



WILLIAM WOODS
UNIVERSITY

Spanish Minor 5-year Program Review 2020

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Program Review 2019-2020

Spanish

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

Current Spanish faculty, Dr. Bolados, was hired in Fall 2016 full-time as Assistant Professor of Spanish after previous part-time Spanish faculty, Mary Mosley, retired. Spanish used to be offered as a major at WWU, but was cut in 2002 and the Spanish program was reduced to one, three-credit elementary class per semester. Gradually the program was built back up to offer a minor. The program continues to support general education course offerings in the category of Diversity as well as a minor in Spanish. The program currently offers elementary Spanish and intermediate Spanish each semester along with one, upper-division course for Spanish minors per semester. The Spanish program is also an important aspect of the completion of our B.A. degree. Students seeking this degree are required to successfully complete two courses (6 credit hours) of a foreign language. The program has been able to use introductory courses in the general education program to recruit students to the minor. The program has been able to maintain a steady number of Spanish minors over the past five years as shown in the demographic information below.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission statement for the Spanish department and its minor curriculum is as follows: "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)". This mission is rooted in the ACTFL (American Council on the Teaching of Foreign Languages) proficiency standards and directly connects to the department's program objectives.

The Spanish curriculum at William Woods University holds an important role in accomplishing the institutional mission. Learning a foreign language and fostering the cultural competence of its speakers are fundamental in preparing students to contribute positively to a global community as well as to develop values of ethics, self-liberation and life-long learning. When students study Spanish, they expand opportunities to communicate with more than 500 million people around the world, and Spanish is considered the second most used language in international communication and business. Spanish minors in the program are afforded diverse opportunities both in and outside of the classroom. Since joining the faculty in 2016, I have had students that studied abroad, completed internships abroad, gone on to teach and work abroad or joined companies where they use their language skills in local commerce.

Student Demographic

Student Demographic Template

Insert the Data in to the provided template and reattach the data to the review.

	Incoming Freshmen	Transfer	Total
2018-2019	NA	NA	14
2017-2018	NA	NA	13
2016-2017	NA	NA	15
2015-2016	NA	NA	11
2014-2015	NA	NA	11

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

N/A

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attache it here. Just note in the Text Box above that the document is uploaded.

~ there is not a concentration for the Spanish Minor

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.

William Woods University Assessment Data

Program: Spanish

	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Majors (as of Oct. 15)								
Incoming Freshman								
Transfers								
Total								
Undergraduate Enrollment	1,079	1,009	1,006	1,006	1,001	973	956	934
Declared Minors	14	13	6	11	11	15	13	14
Graduated Minors	1	5	0	2	1	1	1	
Retention Rate: IPEDS definition¹								
University	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program								
Graduation Rate: IPEDS definition²								
University	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program								
Graduation Rate: Transfer Students³								
University	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program								

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specificity the details of the plan.

In fall 2016, the Spanish program implemented a language placement survey as well as a self-evaluation and brief written evaluation administered in Spanish 101 and 102 during the first week of class to assure students are enrolled in the course that matches their language level. The language placement survey contains a written component and a short interview in Spanish with Dr. Bolados to determine student level and course placement. Conducting these language evaluations has allowed for more accurate student placement and advising. The program has also offered independent studies and advanced projects to increase course offerings and allow students to graduate on time with their minor in Spanish. As evidenced by the student demographics data, the Spanish minor continues to maintain its numbers. I plan to continue evaluating proficiency during the first week of classes, offer additional classes when needed, and to provide LEAD events and other extra-curricular activities to maintain and attract students to the Spanish minor.

Additional Program Resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Proficiency_Evaluation_Bolados.pdf

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Since the Spanish program is not a major and only has one faculty member, advisees range from three to ten students per academic year. I currently serve as primary advisor for three students and secondary advisor for five other students. When advising outside of my content area, I encourage students to also seek counsel from a faculty member in their major for support with internships, career planning, etc.

A week before each advising period, I send out a Google Excel worksheet for students to set up a time to meet with me during their advising period. I also communicate that all advisees must come to their advising appointment with their four-year plans, preferred schedule, as well as any career or course scheduling concerns they may have. Advisees must sign up 48 hours in advance before their advising meeting to give time to prepare each advising file in advance and review curriculum and degree plans before each meeting. During advising meetings, I leave notes in each file to document what was communicated during each meeting. I am also active in career planning and internship advising/support for Spanish minors outside of formal advising periods.

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

Since my arrival in 2016, only one student has completed an internship for academic credit in the Spanish minor program. Spanish minor Caitlin Cook worked at Hospital Zoo Mazcota, a veterinarian clinic with branches in Panajachel and Quetzaltenango, Guatemala during summer 2019.

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Internships_Data_Program_Review_2019.docx

Internship Chart: Spanish Minor

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Internship Completers	1	0	0	0	0

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

The Spanish program is only a minor, and internships are not required for degree completion. In summer 2019, Caitlin Cook worked at Hospital Zoo Mazcota, a veterinarian clinic with branches in Panajachel and Quetzaltenango, Guatemala for internship credit in Spanish. Caitlin is the only Spanish minor to complete an internship in the program since my arrival

to WWU in 2016. However, I am active in career planning and internship advising/support for Spanish minors outside of formal internship classwork. I worked closely with Isabel Storey and León Brown on pursuing and securing summer internships opportunities that would utilize their Spanish language knowledge. Isabel Storey completed an internship at the Denver Zoo for her interdisciplinary degree in Conservation Biology with an Emphasis in Bilingual Outreach, and Leo Brown worked in Fulton as a bilingual sales representative at Cricket Wireless.

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

A Spanish minor provides students with a greatly enriched view of the world around them as well as Spanish language skills that will prove useful in many professional occupations. Many Spanish minors combine their Spanish studies with other areas to prepare for career opportunities in business, government, communications, law, education, sports management, equine industry, etc. where knowledge of a foreign language and cultures is essential. As a minor level program, any job placement that utilizes Spanish language or Hispanic cultural knowledge would be considered relevant to the field of study. For example, I have Spanish minor alumna that indicated her language and cultural knowledge helped her to obtain a job and be successful in an accounting firm in Florida. I have another ex-student that is currently teaching English in Santiago, Chile, and I have another alumna applying to volunteer for the Peace Corps. There are two other recent graduates using their Spanish minors in business, law, and in biology fields.

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

Graduate Placement Data

Please upload your demographic data on program graduates.

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

Spanish 203 and 204 (Intermediate Spanish I & II) have historically struggled to meet enrollment goals. As such, I have combined the classes and changed the course rotation to offer them both fall and spring semesters as a "parent/child" course. This change will accommodate student need and facilitate higher enrollment.

The course rotation for Spanish 101 online has changed to Fall and Spring semester to ensure I make my faculty contract load.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

Spanish 101 is the only course that has been taught online (Spring 2019 and Summer 2019). The online section did not seem to have an impact on on-ground course enrollment. The course rotation for Spanish 101 has changed to Fall and Spring semester to ensure I make my faculty contract load.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

I developed Spanish 101 to be put online during summer 2018. It was taught spring 2019 and summer 2019. The course was revised fall 2019 and the rotation was changed to fall and spring semesters to assure faculty course load. Spanish 110 Introduction to Hispanic Cultures was added to the general education course offerings for diversity. The course was specifically designed for the Freshman Advantage program as an introduction of basic concepts of culture, nation, language, geography and power in the Spanish-speaking, contemporary world. I have combined Spanish 203 Intermediate Spanish I and Spanish 204 Intermediate Spanish II and changed the course rotation to offer them both fall and spring semesters on ground as a "parent/child" course. This change will accommodate student need and facilitate higher enrollment. I have also developed two new upper-division electives in the Spanish minor per student interest, Introduction to Translation and Spanish for the Professions, taught spring 2019 and fall 2019. These courses have been taught on a trial basis as Advanced Projects. I will review student feedback to determine if they should be added to the course rotation.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Spanish 101 Elementary Spanish I and Spanish 102 Elementary Spanish II are both general education courses for the area of "Diversity" and are required for students graduating with a Bachelor's of Arts.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

Course	Title	2014-2015		2015		2015-2016		2016		2016-2017		2017		2017-2018		2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
SPA 203	Interm Spanish I	3/20	NA	NA	NA	NA	NA	3/20	NA	NA	NA	9/20	N/A	2/20	NA		
SPA 204	Interm Spanish II	NA	2/25	NA	NA	NA	NA	NA	3/25	NA	NA	8/25	N/A	3/25			
SPA 300	Independent Study Adv Spanish	1/1	NA	NA	NA	2/2	NA	NA	1/1	NA	NA	NA	NA	NA	NA		
SPA 303	Conversations Intro to Hispanic	NA	NA	NA	NA	NA	NA	NA	3/25	NA	NA	NA	NA	NA	12/25		
SPA 351	Literature Interdisciplinary	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
SPA 366	Honors Studies															N/A	NA
SPA 377	Spanish Civilization Adv Grammar &	2/20	NA	NA	NA	NA	NA	5/20	NA	NA	NA	NA	NA	6/20	NA		
SPA 381	Composition	NA	0/20	NA	NA	NA	NA	0/20	NA	NA	NA	7/20	N/A	N/a	1/1		
SPA 390	Internship I	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
SPA 400	Advanced Projects	NA	NA	NA	NA	NA	NA	NA	4/30	NA	NA	NA	9/30	NA			

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

Spanish (SPA) minor	18 credits	2018-2019 Checklist

- ☐ Students are required to have 122 distinct credits for graduation
- ☐ 42 credits of said 122, must be from upper level courses (*i.e.* 300/400-level)
- ☐ All students must complete the 43 credits of General Education for graduation

Required Courses: 6.00 credits

Course	Course Title	6.00	Semester	Grade	Substitutions
SPA 203	Intermediate Spanish I	3.00			
SPA 204	Intermediate Spanish II	3.00			

Required Electives: 12.00 credits

Required Spanish Upper Level Electives – 12.00		12.00	Semester	Grade	Substitutions

†substitutions must be approved by the Department Chair

Course Description

Upload program course descriptions from the most current Academic Catalog.

Minor in Spanish

Required Course:

SPA203-Intermediate Spanish I 3

Emphasis on communication, pair and group work and learning in context. Continued promotion of development of listening, speaking, reading, and writing skills. Further study of Hispanic culture and civilization.

SPA204-Intermediate Spanish II 3

Continued opportunities to improve listening, speaking, reading and writing skills. Review of grammar and introduction of additional vocabulary needed to express ideas and opinions related to Hispanic culture and literature.

SPA 300 Independent Study 3

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

SPA 303 Advanced Spanish Conversation 3

Continued practice with Spanish language needed to survive in situations in which Spanish must be used. In addition, students will have the opportunity to discuss contemporary issues through newspaper and magazine articles and cultural readings. Prerequisite - SPA 204

SPA 351 Introduction to Hispanic Literature 3

Selected reading from important works of Hispanic literature designed to give the student an introduction to the most important writers of the Hispanic world. Prerequisite: SPA 204 or permission of the instructor.

SPA 366 Interdisciplinary Honors Studies 3

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

SPA 377 Spanish Civilization 3

An introduction to Spanish culture and civilization as it has developed over the centuries. Prerequisite: SPA 204 or permission of instructor.

SPA 381 Advanced Grammar and Composition 3

A systemic study of Spanish grammar and syntax. Oral and written exercises are designed to develop proficiency both in spoken and written Spanish. Prerequisite: SPA 204

SPA 390 SPA Internship I 3

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three preapproved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of the division chair.

SPA 400 Advanced Project 3

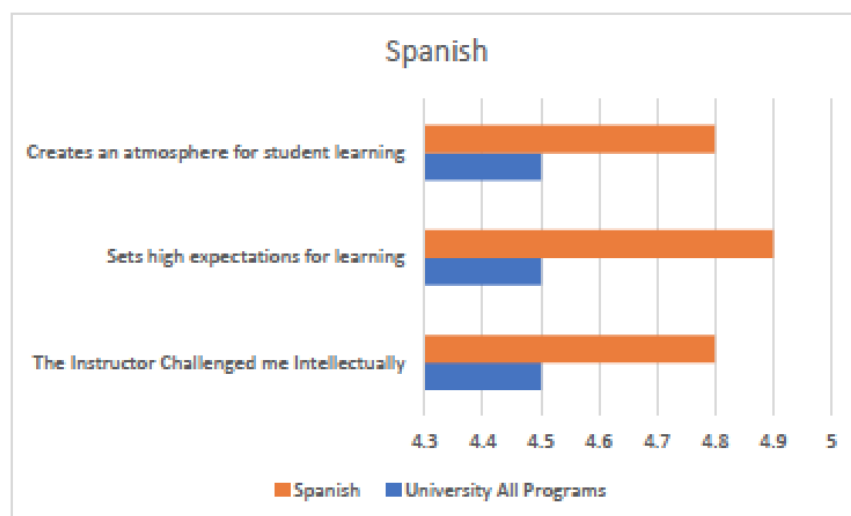
Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Spanish: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=88

62% Response Rate

This data is representative of SPA courses listed on the program checklist. Any online courses are not included as the data does not yet align on the end of course evaluations. This data represents end of course surveys from the 2017-2018 and 2018-2019 academic years.

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

As a one-person department, I always conduct research and consult colleagues in other Spanish departments to make the most informed decisions possible. I have relied on the feedback and interests of students in the minor to update and improve curricular offerings, assessment activities and reporting, cultural programming, and academic advising. The additions of Introduction to Translation and Spanish for the Professions are a result of that research and feedback. Additional data on teaching effectiveness can be found in my teaching evaluations, advising surveys as well as my

dossier for promotion. A review of my student and director evaluations will demonstrate a consistently high rating of effectiveness as well as a commitment to improvement and professional growth in teaching.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

Spanish classes are typically conducted in Burton Building 103 and 105 classrooms. We also regularly use Burton 205 Computer Lab for in class activities and projects.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

A document camera has been added to Burton 103 to facilitate learning in SPA 101 and 102 classes. It was moved from Burton 002 as it was not being used there.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

Desks and chairs that are easily movable would be a great addition to Burton 103 or 105 to better facilitate activities I conduct in class.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

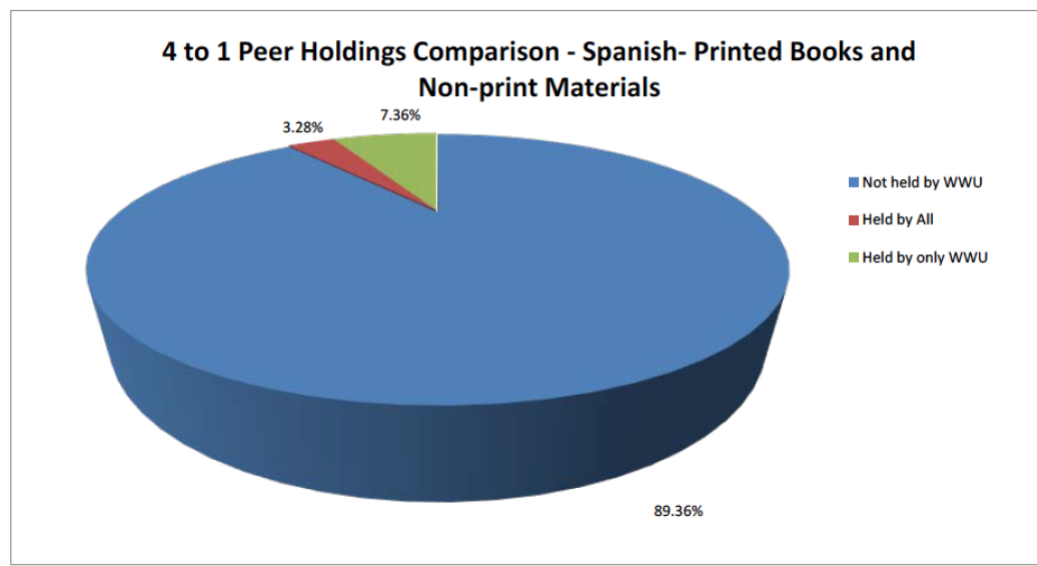
All Spanish courses use OwlNet for quizzes and to turn in assignments. Spanish 303 Advanced Conversation uses GoReact software for videoblogs and more advanced feedback.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Spanish as a discipline taught at the undergraduate level requires both up-to-date materials and materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats, although the Library's holdings in Spanish language and literature remain fairly weak.

All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

Students in upper-division Spanish courses write research papers using peer-reviewed research articles. I believe that the library offerings are sufficient for the needs of the Spanish minor.

Faculty and Staff Resources

Faculty

1-list all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

1. Full-time Faculty

Dr. Hannah Bolados, PhD, University of Arizona, 3 years at WWU, 12 credits per semester.

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty

CV_Hannah_Bolados_2019.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.

How many staff are designated to support the program?

1

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

☒ Yes (selected)

☐ No

Staff

Are issues with staffing impacting student learning?

☐ Yes

☒ No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.

Please include academic years Fall 2013 through Spring 2018

Fall 2013 to Spring 2016 all Spanish courses were taught by part time faculty Mary Mosley. Fall 2016 to Spring 2018 all Spanish courses are taught by full-time faculty Dr. Hannah Bolados.

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

All courses currently taught by full-time faculty, Dr. Hannah Bolados.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the

recommendation?

At this point, there is no need for an additional full-time faculty member in the Spanish department.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

The Spanish program budget is used to finance office supplies, classroom cultural activities, LEAD events, Alpha Mu Gamma induction ceremony costs, and technology needs.

Instructional Expenses

Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...

The only instructional expenses are printing costs and classroom supplies.

Non-Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

N/A

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge?

Major Field Competence- The first four objectives in the Spanish minor program emphasize language development toward proficiency based on the ACTFL proficiency standards. Spanish 101, 102, 203, and 204 build upon one another to develop language proficiency in speaking, listening, reading, and writing. The upper-division coursework in the minor emphasizes the application of language proficiency to engage in the process of academic discovery through research papers, presentations and projects.

Ethics- The fifth objective of the Spanish program is that students will display cultural competency by demonstrating cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts. This directly relates to the University Learning Outcome that students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.

Self-Liberation- Objectives 1-4 in the Spanish minor seek to build language competence that supports the fifth objective. In all Spanish curriculum, students are asked to articulate insights into cultural self-awareness and worldview frameworks.

Lifelong Education- All objectives in the Spanish minor program support language and cultural proficiency to support students to contribute to and participate in a global society.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

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.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

Spanish Minor Program Objectives

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

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

Objective 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.

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

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

Spanish Minor Curriculum Map	SPA 203	SPA 204	SPA 303	SPA 351	SPA 377	SPA 381
SPA.1 Speaking	I, A	R	M, A	R	R	R
SPA.2 Listening	I, A	R	M, A	R	R	R
SPA. 3 Reading	I	R, A	R	M, A	R	R
SPA. 4 Writing	I	R, A	R	R	R	M, A
SPA. 5 Cultural Competency	I, A	R	R	R	M, A	R

Assessment Data

Annual Assessment Report 2018-2019

Spanish_Annual_Assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

Spanish__Annual__Assessment_17_18.pdf

Annual Assessment Report 2016-2017

spanish_annual_assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

Annual Assessment Report 2014-2015

spanish_Annual_Assessment_2014_2015.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

2019 Snapshot on Assessment (5-year) Spanish Minor

Considerations to note:

2014-2015: Objectives are different from current objectives. Not reflected in data below.

2015-2016: Program assessment review report is missing, and therefore data is not included.

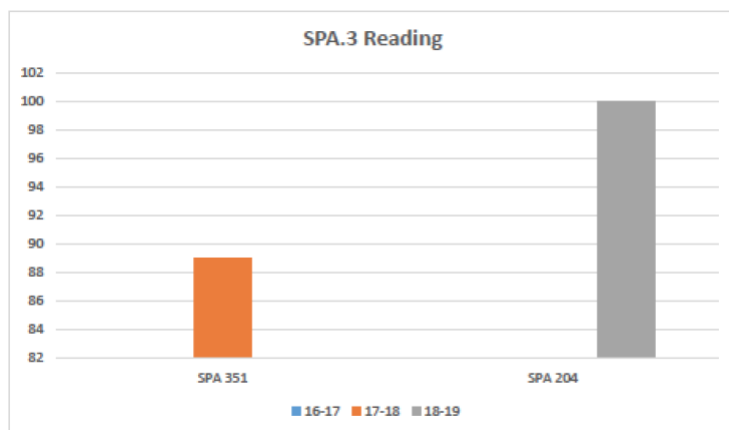
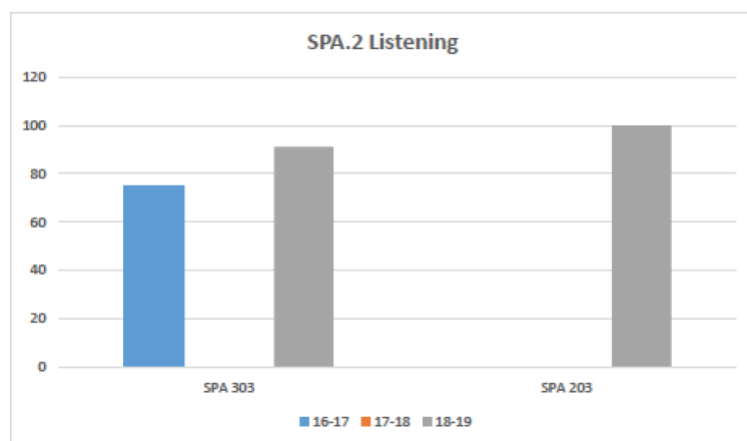
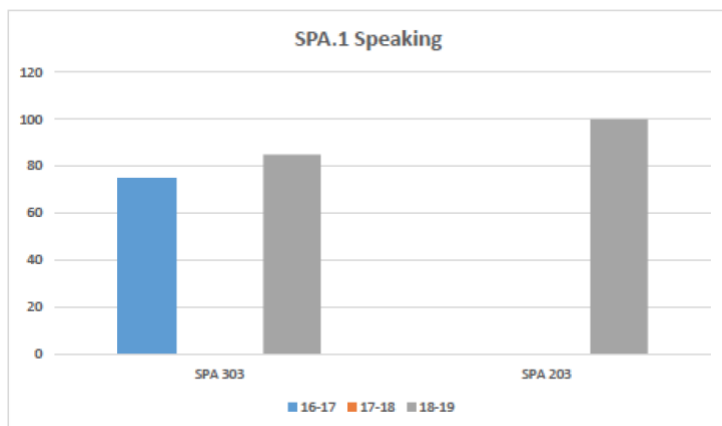
2016-2017: New objectives were implemented with addition of new faculty member, Hannah Bolados.

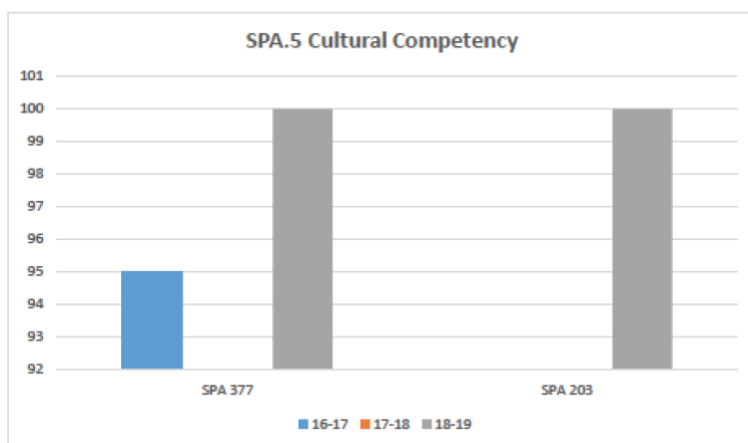
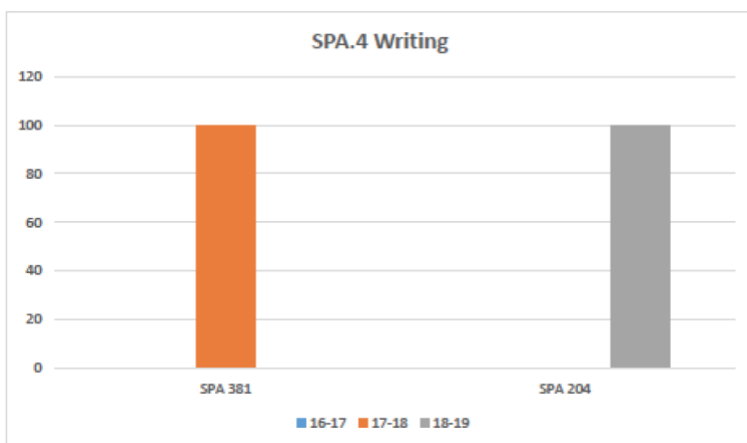
2018-2019: Assessment plan updated to include intermediate courses.

*Data shows percentage of students that hit the benchmark.

-Benchmark for intermediate courses: 80% of students will demonstrate “developing proficiency” or higher.

-Benchmark for upper division courses: 80% of students will demonstrate “advanced proficiency” or higher.





Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

During my first year at WWU, the 2016-2017 academic year, I updated the program objectives of the Spanish minor. Therefore, the objectives from 2014-2015 do not match the current objectives and data summary. Data from the 2015-2016 academic year is also missing from that annual report.

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 the 2016-17 academic year, the Spanish minor program assessed the following program objectives: 5 (cultural competency) in Fall 2016, 1 (speaking) in Spring 2017, and 2 (listening) in Spring 2017. For objectives 1 & 2 (speaking and listening), I used a native-speaker interview assignment that students uploaded as a video. This assignment worked very well to assess these objectives as it identified their proficiency of speaking and listening within the context of a native speaker of Spanish outside of class. For objective 5 (cultural competency) students submitted their final research project on a Spanish and/or Spanish American literature or culture. This assignment also worked very well to assess this objective as it showed whether students were able to contextualize the cultural product they researched within the complexities of its social, cultural, geographic, historical, political or economic contexts. I am unaware of the assessment decision-making processes in place before my arrival.

During the 2017-18 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 "redacciones", 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.

During the 2018-19 academic year, the Spanish minor program assessed the following program objectives: 1 (speaking) Fall 2018 in SPA 203 and Spring 2019 in SPA 303, 2 (listening) Fall 2018 in SPA 203 and Spring 2018 in SPA 303, 3 (reading) in Spring 2019 in SPA 204, 4 (writing) Spring 2019 in SPA 204, and 5 (cultural competency) Fall 2018 in SPA 203 and SPA 377. 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. In SPA 303, students are asked to upload a video/audio file of an interview they prepare and conduct outside of class with a native speaker of Spanish. 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, I assess reading through a final literary analysis done at the end of the semester (course was not offered this academic year due to rotation/other electives). In SPA 381, students upload a portfolio of their six "redacciones" written throughout the course of the semester. Objective 5 (cultural competency) is assessed in SPA 203 through their native speaker interview assignment and in SPA 377 through a final research essay on Spanish culture.

While all assignments seem to be working well to assess the Spanish minor objectives, I would like to incorporate more variety and portfolio options to assess student work across the intermediate and upper-division courses. I am a one-person department and therefore made all decisions and did all assessments on my own.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

NA

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

I believe that the Spanish minor program shows strength in faculty teaching effectiveness and program revision. As outlined in this report, the Spanish program has made various changes to reflect the needs and challenges of the program and its students. These changes include offering new course topics like Arts & Politics in Latin America, Introduction to Translation, and Spanish for the Professions to support student interest and career goals, implementing a placement interview for incoming students, updating program objectives and assessment, and adjusting course rotations to address low enrollment.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

As a one-person department, all Spanish courses are taught by one faculty member. Students do not have faculty diversity within the program. One way I combat this challenge is to bring in guest speakers to share diverse perspectives with each class, and I regularly show audiovisual content that exposes students to other dialects and speaking styles. Low

enrollment has also been a challenge since my arrival in 2016. In response to this challenge, I have updated the course rotation for elementary and intermediate Spanish courses.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

The Spanish program will continue to address challenges and make adjustments as necessary. I am also working to collaborate more with other faculty across campus for events and within the program's curriculum. I will continue to seek out professional development to improve my teaching in all levels and modalities.

Academic Council Review

Recommendation of Academic Council

After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:

Accept Report as submitted, no further action. (selected)

Accept Report with recommended changes

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

Academic Council Evaluation for Program Review

3=Exemplary

2=Adequate

1=Needs Improvement 0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: Discusses LEAD events and placement courses to help maintain and attract students to the minor. Would help if the data provided included retention data and more detail.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: While they could be more, there are some strategies discussed that are appropriate.		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	2

Comments:		
1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments: provided more than expected for a minor program.		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	NA
Comments: is a minor program and this data is not tracked for the program.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: It is discussed. It seems to me that offering the 200-level course one time per year would make for a full course more often. The other courses offered once every two years seems to be working.		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	2
Comments: Changes were discussed but they were not tied to assessment data, but rather to student needs. Both have a place in how we determine course and while some changes are assessment based, others are resource based on student registration.		
2.5	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	3
Comments: Data indicates that Dr. Bolados pushes her students to critically think and take on active roles in their learning. Her perceptual scores are above norms by .3-.4 in all cases.		
2.6	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments: The course descriptions could be enhanced to better reflect the engagement of the courses. They are pretty basic and might not convey the courses accurately anymore.		
Physical, Human, and Financial Resources		

3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.2	Summarizes the physical space available to the program	2
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
Comments:		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
Comments:		

4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments:		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
Comments:		
4.6	Discussion on the assessment process over the 5-year span.	3
Comments: Appreciative of the narrative provided by the faculty explaining the data and its implications. It was well written and provided a clean explanation of the data.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	NA
Comments:		
5.2	Response to the external review is complete and detailed	NA
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments:		
6.2	Challenges of the program are discussed.	2
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments:		

Program Strengths

- The most notable strength of the program is the faculty in charge. Dr. Bolados is a tremendous asset to the program as evidence by her teaching, her collegiality and her overall involvement around campus.
- Program faculty model inclusive teaching and how to collaborate with others in the academic community.
- The revised program objectives are strong and the continuous assessment of the program.
- Revision of curriculum rotation to match the needs of student show inventive strategies to deliver curriculum in an effective manner.
- Diversity of Faculty is both a strength and a challenge due to the program being a faculty of one. As a strength, multiple speakers have been brought into the classroom as a way to provide linguistic diversity.

Program Weaknesses

- Noted challenges are the size of the program. While holding steady it is challenging to meet the needs of the upper division courses.
- The faculty for the program is spread thin between teaching all of the on-ground courses as well as developing and teaching continuously online.
- Diversity of Faculty is both a strength and a challenge due to the program being a faculty of one. As a challenge it is hard to provide diverse language models for students as they benefit from working with multiple speakers.

Recommendations

- Academic Council feel that the program fills a need for the campus community in the areas of diversity and academic quality. The council would like to see the program expand to a Major eventually. If enrollment trends would support a major in Spanish, the council would support a proposal for the program to expand to a major.
- The council would also like for the faculty to look at and plan out how they could offer the full minor online. This is not an immediate addition, but the council feels that this would be an attractive minor to add to the online curriculum offerings. It would be a valuable option for Psychology and Business undergraduate degrees.
- It might be good to send Marketing the information about Kaitlyn Cooks and her internship as a story for the website, as it could be supplemental information used to help promote the program.