Ukraine,” which shows how multilingual, multidenominational, and multinational the space of what is now Ukraine was and still is.

- In 2021, I developed a new seminar entitled “Race in Russia,” also RUSS 4113. The course examines how Russian writers engaged with the anthropological discourse of their time, particularly with the racial discourse, and how they depicted different ethnic groups such as the indigenous peoples of Siberia, Jews, Ukrainians, and the peoples of the Caucasus region from the 19<sup>th</sup> century to the present day.

Throughout the semester, students have to make several presentations on textual analysis, submit three questions before each class, and write four papers. These seminars include a diverse group of students from different colleges. The majority of the students who have taken it did not take any literature classes. This affects not only the class discussions, but also the way students write their papers. With this tendency, it’s important to assign a short paper

during the first two weeks, and then provide students with prompt feedback. Those who have difficulties are required to schedule an appointment with a writing tutor at the Success Center, and then resubmit the paper. Usually, this scenario improves students' performance.

#### 4. Student Learning Outcome 2.

- Please see 5.

#### 5. Action Plan

- Be strategic, do not try to address everything at once!

My long-term goal is to work with the Fay Jones School of Architecture and Design, the College of Education and Health Professions, as well as the School of Art, and the departments of Psychology, Anthropology, Communication, English, and Theater on developing courses related to Russian and Eurasian studies.

In the future, the growth of the program will require a TA line or a part-time instructor who would teach two elementary language courses each semester. With the future expansion of the student body, the program will need additional permanent full-time teaching staff in the form of either an instructor or two TAs lines, or else a tenure-track line professor. An instructor would teach four courses per semester, and each TA two courses per semester.

### Spanish BA Program Assessment AY 2022-23

**Section mission:** The Spanish program is committed to staying current with new directions and the latest developments in our field. In addition to a wide array of courses in language, literature and culture, the program offers new and expanding course options in service learning (both at home and abroad), in language for special purposes and professions, in oral proficiency development, as well as an upcoming three-course sequence in Spanish for Heritage Speakers.

<https://fulbright.uark.edu/departments/world-languages/undergraduate/our-languages/spanish-program/index.php>

#### 3. Program Goals

##### Spanish BA:

1. Students completing a major in the Department of World Languages should possess a broad knowledge and critical understanding of the culture, civilization, and literature corresponding to their major language.
2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.
3. Last but not least, students completing a World Languages major should have developed at a minimum a basic proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.

#### 4. Student Learning Outcome 1.

Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level.

**A. Assessment Measure 1.**

- Description: Final grades for SPAN 3033 Conversation & Composition since there is an oral exam embedded in that course.
- Assessment: Although we use ACTFL guidelines, the assessment is indirect in the sense that there is no rubric used by all sections of the course and is based on exam/course grades.
- Information for reviewers: The oral proficiency target for Spanish majors at the junior level was set at advanced low, based on the ACTFL 2012 Guidelines: *Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.*

To better assess the students, in August 2017 the WLLC Department conducted an American Council of Teachers of Foreign Languages (ACTFL) training workshop for Oral Proficiency Interview standards. Ten WLLC faculty members participated in this workshop that was held on campus.

Majors’ oral proficiency is assessed in a test embedded in SPAN 3033 Spanish Conversation and Composition, following ACTFL guidelines. Oral proficiency is assessed on the following grade scale: A (Intermediate high to Advanced low and above), B (intermediate), C (Intermediate low), and D (novice).

**B. Acceptable and Ideal Targets (not required for indirect measures).**

- N/A since our assessment is indirect.

**C. Key Personnel (who is responsible for the assessment of this measure).**

- Faculty who taught the course during the AY 2022-2023:
  - Greg Buchanan (Spanish instructor)
  - Elkin Pérez (Spanish instructor)
  - Manuel Olmedo Gobante (Assistant Professor)

**D. Summary of Findings.**

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
FALL 2022 & SPRING 2023	6	6	1	0	13

Results from this assessment indicates that 12 SPANBA students out of 13 in this junior level course earning an A or a B are at or on track to meet the target oral proficiency level by the time of graduation.

**E. Recommendations**

- Although not required for indirect measures, section should look into having a rubric used by all instructors to evaluate the oral exam.

## 5. Additional Student Learning Outcomes

### Student Learning Outcome 2.

Demonstrate the ability to develop a coherent analytical and/or research paper in the target language on an academic topic.

#### A. Assessment Measure 2.

- Description: Completion of SPAN 4133 since the course fulfills General Education Learning Outcome 6.1 or completion of a 4000-level literature/culture course in which students must write analytical papers.
- Assessment: Indirect for students that took SPAN 4133; (in)direct for students that completed the Fulbright Writing Requirement; indirect for students who wrote an analytical paper in a 4000-level course.
- Information of reviewers: Students with more than one major in the College of Arts & Sciences are only required to complete the Fulbright writing requirement (FWR) for one of their majors. Therefore, there are some SPANBA students that complete their writing requirement in another discipline/major. However, many Spanish majors prepare a senior level writing sample to complete the college's writing requirement in Hispanic studies. These students must present a research/analytical paper, demonstrating competency in research and writing. A single topic paper (8-10 pages) or two 4–6-page papers is required. Currently most SPANBA graduates are fulfilling this requirement in our program, but we have no rubric to determine if these papers met the program's goals. Moreover, we currently lack a mechanism to track students that write an analytical paper that is shorter than what is needed to complete the FWR or Learning Outcome 6.1.
- As for General Education Goals, the Spanish BA designated SPAN 4133 to meet Learning Outcome 6.1. Nonetheless, additional 4000-level courses will be designated to meet 6.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete. To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the stipulated sets of skills and abilities. Therefore, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergradatecatalog/gened/generaleducation/> for list of five learning indicators). The four indicators that approved Spanish BA courses will incorporate are:
  - Written, oral, and/or multimodal communication abilities: In approved 4000-level Spanish courses students will write a research paper(s) demonstrating advanced Spanish writing and effective communication skills and a reflective essay. In the reflective essay, students must evaluate their writing process, discussing the ways in which the research project improved their Spanish writing skills and their academic writing skills in general, from source gathering to the expository organization of the final essay (extension 400-450 words).
  - Characteristics of inquiry and action in the major: Research paper(s) for this course must demonstrate the ability to produce scholarship that follows standards of inquiry for literary studies and the humanities. In the reflective essay, students must briefly discuss the project research question and methodological considerations such as the primary corpus and the time frame selection, developing and supporting arguments, examining presuppositions and conclusions (extension 400-450 words).

- Diversity awareness and/or intercultural competency: The students' research paper(s) must demonstrate intercultural competence and knowledge of issues related to diversity, inclusion, and equality in the Hispanic world and/or the U.S. Latinx context. In the reflective essay students will describe how their research on the Hispanic world addressed cultural and social differences, issues of diversity, equality, and inclusion. They will also address in what ways did their understanding of the Hispanic world and their own culture was changed by the research project (extension 400-450 words).
- Critical thinking and/or ethical reasoning: Students' research paper(s) will analyze the discursive structure and rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws. In the reflective essay students may discuss the research topic importance, its contributions to a better understanding of the Hispanic world and the human experience in general. They should also address different and conflicting perspectives and values encountered. Furthermore, students should discuss briefly how their project allowed them to develop an understanding of how historical, social, cultural, and personal forces shape artistic, professional, and/or dialectal communication/production. If applicable, they should explain how language and/or artistic production share the diverse cultures of past and present societies (extension 400-450 words).

In order to determine that these designated learning outcomes for Goal 6.1 are accomplished, student work in the course will be assessed via the following two instruments, based on the A-F letter grading scheme:

- One 8-10 page research paper (or two 4-5 page research papers) analyzing particular texts, works, issues in short essay form (see outcomes above)
- A 1,250 word reflective essay based on the process of developing the research paper(s) (see outcomes above).
- See attached document with the guidelines for completing the FWR in a 4000-level Spanish class.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Luis Fernando Restrepo (University Professor) for SPAN 4133 Survey of Spanish-American Lit. I & SPAN 4223 Latin American Civ.
- Violeta Lorenzo Feliciano (Associate Professor) for SPAN 4243 Lit. & Culture in the Hispanic U.S. & SPAN 470v Spanish Caribbean Lit. & Film

**D. Summary of Findings.**

- Fourteen students took SPAN 4243 Lit & Culture in the Hispanic U.S. Six Spanish majors completed the FWR in that course (in order for a paper to be acceptable for the FWR, it must be of A or B quality). The remaining eight students enrolled in the course wrote shorter analytical papers. The course was taught by Lorenzo Feliciano in Fall 2022.
- Fifteen students took SPAN 470v Spanish Caribbean Lit & Film. Three Spanish majors completed the FWR in that course (in order for a paper to be acceptable for the FWR, it must

be of A or B quality). The remaining twelve students enrolled in the course wrote shorter analytical/research papers. The course was taught by Lorenzo Feliciano in Spring 2023.

- Twenty-two students took SPAN 4223 Latin American Civ. Everyone had to write an analytical/research paper for the class. The course was taught by Restrepo in Spring 2023.
- Eight students enrolled in SPAN 4133 Survey of Spanish American Lit I. Everyone had to write an analytical/research paper for the class. The course was taught by Restrepo in Fall 2022.

**E. Recommendations** (not required for indirect measures)

- N/A since, at this time, our assessment is indirect.

**Student Learning Outcome 3.**

Demonstrate a command of grammatical mechanics and the ability to use a variety of sentence structures to express their ideas.

**A. Assessment Measure 3.**

- Description: Spanish majors are also expected to demonstrate advanced command of Spanish grammatical structures. To determine the desired outcomes, the Spanish program uses the final exam of SPAN 4003 Advanced Grammar.
- **Assessment:** indirect since there is not a rubric that all sections are using and the assessment is based on an exam grade.
- Information for reviewers: Students earning A-B in this exam are considered meeting program outcome goals.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Faculty who taught the course during the AY 2022-2023:
  - Hilda Benton (Spanish instructor)
  - Brenda Magnetti (Teaching Assistant Professor)
  - Heather Offerman (Assistant Professor)
  - Steven Bell (Associate Professor)

**D. Summary of Findings.**

	(A)	(B)	(C)	(D)	(F)	Tot.
AY 2022-2023	8	6	1	1	0	16

Of the 16 SPANBA students, 14 are meeting the program outcome goals for command of Spanish grammatical structures. It is a bit surprising to have a student do poorly on the final exam after reaching a 4000-level course.

**E. Recommendations** (not required for indirect measures)

- N/A since, at this time, our assessment is indirect.

**Student Learning Outcome 4**

Read and understand every-day and literary texts in the [target] language; analyze, discern, and argue issues of ethical, cultural, and aesthetic values.

**A. Assessment Measure 4.**

- Description: Completion of SPAN 4133 since the course fulfills General Education Learning Outcome 5.1 or completion of another 4000-level literature/culture course in which Spanish majors read different types of texts in the target language (e.g., literary and non-literary texts) and analyze their value from ethical, cultural, and/or aesthetics points of view.
- Assessment: indirect since it is currently based on assignment grades and course grades. We lack a rubric to assess written assignments in all courses.
- Information for reviewers: As for Learning Outcome 5.1, we designated SPAN 4133 to meet Goal 5 and the corresponding learning outcome 5.1. Nonetheless, additional 4000-level courses will be designated to meet goal 5 as well as the corresponding learning outcomes 5.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete.

To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/> for list of five learning indicators). The three indicators that approved Spanish BA courses will incorporate are:

- Identifying and describing key concepts and principles related to critical thinking: In approved 4000-level Spanish courses students will develop strategies and acquire conceptual tools for critical discourse analysis plus a set of theoretical approaches to analyze literary and cultural texts.
- Using recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing: In approved 4000-level Spanish courses students will read critically and analyze a variety of texts from different historical periods of the Hispanic world, their rhetorical strategies, and narrative structures, using different theoretical approaches for the analysis of culture and society, considering factors such as race, gender, and class.
- Demonstrating the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing: In approved 4000-level Spanish courses students will write one or two research papers analyzing the discursive structure and/or rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws.

In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments, based on the A-F grading scheme:

- Classroom and homework assignments analyzing a variety of texts, its historical and cultural contexts, and small group activities focused on particular topics or issues, producing written or oral responses.
- Exams analyzing particular texts, works, issues in short essay form
- Research paper(s) analyzing particular texts, works, issues in short essay form.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Faculty who taught 4000-level literature/culture courses during AY 2022-2023:
  - Luis Fernando Restrepo (University Professor) for SPAN 4223 Latin American Civ. & 4113 Survey of Spanish-American Lit. I
  - Violeta Lorenzo Feliciano (Associate Professor) for SPAN 4243 Lit. and Culture in the Hispanic U.S., 470v Special Topics: Spanish Caribbean Lit and Film, SPAN 470v Special Topics: Dominican Lit & Film
  - Manuel Olmedo Gobante (Assistant Professor) for SPAN 470v Special Topics: Survey of Spanish Lit.

**D. Summary of Findings.**

Course	Semester	Number of students enrolled*
SPAN 4133	Fall 2022	8
SPAN 4243	Fall 2022	14
SPAN 4223	Spring 2023	22
SPAN 470v (Spain)	Spring 2023	12
SPAN 470v (Caribbean)	Spring 2023	15
SPAN 470v (Dominican Republic)	May intersession 2023	7

\*may include students minoring in Spanish

Our findings are inconclusive since, at this time, we do not have the details that tell us if the students in these courses are all majors or if some of them are minors. They are also inconclusive because we would need to determine what grade is considered appropriate for this learning outcome and that would make it an indirect assessment.

**E. Recommendations** (not required for indirect measures)

- N/A since, at this time, our assessment is indirect.

**Student Learning Outcome 5**

Demonstrate a critical understanding of the distinctive features of Spanish and Latin American culture in social and historical context.

**A. Assessment Measure 5.**

- Description: A fundamental goal of the Spanish BA is to offer the students the possibility of developing a critical and historical perspective of the human experience through the study of the literatures and cultures of the greater Hispanic world. For this purpose, the program offers a variety of elective literature and culture courses at the 4000-level.
- Assessment: Indirect since it is currently based on assignment grades and course grades.
- Information for reviewers: In these 4000-level courses, students usually write analytical papers. The program offers a variety of such courses as exemplified by the ones offered during the 2022-2023 academic year.

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

**C. Key Personnel** (who is responsible for the assessment of this measure).

- Faculty who taught 4000-level literature/culture/creative writing courses during AY 2022-2023:
  - Erika Almenara (Associate Professor) for SPAN 4873 Creative Writing in Spanish
  - Luis Fernando Restrepo (University Professor) for SPAN 4223 Latin American Civ. & 4113 Survey of Spanish-American Lit. I
  - Violeta Lorenzo Feliciano (Associate Professor) for SPAN 4243 Lit. and Culture in the Hispanic U.S., 470v Special Topics: Spanish Caribbean Lit and Film, & 470v Special Topics: Dominican Lit & Film
  - Manuel Olmedo Gobante (Assistant Professor) for SPAN 470v Special Topics: Survey of Spanish Lit.

**D. Summary of Findings.**

Course	Semester	Number of students enrolled*
SPAN 4133	Fall 2022	8
SPAN 4243	Fall 2022	14
SPAN 4873	Fall 2022	12
SPAN 4223	Spring 2023	22
SPAN 470v (Spain)	Spring 2023	12
SPAN 470v (Caribbean)	Spring 2023	15
SPAN 470v (Dominican Republic)	May intersession 2023	7

\*may include students minoring in Spanish

Our findings are inconclusive since, at this time, we do not have the details that tell us if the students in these courses are all majors or if some of them are minors. They are also inconclusive because we would need to determine what grade is considered appropriate for this learning outcome and that would make it an indirect assessment.

**E. Recommendations** (not required for indirect measures)

- N/A since, at this time, our assessment is indirect.

**6. Overall Recommendations**

- It is evident that all of our assessments are indirect and that steps must be taken so that each learning outcome has at least one way/form of direct assessment. Perhaps the first step is seeing in which cases this can be solved by creating a rubric. We should also have a conversation with programs like ours to share ideas on evaluating papers in different upper-level classes.

**7. Action Plan**

We plan to work with Student Learning Outcome 1 (Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level).

Steps:

1-make sure faculty members that teach SPAN 3033 are aware of this Student Learning Outcome. This course is often taught by instructors and in recent years we have had a lot of changes in personnel. It is possible that some of our newer hires are not aware of this learning outcome.

2-create a section committee to prepare a rubric to evaluate the oral exam in SPAN 3033. ACTFL guidelines need to be reviewed and taken into consideration as well as the best assessment practices shared by the Program Development & Evaluation team (i.e., the latter has information on how to create a rubric that is adequate for direct assessment purposes).

3-share rubric with instructors teaching SPAN 3033. Use rubric to evaluate oral exam.

By having a proper rubric our assessment of learning outcome #1 will be direct.

Timeline:

Create committee by October 2023.

Create rubric by December 2023.

Use rubric in SPAN 3033 classes offered during Spring 2024.

Persons involved: tbd since each year different people tend to teach SPAN 3033.

## 8. Supporting Attachments

- Section's FWR instructions/guidelines.

**NOTES:** Although this is considered a form of indirect assessment, the Spanish section developed exit surveys for majors and minors to better assess program strengths, challenges, and areas of improvements. Results from students that graduated during AY 2022-2023 are forthcoming. Results from that graduated during AY 2021-2022 were mentioned in last year's report.

## Graduate programs

### MLAN-Fren Assessment Report for 2022-2023

Submitted by Hope Christiansen, Graduate Advisor

We have seen **three** students (John Nordmeyer, Christian Rosales, Dallas Smith) through the MLAN-Fren program this year.

Their ability to pass this exam attests to their broad knowledge and advanced critical understanding of French and Francophone culture, civilization, and literature, as described in our first Program Goal. Our MA reading list is lengthy, and students are responsible for a number of texts that are not taught in classes. We are adamant about their developing the ability to read and analyze independently of our classes. It bears mentioning that our MA candidates are responsible for every period in the history of French literature, medieval through twenty-first century; they are not allowed to narrow their focus on certain periods for their comprehensive exams.

Thanks to our emphasis on discussions in graduate classes and on using the target language in the classes they teach, not to mention a course that includes a heavy phonetics component, these students are able to correctly pronounce French and to express themselves effectively in that language. The pedagogy and technology classes they have taken as part of their graduate curriculum have exposed them to a wide range of teaching methods and language teaching-related technologies. Those who complete our degree are effective oral and written communicators and problem-solvers (Program Goals 2 and 3).

Our MA students write analytical papers in our literature courses (either several short ones or a long term paper); we work with them closely on these, from the choice of a topic through the remaining stages (outline, first draft, subsequent drafts). These papers are entirely in French (as are their comprehensive exams, with no dictionaries or other sources allowed).

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions about this and about their teaching with the students during the spring graduate reviews. We are very pleased with our students' achievements and feel strongly that we are more than meeting our program goals. Our students are well prepared to go on to PhD programs, to continue teaching in other contexts, or to work in the business world.

At this juncture we believe that our student learning outcomes are right where they should be; we foresee no changes to our process of assessment. This year was far easier than last thanks to the hiring of Maria Comsa, who took over as our basic language program coordinator and TA supervisor (the past two years, our faculty had had to take these tasks on as an overload).

### **German MA Program Assessment AY 2022-23**

1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, civilization, and literature corresponding to their major language,
2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.
3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.

**4. Student Learning Outcome 1.** Students should gain in-depth knowledge of key works of German literature from the Middle Ages through the present day.

- A. Assessment Measure 1.** Coursework in Graduate-level GERM Offerings
- The German MA program addresses the traditional German-language literary canon, while working to broaden its scope to include historically marginalized authors and perspectives. It provides an excellent foundation both for those of our graduates going on for study in a Ph.D. program and for those who will be teaching upon completion of the program. The MLANMA-German program offers three basic types of courses: genre courses, which provide a historical overview of the development of three key literary genres, Drama, Novella, and Lyric Poetry; epoch courses, which explore works across genres during the periods of the Middle Ages/Baroque,

Enlightenment, Modernism, and Post-1945; and special topics courses derived from faculty research specialties, including Cinema, Comics, Migrant Narratives, and Germany and the Holocaust. While each course functions differently, all ask students to engage with multiple works of literature or other media and discuss them in German in a seminar format. Assessments range from reading comprehension quizzes to 15-20 page research papers and creative or applied final projects. Over four semesters, MA candidates are exposed to and work analytically with a broad spectrum of texts and media while discussing theory, history, and culture.

- Indirect and direct assessments depending on individual courses.
- In Fall 2022, three graduate courses were offered: GERM 5123 (German Novella), GERM 5223 (Middle Ages/Baroque), and GERM 5703 (Comics). In Spring 2023, two graduate courses were offered: GERM 5043 (Cinema) and GERM 5273 (Enlightenment).

#### **i. Key Personnel.**

- Dr. Kathleen Condray (GERM 5123, 5703 [Migrant Narratives])
- Dr. Jennifer Hoyer (GERM 5043, 5143, 5223, 5343)
- Dr. Brett Sterling (GERM 5133, 5273, 5363, 5703 [Comics])

#### **ii. Summary of Findings.**

- In AY 2022-23, our two MLANMA-German students performed well in their coursework and made substantial progress toward the degree.

#### **iii. Recommendations.**

- For the past several years, the German Section faculty have discussed reformulating the MLANMA-German program to move away from a canon-based model. In time, we would like to introduce new course offerings that are less traditional and more thematic in focus, e.g. courses that deal with technology in literature, revolution and rebellion, nature and sustainability, etc.

### **B. Assessment Measure 2. Comprehensive Examination**

- In their last semester of study, MLANMA-German candidates have historically sat for six hours of written exams. One hour was composed of the brief identification of important terms, time periods, and authors. The remaining exams consisted of five essays (one hour allotted for each), in which students discuss both literary periods and the works of specific authors. Students were also required to take part in a one-hour oral exam after the examining committee had the opportunity to read over the written portion of the exam in order to further discuss and elucidate their answers. Since the beginning of the COVID-19 outbreak, however, the faculty have chosen to administer comprehensive exams in a one-hour question and answer format. Students are asked to respond to questions about material they have covered in coursework in order to demonstrate that they can make connections across works and time periods to identify major themes, developments, and concepts in German-language literary history. The faculty judge the student's responses according to accuracy, coherence, and intellectual depth.
- Direct assessment

#### **i. Acceptable and Ideal Targets**

- 100% of graduating MA candidates should pass the comprehensive examinations, which are required to receive the degree. In the event that students do not pass the examinations, they will be given the opportunity to retry the examination. During the last ten years, no candidate has failed to pass the comprehensive examination.

#### **ii. Key Personnel**

- Dr. Kathleen Condray

- Dr. Jennifer Hoyer
- Dr. Brett Sterling

### **iii. Summary of Findings.**

- In Spring 2023, one student, Issac Caswell, took and passed the comprehensive examination.

### **iv. Recommendations.**

- Since shifting to an oral exam format in Spring 2020 out of necessity, the faculty has questioned the efficacy of the previous essay-based assessment method. While students routinely passed the exam in that format, the responses that were generated tended toward the reproduction of material that had been memorized by rote. While this did indicate that they had learned much throughout the program, it did not immediately demonstrate their ability to look at the program holistically and synthesize the information they had acquired. The oral format provides students an opportunity to show how they work with the material they have read and better display their skills in analysis and synthesis.
- We plan to refine the oral exam format from what was a choice made out of necessity to one that arises organically from assessments in the program's courses. As courses are reshaped and redesigned, we will deliberately align the comprehensive exam with those courses.

**5. Student Learning Outcome 2.** Students will develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.

#### **A. Assessment Measure 1.** Coursework in Graduate-level GERM Offerings

- All courses in the MLANMA-German program require students to analyze works of literature and other media critically. In GERM 5343, for example, Dr. Hoyer introduced students to a key theoretical work, Donna J. Haraway's "A Cyborg Manifesto," and asked students to view works of Modernist literature through the lens of this theory. Various courses also require students to write in-depth 15–20-page research papers on topics of their own design, in German or in English depending on the course and instructor. This means that students are not only responsible for analyzing works from the course, but also for devising their own research topic and executing it. Since coursework in the MLANMA-German is based on a seminar model, students are required to engage with one another in discussion on course topics and texts in spoken German, which entails summarizing and synthesizing information, as well as arguing a position.
- Indirect and direct assessments depending on course.

#### **i. Key Personnel**

- Dr. Kathleen Condray (GERM 5123, 5703 [Migrant Narratives])
- Dr. Jennifer Hoyer (GERM 5043, 5143, 5223, 5343)
- Dr. Brett Sterling (GERM 5133, 5273, 5363, 5703 [Comics])

#### **ii. Summary of Findings.**

- In AY 2022-23, students performed well in their coursework and displayed improvement in written and oral communication. Students in GERM 5703 were required to create their own comic and provide a written justification for their artistic choices. These explications were thorough, well thought out and convincing. In GERM 5273, students proved adept at drawing connections between course texts and historical concepts of the Enlightenment period and articulating those in conversation. Nevertheless, students are sometimes averse to speaking in class, which is a perennial issue.

#### **iii. Recommendations.**

- Since all courses in the MLANMA-German program are taught in German, students are even more reticent than they might be otherwise in graduate-level courses. The faculty have been conferring about methods for helping students gain the confidence to share their ideas, which are strong and compelling, in class. Dr. Hoyer, for one, has drawn on pedagogical insights at the undergraduate level to make courses increasingly task based, rather than open ended. This has provided students with clear goals, resulting in a more robust and sure response. We intend to make more such changes to classes to help encourage students to have confidence in their responses and engage more actively in course discussions.

## 6. Student Learning Outcome 3. Students will acquire pedagogical skills.

### A. Assessment Measure 1. Teaching GERM 1003-2013

- As a rule, students in the MLANMA-German program are provided a teaching fellowship when joining the program. During the four semesters of their MA studies, students teach two sections per semester of beginning (GERM 1003 and 1013) or intermediate (GERM 2003 and 2013) German language. While students meet weekly with faculty language coordinators, they are the instructors of record responsible for teaching every session on their own and grading student work in their classes without faculty assistance. Teaching in the first-year sequence, students are provided 100% of the materials required for the course and are advised by Dr. Condray on how to teach various concepts in the classroom. In the second-year sequence, students work with Dr. Hoyer to adapt the GERM 2003 and 2013 curriculum to respond to shifting pedagogical needs, e.g. the need for increased work on reading comprehension. Students are observed teaching once a semester by their respective coordinators and provided with feedback on their performance. Pedagogical skills are evaluated by faculty as experts in the field of language teaching.
- Direct assessment

#### i. Acceptable and Ideal Targets

- Ideally, all MLANMA-German candidates should demonstrate effective teaching skills, including firm knowledge of grammatical concepts and vocabulary taught at various levels, prior to graduation from the program. If students have difficulty, faculty coordinators will assist them in improving those skills.

#### ii. Key Personnel

- Dr. Kathleen Condray (GERM 1003/1013 coordinator)
- Dr. Jennifer Hoyer (GERM 2003/2013 coordinator)

#### iii. Summary of Findings.

- In AY 2022-23, students in the MLANMA-German program demonstrated improvement in their pedagogical skills, as observed by language coordinators during both semesters. Our Spring 2023 graduate, Issac Caswell, has taken a position as German teacher at White Mountains Regional High School in Whitefield, New Hampshire.

#### iv. Recommendations.

- In Fall 2023, the German section will welcome Dr. Alexandra Hagen (TAP), who will take over duties as coordinator for TAs in GERM 1003-2013. We have recommended to Dr. Hagen that she use her substantial knowledge of pedagogical best practices in Second Language Acquisition to continue to aid students better themselves as language teachers.

## 7. Student Learning Outcome 4. Students will develop advanced proficiency in German.

### A. Assessment Measure 1. Coursework in Graduate-level GERM Offerings

- All coursework in the MLANMA-German program is taught entirely in German. Students are thus immersed in the language from weekly readings of literature in German to in-class oral discussions and written coursework. Students are evaluated on their language proficiency throughout the program, with written work being assessed and corrected not only according to stylistic and academic quality, but also linguistic accuracy. Dr. Condray and Dr. Hoyer also embed advanced language practice in courses such as GERM 5223, 5343, and 5273, asking students to identify and work with high-level constructions such as passive voice and subjunctive mood to analyze course texts. Paired with the intense engagement with the language that students experience as teachers (see 6.A above), students develop advanced proficiency throughout the entirety of the MLANMA-German program.
- Indirect assessment

#### **i. Key Personnel**

- Dr. Kathleen Condray
- Dr. Jennifer Hoyer
- Dr. Brett Sterling

#### **ii. Summary of Findings.**

- Students have responded well to explicit linguistic practice in graduate-level courses, and have subsequently demonstrated improvement, especially with high-level concepts. This was true with students during AY 2022-23.

#### **iii. Recommendations.**

- Given the success of explicit linguistic practice in select courses within the program, it may be advantageous to embed this practice throughout all coursework. Over the next two years, as courses come around in the program cycle, each faculty member will make an effort to include this kind of work into their individual courses.

### **8. Overall Recommendations**

- The faculty is convinced that the MLANMA-German program would benefit from at least a partial redesign, in order to expand the breadth of topics covered in coursework by moving from a canon-based to a thematic program. Faculty have already been thinking about this change for a few years, preferring to make gradual changes rather than a full program overhaul. This has helped us to maintain a degree of consistency for students moving through the program, as we have avoided shifting our approach from one year to the next during a student's tenure in the program.

### **9. Action Plan**

- Parallel to work on the BA program, we propose to develop a five-year plan for the MLANMA-German program which will aim to: refocus course offerings according to themes; reconceive the comprehensive exam to provide students with more opportunities for personal interpretation; and adapt the traditional seminar format to be more task based. This is an ambitious undertaking, but one that has already begun, and which we believe will benefit students in the long run as the career trajectory of MLANMA graduates has increasingly shifted away from academia.

## **Spanish MA Program Assessment AY 2022-23**

**Section mission:** The Spanish Program at the University of Arkansas offers a balanced course of study leading to a Master of Arts degree. Graduate students take courses primarily in Iberian and Latin American literature and culture. The program also offers courses in second-language teaching methodology as well as technology-enhanced pedagogy. Our M.A. provides a solid preparation for students who intend to pursue a Ph.D. or wish to teach at the community college or secondary levels. Its

comprehensive curriculum also provides a sound base for a career in education, government, or social services. <https://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>

### **Program Goals**

1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, civilization, and literature corresponding to their major language.
2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.
3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.

### **4. Student Learning Outcome 1.**

Achieve Advanced Spanish skills (reading, writing, speaking, and listening).

#### **A. Assessment Measure 1.**

- Description: Oral presentations to demonstrate competence in selected topics related to the program, public speaking skills, Spanish oral proficiency, and effectiveness of communication. Required research papers demonstrating advanced Spanish writing skills. Required exams testing ability to read novels, poems, plays and other works in Spanish.
- Assessment: Indirect since most of the assessment is based on assignment/course grades.
- Information for reviewers: The program offers a variety of graduate courses in which students can develop their Spanish reading, writing, speaking, and listening skills.

#### **B. Acceptable and Ideal Targets**

- N/A since our assessment, at this time, is indirect.

#### **C. Key Personnel**

Faculty members that taught graduate courses during the AY 2022-2023 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Fernando Riva (Assistant Professor) for special topics course on medieval literature (SPAN 5703)
- Manuel Olmedo Gobante (Assistant Professor) for special topics course on Don Quijote (SPAN 5703)
- Erika Almenara (Associate Professor) for SPAN 5393 19th Century Spanish American Literature
- Heather Offerman (Assistant Professor) for special topics course (SPAN 5703) on phonology and phonetics as well as SPAN 5073 Introduction to Hispanic Linguistics
- Violeta Lorenzo Feliciano (Associate Professor) for two special topics courses (SPAN 5703): one on the Latin American Essay and the other one on Dominican Lit & Film
- Rachel ten Haaf (Assistant Professor) for special topics course (SPAN 5703) on contemporary Spain

#### **D. Summary of Findings.**

- Based on the overall academic performance of our students, there is one whose Spanish skills are not at the advanced level. This student took the comprehensive exam in April 2023 and did not pass. Thus, this student will have to retake the exam at a later date.

- Additionally, two students have an advanced Spanish level but could use some extra practice. One of them has not taken the comprehensive exam yet; the other one took it and did not pass some parts of the exam. This student will be retaking those parts during summer 2023.

#### **E. Recommendations**

- N/A since our assessment, at this time, is indirect.

### **5. Additional Student Learning Outcomes**

#### **Student Learning Outcome 2.**

Gain expertise in the literatures and the cultural history of Spain, Latin America, and U.S Hispanics.

##### **A. Assessment Measure 2.**

- **Description:** Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world. In these courses there are required exams that test the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18<sup>th</sup>-19<sup>th</sup> Century Spain, 20<sup>th</sup>-21<sup>st</sup> century Spain, Colonial period (Spanish-America), 19<sup>th</sup> century Spanish-America, 20<sup>th</sup>-21<sup>st</sup> century Spanish-America, U.S. Latinx. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods and with the literature and culture in four of the eight areas listed above.
- **Assessment:** Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- **Information for reviewers:** The comprehensive exam consists of a written part and an oral defense. All parts of the exam are conducted in Spanish. The written exam consists of two parts: The first part includes essay questions on historical periods, literary genres, and cultural movements. Students must answer three essay questions out of five, including at least one from Latin America and one from Spain. Students have three hours to complete the exam. The second part of the written exam includes twenty-five (25) identification words or phrases related to the works, authors, and cultural movements from Latin America and Spain as well as key literary terms and pedagogy concepts. Students have three hours to complete the exam. The students who successfully pass the written exam will have an oral exam with at least three faculty members. In the oral exam students may be asked to clarify or expand their essay questions or identifications. The students may also be asked about the essay questions not selected in the written part. The exam is evaluated as follows: High Pass/Pass/Fail. In case of failure, the comprehensive exam can only be repeated once. The exam will be evaluated by a committee of at least three faculty members selected by the graduate advisor. The answers of both the written and oral components of the comprehensive exam should reflect a successful completion of coursework and thorough familiarity with the works, authors, and periods of the MA reading list and a general understanding of the cultural history of the Hispanic world. In the exam, the students must demonstrate advanced Spanish oral and writing skills. The essays should be well-organized, coherent, and clearly-written. Essay questions should offer concrete examples and references from the literary works in the list and the texts covered in the courses taken. In the identification part, the student should provide key information on the word or phrase, demonstrating familiarity with the respective literary work, author, or period in question. In one or two paragraphs the students should provide information on the corresponding country, period, author, movement. The identification answers should also provide key details on the content of the literary works in

question. Common identifications are main characters, titles, authors, movements, and literary concepts. In the oral exam the student should be able to produce knowledgeable and articulate responses on topics and works related to his or her selected periods.

#### **B. Acceptable and Ideal Targets**

- N/A since, currently, assessment is indirect

#### **C. Key Personnel** (who is responsible for the assessment of this measure).

Faculty members that taught graduate literature/culture courses during the AY 2022-2023 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Fernando Riva (Assistant Professor) for special topics course on medieval literature (SPAN 5703)
- Manuel Olmedo Gobante (Assistant Professor) for special topics course on Don Quijote (SPAN 5703)
- Erika Almenara (Associate Professor) for SPAN 5393 19th Century Spanish American Literature
- Violeta Lorenzo Feliciano (Associate Professor) for two special topics courses (SPAN 5703): one on the Latin American Essay and the other one on Dominican Lit & Film
- Rachel ten Haaf (Assistant Professor) for special topics course (SPAN 5703) on contemporary Spain

Comprehensive exams committee members for Spring 2023:

Fernando Riva (Assistant Professor), Heather Offerman (Assistant Professor), Rachel ten Haaf (Assistant Professor), Erika Almenara (Associate Professor and MA coordinator), Violeta Lorenzo Feliciano (Associate Professor)

#### **D. Summary of Findings.**

In April 2023, five students took the comprehensive exams.

- Two passed.
- One barely passed.
- One failed some parts and will have to make up those parts during summer 2023.
- One failed the whole exam and will have to present a makeup exam in a year.

Lastly, a sixth student failed the makeup exam and will not continue in the program.

There have also been cases of students that have had a poor academic performance in some courses.

#### **E. Recommendations**

- N/A since, currently, assessment is indirect

### **Student Learning Outcome 3.**

Attain general knowledge of main authors, movements and periods, and representative texts.

#### **A. Assessment Measure 3.**

- Description: Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies. In these courses there are required exams that test the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18<sup>th</sup>-19<sup>th</sup> Century Spain, 20<sup>th</sup>-21<sup>st</sup> century Spain, Colonial period (Spanish-America), 19<sup>th</sup> century Spanish-America, 20<sup>th</sup>-21<sup>st</sup> century Spanish-America, U.S. Latinx. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods and with the literature and culture in four of the eight areas listed above.
- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- Information for reviewers: see information for learning outcome 2 for details about the comprehensive exam

#### **B. Acceptable and Ideal Targets**

- N/A since, currently, assessment is indirect

#### **C. Key Personnel** (who is responsible for the assessment of this measure).

Faculty members that taught graduate literature/culture courses during the AY 2022-2023 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Fernando Riva (Assistant Professor) for special topics course on medieval literature (SPAN 5703)
- Manuel Olmedo Gobante (Assistant Professor) for special topics course on Don Quijote (SPAN 5703)
- Erika Almenara (Associate Professor) for SPAN 5393 19th Century Spanish American Literature
- Violeta Lorenzo Feliciano (Associate Professor) for two special topics courses (SPAN 5703): one on the Latin American Essay and the other one on Dominican Lit & Film
- Rachel ten Haaf (Assistant Professor) for special topics course (SPAN 5703) on contemporary Spain

Comprehensive exams committee members for Spring 2023:

Fernando Riva (Assistant Professor), Heather Offerman (Assistant Professor), Rachel ten Haaf (Assistant Professor), Erika Almenara (Associate Professor and MA coordinator), Violeta Lorenzo Feliciano (Associate Professor)

#### **D. Summary of Findings.**

. In April 2023, five students took the comprehensive exams.

- Two passed.
- One barely passed.
- One failed some parts and will have to make up those parts during summer 2023.
- One failed the whole exam and will have to present a makeup exam in a year.

Lastly, a sixth student failed the makeup exam and will not continue in the program.

There have also been cases of students that have had a poor academic performance in some courses.

#### **E. Recommendations**

- N/A since assessment is indirect

#### **Student Learning Outcome 4.**

Develop advanced competence in literary and cultural analysis and research.

##### **A. Assessment Measure 4.**

- **Description:** Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies. In these courses there are required exams that test the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18<sup>th</sup>-19<sup>th</sup> Century Spain, 20<sup>th</sup>-21<sup>st</sup> century Spain, Colonial period (Spanish-America), 19<sup>th</sup> century Spanish-America, 20<sup>th</sup>-21<sup>st</sup> century Spanish-America, U.S. Latinx. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods and with the literature and culture in four of the eight areas listed above.
- **Assessment:** Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- **Information for reviewers:** see learning outcome 2 for details about the comprehensive exam

##### **B. Acceptable and Ideal Targets**

- N/A since, currently, assessment is indirect

##### **C. Key Personnel** (who is responsible for the assessment of this measure).

Faculty members that taught graduate courses during the AY 2022-2023 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Fernando Riva (Assistant Professor) for special topics course on medieval literature (SPAN 5703)
- Manuel Olmedo Gobante (Assistant Professor) for special topics course on Don Quijote (SPAN 5703)
- Erika Almenara (Associate Professor) for SPAN 5393 19th Century Spanish American Literature
- Violeta Lorenzo Feliciano (Associate Professor) for two special topics courses (SPAN 5703): one on the Latin American Essay and the other one on Dominican Lit & Film
- Rachel ten Haaf (Assistant Professor) for special topics course (SPAN 5703) on contemporary Spain

Comprehensive exams committee members for Spring 2023:

Fernando Riva (Assistant Professor), Heather Offerman (Assistant Professor), Rachen ten Haaf (Assistant Professor), Erika Almenara (Associate Professor and MA coordinator), Violeta Lorenzo Feliciano (Associate Professor)

**D. Summary of Findings.**

See summary findings for learning outcomes 2 & 3.

**E. Recommendations** (not required for indirect measures)

- N/A since, currently, assessment is indirect

**Student Learning Outcome 5.**

Develop advanced expository and critical writing skills.

**A. Assessment Measure 5.**

- Description: Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies. In most of these courses there are required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories.
- Assessment: Indirect since most of the assessment is based on assignment/course grades
- Information for reviewers: see learning outcome 1 for additional details

**B. Acceptable and Ideal Targets** (not required for indirect measures).

- N/A since, currently, assessment is indirect

**C. Key Personnel** (who is responsible for the assessment of this measure).

Faculty members that taught graduate courses during the AY 2022-2023 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Fernando Riva (Assistant Professor) for special topics course on medieval literature (SPAN 5703)
- Manuel Olmedo Gobante (Assistant Professor) for special topics course on Don Quijote (SPAN 5703)
- Erika Almenara (Associate Professor) for SPAN 5393 19th Century Spanish American Literature
- Heather Offerman (Assistant Professor) for special topics course (SPAN 5703) on phonology and phonetics as well as SPAN 5073 Introduction to Hispanic Linguistics
- Violeta Lorenzo Feliciano (Associate Professor) for two special topics courses (SPAN 5703): one on the Latin American Essay and the other one on Dominican Lit & Film
- Rachel ten Haaf (Assistant Professor) for special topics course (SPAN 5703) on contemporary Spain

**D. Summary of Findings.**

There have also been cases of students that have had a poor academic performance in some courses.

**E. Recommendations** (not required for indirect measures)

- N/A since, currently, assessment is indirect

**Student Learning Outcome 6.**

Develop pedagogical skills for teaching Spanish as a Foreign Language.

**A. Assessment Measure 6.**

- Description: Students in the MA program take at least one course on language learning pedagogies and, if applicable, are tested on pedagogy in the comprehensive exam.
- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
  - Information for reviewers: All students that are TAs must take the course WLLC 5063 Teaching Foreign Languages on the College Level. Those that are in the pedagogy track of our MA take more than one course on language learning pedagogies. Moreover, students focusing on language pedagogy are tested in this field in their comprehensive exam and must demonstrate familiarity with second language acquisition teaching methods.

**B. Acceptable and Ideal Targets (not required for indirect measures).**

- N/A since, currently, assessment is indirect

**C. Key Personnel**

- Heather Offerman (Assistant Professor) for special topics course (SPAN 5703) on phonology and phonetics as well as SPAN 5073 Introduction to Hispanic Linguistics
- It is worth mentioning that TAs are supervised by Brenda Magnetti (Teaching Assistant Professor of Spanish) and that due to personnel shortages some students may have taken the course WLLC 5063 Teaching Foreign Languages on the College Level with her.

**D. Summary of Findings.**

In April 2023, five students took the comprehensive exams. All were in the pedagogy track. Two students failed the pedagogy part. One will have to make up that part (among others). The other one will have to make up the whole exam.

There have also been cases of students that have had a poor academic performance in some courses, including pedagogy/linguistics courses.

**E. Recommendations (not required for indirect measures)**

- N/A since, currently, assessment is indirect

**6. Overall Recommendations**

It is evident that all our assessments are indirect and that steps must be taken so that each learning outcome has at least one way/form of direct assessment. Perhaps the first step is seeing in which cases this can be solved by creating a rubric. We should also have a conversation with programs like ours to share ideas on evaluating papers in different graduate classes.

The section has been having conversations about revamping the MA and has mentioned the possibility of “capstone experiences” such as internships as well as implementing portfolios of student work. If implemented with the proper rubrics/guidelines, these options would put us on the path of direct assessment. On the other hand, we have also shared that some students are in too many extracurricular activities that may limit the time they dedicate to their studies. Thus, we must be careful with what “capstone experiences” entail in terms of time commitment.

There have been conversations about implementing the course “Introduction to Graduate Studies” to work with students that come into our program without a solid background in academic writing and literary analysis. The section tried a test trial during August intersession 2021, but unfortunately students did not

enroll in the course. While workshops during orientation and throughout the semester have been done in the past, some faculty members feel that these workshops do little to solve the academic issues students are struggling with.

The section has also talked about the comprehensive exam format and whether it has become an outdated mode of assessment.

Lastly, all TAs are observed at least once per semester. The section should look into incorporating this as part of the assessment for learning outcome 6.

## **7. Action Plan**

The section is planning to revamp the MA. This is something that will take time; as a section we have decided to start this revamping during AY 2023-2024. There are many issues that need to be dealt with which makes it difficult to have a concrete action plan without prior discussion with the whole section. That being said, student Learning Outcome #4 (Develop advanced competence in literary and cultural analysis and research) is something we can start working on. This is based on the fact that our program has as one of its requirements the following: *“Students will take SPAN 5703 Special Topics or an equivalent research seminar, as approved by the graduate advisor. In this course, students will be required to present a research paper that meets professional research methods and standards.”* While most students write a research paper in most of their SPAN 5703 classes, we can start by working on a way to track how this is being done and have a discussion about a way to assess this paper.

Timeline:

Discussion during Fall 2023

Rubric creation during Spring 2024

Use rubric during Summer 2024 or Fall 2024.

Persons involved: all faculty members that frequently teach graduate courses (Almenara, ten Haaf, Olmedo Gobante, Offerman, Restrepo, Lorenzo Feliciano)