

M.A.T. in Spanish Academic Assessment Plan

College of Liberal Arts and Sciences
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A.T. in Spanish

College of Liberal Arts and Sciences

A. Mission

The **Department of Spanish and Portuguese Studies** endeavors to achieve excellence in research, teaching and public service related to the languages, literatures, and cultures of the areas and countries where Spanish and Portuguese are spoken. Research, teaching, and service are mutually enriching activities through which we achieve our shared goals. The courses offered by the Department in language, linguistics, literature, film, civilization and cultural studies enrich such related fields as Anthropology, Art History, Business, Health Sciences, History, International Relations, Journalism, Law, Linguistics, Music, Political Science, Sociology, and other languages and literatures. With the expansion of dynamic minority populations in the U.S. and the prospect of closer and more complex relationships between the U.S. and Spanish and Portuguese-speaking countries around the world, such courses will increasingly have intellectual and practical value as part of the University of Florida's curricular opportunities.

Consistent with UF's mission statement, our activities strongly contribute "to serve the citizens of Florida and educate students so they are prepared to make significant contributions within an increasingly global community." Moreover, our teaching, research and public service align with the College's mission of "captur[ing] the brightest ideals of intellectual inquiry and human values mirrored in society," while helping "represent and reflect all segments of society."

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Identify, define and describe the core areas of Hispanic linguistic and/or literary studies (with optional secondary-foci in Luso-Brazilian studies), as agreed upon by the faculty of the department.	Comprehensive Exam developed and graded by a committee of faculty members.	Campus
Skills	Analyze and interpret Hispanic language and language-related data, apply results to broader context of language pedagogy; and engage in academic discourse via writing and oral presentation.	Oral component of the comprehensive exams – administered by committee of faculty members; Thesis approved by chair and committee member.	Campus

Professional Behavior	Use ethical human data collection, professional conduct and ethical academic writing skills (as established by Linguistic Society of America Ethics Statement and/or Modern Language Association).	Successful completion of the Introduction to Graduate studies within their discipline. Also, annual discussion and evaluation of student's ethical behavior done by the faculty at the meeting of graduate student assessment.	Campus
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C. Research

Research expectations for our graduate students vary according to the program of study. Students enrolled in the Non-Thesis MA are expected to produce article-length scholarship in the form of research papers throughout their coursework. Students enrolled in the MA with Thesis program are expected to produce original scholarship in the field of Spanish language pedagogy. Although the breadth and scope of a thesis are significantly limited when compared to those of a dissertation, the committee in charge of approving it is interested in assessing the student's ability to document, analyze and test a research premise within the critical parameters of the field.

MA students are assigned a faculty advisor upon entering the program, based on their expressed research interests. They can switch as their interests evolve. Students enrolled in the MA with Thesis program are assisted in their research by a committee comprised of at least two faculty members.

The following departmental activities and resources seek to enhance our graduate students' scholarly development:

- Completion of an annual activities report (reviewed by the faculty every spring semester).
- Presenting and receiving feedback on their research at the monthly "Entre Nos" lecture series.
- Participating in the annual Spanish and Portuguese Graduate Student Symposium.
- Collaborating in the editorial process of and contributing papers to "Sin Frontera" online journal.
- Conducting research and presenting scholarship at conferences with partial departmental funding.

D. Assessment Timeline

*** No data available – Program not offered during reporting period ***

Program M.A.T. in Spanish

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
SLOs				
Knowledge				
#1				
#2				
Skills				
#3				
#4				
Professional Behavior				
#5				
#6				

E. Assessment Cycle

*** No data available – Program not offered during reporting period ***

Assessment Cycle for:

Program M.A.T. in Spanish College of Liberal Arts and Sciences

Analysis and Interpretation:

Program Modifications:

Dissemination:

Completed by _____

Completed by _____

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
#1						
#2						
Skills						
#3						
#4						
Professional Behavior						
#5						
#6						

F. Measurement Tools

*** No data available – Program not offered during reporting period ***

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Gillian Lord	Chair	glord@ufl.edu	273-3749
Luis Alvarez-Castro	Graduate Coordinator	lacastro@ufl.edu	273-3755

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				