Department-Based Assessment Loop
Haverford College

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<th>Division:</th>
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Departmental Learning Goals (Context):
1. Students interact effectively with Spanish speakers in Spanish-speaking countries.
2. Students critically analyze literary, media and language-related products and/or processes.
3. Students reflect on the world and on themselves through the lens of the Spanish language and cultures.
4. Students develop interpretive, critical thinking and research skills through their study of the Spanish language and of Hispanic cultural narratives.

I. Learning Goal To Be Assessed:
Students critically analyze literary, media and language-related products and/or processes.

Objectives:
Students will be able to:

   a. Demonstrate knowledge of the socio-political, historical, and cultural contexts pertinent to products and processes they study, including knowledge of the intellectual, artistic/aesthetic tradition(s) in which such products and processes originate
   b. Be conversant with linguistic, literary and/or cultural studies theories, and use them appropriately to interrogate texts/language-related data
   c. Generate an appropriate research question
   d. Address research question(s) using evidence

II. Learning Strategies
The departmental curriculum, particularly the senior seminar, includes assignments and opportunities for students to learn to critically read and interrogate texts and language-related data. Intensive interactions with faculty probe understanding and foster analytical development. Extracurricular offerings and opportunities sponsored by the department also support analytical learning.
III. Learning Assessments

The department will create a rubric to assess the success in achieving the learning goal identified earlier. At the beginning of the senior year, each Spanish major will be asked to submit what they consider to be their best analytical work to date. The thesis advisor will apply a rubric to assess achievement of the analytical objectives in this work as a baseline measure, and use the same rubric in the final research project. All members of the department will read the student’s work and use the rubric to grade it.

IV. Using the Results to improve learning:

The rubric scores will be tallied, analyzed and discussed within the department to inform subsequent planning for departmental curriculum, course content/delivery, and student evaluation mechanisms. Departmental Assistants will be asked to assist by creating the summary table of rubric scores, and maintaining this information for future comparisons.