

**Academic Program**  
**Assessment of Student Learning Plan**  
**College of Arts and Sciences**  
University of New Mexico

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**A. College, Department and Date**

1. College: College of Arts and Science/Albuquerque Campus
2. Department: Department of Spanish and Portuguese
3. Date: 11/27/2018

**B. Academic Program of Study**

B.A. Spanish

**C. Contact Person(s) for the Assessment Plan**

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**D. Broad Program Goals & Measurable Student Learning Outcomes**

The Program Goals and SLOs are published on the Department website:

<http://spanport.unm.edu/academics/student-learning-outcomes.html>

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. Students will understand, think critically, and communicate accurately about texts written in Spanish.
- B. Students will present ideas and information in an accurate, a fluent and a clear spoken Spanish.
- C. Students will use in an accurate, a fluent and a clear Spanish in interpersonal interactions.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

**A1.** Students will analyze literary, cultural, and/or linguistics texts within their historical, social, and theoretical or literary contexts following the MLA or APA Style and an excellent command of grammar and orthography.

UNM Goals (  Knowledge  Skills  Responsibility)

**A2.** Students will compose essays applying argumentative techniques (e. g. thesis is clearly articulated) and documentation that demonstrate understanding of texts: articles, essays, interviews.

UNM Goals (  Knowledge  Skills  Responsibility)

**B1.** Students will present information, concepts, and analyses orally using diverse vocabulary and complex grammatical structures.

UNM Goals (  Knowledge  Skills  Responsibility)

**C1.** Students will engage in interpersonal oral or written communication with peers and superiors demonstrating fluency, accuracy, and an awareness of culturally appropriate vocabulary, values, and behavior.

UNM Goals (  Knowledge  Skills  Responsibility)

**E. Assessment of Student Learning Three-Year Plan Cycles**

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a two-year review cycle.

## 1. Timeline for Assessment

Year/Semester	Assessment Activities
<b>Year 1, Fall</b>	Collect essays Undergraduate committee meets to analyze results Assess outcomes A1 and A2
<b>Year 1, Spring</b>	Collect essays
<b>Year 2, Fall</b>	Collect oral presentation recordings Undergraduate committee meets to analyze results Assess outcome B1
<b>Year 2, Spring</b>	Collect oral presentation recordings
<b>Year 3, Fall</b>	Collect written or oral interview recordings (2022, Fall; 2023, Spring Oral interview) Undergraduate committee meets to analyze results Assess outcome C1
<b>Year 3, Spring</b>	Collect written or oral interview recordings (2022, Fall; 2023, Spring Oral interview)

## 2. How will learning outcomes be assessed?

**A. What:** The professors of Span 411 (Survey of Spanish Peninsular Literature I) and Span 431 (Spanish American Literature Survey I) in Fall, and Span 412 (Survey of Spanish Peninsular Literature II) and Span 432 (Spanish American Literature Survey II) in Spring, will provide written papers (First year), audio recordings of an oral presentation (Second year), and written/oral interviews (Third year).

### First year

**A1. Students will analyze literary, cultural, and/or linguistics texts within their historical, social, and theoretical or literary contexts following the MLA Style and an excellent command of grammar and orthography.**

**i.** The Undergraduate Director will collect the final essays produced in the designated courses: Span 211 and 231 (fall) and Span 412 and Span 432 (Spring). They will randomly select 7 to 8 samples per class, aiming to analyze 30 essays per academic year for assessment purposes.

**ii.** This measure is **direct**.

**iii.** The rubric listed in Appendix A will be used to evaluate the papers for this SLO. Students will be rated in four different areas: Content and organization, Vocabulary, Grammar, and Orthography. They will be rated in each area on one of four levels: Excellent, Good, Fair, and Inadequate. Each area and level will be weighted with a certain percentage of total points available--each paper can receive up to 100% on this rubric. It is expected that 70% of the students will receive at least 77% (an average of Good or Excellent) for each SLO rubric.

**A2. Students will compose essays applying argumentative techniques (e. g. thesis is clearly articulated) and documentation that demonstrate understanding of texts: articles, essays, interviews.**

i. The Undergraduate Director will collect the final essays produced in the designated courses: Span 211 and 231 (fall) and Span 412 and Span 432 (Spring). They will randomly select 7 to 8 samples per class, aiming to analyze 30 essays per academic year for assessment purposes.

ii. This measure is **direct**.

iii. The rubric listed in Appendix A will be used to evaluate the papers for this SLO. Students will be rated in four different areas: Content and organization, Vocabulary, Grammar, and Orthography. They will be rated in each area on one of four levels: Excellent, Good, Fair, and Inadequate. Each area and level will be weighted with a certain percentage of total points available--each paper can receive up to 100% on this rubric. It is expected that 70% of the students will receive at least 77% (an average of Good or Excellent) for each SLO rubric.

## **Second year**

### **B1. Students will present information, concepts, and analyses orally using diverse vocabulary and complex grammatical structures.**

i. The Undergraduate Director will collect recordings of final oral presentations produced in the designated courses: Span 211 and 231 (Fall) and Span 412 and Span 432 (Spring). They will randomly select 7 to 8 samples per class, aiming to analyze 30 essays per academic year for assessment purposes.

ii. This measure is **direct**.

iii. The rubric will be developed later but will follow a similar structure as those found in Appendix A.

## **Third year**

### **C1. Students will engage in interpersonal written interaction/communication with peers and superiors demonstrating fluency, accuracy, and an awareness of culturally appropriate vocabulary, values, and behavior.**

i. The Undergraduate Director will collect a written/oral interview produced in the designated courses: Span 211 and 231 (fall) and Span 412 and Span 432 (Spring). They will randomly select 7 to 8 samples per class, aiming to analyze 30 essays per academic year for assessment purposes.

ii. This measure is **direct**.

iii. The rubric will be developed later but will follow a similar structure as those found in Appendix A.

## **3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

### **1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).**

The Undergraduate Committee members will review and evaluate the samples using the aforementioned rubrics. Each committee member will read 10 samples and the Undergraduate Director will read all 30 samples. The reviewers will meet as a Committee to discuss the results of their reading. A note taker will record comments and ideas that are suggested in the discussion.

### **2. the process for consideration of the implications of assessment for change:**

a. to assessment mechanisms themselves

b. to curriculum design,

c. to pedagogy

**...in the interest of improving student learning.**

Each Fall semester, after discussing the results of that year's assessment, the Undergraduate Committee will determine what the implications are of the results and will make suggestions about the usefulness of the evaluation criteria, the preparation of students for the assignment and useful pedagogy strategies for teaching writing, oral skills or the interaction between students and peers or students and professors.

### **3. How, when, and to whom will recommendations be communicated?**

The insights/recommendations will be presented first to the Chair, and then to the faculty of the Department of Spanish and Portuguese in a faculty meeting at the end of the Fall semester. The Undergraduate Committee will be in charge to communicate the recommendations in order to improve the process of student learning and accomplish its SLOs.

## Appendix A

**\*Rubric for written works**

(Created by Spanish 300 level team and approved by Spanish and Portuguese Faculty)

SLO A1. Students will analyze literary, cultural, and/or linguistics texts within their historical, social, and theoretical or literary contexts and write essays following the MLA Style and an excellent command of vocabulary, grammar and orthography.

<b>1 Content format and organization</b>	<b>Excellent 40</b> The format follows the standard styles normative, including titles, subtitles, sections, quotations, margins, bibliographic references, font type and size, etc.* There are no problems to follow the text because the topic is developed in a clear and logic way. Each paragraph contains a different idea and the arguments and explanations are clear. Sentences inside paragraphs are linked by different and adequate connectors, and by proper punctuation marks. It complies with all the formal genre characteristics.
	<b>Good 30%</b> Most of the directions dealing with format and styles* were followed. In general, the text can be read without any problems, even though it is a little bit disorganized because there is more than one topic per paragraph, some of which show a lack of cohesion and repetition of ideas or concepts. It complies with most of the formal genre characteristics.
	<b>Fair 20%</b> Several directions dealing with format were not followed*. Although in general it can be understood, the text is not easy to read. There is not thematic connection from one paragraph to the next, and there is a lack of cohesion among them. It complies with only a few of the formal genre characteristics.
	<b>Inadequate 10%</b> The format and styles directions were not followed*. Information is presented in a very disorganized way; it is obvious that the author did not make a plan for the text structure. It does not comply with the formal genre characteristics.
<b>2 Vocabulary</b>	<b>Excellent 20%</b> No mistakes in the use or formation of vocabulary (e. g. there is no use of false cognates or nonexistent words, and all the terms are used adequately). The text contains a wide and varied lexicon, including a great variety of verbs and different and adequate connecting phrases. Linguistic constructions belong to the written register, not to the oral one.
	<b>Good 15%</b> Limited variety and/or repetitive vocabulary, with usage of at least one false cognate and/or nonexistent words and inadequate handling of terms (wrong meaning). There is some variety in the selection of verbs and lexicon, but there is a tendency to utilize the same ones in a repetitive or redundant manner. The text contains mistakes in the formation of words which do not prevent understanding, but sometimes make it difficult. there is at least one construction that belongs to the oral register.
	<b>Fair 10%</b>

	<p>Poor vocabulary variety with use of several false cognates; too repetitive and inadequate use of terms (wrong meaning). Limited variety of verbs and lexicon, with a tendency to employ them in a repetitive or redundant way. Mistakes in meaning make difficult the understanding of the text. The writer utilizes several oral register constructions (e. g. “se me hace raro”) instead of the written one (e. g. “me parece extraño”).</p> <p><b>Inadequate 5%</b> Very little variety in vocabulary, including verbs. Too much repetition, many false cognates and/or nonexistent words; many mistakes in word formation (the writer makes up words) and inadequate use of terms (wrong meaning). There is use of words in English, as well as several oral register constructions (e. g. “se me hace raro”) instead of the written one (e. g. “me parece extraño”).</p>
<b>3 Grammar</b>	<p><b>Excellent 25%</b> Few or zero important grammatical mistakes. The text contains a wide variety of linguistic constructions. When using them, significant attention to structures practiced in class and homework activities becomes evident.</p>
	<p><b>Good 20%</b> Limited variety and/or repetitive use of grammatical constructions. Some mistakes, both significant and minor, which do not prevent the understanding of the text, but sometimes make it difficult. Some attention is evident when using grammatical structures that have been practiced in class and in homework activities.</p>
	<p><b>Fair 15%</b> Poor variety and/or repetitive use of grammatical constructions. Numerous meaningful mistakes which make difficult to understand the text: wrong uses of <i>ser</i> vs. <i>estar</i>, lack of gender/number agreement, incorrect conjugations, lack of knowledge of verb tenses and uses of aspect (preterit/imperfect) and mood (subjunctive), etc.</p>
	<p><b>Inadequate 10%</b> Too many grammatical meaningful mistakes which make the text very difficult or impossible to read. The variety of constructions is practically nonexistent, and there are no enough elements to grade the text.</p>
<b>4 Orthography</b>	<p><b>Excellent 15%</b> None or few important mistakes (e. g. diacritical accents). There are no spelling errors, and capital letters and special signs (initial question and exclamation marks) are used correctly. Punctuation marks are used adequately to avoid repetitions, and to separate lists (or elements in lists), sentences and paragraphs.</p>
	<p><b>Good 12%</b> Some spelling mistakes: capital letters, special signs (initial question and exclamation marks) or accents on very common words or parts of speech. There is a lack of accents in words that clearly follow the –n, –s, or vowel rules. Punctuation marks are neither used always correctly to avoid repetitions, nor to separate adequately lists (or elements in lists), sentences and paragraphs.</p>
	<p><b>Fair 9%</b> Too many spelling mistakes: capital letters, special signs (initial question and exclamation marks) or accents on very common words or parts of speech. Many accent marks are missing on words that clearly follow the –n, –s, or vowel rules. There are accent marks wrongly placed on words.</p>

**Inadequate 6%**

The text needs a lot of editing work. There was not the slightest attempt to use accent marks and revise orthography; there are no accent marks even on very common words that clearly follow the -n, -s, or vowel rules. There is no use of special signs (initial question and exclamation marks), and there are serious spelling problems (e. g. absence of the “h” letter and/or words written as in English).

**\*Rubric for written works**

(Created by Spanish 300 level team and approved by Spanish and Portuguese Faculty)

SLO A2. Students will compose essays applying argumentative techniques (e. g. thesis is clearly articulated) and documentation that demonstrate understanding of texts: articles, interviews. Essays will show a critical thinking and creativity by avoiding clichés and common places

<b>1 Content and Originality</b>	<b>Excellent 100%</b> Conceptual content covers what is expected of the specific genre* (e. g. if the text is an essay, the thesis is presented in a clearly articulated sentence). The structure of ideas and concepts has a logical sequence, the main argument(s) can be clearly identified, and there are no contradictions; the writer provides concrete examples, and uses relevant quotations, etc. Contrasts and/or comparisons are clear; the writer does not incur in argumentation mistakes or fallacies or digress from the main ideas, keeping her focus and anticipating possible reader’s questions. The writer is creative when it comes to presenting her ideas; she avoids clichés and common places (e. g. “Life is a path that everyone has to walk on”). Information is adequate and exposition is exceptionally clear and very easy to follow. The title (if needed) is descriptive and adequately related to content.
	<b>Good 75%</b> The writer tries to include the specific genre’s* expected information. Not enough creativity used to present ideas; information, although appropriate, it is not enough and it does not anticipate possible reader’s questions. Some ideas are not well developed or properly argued. Clichés and common places (e. g. “Life is a path that everyone has to walk on”) are practically nonexistent. The title (if needed) describes a part of the main text’s topic, but it is not completely adequate.
	<b>Fair 50%</b> Content reflects just a little bit of the genre’s* expected information (e. g. if the text is an essay, the thesis lacks a bit of articulation). General questions are not answered in a concise way; possible reader’s questions are not anticipated. Text includes some topic’s relevant ideas, but there are also several irrelevant ones. There are more than one clichés or common places (e. g. “Life is a path that everyone has to walk on”). The title (if needed) does not appear or describes the text’s central topic in a totally unsuitable manner.
	<b>Inadequate 25%</b> Content presents almost nothing of the genre’s expected information (e. g. it is supposed to be an essay, but there is no thesis) or the text belongs to another genre (e. g. the text turned in is a journalistic essay instead of an argumentative one). Questions were not answered in a clear way and there are too many irrelevant ideas. Exposition is vague and incoherent. The title (if needed) does not appear or describes the text’s central topic in a totally unsuitable manner.

