Spanish Annual Assessment 2019-2020

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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

Student Majors 2018-19   **Students Majors 2019-2020**

Student Minors 2018-19   **Student Minors 2019-20**

 15   10

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2019-20
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics
What are the program goals for student retention, persistence and degree completion? 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?

I have implemented 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 s few students from SPA 101 to 102. Some of these students have gone on to declare a minor in Spanish. Enrollment in Spanish courses is down and I had a number of Spanish minors graduate in Spring 2019. 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

Marketing Materials
Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

I worked with the Admissions and Marketing departments to create a Spanish minor program sheet to give out to potential students and their families. I also developed a "What can I do with a Spanish minor" for the career fair events that I attend on campus to promote the Spanish minor (see attachments).

Marketing Material

03110018_311_Spanish_Minor_Program_Sheet_proof__004_.pdf
What_can_I_do_with_a_Spanish_minor.docx

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.

Alignment to the University Objectives
Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

The Spanish minor aligns to all University Objects, and strongly aligns to the components of ethics and self-liberation. Whether students are taking general education courses in Spanish (SPA 101, 102) or completing coursework in the Spanish minor program, students develop skills in cultural self-awareness, knowledge of cultural worldview frameworks, empathy, and develop an increased understanding of verbal and nonverbal communication in Spanish and English.

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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

I developed a new course entitled "Spanish for the Professions" as an Advanced Project for my upper-level Spanish minors. This course is a survey of the Spanish language in various professional contexts including business & finance, health & social service, technology, human resources, law, law enforcement, and equestrian fields. The course focuses on the importance of bilingualism in the U.S, strategies for lifelong learning, cultural considerations, and a review of relevant language, (i.e. grammar) to enhance professional work in the Hispanic community. This course was also supported by my mentor-mentee project with Spanish minors Caitlin Cook and Grace McFarland to develop curriculum for the equestrian unit of the class. This project provided students with the opportunity to conduct interdisciplinary research in

their areas of interests (EQS and Spanish), network with professionals in the equine profession, and conduct original research and translations that will have a lasting influence on the curriculum of the Spanish program.

In Spanish for the Professions, students gave individual presentations regarding cultural differences between professions in the US vs. the Spanish-speaking world. They also conducted interviews with Hispanic professionals in their area of interest to learn more about their professional experience, background, language use, and topics of cultural diversity in the workplace, etc. Students submitted a reflection essay in Spanish about their interview that was assessed for language production and content in response to given prompt. These assignments provided an interdisciplinary perspective while still accomplishing the goals of the Spanish minor: competence in language skills within an understanding of cultural diversity.

Curriculum Map

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

Spanish Minor Curriculum Map

	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, A	R	M, A	R	R	R
SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.	I, A	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, A	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, A	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, A	R	R	R	M, A	R

Changes to Curriculum
Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

18-19 academic year started assessment of 200 level Spanish classes.

Speaking, listening and cultural competency will be assessed through a native speaker interview essay in SPA 203.

Reading and writing will be assessed in a literary essay in SPA 204.

No further changes have been made.

Assessment Findings

Assessment Findings for the Assessment Measure level for Spanish Minor Curriculum Map

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 203

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met		Via___SPA__203___ Intermediate_Spanish_I___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_125921.pdf	

SPA 303

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Not met	Course not offered this academic year.		

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

SPA 203

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met		Via___SPA__203___ Intermediate_Spanish_I___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_125921.pdf	

SPA 303

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Proficiency Interview	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Not met	Course not offered this academic year.		

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 204

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met		Via___SPA__204___Intermediate_Spanish_II___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_125945.pdf	

SPA 351

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Met		Via___SPA__351___Introduction_to_Hispanic_Literature___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_130014.pdf	

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

SPA 204

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met		Via___SPA__204___Intermediate_Spanish_II___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_125945.p	

			df	

SPA 381

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Not met	Course not offered this academic year.		

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

SPA 203

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met		Via___SPA__203___Intermediate_Spanish_I___01___FUL___3__Spring_1920_Activity_Assessments_Aggregated_Result_05_05_2020_125921.pdf	

SPA 377

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Not met	Course not offered this academic year.		

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.

Previously, the Spanish minor program objectives were only assessed at the upper-division level. During this 18-19 academic year, I added assessment of all objectives at the intermediate level (SPA 203, 204). Objectives 1 speaking and 2 listening are assessed in SPA 203 and SPA 303 (Advanced Conversation), 3 reading is assessed in SPA 204 and SPA 351 (Introduction to Hispanic Literature), 4 writing is assessed in SPA 204 and 381 (Advanced Grammar & Composition), and 5 cultural competency is assessed in SPA 203 and 377 (Spanish Civilization).

During this 19-20 academic year, the Spanish minor program assessed the following program objectives: 1 (speaking) spring 2020 in SPA 203, 2 (listening) spring 2020 in SPA 203, 3 (reading) in spring 2020 in SPA 204 and SPA 351, 4 (writing) spring 2020 in SPA 204, and 5 (cultural competency) spring 2020 in SPA 203. For objectives one and two, (speaking and listening), students in SPA 203 were asked to upload an essay summarizing the questions they asked and the responses given during a native speaker interview conducted in class at the end of the semester. For objective 3 and 4 (reading and writing), in SPA 204 these objectives are assessed through a "reportaje" assignment or written report based on a news article about human rights in Bolivia. In SPA 351, students complete a final literary analysis based on two selected works read in class from two distinct literary genres. Objective 5 (cultural competency) is assessed in SPA 203 through their native speaker interview assignment. These activities are working well to assess minor objectives. 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
No improvement narratives have been added.

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?

NA

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?

NA

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?

Coursework in the Spanish minor regularly interacts with local and global communities, but this academic year no serving learning projects were incorporated into curriculum.

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.

The Spanish department planned five LEAD events during the course of this academic year including, "¡Búsqueda bilingüe!" on Monday, September 16 at 3pm, "Celebrating Hispanic Heritage in Fulton" with guest speaker Luis Morales on Thursday, September 26 at 3pm with a food reception for student networking with the guest speaker, "Film Screening: Roma" on Wednesday, October 2 at 4pm and 7pm where I gave a historical and cultural introduction to the film, and "Mesa de español" scheduled for Monday, March 30 (cancelled due to the pandemic).

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.

Spanish minors Caitlin Cook and Grace McFarland completed a Mentor-Mentee project with me entitled: Español ecuestre: Spanish Language Resources for the Equine Industry. This project created a repository of Spanish language resources for students and equine professionals, including bilingual equestrian terminology posters on the four seats offered at WWU, translations of safety and legal signage posted in the WWU barns, bilingual veterinarian terminology and useful phrases as well as an annotated bibliography of resources. Even though the pandemic cut our project short, we were still able to accomplish many of our goals. The results of this project directly inform the curriculum used in the Spanish for the Professions course taught in the Spanish minor and its unit on Spanish in the equine profession. This project provided students with the opportunity to conduct interdisciplinary research in their areas of interests (EQS and Spanish), network with professionals in the equine profession, and conduct original research and translations that will have a lasting influence on the curriculum of the Spanish program.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Spanish minor alumni Jessica Jensen and Stephen George have both been accepted to attend law school programs in fall 2020.

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.
I was accepted to present my research paper entitled, "Chilean Economic Inequality and Social Marginalization in 'Taxi para tres' (2001)" at the 2020 KFLC (Kentucky Foreign Language Conference) April 16-18, 2020 that was cancelled due to the COVID-19 pandemic.
I was also accepted to present the results of the mentor-mentee project completed this academic year with mentees Caitlin Cook and Grace McFarland in a presentation titled, "Straight from the horse's mouth: A Case Study of Spanish for Equestrians ", at the 2020 AATSP (American Association of Teachers of Spanish and Portuguese) Annual Conference scheduled for July 9-12, 2020. This conference was also cancelled due to the COVID-19 pandemic.

Assessment Rubric

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				