

## End of Year Assessment Report for Programs

Program: Spanish Major

Semester/year: Spring 2017-2018

Contact Person: Dr. Brian K. Reinhard, Chair Dr. Mauricio Nava

Submission date: May 23, 2018

### Program Mission Statement

The Language and Culture Department provides students with necessary language skills, cross-cultural experiences, and literary and cultural understandings to navigate effectively as an ambassador of Christ among and between other cultures.

### Program Objectives

The faculty expects that graduates will demonstrate AT LEAST an intermediate-high level of proficiency (per ACTFL standards).

1. Communication —

- a. participate in oral and written conversation, within authentic cultural contexts about current events in Spanish-speaking countries, and themes in Spanish, Latin American, and Biblical literature (SKILL).
- b. demonstrate competence on 50% or more of each category of “ACTFL Can-do” indicators (listed below), at an advanced-low level or higher (KNOWLEDGE – SKILL).

- 2. Culture - reflect on and communicate appreciation of cultural and aesthetic aspects of Spanish-speaking nations (KNOWLEDGE).
- 3. Connection – demonstrate advancement of knowledge, critical and creative thinking skills, including quality research (KNOWLEDGE).
- 4. Comparison – articulate appreciable differences between language and cultural diversity of Spanish-speaking countries (KNOWLEDGE-SKILL).
- 5. Community - apply learning from exploration of many aspects of neighboring cultures which speak the target language throughout the world (SKILL).
- 6. Show evidence of being Ambassadors for Christ, locally, nationally, and globally (VALUE).

### Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
1	SPAN 101-102 Final Writing Activity	SPAN 220 – Final Oral Project	SPAN 340 – Presentation 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
2	SPAN 101 – Cultural Presentation	SPAN 220 – Food – Restaurant Presentation	SPAN 340 – Report 2 - Literatura

	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
3	SPAN 101 – Cultural Presentation	SPAN 220 – Food Presentation	SPAN 340 – Ensayo 2
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
4	SPAN 101 – Cultural Presentation	SPAN 220 – Translations	SPAN 340 – Report 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
5	SPAN 102 - Baker book translations	SPAN 220 – Video news presentation	SPAN 340 – Ensayo 2
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
6	SPAN 202 - Participation	<i>Not taught this semester</i>	SPAN 405 – Semester Abroad
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

### Assessment Findings – SPRING SEMESTER

P01.

- A. Introducing: SPAN 101-102 Final writing assignment went very well. Students produced both excellent quantity and quality of language, by applying written communication skills.
- B. Developing: SPAN 220 – All students received A or B evaluations on the final oral project, showing adequate intermediate level speaking and listening ability
- C. Mastering: SPAN 340 – Students applied prior knowledge of a literary text in order to communicate a reflection in class and promote a discussion among their peers.

P02.

- D. Introducing: SPAN 101-102 Students compare and contrast Latin American countries with each other and with the United States of America. Professor was happy with the overall level of research and presentation skills.
- E. Developing: SPAN 220 – Students demonstrate an application of knowledge gained about cultural differences related to cuisine in different Latin American countries. Professor noted that the students lacked a bit of understanding about the assignment and will plan to clarify the assignment for future offerings.
- F. Mastering: SPAN 340 – Students reflected research about the cultural context of a literary text. Students did pick up on cultural differences, but next time the professor plans to give more guidance so that students reflect beyond their native cultural boundaries.

P03.

- A. Introducing: SPAN 101-102 Students compare and contrast Latin American countries with each other and with the United States of America. Professor was happy with the overall level of research and presentation skills.
- B. Developing: SPAN 220 – Students demonstrate an application of knowledge gained about cultural differences related to cuisine in different Latin American countries. Professor noted that the students lacked a bit of understanding about the assignment and will plan to clarify the assignment for future offerings.
- C. Mastering: SPAN 340 – Students selected a research topic relevant to the class theme and, guided by a rubric, wrote a 5-page research paper in the target language with a minimum of 3 academic sources. Some students achieved more than expected and some students

underperformed, due to a lack of understanding about a thesis statement, and what an analysis involves. The professor plans to divide the assignment next time by requiring a pre-essay assignment to prepare them for the paper.

P04.

- D. Introducing: SPAN 101-102 Students compare and contrast Latin American countries with each other and with the United States of America. Professor was happy with the overall level of research and presentation skills.
- E. Developing: SPAN 220 – All students translate audio conversations of native speakers from different Spanish-speaking countries. They compare and contrast linguistic difference between countries. Student struggle with these assignments, but it is a good, challenging activity and no changes are planned at this time..
- F. Mastering: SPAN 340 – The instructor provided an early literary text selection. Students compare the changes in the language from that century to the language, including usage of the word and the shift of meaning. Some cultural habits related to older texts are also discussed. The assignment went well because the students were not restricted to certain information to compare. No changes planned at this time.

P05.

- A. Introducing: SPAN 102 Students read about and practice translation with a text that follows a North American family traveling in Peru. Various differences in the culture of Peru are examined and discussed. Students do well with the text and no changes are planned at this time.
- B. Developing: SPAN 220 – Students must search for and present a video of current news events in Spanish-speaking countries and present to the class. Current events are always good for looking at cultural differences of both what is covered in the news and how it is covered. Professor plans to talk more about how the news is covered in future classes.
- C. Mastering: SPAN 340 – Based on an instructor selected passage, students write a research essay on the analysis of a Spanish author that lived in Latin America in order to see the Latin American influence in the writing of this author. Students did well with this assignment because they already had experience and feedback from the first essay in class. However, some English influence was still noted in the essays. The Department is discussing how to help students develop in this area.

P06.

- D. Introducing: SPAN 202 Students memorize some Bible verses in Spanish so that they are exposed to authentic biblical language, which can begin to help them express their faith in the target language, both orally and in writing.
- E. Developing: SPAN 370 – not offered this semester
- F. Mastering: SPAN 405 – No one traveled abroad for the Spring.

### **Analysis of Assessment Findings – SPRING SEMESTER**

1. Looking at past participation in the study abroad requirement, the department has come to the conclusion to schedule the study abroad programs to different countries in different terms. In an attempt to meet student needs (i.e. athletes, multiple majors, etc...) we have decided to offer only Nicaragua in the fall semester, Spain in the spring semester, and Mexico in the summer. Exceptions will be made under extenuating circumstances to meet student need, but this is the plan moving forward.

2. The change to a more fully implemented TPRS style in beginning level courses continues to produce excellent results, both in student proficiency and in affective feelings about the language. Multiple students who started out only taking the language to meet the general education requirement are signing up for more language courses. Attached are some examples from SPAN 102 SP2018, of students' language production after only two semesters of study. Also included is a pre-post test of vocabulary. This vocabulary list comes from the book we were reading and was never given to the students in advance for them to study, nor did they know that the evaluation was going to take place either time. The average percentage increase in new vocabulary retained over the course of the semester was excellent (and in some cases phenomenal), because this only represents a portion of the new words internalized. The writing samples show a whole other level of language acquisition and usage that is very impressive for second semester students.
3. In Dr. Nava's classes, responding to student feedback from previous semesters, has provided more clear due dates on all major assignments at the beginning of the semester.
4. We have decided to put some co-teaching practices into place, taking advantage of Faith Nava's expertise and experience. Which was implemented in SPAN 202 during the spring 2018 semester.
5. Over the last two years, we have incorporated cross discipline activities into the department, by inviting a student, native to Guatemala and Worship Arts major, to lead our Spanish chapel worship music.

### **Sharing and Discussion of Assessment Findings – SPRING SEMESTER**

Faculty meet at least twice a year formally (and multiple times informally as our office space is very close) with agenda and minutes to discuss assessment findings and strategize about possible improvement to the program. Faculty share some of these findings with the students during the exit interview process.

### **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMESTER**

As noted above with each program objective evaluation, we have suggested some changes to individual course assignments based on formal and informal evaluation of those assignments during the spring 2018 semester. For changes to specific course assignments we have mentioned above, the faculty plans to revisit all of those courses that will be offered in the 2018-2019 school year. We will look at the results of those changes in our post-semester and post-year meetings.

After reviewing the results of the exit interviews with all of our graduating seniors, the faculty discussed the importance of focusing on grammar in all the courses, but especially some focus in SPAN 201 on use of passive voice for English speakers, and in SPAN 355 developing a unit on special situations for heritage language learners.

Last year's action plan included more full implementation of TPRS in both Dr. Nava and Dr. Reinhard's SPAN 101 courses. As mentioned above, we are very happy with these results and plan to continue perfecting our craft in this method.

## **Full Year Reflection – FALL/INTERTERM/SPRING TERMS**

After a few years of experimenting with and adjusting our course offerings, we have multiple courses that have been offered under the experimental number of 399. 2-3 of these courses have been successfully implemented and tweaked. The department believes it is time in the coming year to present the full slate of courses for the 3-year rotation and officially assign numbers through the Records office for the 399 courses that have been offered.

In the coming year, Dr. Nava plans to solidify the curriculum for SPAN 3?? – Spanish for Professions. This will be an area for review at next year’s post-year meeting.

We continue to search for ways to invite fellow faculty members and students to travel abroad opportunities. We are urging our colleagues to find ways to encourage the students in their fields of study to incorporate study abroad options into their degree plans. For example, we are pleased that a number of faculty and staff traveled with Edwin Estevez on trips abroad. Furthermore, another faculty in Digital Media plans to travel in the summer of 2018. Dr. Nava and Dr. Reinhard have met individually with faculty members to look at how the semester abroad can fit into their four-plan for majors.

The faculty has noted the need for another Peninsular Literature course. In the past number of years we have only offered one literature course dealing with Spain, which is insufficient. A number of years ago we used to offere a Spanish Drama course, but it had been dropped for unknown reasons. We are reviving a course, SPAN 380 and giving it a new title “Quijote, comedia y drama española”.

We continue to value, and students appreciate having our invited guests from different study abroad parnterships visit our classes and chapels.

## **Supporting Documents**

Supporting documents have been uploaded separately