

End of Year Assessment Report for Programs

Program: Spanish and Spanish Education	Semester/year: 2020-2021
Program Director: Dr. Mauricio Nava Spanish and Dr. Brian Reinhard (Spanish Education)	Submission date: 5-18-21
Year in Operational Plan: Continuous every year	

Assessment Methods and Benchmarks

Based upon your operational plan, what components of your program are assessed this year? For each program objective being assessed this year, report the data you have collected for Introductory, Developmental, and Mastery levels. Put this information in a chart. Refer back to Section D in your Operational Plan. Because this year has not been a particularly normal year, you may have adjusted your plans. Therefore, report on the data you have available.

Program Objective	Introducing	Developing	Mastering
1	SPAN 101-102 Final Writing Activity	SPAN 220 – Final Oral Project	SPAN 365 – Presentation 1-
	Benchmark: >=70% 95% of students met benchmark	Benchmark: >=70% 100% of students met benchmark	Benchmark: >=70% Not taught this semester
2	SPAN 101 – Cultural Presentation	SPAN 220 – Food – Restaurant Presentation	SPAN 365 – News report
	Benchmark: >=70% 79% of students met this objective. The three students who did not meet the objective did not turn one in.	Benchmark: >=70% 100% of students met benchmark	Benchmark: >=70% Not taught this semester
3	SPAN 101 – Cultural Presentation	SPAN 220 – Food Presentation	SPAN 365 – Presentation of Boom author and novel
	Benchmark: >=70%. 79% of students met this objective. The three students who did not meet the objective did not turn one in.	Benchmark: >=70% 100% of students met benchmark	Benchmark: >=70% Not taught this semester
4	SPAN 101 – Cultural Presentation Benchmark: >=70%. 79% of students met this objective. The three students who did not meet the objective did not turn one in	SPAN 220 – Translations Benchmark: >=70% 88% of students met the benchmark	SPAN 365 – Final project Benchmark: >=70%. Not taught this semester
5	SPAN 102 - Baker book translations Benchmark: >=70% 100% of students met benchmark	SPAN 220 – Video news presentation Benchmark: >=70% 100% of students met benchmark	SPAN 405 – Semester Abroad Benchmark: >=70% No students abroad this year due to COVID

6	SPAN 202 - Participation	SPAN 202 - Presentation final	SPAN 405 - Semester Abroad
	Benchmark: >=70% 100% of students met benchmark	Benchmark: >=70% 100% of students met benchmark	Benchmark: >=70%. No students abroad this year due to COVID

Analysis of Assessment Findings

Discuss the significance of the findings of the current year in light of the desired results, findings from previous years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program? We have seen sustained enthusiasm and proficiency results from students who minor and major in Spanish. Input from students on class evaluations and artefacts collected by instructors from various courses demonstrate that our program is successful in producing graduates who can manage the language and culture of Spanish-speaking countries. They also show good knowledge of literature and history of these places. They also show an appreciation and a willingness to promote the latino culture on campus and in the United States.

The program is small, with 1 and half FTE faculty members, with a relatively small pool of students in a rural, midwestern community where language learning is not highly valued. In addition, due to COVID, an essential component of the program (study abroad experience) was suspended entirely. The department was unable to send a couple of our graduates to our program partners in Mexico, Spain and Guatemala for three terms. This temporary closing of the study abroad programs discouraged several students from pursuing a major in Spanish and opted out for completing only a minor. Losing the credits available during the semester abroad process caused us to lose a few majors. Furthermore, the lack of institutional support for students traveling abroad continues to hinder the process of having students willing to major in Spanish if no financial aid is able to be used for travel abroad.

(2) What strengths and weaknesses do the findings reveal about the assessment process?

We consider the capstone semester a valuable assessment instrument. When combined with our exit interview for seniors, the faculty believe that we get a solid evaluation of the students' abilities as well as the effectiveness of our program. Exit interviews were postponed in 2020 and 2021 due to COVID situations. Therefore data for these two years was not able to be collected. We look forward to reestablishing this exit interview process as well as travel abroad in the coming year.

(3) What impact have program changes in recent years had on student learning (indicate those program changes that resulted from previous assessment findings)?

In upper-level literature classes, we implemented a curriculum change in order to connect literary text and authors to "big-life" questions that are more relevant to students. In fact, those questions were harvested from the students themselves. This resulted in greater interest in literature by the students in general. In addition, employing Zoom technology, the department associated with three Argentinian university instructors and their students to interact academically about Argentinian authors.

In response to an action plan from a previous year, we did add increased focus on the passive use of English speakers in the SPAN 201 course. This is an area of confusion for native English speakers and we want to continue to help in that deconstruction and re-learning process.

Sharing and Discussion of Assessment Findings

As a means to continually evaluate feedback and data, and to seek improvements to the Spanish program, the faculty meets formally at least three times every year to review the program. The faculty meets during planning week prior to the beginning of the academic year. At this meeting the faculty will review the courses to be taught during the year, evaluate the appropriateness of the assigned classrooms, and plan for the new student orientation department desserts. The faculty meets again in December or January to review how the first semester went, discuss FCAR reports, how the semester abroad experience went for those studying abroad, and if everything is in order for spring semester courses. Finally, the faculty meets in

May at the end of the academic year to review the program for quality improvement purposes, and produces an annual assessment report. We use data from the exit interviews which are conducted with every graduating senior. These exit interviews use ACTFL “can-do” statements as a tool to put students in extemporaneous situations and see how they respond linguistically and with cultural sensitivity. We discuss if the students’ performances on those exit interviews show any recurring themes or deficiencies we need to address in the program. We also use examination of course grades and specific assignment grades (FCAR), comparison of students’ proficiency on early-program (delivered in 100-200 level courses) and late-program (delivered in 300-400 level courses) assessments, student self-reflection journals from study abroad, student feedback from course evaluations, as well as alumni surveys to evaluate how well students achieve the stated program outcomes. Spanish Education students also are required to take the OPI – Oral Proficiency Interview (a nationally standardized test), and we encourage all of our graduates to do so. We examine those results as well. The Department Chair compiles this data and makes notes to include in the End-of-Year Assessment Report. The End-of-Year Assessment Report will be reviewed during the subsequent planning week to ensure plans are in place to implement any changes/improvements which were suggested.

Use of Assessment Findings for Program Improvement (Action Plan)

(A) As mentioned above we plan to re-establish the exit interview process as this provides the faculty with good data about how students are developing their skills and cultural knowledge throughout our program. We plan to adjust the exit interview before implementing it again in the fall semester of 21-22.

(C) For each intended improvement or change in the program stemming from this year’s data, provide a detailed timeline for follow-up data collection, data analysis, and data review. – So we intend to re-open the study abroad requirement and our normal process for analyzing data will be done at our meeting three times a year as mentioned above.

(D) In the Spanish Department, we believe we are doing our fair share of preparing students for UNIV 401 and the CDL presentations, because every semester we have students in our intermediate and advanced courses making informal and formal presentations on a weekly basis. The group style and snapshot 15 minute presentation in CDL we believe does not reflect the presentation skills of our students. This is a highly valued skill for our department and we believe we measure it more adequately within our courses.

Furthermore, we believe that we offer one of the best tangible examples of experiential learning within the institution. After intentional preparation and sequential learning, students are sent to experience the language and culture in a very service and academic oriented experience. They live with families in a Hispanic culture, while studying and assisting full-time missionary workers.

Supporting Documents

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