

Academic Year 2025-2026

MA in Teaching in Spanish - MA-MATS Learning Outcomes

Oral communication and Research/ Final Porfolio **MET**

Students will defend and demonstrate high-level oral communication and professional proficiency in Spanish by formulating, deducting, debating, defending, solving and editorializing at least five pedagogical teaching principles. Students will provide relevant teaching Spanish methods to curricula planning by designing at least seven language lessons, instructional materials in Spanish, assessment tools, research projects, and execution of lessons. Students will present such findings in a Teaching Practicum Portfolio that synthesizes the results of their research to be presented in an oral final exam.

MEASURES	RESULTS	ACTIONS
Final Oral exam The MA faculty committee will evaluate the portfolio and assess the student's oral exam. The committee will ask specific questions about the student's presentation and apply the rubric. Students will demonstrate acceptable proficiency in Spanish and knowledge of teaching methods in a final oral presentation of their final portfolio. Direct - Portfolio <i>Special Topics in Teaching: SPAN 5390</i> Target Target: We expect that 80% of the graduate theses and essays will be evaluated "proficient" or "exemplary" throughout oral examination. Portafolio de Meza 5-5-2026 Finalx.docx Portafolio final de maestría Patricia Kerr - abril 2026 (3).pdf Reynolds Cuenca su cantado y tradiciones - FINAL.docx	MET Final Oral exam ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis I have attached the final written portfolios. In spring 2026, three students were registered with SPAN 5390. Students wrote and defended a final teaching portfolio before a faculty committee. Procedure: The committee reviewed and evaluated the pedagogical portfolios based on theoretical and pedagogical content. Afterward, the committee asked students specific questions about their presentation and applied the rubric. The committee suggested some minor editions to written portfolios, but the oral presentations were excellent. The students demonstrated mastery of Spanish and deducted, debated, defended, and solved at least five pedagogical teaching principles. The faculty used the rubric for the final oral examination and voted to approve the final results. The actual assessment of the MATS students was as follows: 1. A 100% of students accomplished level 4 in mastery of material. 2. A 100% of students achieved level 4 in mastery in organization and clarity. 3. A 100% of students attained level 4 mastery in breadth of knowledge. 4. A 100% of students scored level 4 and excelled in poise and confidence. Our three MATS students completed and passed the final oral exam and demonstrated a through command of all	<i>No actions have been added.</i>

	course work taken during the one's graduate career.	
FINAL RESEARCH ORAL PRESENTATION 1 (50%) out of 2(100%) students evaluated in the final research and oral exam met exemplary or exceeded scores(100% or 4 points of the rubric) and provided well-organized, articulated, and genuinely informative responses regarding all coursework completed during the final oral examination. The final oral exam committee approved the research and the oral exam. 1(50%) out of 2(100%) students evaluated in the final research and oral exam met a proficient score (86%) or 3.6 out of 4 on the rubric. The student demonstrated an above-average breadth of knowledge in response to questions posed, including the ability to draw in and synthesize a few major secondary critical perspectives.The final oral exam committee approved the research and the oral exam. Exceeded 93% Not met 0% Direct - Portfolio <i>Special Topics in Teaching: SPAN 5390</i> Target Target: We expect that 80% of the graduate theses and essays will be evaluated "proficient" or "exemplary" throughout the Final Research Oral Examination. MATS RubricsORAL COMMUNICATION.docx	MET FINAL RESEARCH ORAL PRESENTATION ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis I have attached the final written portfolios. In spring 2026, three students were registered with SPAN 5390. Students wrote and defended a final teaching portfolio before a faculty committee. Procedure: The committee reviewed and evaluated the pedagogical portfolios based on theoretical and pedagogical content. Afterward, the committee asked students specific questions about their presentation and applied the rubric. The committee suggested some minor editions to written portfolios, but the oral presentations were excellent. The students demonstrated mastery of Spanish and deducted, debated, defended, and solved at least five pedagogical teaching principles. The faculty used the rubric for the final oral examination and voted to approve the final results . The actual assessment of the MATS students was as follows: 1. A 100% of students accomplished level 4 in mastery of material. 2. A 100% of students achieved level 4 in mastery in organization and clarity. 3. A 100% of students attained level 4 mastery in breadth of knowledge. 4. A 100% of students scored level 4 and excelled in poise and confidence. Our three MATS students completed and passed the final oral exam and demonstrated a through command of all course work taken during the one's graduate career.	<i>No actions have been added.</i>

General Outcome Actions

ACTIONS
Maintain Assessment Strategy

Our Assessment strategy is excellent.
Maintain Assessment Strategy Our students met the target.

Critical Thinking and Literary Research MET

In sample essays, written exams, discussions, or journals, students in the MA in teaching Spanish will demonstrate high-level, professional proficiency in using literary or rhetorical techniques associated with the genre. Students will elaborate on at least three essays, practice rhetorical techniques in 7 discussion boards in Spanish, and debate and reflect ideas in 7 journals.

MEASURES	RESULTS	ACTIONS
Research Paper Assignment Of the 5 students (100%), 4 students (80%) demonstrated superior research skills in making evaluative judgments about the complex arguments presented by various critics on the subject matter. 1 student (20%) exhibited proficient writing skills by effectively synthesizing important biographical, historical, aesthetic, and cultural studies related to the subject matter. Exceeded 80% Met 20% Not met 0 Direct - Assignment <i>Studies in Hisp Lit in US: SPAN 5380</i> Target 80% of the students will perform (met) a score of 3 or exceed scores (research paper) according to the rubric. We expect that 80% of the graduate research papers will be judged "proficient" or "exemplary" in literary research and synthesis of research. Ensayo15370.docx MATS Rubrics Research.docx Miosotis Salazar ensayo span 5370.docx	MET Research Paper Assignment ■ Exceeded ■ Met  0% 100% <i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i> Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis A total of five students were enrolled in SPAN 5370 (Studies in Latin American Literature). Their performance was evaluated using the MATS Research and Latin American Literature rubric, with the following assessment results: 1. All five students (90%) demonstrated exemplary proficiency in writing and research methods at level 4. 2. All five students (90%) excelled at level 4 in critical analysis, demonstrating the ability to dissect and evaluate complex literary works. 3. All five students (90%) who achieved level 4 were exemplary in synthesizing information and articulating main objectives. 4. All five students (90%) who attained level 4 demonstrated exemplary accuracy and integrity.	Maintain Assessment Strategy Our assessment strategy help us to measure our student's writing process.
Discussion boards	MET Discussion boards	<i>No actions have been added.</i>

Faculty will review three exams and two reflection questions written in the discussion board or journal entries. Instructors will evaluate three written samples and compare them to individual and class performance. Students will demonstrate acceptable proficiency and knowledge of the Spanish language, including syntax, as well as rhetorical and cultural analysis. Direct - Assignment <i>Studies in Hisp Lit in US: SPAN 5380</i> Target 80 % of students will achieve a score of 3 or above Discussion TopicGuadalupe Casas.docx Foro de discusión 4 Miosotis Salazar.docx	ExceededMet 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis A total of five students were enrolled in SPAN 5370 (Studies in Latin American Literature). Their performance was evaluated using the MATS Research and Latin American Literature rubric, with the following assessment results: 1. All five students (90%) demonstrated exemplary proficiency in writing and research methods at level 4 in the discussion forums. 2. All five students (90%) excelled at level 4 in critical analysis, demonstrating the ability to dissect and evaluate complex literary works in discussion forums.. 3. All five students (90%) who achieved level 4 were exemplary in synthesizing information and articulating main objectives in discussion forums. 4. All five students (90%) who attained level 4 demonstrated exemplary accuracy and integrity.	
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Written Literary/rhetorical/ Cultural analysis

Students in the MATS will demonstrate a high proficiency in Literary and rhetorical research and synthesis of research in SPAN 5340/SPAN 5330. SPAN 5360 or SPAN 5380 . Students will demonstrate high-level performance in writing style; make use of MLA and APA format, elaborate and synthesized an argument, and application of literary and technical writing techniques, and literary and rhetorical analysis.

MEASURES	RESULTS	ACTIONS
Interviews and Developing Pedagogical Lessons At the end of the semester, the faculty will assess five informal interviews, and a final project: an oral final presentation of a pedagogical lesson or a video recording interview. Faculty will determine the student proficiency by the 3 to 4 points from the rubric and according to the course outcome.	No results have been added.	No actions have been added.

Indirect - Interview Literatura Espanola: SPAN 5330 Target We expect that 80% of the interviews and pedagogical lessons will be evaluated exemplary.		
Lesson Plans to develop a lesson in Spanish This outcome will be measured by evaluating two lesson plans and reviewing the Spanish syntax, written directions, and cultural content of the lesson plans. Faculty will randomly select a series of students' lesson plans and judge students' high level of analysis and synthesis. Direct - Assignment Literatura Espanola: SPAN 5330 Target 80% of the students will achieve a score of 4 or above	No results have been added.	No actions have been added.

Critical Literary Research and Cultural Analysis MET

Student Learning Outcomes CULTURAL ANALYSIS
MA students in Teaching Spanish will demonstrate acceptable proficiency in the cultural analysis of the Spanish-speaking world in SPAN 5300/SPAN 5340, SPAN 5330 or SPAN 5360. Students will evaluate at least 7 lesson plans with cultural materials and analyze at least eight cultural products, such as textbooks, digital images, novels, and films. Students will answer seven questions in discussion forums and compose one essay.

MEASURES	RESULTS	ACTIONS
Direct Assignment: Lesson plan Four (80%)out of five (100%) students evaluated in SPAN 5330 attained exemplary (met) or exceeded scores. Students demonstrated an original idea that added to their knowledge of the subject matter. Four students exceeded scores in seven lesson plans. 1 (20%) out of 5 (100%) students evaluated attained proficient (met) scores. Students demonstrated the ability to develop an original point of view from primary and secondary sources. One student was proficient in developing 7 lesson plans. Direct - Assignment Literatura Espanola: SPAN 5330 Target Target: We expect that 85% of the graduate students will score 4 "exemplary" on the rubric throughout the lesson plan design process.	MET Direct Assignment: Lesson plan ExceededMet 0%100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded:50% Met:50% Met Total:100% Not Met Total: Analysis Faculty reviewed and evaluated seven lesson plans and seven final presentations. The assessment focused on students' ability to comprehend and	No actions have been added.

Copy of El sombrero mexicano - Presentation.pdf Lección 1 el chocolate.pdf LECCION 1 El Desarrollo del chocolate en Mexico.pptx MATS RubricsCULTURAL ANALYSIS.docx	connect lesson plans to their final designed lessons, their skill in designing cultural lesson plans, independent thinking, Spanish syntax, vocabulary, and their ability to present and support a compelling argument. In Spring 2026, six students were enrolled in SPAN 5360 (Studies in Latin American Literature/Mexican Culture). Based on the MATS written and reading literary, rhetorical, and cultural analysis test results, the assessment outcomes for the MATS students were as follows: 1. Six students (90%) achieved level 4 performance, demonstrating exemplary independent thinking and the ability to identify main ideas. 2. Six students (90%) attained level 4, demonstrating exemplary understanding of audience and purpose. 3. Six students (90%) scored at level 4, demonstrating exemplary ability to present a compelling argument. 4. Six students (90%) achieved level 4, demonstrating mastery of language style and vocabulary.	
Research paper Students in the MATS will demonstrate a high proficiency in Literary and rhetorical research and synthesis of research. Students will demonstrate high-level performance in writing style, utilizing MLA and APA formats. They will elaborate and synthesize arguments, applying literary and technical writing techniques, as well as scholarly and rhetorical analysis. At the end of the semester, the faculty will assess two research papers. The faculty will review the writing style, the MLA or APA format, the bibliography, and the content, including the rhetorical method, the argument, and the writing style. Direct - Assignment Literatura Espanola: SPAN 5330 Target 85% of the students will achieve a score of 3 and above	MET Research paper Exceeded Met 0% 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Exceeded: 50% Met: 50% Met Total: 100% Not Met Total: Analysis Faculty reviewed and evaluated seven essays. I have attached the 3 written samples. In Spring 2026, six students were enrolled in SPAN 5360 (Studies in Latin American Literature/Mexican Culture). Based on the MATS written and reading literary, rhetorical, and cultural analysis test results, the assessment outcomes for the MATS students were as follows: 1. Six students (90%) achieved level 4 performance, demonstrating exemplary independent thinking and the ability to write main ideas.	No actions have been added.

	2. Six students (90%) attained level 4, demonstrating exemplary understanding of audience and purpose. 3. Six students (90%) scored at level 4, demonstrating exemplary ability to present a compelling argument. 4. Six students (90%) achieved level 4, demonstrating mastery of language syntax, style and vocabulary.	
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General Outcome Actions

ACTIONS
Maintain Assessment Strategy Our assessment strategy works. Our students met the outcomes.

Assessment Report Summary

In the 2025-2026 SPAN 5390 course report, the MA faculty committee evaluated three written portfolios and assessed students’ oral exams. The committee posed targeted questions regarding the presentations and applied the established rubric. Students demonstrated acceptable proficiency in Spanish and knowledge of teaching methods during the final oral presentation of their portfolios.

In the SPAN 5360 course, the faculty reviewed and evaluated seven lesson plans and six research papers. The assessment focused on students’ abilities to comprehend and interpret written texts, identify main ideas, construct coherent paragraphs, and demonstrate independent thinking.

In the SPAN 5370 course, the faculty reviewed five research papers and five discussion board submissions. Faculty members posed specific questions regarding prominent Latin American women writers and evaluated students’ abilities to compose research papers.

MATS students engaged with a range of thematic subjects, including motivation in learning Spanish, cultural and linguistic topics, professional applications of the Spanish language, and the teaching of Spanish in high school classrooms. These students contributed to academic discourse and influenced the ongoing development of the program. The MATS faculty emphasized the creation of Spanish language and cultural thematic lessons, with particular focus on practical applications and oral communication.