

University of Minnesota Morris Digital Well

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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Spanish Discipline 5-Year Assessment Report 2016-2021

Spanish Discipline

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Recommended Citation

Spanish Discipline, "Spanish Discipline 5-Year Assessment Report 2016-2021" (2016). *Assessment of Student Learning Reports*. 305.

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Academic Program: Spanish

Academic Division: Humanities

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In the space below, list your Program Student Learning Outcomes (PSLOs):

Over the course the major, students will learn to:

1. Recognize and develop strategies to support and improve their Spanish language proficiencies in reading, writing, speaking, and listening, which in turn enhances and improves general language skills;
2. Refine their cross-cultural and intercultural awareness;
3. Expand their critical thinking, analytical competencies and problem-solving skills;
4. Discover and critically evaluate the traditions, philosophies, values, artistic expressions, and histories of the cultures of ~~Spain and Latin America~~ Latin America, the Latino U.S.A. and Spain;
5. Design and conduct in-depth, sustained, analytical research in Spanish.

NOTE: minor revisions to previous PSLOs are highlighted here.

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
2016-17 All PSLOs; emphasis on #5	Focus on Span 4001 (capstone); emphasis on writing in light of the VALUE rubric for Critical Thinking. Two new faculty members will work collaboratively in preparation for and during the course in spring semester to develop recommendations for possible revision of course, share these with colleagues for review. Instructor will collect writing samples at the end of spring semester 2017 for use by discipline faculty to evaluate the level of student writing, identify strengths and areas of needed improvement. Faculty will work on this process in the fall of 2017 to develop rubric and guidelines for discipline use, set standards for the course in the future.			1.b. 2.b., d. 3.b. 4.b., c.
2017-18 #1, 3	Focus on Span 4001 with emphasis on ACTFL standards for writing/ VALUE rubric for Written Communication. We will look more closely at technical aspects of advanced level writing Evaluation of general level of student writing/ development of guidelines and expectations—create a “control” to use for analysis of graduating students in the future We will use this process to consider whether we need to add additional components or courses dedicated to grammar and technical aspects of writing in the program.			2.d. 4.c.
2018-19 #1 (Enhancement)	Focus on Span 3011/3012 Evaluation of general level of student writing/ development of guidelines and expectations—create a “control” to use for analysis of graduating students in the future Instructor(s) will collect writing samples from both groups (fall and spring) so that we can measure progress in technical writing skills based on ACTFL standards/ VALUE rubric for Written Communication. We will use findings to explore text alternatives and consider revisions to the courses.			1.a. 2.d. 3.b. 4.c.

<p>2019-20 #1, 2</p>	<p>Focus on Span 3111/3112. Apply VALUE rubrics for Reading and Intercultural Competence. Instructors(s) will collect writing samples from fall and spring sections for use by discipline to evaluate student success in these areas. Results will be used to establish guidelines for assignments, as well as explore possibilities for alternative texts.</p>	<p>1.a. 2.d. 3.b. 4.c.</p>
<p>2020-21 #1, 2 (enhancement), 4</p>	<p>Focus on Span 3211/3212. Continuation of previous year's work, focusing on next level of student preparation toward completion of the major. Apply VALUE rubrics for Reading and Intercultural Competence. Instructors(s) will collect writing samples/exams from fall and spring sections for use by discipline to evaluate student success in these areas. Results will be used to establish guidelines for assignments, as well as explore possibilities for alternative texts.</p>	<p>1.a. 2.d. 3.b. 4.b., c.</p>

*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- a) Synthesis and advanced accomplishment across general and specialized studies, and through co and extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development