

End of Year Assessment Report for Programs

Program: SPANISH MAJOR

Semester/year: Spring 2018-2019

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Submission date: May 30, 2019

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

For each program objective, choose one "best representative" assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
1	SPAN 101-102 Final Writing Activity	SPAN 220 – Final Oral Project	SPAN 365 – Presentation 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
2	SPAN 101 – Cultural Presentation	SPAN 220 – Food – Restaurant Presentation	SPAN 365 – News report
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
3	SPAN 101 – Cultural Presentation	SPAN 220 – Food Presentation	SPAN 365 – Presentation of Boom author and novel
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
4	SPAN 101 – Cultural Presentation Benchmark: >=70%	SPAN 220 – Translations Benchmark: >=70%	SPAN 365 – Final project Benchmark: >=70%
5	SPAN 102 - Baker book translations Benchmark: >=70%	SPAN 220 – Video news presentation Benchmark: >=70%	SPAN 405 – Semester Abroad Benchmark: >=70%
6	SPAN 202 - Participation	<i>Not taught this semester</i>	SPAN 405 – Semester Abroad
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

Analysis of Assessment Findings – SPRING SEMESTER

All students who completed the assignments at the introductory level, developing level and mastery levels met the benchmark.

(1) Strengths and weaknesses noted.

We noticed in exit interviews with seniors that we need to put some more emphasis on practicing the appropriate use of register (Tú – Usted). Another area to target in the program is to increase exposure to a wide variety of vocabulary. One way to help with vocabulary is to encourage to students avoid gaps in the sequence of taking Spanish courses. 3/5 of the graduating seniors had a “gap” semester in which they did not take a Spanish course. Nevertheless, in these same exit interviews we notice that students express themselves with fluency and ease in a variety of situations. Translation skills were also excellent.

(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.

Other items discussed based on observations from the year.

1. Last year's action plan included some curriculum changes to SPAN 399 – Spanish for professions. Dr Nava taught that class this spring semester and made the following changes:
 - a. the inclusion of authentic curriculum vitae for students to model after those samples.
 - b. addition of classroom visitors who are native to different Spanish-speaking countries to class and students were able to interact with them regarding course topics.
2. Based on feedback from the study abroad semester in Spain during the spring semester, the faculty has realized the need to communicate more clearly the expectations we have for the instructors in Spain to conduct the courses as best they see fit. We will then take those assignments and evaluations and adapt them to the current courses being offered on campus.
3. 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 SP2019, of students' language production after only two semesters of study. The writing samples show a whole other level of language acquisition and usage that is very impressive for second semester students.
4. 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. This student has now graduated, so we are in communication with other heritage language learners to continue this excellent tradition.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

(A) Faculty have noticed a deficiency in the level of grammar and structure knowledge with students regarding their first language of English. In order to combat this (and not spend too much time on structure and grammar in our beginning level courses), we have developed handouts and videos to address some of these structural topics. Those students who are interested in extra help, or that we know are going to continue their Spanish learning, are encouraged to give some extra time to developing this knowledge.

(B)

Last year's action plan –

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. [As noted from the chart above, we have now aligned all program objectives with target classes and assignments. All students who turned in these assignments met the benchmark and we believe are progressing well through the program.](#)

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. [As mentioned above in talking about the exit interviews, we noticed that students](#)

did speak with relative ease and fluency on most topics. This action plan is a long term plan and we didn't expect to see huge differences in the first year of implementation. We will continue to focus heavily on structure and grammar in SPAN 201 and SPAN 355.

(C) Proposed changes based on data from Spring 2019 courses:

a. SPAN 202 – In order to encourage to students to think and reflect more about what they are researching and writing, Dr. Nava plans to have students present orally the findings and main ideas of their 2-3 page reports. We want students to make the connection between what they are writing and how to communicate that orally, including the ability to defend what they are saying.

b. provide increased number of opportunities to participate in informed discussions regarding controversial topics, which will be found in Spanish-speaking societies and compare them with how those topics are handled in North American society.

c. SPAN 101 and 102 - Dr. Reinhard plans to make more videos to help with explanation of forms and structure of the language that are practiced orally in class via storytelling.

Dr. Nava plans to increase opportunities for reading appropriate level texts in SPAN 101 and 102.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

For now, the results of assessment, feedback and data have caused us to make the slight modifications mentioned above. Because we have made some major changes to the program over the last couple years (pedagogy of SPAN 101 and 102, more structured study abroad options, curriculum changes to various courses, we are now in the mode of observing the results of these modifications. Because our 300 level courses are on a 3-year rotation, it will take some time to evaluate the changes made over the last few years. As of the end of this year, we are overall happy with the program and the success of our graduates in both their language abilities and their ability to both find work within the Spanish field at home or abroad and in their ability to use Spanish in whatever work they find. One shining example from this year of how our graduates are progressing academically and as valued members of the GU community is our graduating senior Sophie Yaunches. After completing the immense work of writing an honors thesis in her second language, she was awarded with the President's citation and the commencement ceremony.

Only as a record for our administration to take note. We have been very frustrated with the lack of a copy machine that works in our area. We consistently have to make trips across campus to find a machine that will make copies for our classes.

Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]

- 1. examples of SPAN 102 final writing activity**
- 2. examples of the scoring for the exit interview**
- 3. examples of essays from SPAN 202**
- 4. comments from students about strengths of study abroad program**

