

## DEPARTMENT OF HISPANIC STUDIES

### Reconsidered Department Assessment Plan Submitted by Molly Olsen, Chair January 31, 2014

#### I. Department Student Learning Statement

##### *Department of Hispanic And Latin American Studies Mission Statement*

(approved February 7, 2013)

The Department of Hispanic Studies at Macalester echoes the mission of the College to promote internationalism, multiculturalism, and service to society through teaching excellence, active scholarship, and civic engagement. Multidisciplinary by definition, we teach the languages and cultures of the Hispanic and Lusophone world. We offer specialized courses in literature, cultural studies, linguistics, US Latina/o studies, translation, and the visual arts. We believe in serving the Twin Cities communities through service learning, participation in local cultural life, and internships, thereby educating our students both intellectually and civically to become the leaders of tomorrow.

##### *Department Statement of Purpose and Belief*

Spanish and Portuguese are two of the most widely spoken languages in the world. There are 495 million native speakers of Spanish in the world and 210 million native speakers of Portuguese residing on five continents and in over 30 nations, including 52 million Latin@s who reside in the US. Both languages have a growing presence in social media. Spanish is the second most-used language on Twitter, followed by Japanese and Portuguese, and the third most commonly used language on the Internet with a growth of 800% in the last 10 years. With 18 million students of Spanish worldwide (and increasing demand for Spanish in Brazil and China), it is estimated that by the year 2030 that 7.5% of the planet will speak Spanish. Both Spanish and Portuguese are essential languages of commerce and trade, history, science, art, and diplomacy.

The department of Hispanic and Latin American Studies actively responds to the intellectual motivations of contemporary students in its language pedagogy and curricular offerings. First, we enable our students to develop a confident proficiency in Spanish and/or Portuguese that allows them to interact effectively with native speakers in the modes of speaking, listening, reading and writing. We compel them to examine a broad range of cultural expressions, historical patterns, and social issues to ensure that they will be conversant with matters pertinent to Spanish- and Portuguese-speaking persons both in the US and abroad. Second, we strive to refine critical thinking. Our courses encourage students to confront a variety of literary, visual and cultural texts, and generate bold questions and interpretations informed by multidisciplinary critical perspectives. We believe that strong oratory skills and the development of argumentative writing ability in Spanish or Portuguese are fundamental to building the critical capacity valued by a liberal arts education. Third, we create a collaborative learning environment in which students work together, exchange ideas and benefit from their shared experience. Fourth, we encourage our students to be responsible, participatory members of a global society. With this objective in mind, we generate civic learning opportunities and sponsor internships for students who want to work with Spanish- and Portuguese-speaking communities in the US and abroad. Study away and the Casa Hispana student residence are integral components of our program. Study away in a Spanish- or Portuguese-speaking country is required for

our majors and strongly recommended for our minors. The Casa Hispana supports our curriculum by creating a community living experience in Spanish and by providing a space for class meetings and cultural events throughout the academic year.

## **II. Department Learning Goals and Outcomes**

### **Goals**

#### **Goal 1. Majors can read, write, speak, and comprehend Spanish or Portuguese.**

Outcome 1. Majors can read a variety of Spanish or Portuguese texts.

Outcome 2. Majors can write a clear and coherently developed critical essay in Spanish or Portuguese.

Outcome 3. Majors can communicate effectively and spontaneously, comprehending and responding orally to questions in Spanish or Portuguese.

#### **Goal 2. Majors demonstrate knowledge of the language, literatures, and cultures of Spanish- or Portuguese-speaking countries and communities.**

Outcome 4. Majors demonstrate understanding of the structure of the language and its literary and cultural production by studying various historical and literary traditions, and from multiple theoretical perspectives, through reading and examining texts in Spanish or Portuguese.

Outcome 5. Majors demonstrate understanding of the structure of the language and its literary and cultural production by writing coherent critical essays in Spanish or Portuguese.

Outcome 6. Majors demonstrate understanding of the structure of the language and its literary and cultural production through various forms of oral expression (including conversation, performance, and formal presentations) in Spanish or Portuguese.

#### **Goal 3. Majors can conduct research on literature, linguistics, and cultural studies in Spanish or Portuguese.**

Outcome 7. Majors demonstrate research skills through writing and oral presentations in Spanish or Portuguese.

#### **Goal 4. Majors attain cross-cultural competence and a deeper sense of commitment to the global community through study abroad experience\*, civic engagement, and internships with local, national, or international communities.**

Outcome 8. Majors can work with these communities in a range of social and professional contexts, demonstrating cultural and linguistic competence.

### **III. Department Assessment Strategies**

#### **Outcome 1. Majors can read a variety of Spanish or Portuguese texts.**

Assessment Strategies:

- \*students are tested at key levels using ACTFL reading guidelines
- \*student progress is tracked for majors (beginning in 305 and finishing in 488)
- \*student reading ability is evaluated in courses at all levels via testing

#### **Outcome 2. Majors can write a clear and coherently developed critical essay in Spanish or Portuguese.**

Assessment Strategies:

- \*students are tested at key levels using ACTFL writing guidelines
- \*student progress is tracked for students fulfilling language requirement (beginning in 101 and ending in 204) and for majors (beginning in 305 and finishing in 488)
- \*student writing ability is evaluated in courses at all levels via writing assignments and revision

#### **Outcome 3. Majors can communicate effectively and spontaneously, comprehending and responding orally to questions in Spanish or Portuguese.**

Assessment Strategies:

- \*students are tested at key levels using ACTFL oral proficiency guidelines
- \*student progress is tracked for students fulfilling language requirement (beginning in 101 and ending in 204) and for majors (beginning in 305 and finishing in 488)
- \*student speaking ability is evaluated in courses at all levels via oral presentations and oral interviews that form part of course requirements

#### **Outcome 4. Majors demonstrate understanding of the structure of the language and its literary and cultural production by studying various historical and literary traditions, and from multiple theoretical perspectives, through reading and examining texts in Spanish or Portuguese.**

Assessment strategies:

- \*majors are evaluated in each course in major program through examinations and formal written and oral presentations
- \*capstone written and oral projects are evaluated by entire faculty and via formal symposium

**Outcome 5. Majors demonstrate understanding of the structure of the language and its Literary and cultural production by writing coherent critical essays in Spanish or Portuguese.**

Assessment Strategies:

- \*students are tested at key levels using ACTFL writing guidelines
- \*student progress is tracked for majors (beginning in 305 and finishing in 488)
- \*majors are evaluated in each course in major program through examinations and formal written and oral presentations
- \*capstone written and oral projects are evaluated by entire faculty and via formal symposium

**Outcome 6. Majors demonstrate understanding of the structure of the language and its literary and cultural production through various forms of oral expression (including conversation, performance, and formal presentations) in Spanish or Portuguese.**

Assessment Strategies:

- \*students are tested at key levels using ACTFL oral proficiency guidelines
- \*student progress in oral proficiency is tracked for majors (beginning in 305 and finishing in 488)
- \*majors are evaluated in each course in major program through examinations and formal oral presentations
- \*capstone written and oral projects are evaluated by entire faculty and via formal symposium

**Outcome 7. Majors demonstrate research skills through writing and oral presentations in Spanish or Portuguese.**

Assessment Strategies:

- \*majors are evaluated in each course in major program through formal written research assignments and formal oral presentations based on research
- \*capstone written and oral projects are evaluated by entire faculty and via formal symposium

**Outcome 8. Majors can work with these communities in a range of social and professional contexts, demonstrating cultural and linguistic competence.**

Assessment Strategies:

- \*majors are evaluated in courses through reflection essays, formal presentations and project performance dealing with local and international communities
- \*majors are evaluated in written and oral proficiency as well as cultural competency both before leaving for study away and upon return (Susana's project)
- \*Individual faculty sponsors evaluate competence in internship projects and civic engagement projects

#### IV. Four-Year Timeline to Implement Assessment Strategies

Year	Outcome	Groups assessed	Assessors
Fall 2013	Oral proficiency 3 (oral proficiency)	101 (5-6 students) both skills	Oral: Susana and Cynthia (Molly learns and Leah, Rosa learn, too)
	Writing proficiency 2 (written proficiency)	305 (5-6 students) both skills	Written: Molly, Galo or Toni
Spring 2014	7 (oral & written evidence of research competence)	Senior seminar, capstone projects Senior exit interview Focus group	Senior seminar instructor (Molly) External Facilitator
Fall 2014	Oral proficiency 3 (oral proficiency)	204 (random, limited selection) both skills	Instructors of 204/220
	Writing proficiency 2 (written proficiency)	220 (any we have followed) both skills	
Spring 2015	7 (oral & written evidence of research competence)	Senior seminar, capstone projects Senior exit/ Focus group	Senior seminar instructor
	Oral proficiency 3 (oral proficiency)	204 (our 5-6 students) both skills	Ideally the same who evaluated in Fall 2013- but may not be possible
	Writing proficiency 2(written proficiency)		
Fall 2015	Oral proficiency 3 (oral proficiency)	101 (5-6 students) both skills	??
	Writing proficiency	NEW GROUPS 305 (5-6 students)	

	2 (written proficiency)	both skills	
Spring 2016	7 (oral & written evidence of research competence)	Senior seminar, capstone projects  Senior exit /Focus group	Senior seminar instructor
Fall 2016	Perhaps evaluate an intermediate skill	Perhaps evaluate intermediate skill	??
Spring 2017	7 (oral & written evidence of research competence)	Senior seminar, capstone projects  Senior exit/Focus group	Senior seminar instructor