

Annual Assessment Report

Spanish Minor

Mary Mosley

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)		
Minors	6	11
Concentrations (Add Rows if needed)		
Full Time Faculty		
Part Time Faculty	1	1

Program Delivery (HLC 3A3)

Traditional on-campus _____ x _____

Online Program _____

Evening Cohort _____

Analysis:

It would be nice to retain all students who declare a Spanish minor, but in practice they change their minds sometimes. The current enrollment trend is downward since so many Spanish minors graduated last year and there are only 6 to take their place. Since Admissions does not recruit for the Spanish Program, it's just luck that some students declare a minor.

I continue to do LEAD events to publicize the Spanish program and have spoken with admissions to make them aware of some of the interesting activities the Spanish students have done and to encourage them to recruit more students. I have spoken to several advisors to get them to encourage their advisees to take Spanish.

Outside Accreditation:

Program is not accredited by an outside agency.

Program Action Items

Action Item 1:	Increase enrollment
Action steps:	Continue to do LEAD events to publicize the Spanish program. Speak with admissions about the Spanish program to make them aware of some of the interesting activities the Spanish students do and to encourage them to recruit more students. Speak to advisors to get them to encourage their advisees to take Spanish.
Timeline	2014-2015 academic year
Faculty Responsible	Mary Mosley
Evaluation	Enrollment increases by 5 students.

Because of teaching an overload of 5 preparations in the fall semester (though I am supposed to be three-quarters time) I was only able to do one LEAD event this year. It was on immigration, and though not terribly well attended, the students did participate and some of my students wrote short papers about what they had learned, which pleased me very much. I also met with the admissions staff to tell them about the interesting activities my students have done to encourage them to recruit more students for Spanish. Enrollment did not increase. This is not really up to me.

Action Item 2:	Look at Intermediate Spanish II to see how it can be a better bridge to the upper-level classes. This will include a new textbook and rethinking what is covered in the class.
Action steps:	Look at new textbooks. Look at classes at other institutions.
Timeline	fall semester 2014
Faculty Responsible	Mary Mosley
Evaluation	New book selected by October; new syllabus by January 2015

I adopted a new textbook for Spanish 204, which worked well. Students did presentations and wrote a short paper in Spanish, so they are better prepared for 300-level classes.

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Program Objectives: (from most recent Assessment Plan)

Objective 1. Understand spoken Spanish on a variety of topics.

Objective 2. Respond appropriately to spoken Spanish using correct pronunciation and intonation so as to be understood by native speakers of Spanish.

Objective 3. Comprehend and demonstrate the ability to analyze a variety of authentic Spanish texts.

Objective 4. Produce written texts responding appropriately to written questions and requests and providing information on a variety of topics.

Objective 5. Demonstrate a fundamental knowledge of Spanish and Spanish American cultures in their geographical historical contexts.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Semester Assessed
SPA203	I	I		I		
SPA204	R	R	I	R	I	
SPA 303	R, A	R, A				Fall, odd
SPA 351			R, A			Spring, even
SPA 377					M, A	Fall, even
SPA 381				M, A		Spring, odd

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Assessment of Program Objectives

Objective 1	Understand spoken Spanish on a variety of topics.
Methods	SPA 303 listening final exam. Students listen as the instructor reads a selection and then mark the correct answers to the questions about the selection. Exams are graded objectively.
Benchmark	All students will score at least 85% on listening exam.
Data Collected (course specific)	This will be done in Spanish conversation next time it is taught. I haven't done it in this class, although it is done in 101, 102, 203, and 204.
Data Collected (Assessment Day, external tests, Senior Achievement)	Questions on exams require students to listen to sentences or a narrative and complete various questions to show their understanding.
Results/Outcomes	Not yet done in an upper-level class.
Proposed changes to the assessment process	
Budget needs related to the objective?	None.

Objective 2	Respond appropriately to spoken Spanish using correct pronunciation and intonation so as to be understood by native speakers of Spanish.
Methods	SPA 303 Final presentations will be assessed. They are graded by rubrics.
Benchmark	All students will score at least 85% on class presentations.
Data Collected (course specific)	Students make a final presentation which is graded by a rubric.
Data Collected (Assessment Day, external tests, Senior Achievement)	Total number of students was 4.
Results/Outcomes	All students scored above 85%.
Proposed changes to the assessment process	It's hard to get them to speak without reading their presentations. Next time I will place more emphasis on not reading. (I say this every time.)
Budget needs related to the objective?	None.

Objective3	Comprehend and demonstrate the ability to analyze a variety of authentic Spanish texts.
Methods	SPA 351 Final essay on a literary work, graded by rubric.
Benchmark	Students will score 85% or above on essays.
Data Collected (course specific)	Final essay on a literary work graded by a rubric.
Data Collected (Assessment Day, external tests, Senior Achievement)	Essays were graded by a rubric. Four students took the course.
Results/Outcomes	All students scored 85% or above.
Proposed changes to the assessment process	Each semester, as I grade assignments, I make notes on how to improve the rubric. With 4 students, data collection is easy.
Budget needs related to the objective?	None.

Objective 4	Produce written texts responding appropriately to written questions and requests and providing information on a variety of topics.
Methods	SPA 381 Final essay or project will be assessed, which will be scored by rubric.
Benchmark	Students will score 85% or above on the essay or project.
Data Collected (course specific)	Course not taught this year.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	
Proposed changes to the assessment process	
Budget needs related to the objective?	None.
Objective 5	Demonstrate a fundamental knowledge of Spanish and Spanish American cultures in their geographical historical contexts.
Methods	SPA 377 final exam scored objectively.
Benchmark	All students will score 85% or above on exam.
Data Collected (course specific)	An objective exam over Spanish civilization and culture was given. It included essay questions as well as objective questions.
Data Collected (Assessment Day, external tests,	There were 2 students in the class, one from Spain who already had some knowledge of Spanish history, giving her an advantage.

Senior Achievement)	
Results/Outcomes	Both students scored above 85% on the exam.
Proposed changes to the assessment process	I will continue to give an objective exam in this class since there is a body of knowledge that students need to learn. However, it is never the same exam, since different topics may be covered during the semester.
Budget needs related to the objective?	Funding for a trip to Spain. I funded my own trip last year.

Analysis of Assessment:

With 2 to 4 students in a class, analysis of data is meaningless. However, the advantage is that I know exactly what each student's strengths and weaknesses are and what they need to do to improve their knowledge of Spanish. All students in the minor should be achieving at least a B in the classes to continue in the minor, hence the benchmark of 85%.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

I collected data from exams and essays. It seems to be working fine. I make changes in each class as opportunities arise.

Program Changes Based on Assessment:

If an opportunity arises to do a special project, I take it. For example, last year the University of Missouri's art museum had an exhibit of Cuban art books. The museum educator spoke to my class about the books and I met the director of the project, who is also the creator of several of the books. The museum educator suggested that my students might like to translate one of the books, and they did this. This gave me the idea for them to create their own art books, either writing their own poem or essay or translating one from English. It was very successful, with students turning in a variety of creative projects.

General Education Assessment:

1. Communication is, of course, the heart of learning a foreign language. Everything we do is to teach students how to communicate in another language.

2. Mathematics, not so much, although we do a few elementary arithmetic problems when they learn the numbers.

3. Critical Thinking is addressed when we read literary texts and discuss culture. Students are expected to use critical thinking in class discussions and they must analyze ideas in written papers and presentations.
4. Meaning—Everything students do in Spanish classes is meaningful. If “meaning” refers to the study of literature, students study literature of Spain and Spanish America, identifying themes and interpreting the underlying meaning. They also learn the major historical periods of literature and the characteristics and major authors of various literary movements.
5. Ethical Reasoning—Students are asked to reflect on the historical and cultural roots of conflict and learn not to judge their own culture as the norm or assume that their own culture is always right.
6. Historical Perspective—Students study Spanish history in Spanish Civilization and Introduction to Hispanic Literature and incidentally in other classes. For example, as a part of our study of Hispanic culture, when students learn numbers they are expected to learn some important dates in Spanish and Spanish American history and what event of historical significance occurred on those dates. After completing Spanish Civilization, students are expected to have a general overview of Spanish history, including knowledge of the major historical periods. We also discuss the major literary periods in Spanish literature classes.
7. Diversity—There is no better way to study diversity than by studying a foreign language. Indeed, it is fundamental to understanding another culture to at least have some familiarity with its language, since so many cultural concepts are embodied in it. Students are always asked to identify differences in expressing certain concepts in Spanish and English.
8. Creative and Aesthetic Sensibility—Students study the art and architecture and music of Spain in Spanish Civilization and, in almost all language classes, I use Spanish and Spanish American art to illustrate various other concepts. For example, to teach verbs I find paintings that have people doing the actions and then we talk about the paintings and painters. When teaching comparison of adjectives, we also look at paintings and compare them.
9. Natural Science—Students are expected to use the critical thinking skills they have learned in science to address topics studied in advanced classes.
10. Social Science—Students in Spanish Civilization and Spanish Literature use social science concepts to understand the behavior of people in other cultures.

(HLC 4B1)

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Program Activities:

Program Sponsored LEAD Events:

I sponsored one LEAD event this year on immigration. This is an important topic for those studying Spanish because many immigrants come from Mexico and Central America and students have often absorbed negative stereotypes about them. ("They're taking our jobs!") It's important to get the facts about immigration known.

Student Accomplishments:

One Spanish student was inducted into the honor society Alpha Mu Gamma as an associate member this spring.

Faculty Accomplishments:

I am very involved in community groups such as the American Association of University Women and the National Organization for Women. I raised money to place the bust of Virginia Minor in the Hall of Famous Missourians and was nominated for the DeVerne Lee Callaway Award given by the Missouri Women Legislators. I didn't get it.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

One of my students is an anchorwoman on a TV station in North Carolina. She isn't using her Spanish there.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified. <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected	

	<p>student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	learning are recognized.	are not identified.	assessment data.	
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<input type="checkbox"/>
Actions to Improve Learning	<p><input type="checkbox"/> A comprehensive understanding of the</p>	<p><input type="checkbox"/> Description of the action to improve learning or</p>	<p><input type="checkbox"/> Adjustments to the assessment plan are proposed but</p>	<p><input type="checkbox"/> No actions are taken to improve</p>	<input type="checkbox"/>

and Assessment	program's assessment plan and suggestions for improvement. <ul style="list-style-type: none"> <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	assessment is specific and relates directly to faculty conclusions about areas for improvement. <ul style="list-style-type: none"> <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	not clearly connected to data <ul style="list-style-type: none"> <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	student learning. <ul style="list-style-type: none"> <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	
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Additional Comments:

Thank you for aligning your assessment matrix with the data reported in the report. The work you are doing is appreciated.

Just a thought, I don't know much about ACAT, but if the areas that are assessed "diversity, ethics..." were aligned to the competencies, you could discuss the results by competencies as well as overall as an aggregated score. The program might then use the scores to focus in on special content areas that are not scoring as high.. just a thought.

Understood as to the data from 2-4 students being usable. What about using some of the data from the entry level courses to get a baseline of what skills students have coming in and then going from there as to the growth of their skills?? I don't know, I am just throwing out ideas.

Appreciate the effort you put into this.

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