

M.A. 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. 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	<u>Literary/Cultural Studies</u> : Analyze and interpret Hispanic/Latino literary and cultural products (with optional secondary foci in Luso-Brazilian studies), apply results to broader context and engage in academic discourse via writing and oral presentation. <u>Hispanic Linguistics</u> : Analyze and interpret Hispanic language and language-related data	Non-thesis MA: Oral component of the comprehensive exams – administered by committee of faculty members. Thesis MA: Thesis approved by chair and	Campus

	(with optional secondary foci in Portuguese), apply results to broader context and engage in academic discourse via writing and oral presentation.	committee member(s).	
Professional Behavior	Describe and apply 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

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 fields of either Spanish literature and culture or Spanish Linguistics. 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 chosen 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

Program M.A. in Spanish

College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
Understanding of the core areas of Hispanic linguistic and/or literary studies	Comprehensive Exam (fourth semester)	
Skills		
Ability to analyze and interpret Hispanic literary, cultural and linguistic products	Non-Thesis MA: Oral component of Comprehensive exam (fourth semester)	Thesis MA: Thesis approved by committee (fourth or fifth semester)
Professional Behavior		
Knowledge of ethical human data collection, professional conduct and ethical academic writing skills	Completion of Introduction to Graduate Studies course (first semester)	Annual evaluation by faculty (every spring semester)

E. Assessment Cycle

Assessment Cycle for:

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

Analysis and Interpretation: __April-May__

Program Modifications: Completed by __August 15__

Dissemination: Completed by __September 15__

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
Understanding of the core areas of Hispanic linguistic and/or literary studies	☐	☐	☐	☐	☐	☐
Skills						
Ability to analyze and interpret Hispanic literary, cultural and linguistic products	☐	☐	☐	☐	☐	☐
Professional Behavior						
Knowledge of ethical human data collection, professional conduct and ethical academic writing skills	☐	☐	☐	☐	☐	☐

F. Measurement Tools

Direct assessment measures of our SLOs include the following:

- MA comprehensive exams (comprised of both written and oral tests).
- Research thesis (in the case of students enrolled in the MA with thesis program).
- Class assignments submitted for the Introduction to Graduate Studies Course.
- Annual evaluation undergone by graduate students at the end of every spring semester. After compiling information from the faculty during a meeting, the chair in consultation with the graduate coordinator writes an individual letter for every graduate student in which achievements and areas of improvement are spelled out.

Indirect measures include the following:

- Placement questionnaire filled out by every graduating student (see appendix A).
- In addition to the exit form, graduating students are encouraged to participate in an informal exit interview with the chair and the graduate coordinator. During this interview we can gauge strengths and weaknesses and areas for improvement.
- Tracking the number of MA applications is also used as an indirect method of determining the success of our graduate program. However, recruiting resources for MA students do not match those available for PhD applicants.

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

Appendix A. Placement Information Form.

University of Florida
Department of Spanish and Portuguese Studies

Placement Information Form

(To be filled out by every graduate student upon graduation)

Semester: _____ Year: _____

Name: _____ UF ID: _____

Degree Completed (please circle): MA PhD
 Literature Linguistics

CONTACT INFORMATION

Non UF E-Mail: _____

New Address: _____

ACADEMIC PLACEMENT (IF APPLICABLE)

New Graduate Program: _____

Name of University / Institution: _____

EMPLOYMENT DETAILS

Type of Employment (please circle): Academic Non Academic

Name of Employer: _____

AAU [Association of American Universities] Institution (please circle): Yes No

Date of Employment (Month/Day/Year): / /

Tenure Track Position (please circle): Yes No

Title of Appointment: _____

Salary Range (in tens of thousands, e.g.: \$40,000 - \$50,000): _____

COMMENTS

Please use a separate piece of paper to provide us with feedback on your academic and professional experience at SPS. This information is gathered with the sole purpose of improving our graduate program, and will remain anonymous.

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				