

# **Undergraduate Academic Assessment Plan 2012-2013**

## **Spanish**

College of Liberal Arts &  
Sciences

Gillian Lord

[glord@ufl.edu](mailto:glord@ufl.edu)

# B.A. in Spanish

## College of Liberal Arts and Sciences

### Undergraduate Academic Assessment Plan

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#### Mission Statement

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. Associated languages and cultures such as Catalan or any other the faculty may determine, also fall under the departmental purview. Research, teaching, and service are mutually enriching activities through which we achieve our shared goals. The Department strives to maintain effective undergraduate and graduate programs of instruction whose quality is sustained by the constant intellectual and professional development of the Department's faculty, as well as by a strong commitment to service. Consistent with UF's mission statement, research should contribute "to the international public conversation about the advancement of knowledge."

The **B.A. degree in Spanish** contributes to the state, national, and international reputation of the University of Florida. The Census Bureau reports that between 12% and 19% of Floridians speak Spanish as a native language, and that 20%-30% of Floridians consider themselves Hispanic. Anyone planning to successfully live or work in Florida must possess the linguistic proficiency and cultural awareness that will allow them to interact with people, organizations and communities from diverse Latin American backgrounds. Our B.A. graduates have achieved these skills and knowledge, and they go on to pursue a variety of career choices, ranging from education to foreign service, corporate business to graduate schools.

Our B.A. curriculum in Spanish contributes to the mission of the University of Florida, "to offer broad-based, inclusive public education, leading research, and service to the citizens of Florida and the nation. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that is the university's greatest strength;<sup>1</sup>" as well as that of the College of Liberal Arts and Sciences 2010-2013,<sup>2</sup> specifically in the areas of providing the elements of a high quality liberal arts education, and in engaging directly with our society. Crucially, the Modern Language Association of America recently issued a statement on the importance of language learning in U.S. national policy,<sup>3</sup> in which they assert that "the learning of languages other than English [is] vital to an understanding of the world; such learning serves as a portal to the literatures, cultures, historical perspectives, and human experiences that constitute the human record. Pragmatically, we believe in the value

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<sup>1</sup> <http://handbook.aa.ufl.edu/mission-and-plans.aspx>

<sup>2</sup> <http://clas.ufl.edu/dean/memos/20100922-strategic-plan.pdf>

<sup>3</sup> [http://www.mla.org/www.mla.org/ec\\_us\\_language\\_policy](http://www.mla.org/www.mla.org/ec_us_language_policy)

of becoming part of a global conversation in which knowledge of English is often not enough, and the security and future of our country depend on accurately understanding other cultures through their linguistic and cultural practices.” In this respect, the B.A. in Spanish continues to offer an invaluable service to the university’s students.

We strive to maintain the quality and breadth of all our programs, including beginning and intermediate language instruction, undergraduate major and minor, and graduate studies. Our activities include (a) research and studies in language pedagogy and linguistics, also literary history, criticism, and theory, plus film, cultural studies, and civilization, (b) courses, programs, and training leading to B.A., M.A. and Ph.D. degrees, (c) sponsorship of study and research abroad, (d) fostering interdisciplinary initiatives that foreground the importance of knowing a foreign language and culture, (e) utilizing our expertise to attend to the linguistic and cultural interests of UF’s Latino populations, (f) internationalizing the university through invitations to well-known scholars and through faculty and student exchanges, and (g) sponsorship of scholarly and cultural events that promote interest in these areas of concern.

## Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish.
2. Competence in written Spanish, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
3. Communicative competence in spoken Spanish, including the ability to understand the spoken language, speak fluently with correct grammar, vocabulary and pronunciation, and use appropriate registers.

Revised SLOs for the 2013-14 undergraduate catalog:

For our undergraduate students majoring in Spanish, we have devised three student learning outcomes that guide our curriculum:

- 1. Content and Critical Thinking:**  
Students identify and interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish.
- 2. Communication:**  
Students writes Spanish competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.
- 3. Communication:**  
Students engages effectively in spoken communication in Spanish, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
<b>Content</b>	
Students identify describe and define cultural correlates, literary production and/or linguistic structure of texts written in Spanish.	Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish.
<b>Critical Thinking</b>	
Students interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish.	
<b>Communication</b>	
Students write Spanish competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.	Competence in written Spanish, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
Students engage effectively in spoken communication in Spanish, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.	Communicative competence in spoken Spanish, including the ability to understand the spoken language, speak fluently with correct grammar, vocabulary and pronunciation, and use appropriate registers.

\*undergraduate catalog dates

## Curriculum Map

Curriculum Map for:

Spanish

Liberal Arts and Sciences

Courses → SLOs ↓	Lower Division language classes	Key: Introduced		Reinforced		Assessed		Additional Assessment (ISA #3)
		SPN 3300 SPN 3301	SPN 3700	SPW 3030 SPW 3031 SPW 3100 SPW 3101	SPN 3510 SPN 3520	SPW 4000s <sup>4</sup>	SPN 4000s	
<b>Knowledge/Interpretation (SLO 1)</b>								Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a Spanish text or dataset according to its cultural, literary and/or linguistic content [SLO #1, #2] and an oral presentation and discussion conducted in Spanish [SLO #3].
Cultural	I	-	I	I	I	R, A <sup>5</sup>	R, A	
Literary	-	I	-	I	-	R, A	R, A	
Linguistic	-		I	-	-	R, A	R, A	
<b>Communication skills (SLOs 2 &amp; 3)</b>								
Written expression	I	I	R	R	R	R, A	R, A	
Oral proficiency	I	I	R	R	R	R, A	R, A	

Note: Indirect assessments were not used during the 2011-2012 AY, but will be taking into account in future years.

<sup>4</sup> Students in the Spanish major can choose to specialize in either the linguistics or literature track. Both emphasize the same degree of cultural knowledge and proficiency in written and spoken language but focus on different content. The SPN classes deal with linguistic and scientific aspects of language, such as phonetics, phonology, syntax, morphology, and theories of language acquisition and change; the SPW classes analyze literary works of various genres, regions and periods.

<sup>5</sup> In all 4000-level courses, these SLOs are assessed through ISA #3, as described in the last column.

## Assessment Cycle

The third component of our Individual Student Assessment (the assignment in the 4000-level course) must be completed by all graduating seniors and is designed to assess all three of our SLOs simultaneously. Given that we graduate a number of majors (over 40) each year, we can assess all SLOs every year. We currently have data from Fall 2010 through the present. Now that we have these data, our yearly cycles of analysis and improvement will commence this summer.

## Assessment Cycle Chart

Assessment Cycle for:

Spanish

CLAS

Analysis and Interpretation: May-June

Improvement Actions: Completed by August 15

Dissemination: Completed by September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Knowledge/Interpretation</b> (SLO #1)		√	√	√	√	√	√
<b>Written Communication</b> (SLO #2)		√	√	√	√	√	√
<b>Oral Communication</b> (SLO #3)		√	√	√	√	√	√

## Methods and Procedures

### SLO Assessment Matrix

#### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Students identify and interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish.	Paper	Rubric (see attached)
Students write Spanish competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.	Paper	Rubric (see attached)
Students engages effectively in spoken communication in Spanish, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.	Presentation	Rubric (see attached)

Beginning in Fall 2010, all Spanish majors have been regularly notified of the department's student learning objectives and our student assessments, both via an email from the undergraduate coordinator and as a document included in all 4000-level syllabi. In all 4000-level coursework our SLOs are directly or indirectly mentioned in our syllabi, and professors encourage continued practice. Students are regularly assessed through course exams, writing assignments and presentations; the results of these are reflected in the students' final grades. The student projects and oral presentations/discussions are assessed according to the rubric on the following page. The instructor incorporates the ISA grade into the students' syllabus and grade calculations as they deem most appropriate for their course; the only departmental requirement is that students be notified in advance of how the assignment will be included and counted.

In terms of indirect assessments, we keep track of the number of majors and minors enrolled each semester, as presented below. As noted above, in the future we will also monitor SERU data and are considering implementing a type of student exit survey. We will continue to use these numbers to indirectly assess our programs.



## Evaluation of written project and oral presentation

Name \_\_\_\_\_

Term \_\_\_\_\_

Class \_\_\_\_\_

Assessed by \_\_\_\_\_

SLO	Excellent	Good	Basic	Rudimentary	Insufficient	POINTS
Interpretation and analysis (50%)	<i>Demonstrates profound knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in an insightful way; provides well-structured arguments or accurately analyzed evidence to support conclusions</i> <b>[50-45 points]</b>	<i>Demonstrates considerable knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) competently; provides acceptable arguments or analyzed evidence to support conclusion</i> <b>[44-40 points]</b>	<i>Demonstrates some knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) with some accuracy; provides some arguments analyzed evidence but conclusions are only vaguely supported</i> <b>[39-35 points]</b>	<i>Demonstrates only piecemeal knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in a hit-or-miss way; arguments or evidence lead only tangentially to conclusions</i> <b>[34-30 points]</b>	<i>Unable to demonstrate coherent knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is inadequately applied to the chosen text(s); arguments or evidence presented do no lead to any coherent conclusion</i> <b>[29-0 points]</b>	
Written language (25%)	<i>Excellent command of the Spanish language; near-native in terms of grammar and vocabulary; mastery of stylistic conventions of written Spanish; free of orthographical or stylistic errors</i> <b>[25-23 points]</b>	<i>Good command of the Spanish language; above average in terms of grammar and vocabulary; shows understanding of stylistic conventions of written Spanish; minimal orthographical or stylistic errors</i> <b>[22-20 points]</b>	<i>Only moderate command of the Spanish language; frequent errors in grammar and vocabulary; shows only basic knowledge of stylistic conventions of written Spanish; some orthographical and stylistic errors</i> <b>[19-18 points]</b>	<i>Minimal command of the Spanish language; deficient in terms of grammar and vocabulary; written Spanish is lacking stylistic grace; considerable orthographical and stylistic errors</i> <b>[17-15 points]</b>	<i>Shows no command of the Spanish language; excessive errors in terms of grammar and vocabulary; language errors interfere with meaning; shows no understanding of stylistic conventions of written Spanish; numerous orthographical errors</i> <b>[14-0 points]</b>	
Spoken language (25%)	<i>Excellent command of the Spanish language; near-native in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence and ease; answers questions with ease and appropriate register</i> <b>[25-23 points]</b>	<i>Good command of the Spanish language; above average in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence but may falter on occasion; answers questions competently with appropriate register</i> <b>[22-20 points]</b>	<i>Only moderate command of the Spanish language; frequent errors in grammar, vocabulary, pronunciation and fluency; occasionally lacks confidence in presenting topic; answers some questions but is flustered, may not maintain appropriate register</i> <b>[19-18 points]</b>	<i>Minimal command of the Spanish language; deficient in terms of grammar, vocabulary, pronunciation and fluency; shows little confidence in ability to present topic; has difficulty answering questions on topic and does not use appropriate register</i> <b>[17-15 points]</b>	<i>Shows no command of the Spanish language; excessive errors in terms of grammar, vocabulary, pronunciation and fluency; language errors interfere with meaning; unable to present to audience in coherent way; cannot answer questions related to topic</i> <b>[14-0 points]</b>	
<b>TOTAL</b>						<b>___/100</b>

**Comments**

## Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Gillian Lord	Chair	<a href="mailto:glord@ufl.edu">glord@ufl.edu</a>	273.3749
Greg Moreland	Undergraduate Coordinator	<a href="mailto:moreland@ufl.edu">moreland@ufl.edu</a>	273.3750