

End of Year Assessment Report for Programs

Program: SPANISH MAJOR

Semester/year: Spring 2019-2020

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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

Due to COVID 19 semester, almost all of our data is skewed for this year. Instead of trying to glean data from the different way assignments were delivered, we will just rely on the analysis of data from our FCARs (somewhat from the spring), mostly from the fall semester.

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

This year’s action plan will essentially be keeping everything basically the same as we have been with our regular rotation of courses. Our focus moving into the coming year will be to make sure we are ready to move seamlessly into online delivery if the pandemic forces us to do so once again.

Full Year Reflection - FALL/INTERTERM/SPRING TERMS

Last years action plan.... 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.

We did manage to put some intentional focus on grammar in the fall semester with the SPAN 201 course. We actually had a very large class (more than usual). Dr. Reinhard noticed early in the semester that the students were clearly broken approximately in half, based on language preparation from high school and grammar knowledge. In order to provide much more appropriate and personalized instruction, he split the course into two sections. One section moved ahead at normal pace and pushed the students further along in the structure concepts of the language, while the other spent a little more time reviewing some of the foundational structures of the language. The students seemed to really appreciate this attempt to meet them where they were.

Supporting Documents

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