Spanish Annual Assessment 17-18

Spanish

Program Profile

Program Mission Statement
Please insert your program mission statement here

The Spanish Minor at William Woods University will enable students to achieve competence in language skills (reading, writing, speaking, and listening) within an understanding of cultural diversity (Spanish and Latin American literatures and cultures).

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	2017-18	2016-17
Student Majors		
Student Minors	14	15

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics
Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Student retention from my first year at WWU (2016/2017) has been very good. I started implementing a self-evaluation and brief written evaluation in Spanish 101 and 102 during the first week of class to assure students are enrolled in the course that matches their level. Doing this has allowed me to move numerous students from SPA 101 to 102. Some of these students have gone on to declare a minor in Spanish. In Fall 2016, my SPA 203 (Intermediate Spanish I) course had only three total students. In Fall 2017, I had nine students enrolled in the course. Spring 2018, although typically a

lower enrollment semester had seven total students in SPA 204. These courses represent my incoming minor students. My upper-level Spanish classes enrollment remain around seven students (up from five from previous academic year). While I have shown some growth, I also lost two Spanish minors that transferred universities. I plan to continue evaluating proficiency during the first week of classes and to provide LEAD events and other extra-curricular activities to maintain and attract students to the Spanish minor. Unfortunately, since students do not need to declare their minor right away, my Spanish minor numbers are estimates that come from enrollment in SPA 203 and up as well as conversations with students in 100 level classes that have verbally declared their intent to minor.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation
Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation?If no, why?

N/A

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
SPA.1	Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.
SPA.2	Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.
SPA.3	Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.
SPA.4	Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.
SPA.5	Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.

General Education Alignment to Program
How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual.

See attached for more detailed breakdown.

Only Spanish 101 and 102 satisfy the General Education requirement for Diversity in Society & the Individual (these courses do not count toward the Spanish minor and are not part of the program assessment). In these courses, students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

However, all Spanish courses offered in the minor build upon skills learned in Critical Analysis, Creative Expression, and Society & the Individual.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Spanish Minor Curriculum Map(Imported)

	SPA 203	SPA 204	SPA 303	SPA 351	SPA 377	SPA 381
SPA.1 Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.	I	R	M, A	R	R	R
SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.	I	R	M, A	R	R	R
SPA.3 Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.	I	R	R	M, A	R	R
SPA.4 Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.	I	R	R	R	R	M, A
SPA.5 Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.	I	R	R	R	M, A	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Spanish Minor Curriculum Map(Imported)

SPA.1 Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.
Assessment Measures

SPA 303				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Interview	Has the criterion 80% of students will demonstrate "Advanced" proficiency or higher. been met yet? Not met	Course not taught where this objective is assessed.		- Revision of Program Objectives: Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.
Assessment Measures

SPA 303				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Interview	Has the criterion 80% of students will demonstrate "Advanced" proficiency or higher. been met yet? Not met	Course not taught where this objective is assessed.		- Revision of Program Objectives: Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

SPA.3 Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.

Assessment Measures

SPA 351				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 80% of students will demonstrate "Advanced" proficiency or higher. been met yet? Met	Only one student was identified as "developing" in the categories Interpretation, Support and Application. All other students in the course fell into the categories of Advanced or Exemplary.	Via___SPA__351___ Introduction_to_Hisp anic_Literature___01 ___FUL___2__Fall_1 718_Activity_Assess ments_Aggregated_ Result_12_13_2017_ 101858.pdf	

SPA.4 Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.

Assessment Measures

SPA 381				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 80% of students will demonstrate "Advanced" proficiency or higher. been met yet? Met	100% of students demonstrated "Advanced" (level 3) proficiency or higher.	Via___SPA__381___ Advanced_Grammar _and_Composition__ _01___FUL___3__S pring_1718_Activity_ Assessments_Aggre gated_Result_05_02 _2018_102950.pdf	

SPA.5 Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.

Assessment Measures

SPA 377				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 80% of students will demonstrate "Advanced" proficiency or higher. been met yet? Not met	Course not taught where this objective is assessed.		- Revision of Program Objectives: Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

Analysis of the Assessment Process
Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Currently, Spanish minor program objectives are only assessed at the upper-division level (this will be changing for the 18-19 academic year). Objectives 1 speaking and 2 listening are assessed in SPA 303 (Advanced Conversation), 3 reading is assessed in SPA 351 (Introduction to Hispanic Literature), 4 writing is assessed in SPA 318 (Advanced Grammar & Composition), and 5 cultural competency is assessed in SPA 377 (Spanish Civilization). Since the program typically offers one upper division course per semester, not all objectives are assessed each year. As such, I will be assessing all objectives also in SPA 203 and 204 to assure all objectives are being assessed each academic year. During this 2017/2018 academic year, the Spanish Minor Program assessed the following program objectives: 3 (reading) in Fall 2017 and 4 (writing) in Spring 2018. For objective 3, (reading), students were asked to upload their final comparative literary analysis. This assignment worked very well to assess all components of this objective (understanding, interpretation, support and application). For objective 4 (writing), students submitted a portfolio that contained all of their "readacciones", or short writings, done throughout the semester. This assignment also worked very well to assess this objective as it showed their ability to produce a variety of written texts, responding to various written prompts, while also serving as a demonstration of their grammatical/mechanical writing proficiency. I am a one-person department and therefore made all decisions and did all assessments on my own.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	SPA.1 Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.
Legend	A
Course/Event	SPA 303
Assessment Measure	Direct - Interview

Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revision of Program Objectives	Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

Standard/Outcome	SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.
Legend	A
Course/Event	SPA 303
Assessment Measure	Direct - Interview
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revision of Program Objectives	Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

Standard/Outcome	SPA.5 Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.
Legend	A
Course/Event	SPA 377
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revision of Program Objectives	Will be adding assessment of all program objectives for intermediate level in SPA 203 and 204.

Program Activities

Student Performance Review
Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The Spanish minor does not currently conduct student performance day activities.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.

Senior Showcase
Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

N/A Spanish is not a major.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

Service Learning Component
If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

LEAD Events
Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

LEAD: Mesa de español Conversation Table hosted 8/30

LEAD: Mesa de español Conversation Table hosted 9/13

LEAD: Hispanic Heritage Month Kick-Off hosted 9/15

LEAD: Chicano Artists: Painting An(Other) Identities, invited lecture by Dr. Pérez-Anzaldo from the University of Missouri, hosted 9/27

LEAD: Mesa de español Conversation Table hosted 10/04

LEAD: Flim Screening: Sin nombre with Q&A session, hosted 10/4

LEAD: Mesa de español Conversation Table hosted 11/08

LEAD: Mesa de español Conversation Table hosted 1/24

LEAD: Mesa de español Conversation Table hosted 2/14

LEAD: Mesa de español Conversation Table hosted 3/14

LEAD: Mesa de español Conversation Table hosted 4/11

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Jessica Jensen and Olivia Imhoff are both studying abroad summer 2018 and placed into upper-level curriculum within chosen programs (Granada, Spain & San José, Costa Rica).

Alumni accomplishment: Spanish minor alumna, Sophia Lombardi, is using her Spanish minor in current professional context in Accounting in Florida.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Presented paper: "Webcam Millionaires: YouTube Youth Culture and Global Neoliberalism in Chile" at the Midwest Association for Latin American Studies 67th Annual Conference that took place October 19th-21, 2017 st at Webster University Gateway Campus in St. Louis, Missouri.

Judge for 4th Annual Oklahoma City Latino Film Festival (March 10, 2018) sponsored by Calle Dos Cinco

⌃ Annual Assessment Rubric
11.000 pts 73.33%

	3.000 **Assessment Reflects Best Practices**	2.000 **Assessment Meets the Expectations of the University**	1.000 **Assessment Needs Development**	0.000 **Assessment is Inadequate**	**N/A**
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:	The rotation of the courses impedes your ability to assess each object annually unless the program assessment plan is modified to use only courses that are taught annually, and then grab the special courses when they come around. There is no problem with a rotation on objectives. It would be problematic if the rotation was not set and there was a lot of variation on when the courses were taught, but the rotation is consistent and the classes generally make				
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:	the faculty of 1, cannot help that there are not others to dicscuss the results. But you do discuss the results with other Language based faculty and talk about the implications of data, so while you don't have Spanish peers, you to have linguistic peers and those discussions are beneficial.				
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:					