University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
BA Spanish

College/School Name (e.g. CAS, KPS, SB, SMSOE)
CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

<table>
<thead>
<tr>
<th>SLO 3 and SLO 4 were evaluated at the end of Spring 2018 in the three majors offered in the Department of Languages, Cultures, and Literatures (LCL).</th>
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<tbody>
<tr>
<td>SLO 3: Knowledge and Understanding; Majors can contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the target-language-speaking world.</td>
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<tr>
<td>SLO 4: Critical thinking; Majors can critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.</td>
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<td>A total of 16 students in Spanish were evaluated and all were graduating seniors.</td>
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Results and Actions Taken
Assessment Cycle
2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

Both the assessment process and the assessment results have been very satisfactory. While Spanish faculty are pleased with these strong results, all faculty teaching upper-division Spanish courses are working actively with the above skills in our curriculum and to make sure that 300-level courses allow students to transition effectively into 400-level courses. The Spanish Section's offerings in advanced writing (301 / 311) directly work with these skills while 400-level courses allow for continued practice. The Spanish Section notes that the scores lower than 3 points were from one section of classes and that this could be due to unequal application of the rubric criteria. In the future, more clarity on assessing only graduating majors or including a more significant number of graduating minors will be needed.

In addition, the Spanish Section is continuing to revise the curriculum of our core sequence (101-201) and fourth semester (202) to make sure that students are working with SLOs 3 & 4 (Knowledge and Understanding and Critical Thinking) before starting their upper-division work. This academic year we are reworking the readings for 201 to make them more engaging for students and instructors teaching this course in the language sequence.