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WILLIAM WOODS  
UNIVERSITY

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**Spanish Annual Assessment 2021-2022**

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# Annual Assessment 2021-2022

## Spanish

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here.*

The Spanish Minor at William Woods University will enable students to achieve competence in language skills (reading, writing, speaking, and listening) within an understanding of cultural diversity (Spanish and Latin American literatures and cultures).

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Student Majors	Student Minors
2020-2021	-	10
2021-2022	-	6

#### Concentrations 2020-2021

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

N/A

#### Concentrations 2021-2022

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

N/A

#### Student Demographics

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?*

In the past academic year, student enrollment numbers across all classes have diminished. Adapting to lower enrollment has been one of the primary challenges of the department. Spanish 203 and 204 (Intermediate Spanish 1 & 2) were combined as a parent-child course to accommodate low enrollment numbers in intermediate level courses. This change also ensure that all students have the level course they need offered every semester to advance in their Spanish minor and graduate on time. The department continues to conduct a self-evaluation and a brief, written evaluation in Spanish 101 and 102 during the first week of class to make sure students are enrolled in the course that matches their level. Doing this has historically caught any students that were incorrectly placed. The department will continue to evaluate proficiency during the first week of classes and to provide LEAD events and other extra-curricular activities to maintain and attract students to the Spanish minor. Unfortunately, since students do not need to declare their minor right away, Spanish minor

numbers are estimated and come from enrollment in SPA 203 and up as well as conversations with students in 100 level classes that have verbally declared their intent to minor. Admissions does not formally recruit for the Spanish minor, and all recruiting efforts happen once a student is on campus or has expressed interest in a different WWU program.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

20

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

N/A

### **Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The Admissions and Marketing departments offer a Spanish minor program sheet to give out to potential students and their families. The Spanish department attends "Meet your Major events" and has virtually met with prospective students. The department is working with the WWU Marketing department to update the prior learning promotional materials to include the Seal of Biliteracy.

### **Marketing Material**

03110018\_311\_Spanish\_Minor\_Program\_Sheet\_proof\_\_004\_.pdf

What\_can\_I\_do\_with\_a\_Spanish\_minor.docx

# Program Assessment

## Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

## Additional Standards/Outcomes

Identifier	Description
SPA.1	Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.
SPA.2	Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.
SPA.3	Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.
SPA.4	Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.
SPA.5	Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.

## Alignment to the University Objectives

*Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

Learning a foreign language and fostering the cultural competence of its speakers are fundamental in preparing students to contribute positively toward an inclusive, global community. When students study Spanish, they expand opportunities professionally to communicate with more than 500 million people around the world, and Spanish is considered the second most used language in international communication and business. Simply stated, Spanish language study is meaningful for students of all disciplines. Whether students are taking general education courses in Spanish (SPA 101, 102) or completing coursework in the Spanish minor program, students develop skills in cultural self-awareness, knowledge of cultural worldview frameworks, empathy, and develop an increased understanding of verbal and nonverbal communication in Spanish and English.

## General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.*

Only Spanish 101 and 102 satisfy the General Education requirement for Diversity in Society & the Individual (these courses do not count toward the Spanish minor and are not part of the program assessment). In these courses, students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors. However, all Spanish courses offered in the minor build upon skills learned in Critical Analysis, Creative Expression, and Society & the Individual.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## NSSE Objectives Discussed Fall 2019

### Program Alignment to NSSE Objectives

*How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*

1) Students in elementary two as well as intermediate one and two Spanish courses conduct cultural presentations and are encouraged to research topics that relate to their career interests in diverse fields. In SPA 400 Spanish for the Professions, we introduce language and conversation skills in a wide range of disciplines including: business, law, healthcare, social service, sports and equestrian. In SPA 351, students complete a literary analysis and often choose an

interdisciplinary theoretical approach to these essays. For example, one student analyzed the physiological effects of isolation through two literary pieces we read in class. The department will continue to collaborate with colleague across disciplines to enhance the curriculum and offer a broader understanding of the course materials.

2) In elementary and intermediate Spanish courses, we review and discuss cultural differences to societal problems and issues such as: educational systems and cost, healthcare and access, socioeconomic divisions, immigration policy, biliteracy and language policy, among many others. These topics are explored through brief readings and class discussion. Many students will also choose societal issues for their oral presentations or essay topics.

3) In elementary Spanish one and two, students complete a reflection paper at the end of the term to reflect on their own worldview, empathy and understanding culture. In SPA 400 Spanish for the Professions, students complete peer editing of their final research papers to reflect on strengths and weaknesses of their analysis. In SPA 400, students do mock interviews with a self-reflection regarding areas of improvement.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Spanish Minor Curriculum Map

	SPA 203	SPA 204	SPA 303	SPA 351	SPA 377	SPA 381
<b>SPA.1</b> Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.	I, A	R	M, A	R	R	R
<b>SPA.2</b> Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.	I, A	R	M, A	R	R	R
<b>SPA.3</b> Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.	I	R, A	R	M, A	R	R
<b>SPA.4</b> Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.	I	R, A	R	R	R	M, A
<b>SPA.5</b> Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.	I, A	R	R	R	M, A	R

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

The 20-21 academic year combined Intermediate Spanish 1 and 2 to operate as a parent-child course (SPA 203/204). This change was made last year to accommodate low enrollment numbers in intermediate level courses and ensure that all students had the level they needed offered every semester to advance in their Spanish minor and graduate on time. As such, objectives are assessed at the intermediate level now in two sections of SPA 203 and 204. SPA 400 Advanced Projects: Spanish for the Professions was added to the Spring 2022 schedule to accommodate students needing to double up on upper-division courses to graduate on time.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Spanish Minor Curriculum Map

Standard/Outcome  
SPA.1 Speaking: Respond appropriately to spoken Spanish, which includes correct pronunciation and intonation, so as to be understood by native speakers of Spanish.

#### Assessment Measures

SPA 203				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met	In Fall 2021, only two students were enrolled. Both students met the criterion: (100%) demonstrated developing or higher in Speaking during their native speaker interview. In Spring 2022, SPA 203 was not taught.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2122_Activity_Assessments_Aggregated_Result__12_15_2021_132144.pdf	

SPA 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	Has the criterion 80% of students will demonstrate advanced or higher. Been met yet? Met	All students that submitted artifacts demonstrated advanced or higher proficiency. One student did not submit an artifact.	SPA_303__Advanced_Spanish_Conversation__01__FUL__2__Fall_2122_Activity_Assessments_Aggregated_Result__12_15_2021_131323.pdf	

Standard/Outcome  
SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.

#### Assessment Measures

SPA 203				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met	In Fall 2021, only two students were enrolled. Both students met the criterion: (100%) demonstrated developing or higher in Listening during their native speaker interview. In Spring 2022, SPA 203 was not taught.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2122_Activity_Assessments_Aggregated_Result__12_15_2021_132144.pdf	

SPA 303				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Proficiency Interview	Has the criterion 80% of students will demonstrate advanced or higher. Been met yet? Met	All students that submitted artifacts demonstrated advanced or higher proficiency. One student did not submit an artifact.	SPA_303_Advanced_Spanish_Conversation_01_FUL_2_Fall_2122_Activity_Assessments_Aggregated_Result_12_15_2021_131323.pdf	
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**Standard/Outcome**  
 SPA.3 Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.

**Assessment Measures**

SPA 204	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Essay	Has the criterion 80% of students will demonstrate developing or higher. Been met yet? Met	Fall 2021, three students were enrolled in this course and Spring 2022, two students were enrolled. Fall 2021, one student demonstrated insufficient in support and application. Spring 22, all students demonstrated developing or higher.	SPA_204_Intermediate_Spanish_II_01_FUL_2_Fall_2122_Activity_Assessments_Aggregated_Result_12_15_2021_132658.pdf SPA_204_Intermediate_Spanish_II_01_FUL_3_Spring_2122_Activity_Assessments_Aggregated_Result_05_05_2022_095532.pdf	
	Direct - Research Paper	Has the criterion 80% of students will demonstrate advanced or higher. Been met yet? Not met	Course offered Spring 2022. Only 71% of students demonstrated advanced or higher in reading. The lowest subcomponent was "support" as one student did not use supporting evidence in the analysis.	SPA_351_Introduction_to_Hispanic_Literature_01_FUL_3_Spring_2122_Activity_Assessments_Aggregated_Result_05_05_2022_095548.pdf	- Revise Assignment for Assessment: Add extra day to introduce secondary evidence and invite library to give presentation to the class.

**Standard/Outcome**  
 SPA.4 Writing: Produce a variety of written texts responding appropriately to prompts that could be understood by most native speakers of Spanish.

**Assessment Measures**

SPA 204	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion 80% of students will demonstrate developing or higher. Been met yet? Met	Fall 2021, three students were enrolled in this course and Spring 2022, two students were enrolled. Fall 2021, one student demonstrated insufficient in support and application. Fall 2021, all student demonstrated developing or higher in writing.	SPA_204__Intermediate_Spanish_II__01__FUL__2__Fall_2122_Activity_Assessments_Aggregated_Result_12_15_2021_132658.pdf SPA_204__Intermediate_Spanish_II__01__FUL__3__Spring_2122_Activity_Assessments_Aggregated_Result_05_05_2022_095532.pdf	
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SPA 381				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 80% of students will demonstrate advanced or higher. Been met yet? Not met	Course did not offer this academic term.		

Standard/Outcome

SPA.5 Cultural Competency: Demonstrate cultural awareness and sensitivity of Spanish and Spanish American cultures in their geographical historical contexts.

Assessment Measures

SPA 203				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Interview	Has the criterion 80% of students will demonstrate developing or higher. been met yet? Met	In Fall 2021, only two students were enrolled. Both students met the criterion: (100%) demonstrated developing or higher in Cultural Competency during their native speaker interview. In Spring 2022, SPA 203 was not taught.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2122_Activity_Assessments_Aggregated_Result_12_15_2021_132144.pdf	

SPA 377				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 80% of students will demonstrate advanced or higher. Been met yet? Not met	Course not offered this academic year.		

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

All program objectives are assessed at the intermediate and upper-division levels, although not every semester. Objectives 1 speaking and 2 listening are assessed in SPA 203 and SPA 303 (Advanced Conversation), 3 reading is assessed in SPA 204 and SPA 351 (Introduction to Hispanic Literature), 4 writing is assessed in SPA 204 and 381 (Advanced Grammar & Composition), and 5 cultural competency is assessed in SPA 203 and 377 (Spanish Civilization). All objectives are assessed each year in intermediate courses SPA 203 and 204. Upper division Spanish courses are offered once per semester, and all objectives are assessed every two years (2-3 objectives per academic year).

During this 21-22 academic year, the Spanish minor program assessed the following program objectives: 1 (speaking) in SPA 203 (fall 21 and spring 22) and SPA 303 (fall 21), 2 (listening) in SPA 203 (fall and spring) and SPA 303 (fall), 3 (reading) in SPA 204 (fall and spring) and SPA 351 (spring), 4 (writing) in SPA 204 (fall and spring), and 5 (cultural competency) in SPA 203 (fall and spring). For objectives one and two, (speaking and listening), students in SPA 203 were asked to upload an essay summarizing the questions they asked, and the responses given during a native speaker interview conducted in class at the end of the semester. For objective 3 and 4 (reading and writing), in SPA 204 these objectives are assessed through a "reportaje" assignment or written report based on a news article about human rights in Bolivia. In SPA 303, students submit an audio recording of a native speaker interview the coordinate to assess their speaking and listening proficiencies. In SPA 351, students submit a literary analysis of two course readings from two distinct literary genres from the course. These activities have continued to work well to assess minor objectives. I am a one-person department and therefore made all decisions and did all assessments on my own.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level.

Standard/Outcome	SPA.3 Reading: Analyze a variety of authentic written texts in Spanish while comprehending the main ideas and scanning for factual information in more complicated texts.	
Legend	A	
Course/Event	SPA 351	
Assessment Measure	Direct - Research Paper	
Assessment Findings	Not met	
Improvement Narrative	<b>Improvement Type</b>	<b>Summary</b>
	Revise Assignment for Assessment	Add extra day to introduce secondary evidence and invite library to give presentation to the class.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

NA

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

NA

### Tools used for Assessment

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service-Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

While there is not a direct, service-learning component to the Spanish minor program, students conduct native speaker, cultural interviews in the following classes: SPA 101, 102, 203, 204, 303, and 400. Some students also go abroad through a study abroad program, Woods Around the World, an internship, work, or personal travel.

### Co-Curricular and LEAD Events

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

The Spanish department hosted the following LEAD events this academic year:

- “Mesa de español” an interactive Spanish conversation table event on Thursday, April 7, 2022, from 12:30-1:30pm.
- “Withstanding the Heat: Labor and Justice in a Warming World” a live webinar panel hosted by the Center for the Humanities in an Urban Environment at Florida International University on Tuesday, March 8, 2022, from 5-7pm.
- “Representation and Development of Latinx Characters in Mainstream Media” invited guest lecture by Dr. Guillermo Martínez-Sotelo, Associate Professor of Spanish at the University of Central Oklahoma with Q&A session with students on Wednesday, October 13 from 12-1pm in ZOOM.
- *Lorena, Light-Footed Woman* virtual event. Documentary viewing and virtual reflection (September 15 to October 15).
- “Survival Spanish” an interactive presentation on basic, survival Spanish by the Advanced Spanish Conversation class on Friday, October 3, 2021, from 2-3pm.
- “The rise of Spanish-language music in the U.S.” Thursday, September 30, 2021, from 3-4pm in ZOOM.
- “Mesa de español” an interactive Spanish conversation table event on Thursday, September 16, 2021, from 12-1:00pm in ZOOM.

### Student Accomplishments

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations,*

*competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.*

The WWU Theta Zeta chapter of the national foreign language honor society, Alpha Mu Gamma, initiated two, full members, Annastasia Pappas and Isaiah Gibbs, on Monday, March 21st at 4:30pm in Thurmond Chapel. The ceremony was a combined language honor society induction event with the ASL Honor Society.

Spanish minor, Ally Konarzewski, studied abroad in Costa Rica Spring 22 semester.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

Tiffany Rhame '17 completed CIEE's Teach in Chile with TEFL Certification program for two semesters at the Duoc UC in Puente Alto in Santiago, Chile. She was recently accepted into the University College Dublin's Michael Smurfit Graduate Business School to study International Business. See press: <https://news.williamwoods.edu/alumni-you-should-know-tiffany-rhame-17-international-business-student-university-college-dublin-and-former-english-abroad-teacher-chile/>

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.*

I presented "Straight from the horse's mouth: A Case Study of Spanish for Equestrians", at the 2022 KFLC (Kentucky Foreign Language Conference) Annual Conference on April 21, 2022. The presentation discussed the outcomes of a yearlong mentor-mentee project conducted with two undergraduate researchers on Spanish language resources for equestrians in 2019-2020. The results of this study draw awareness to the representation of Hispanics in the increasingly bilingual, US horse industry, provides practical tools to embrace these trends, and also serves as a model for undergraduate research mentorship as a way to build language proficiency through professional specialization and community outreach.

# Appendix

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	The program is working with Marketing to find ways to promote the Seal of Biliteracy			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	The program discussed the curricular changes that were made and why.			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the program provided a solid explanation of assessment findings and processes.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	The program is a minor program so not required to participate.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	The program is a minor program so not required to participate.			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

**Appendix: Supplemental Documentation**

# SPANISH MINOR

WILLIAM WOODS UNIVERSITY



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flourish!

## Learn by Doing

Join a connected community of over 350 million Spanish speakers across the world. The Spanish minor at William Woods University gives you the opportunity to embrace more than just a language, but also a unique culture, richly seeded in history and celebrated through vibrant traditions.



*Aprender otra lengua es abrir una puerta al mundo.*

It is predicted that by the year 2050, the U.S. will be the largest Spanish-speaking country in the world. Whether you hope to work for an international company/organization, or you have a job right here in the U.S., knowing Spanish can benefit you in countless ways.

In addition to making you a more marketable job candidate, studies have shown that being bilingual improves memory and problem-solving skills and strengthens ability to focus, along with other cognitive skills. Reading, writing, listening, speaking and cultural competence coursework within the Spanish minor equips you with a well-rounded Spanish education.

Develop the following skills:

- Advance proficiency in Spanish (all skills: speaking, writing, reading and listening)
- Think analytically and creatively
- Enhance written and oral communication skills
- Conduct research and construct arguments
- Grow intercultural competence and global awareness





## ..... IMMERSE YOURSELF .....

William Woods University offers a wide-range of study abroad programs as well as short-term travel opportunities through its Woods Around the World Program.

## ..... ACHIEVE COMPETENCE .....

Achieve competence in language skills (reading, writing, speaking, and listening) and gain an understanding of cultural diversity (Spanish and Latin American literatures and cultures).

## ..... LOCAL AND GLOBAL .....

Broaden career opportunities in both local and global professional environments. There are many opportunities for advanced projects, internships, independent studies, and more.

## ..... BROADEN YOUR HORIZON .....

A Spanish minor will open up many more career opportunities than that of just a single degree. In an era of multinational corporations and the internet, almost all businesses benefit from employees who can connect them to the world.

## CAREER OPPORTUNITIES

- Government
- Business
- Communications
- Social Service
- Travel and tourism
- Education
- Medicine
- Library
- Sports Management
- Scientific Fields
- And more...

“Through working on my Spanish minor at WWU, I have learned a lot about this language and the cultures that speak it. I look forward to using this knowledge to aid my communication skills throughout my career as a medical researcher.”

~Cassie Dunn, recent Spanish minor graduate

“The Spanish minor will give me the opportunity to be able to work with a company in and beyond US borders.”

~Sophia Lombardi, recent Spanish minor graduate

# What can I do with a minor in Spanish?

A Spanish minor provides students with a greatly enriched view of the world around them as well as Spanish language skills that will prove useful in many professional occupations. Many Spanish minors combine their Spanish studies with other areas to prepare for career opportunities in business, government, communications, law, education, sports management, equine industry, etc. where knowledge of a foreign language and of foreign cultures is essential.

## Career-Related Skills of Spanish Minors

- **Communication:** Spanish minors gain skills in oral expression, critical reading, translation, clear writing, editing and interpreting in Spanish.
- **Human Relations:** Appreciation for other cultures, adaptability to different environments, and receptivity to new ideas are developed by both studying other cultures and studying abroad.
- **Research & Problem Solving:** Comparison of ideas, problem identification, developing problem solving techniques, and information analysis are skills strengthened through a Spanish minor.
- **Education & Instruction:** Spanish minors gain valuable instructional skills by tutoring others in both the oral and written aspects of the language.

## Careers for Spanish minors

**GOVERNMENT:** Diplomat; translator, interpreter (US or UN); court interpreter; CIA; FBI linguist, special agent; Peace Corps; VISTA; Agency for International Development; State Department; Government research specialist; Immigration and Naturalization Service; Bureau of Narcotics; Armed forces; Department of Treasury; Foreign Claims Settlement Commission; Office of Economic Opportunity; agricultural specialist; all levels of government in areas with large immigrant population.

**SOCIAL SERVICE:** Law enforcement; welfare; health services; income tax consultant; missionary, minister; nursing; medical research writer; vocational counselor; case worker.

**EDUCATION:** Teacher; translator; editor; textbook author.

**LIBRARY:** Librarian in U.S., overseas; translator; classifier of foreign documents.

**SCIENTIFIC FIELDS:** Technical writer, translator; researcher; technical liaison for U.S. firms abroad; archaeology; museum work; medicine.

**TRAVEL AND TOURISM:** Travel agent; tour guide; hotel, restaurant employee; flight attendant; airport personnel.

**BUSINESS:** International law, banking; U.S. representative for foreign company; patent attorney; representative for U.S. firm abroad; foreign branch of U.S. firm; advertising, sales, fashion buyer; marketing; executive or manager; technical expert; personnel manager; Public Relations; secretarial and clerical opportunities; import-export firms; brokerage firms; banks; medical organizations; service, cultural organizations.

**COMMUNICATIONS:** Journalism: foreign correspondent, photographer, writer, editor; TV or radio writer, reporter, technician, executive; CNN, network reporter, video crew; Voice of America writer, editor; translator; advertiser for ethnic, foreign markets; film, entertainment; interpreter; international telephone operator.

# What can I do with a minor in Spanish?

## Employers/Industries and Success Strategies:

**Government:** Translation/interpretation – Journalism – Linguistics – Diplomacy – Civil Service– Foreign Service – Immigration/Naturalization – US Customs – Intelligence/Law Enforcement (e.g., FBI, CIA, DEA)

**Suggested Strategy:** The government is one of the largest employers of people with foreign language skills! Go to [www.usajobs.gov](http://www.usajobs.gov), the government's official job site. Consider attending a specialized language school that teaches foreign languages (e.g., Monterrey Institute). Learn government hiring procedures.

**Arts, Media, Entertainment:** Advertising – Translation/Interpretation – Journalism/Broadcasting – Publishing/Editing - PR

**Suggested Strategy:** Spend time working or studying abroad. Read international newspapers to keep abreast of world affairs.

**Industry & Commerce:** Translation/Interpretation – Banking/Finance – Sales – Customer Services – Manufacturing – Engineering/Technical – Research – Operations Manage – Consulting – Import/Export – Administrative Services

**Suggested Strategy:** Supplement coursework with business minor. Gain experience through international internship or study abroad. Find out which companies do business with the countries in which your language of study is spoken. Be prepared to start in a position in the US working for a firm with an overseas presence. Very few entry level positions are available in international business.

**Travel & Tourism:** Translation/Interpretation – Airlines – Management – Booking/ Reservations – Travel Services/Guidance

**Suggested Strategy:** Get a part-time job with hotel, restaurant, or visitors' bureau to gain experience. Plan to attend a travel school. Develop strong administrative skills. Read international newspapers to keep abreast of world affairs.

**Interpretation/Translation:** Interpretation (simultaneous, consecutive, conference, escort/guide, judiciary) – Translation (literary, localization, medical) – Freelance – Education – Business services – Government agencies – Healthcare – Courts - Publishers

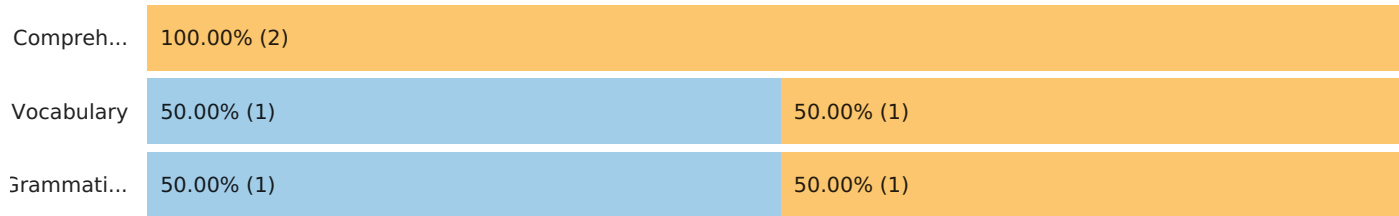
**Suggested Strategy:** Develop a near-perfect knowledge of second language. Gain experience through internship or volunteering. Learn a third language for greater opportunities. Most people work freelance in this field, and gain expertise in a particular area (e.g., law or medicine). Seek certification or accreditation from an interpretation/translation organization.

**Service & Education:** Translation/Interpretation – Teaching – Educational Administration –Linguistics – Civic Service – Social Work – Mission Work – Library Science – Health Services

**Suggested Strategy:** Obtain state licensure for K-12 teaching. Consider teaching English in another country. Consider coursework in English grammar or linguistics. Gain experience tutoring or teaching ESL. Volunteer with Peace Corps, Teach for America, Americorps, or VISTA to gain experience. Obtain a graduate degree for university-level teaching jobs.

**Speaking Rubric (SPA.1 Speaking Rubric)**

■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Comprehensibility	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00	0.00
Vocabulary	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00	0.00
Grammatical Accuracy	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00	0.00

**Listening (SPA.2 Listening Rubric)**

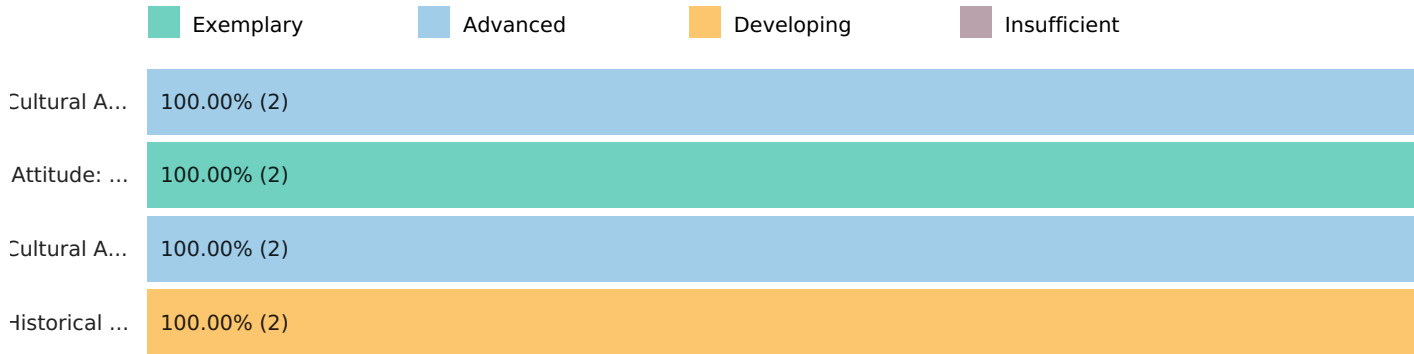
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00	0.00

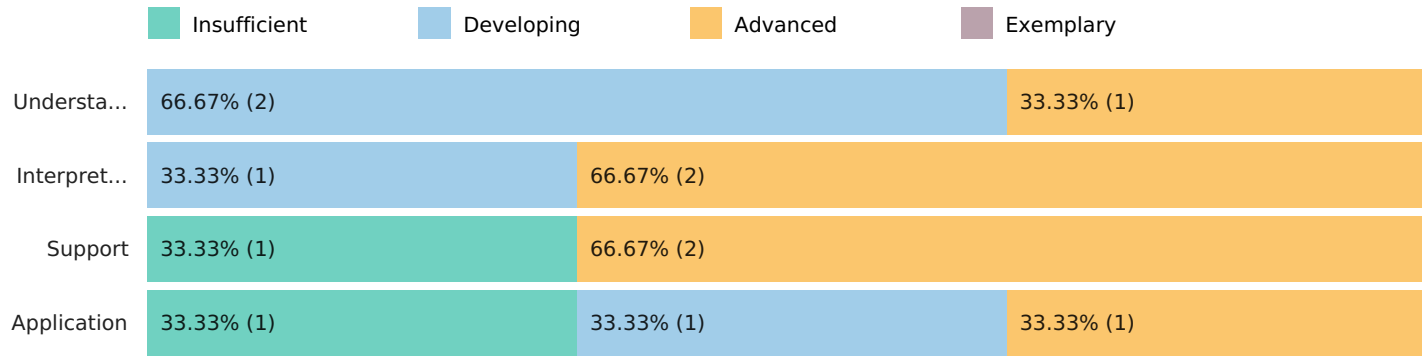
**Cultural Competency (SPA.5 Cultural Competency Rubric )**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/15/2021**



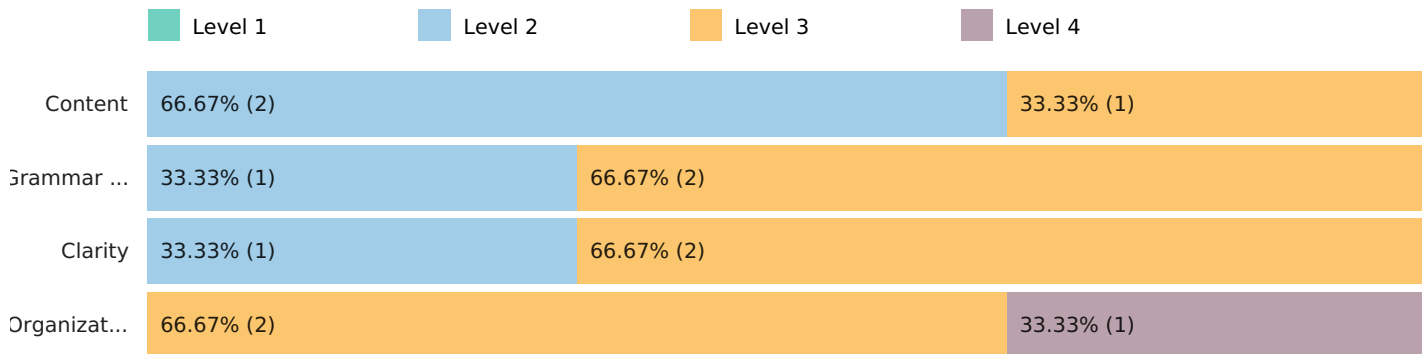
Element	Exemplary	Advanced	Developing	Insufficient	Mean	Stdev
Cultural Awareness	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	0.00	0.00
Attitude: Empathy and Sensitivity	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00	0.00
Cultural Accuracy & Self-awareness	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	0.00	0.00
Historical Context	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00	0.00

**Assessment Rubric (SPA.3 Reading Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	66.67% (2)	33.33% (1)	0.00% (0)	NaN	NaN
Interpretation	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Support	33.33% (1)	0.00% (0)	66.67% (2)	0.00% (0)	0.00	NaN
Application	33.33% (1)	33.33% (1)	33.33% (1)	0.00% (0)	0.00	NaN

**Assessment Rubric1 (SPA.4 Writing Rubric)**

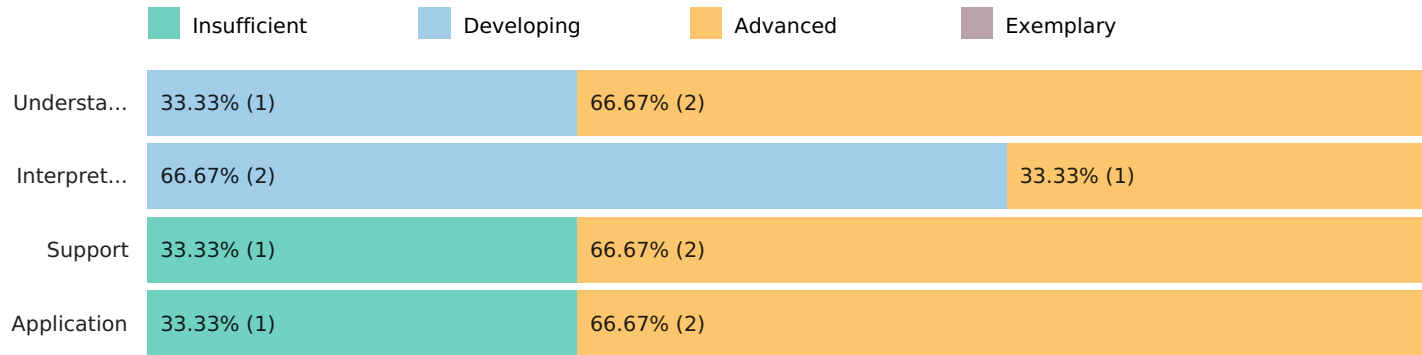


Element	Level 1	Level 2	Level 3	Level 4	Mean	Stdev
Content	0.00% (0)	66.67% (2)	33.33% (1)	0.00% (0)	NaN	NaN
Grammar	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Clarity	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Organization	0.00% (0)	0.00% (0)	66.67% (2)	33.33% (1)	NaN	NaN

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/15/2021**

Content	0.00% (0)	66.67% (2)	33.33% (1)	0.00% (0)	NaN	NaN
Grammar and mechanics	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Clarity	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Organization	0.00% (0)	0.00% (0)	66.67% (2)	33.33% (1)	0.00	NaN

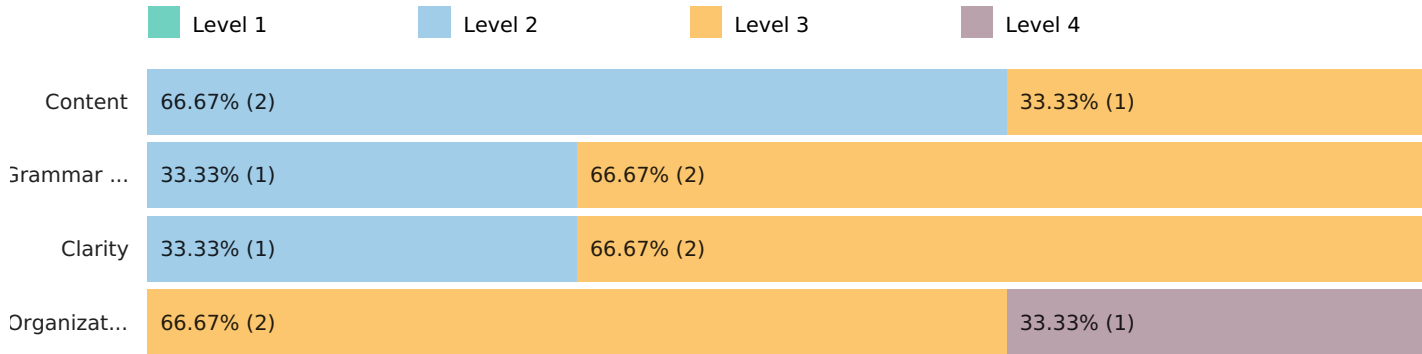
**Rubric (SPA.3 Reading Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Interpretation	0.00% (0)	66.67% (2)	33.33% (1)	0.00% (0)	NaN	NaN
Support	33.33% (1)	0.00% (0)	66.67% (2)	0.00% (0)	0.00	NaN
Application	33.33% (1)	0.00% (0)	66.67% (2)	0.00% (0)	0.00	NaN

**Rubric1 (SPA.4 Writing Rubric)**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/15/2021**



Element	Level 1	Level 2	Level 3	Level 4	Mean	Stdev
Content	0.00% (0)	66.67% (2)	33.33% (1)	0.00% (0)	NaN	NaN
Grammar and mechanics	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Clarity	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	NaN	NaN
Organization	0.00% (0)	0.00% (0)	66.67% (2)	33.33% (1)	0.00	NaN

**Assessment Rubric (SPA.3 Reading Rubric)**

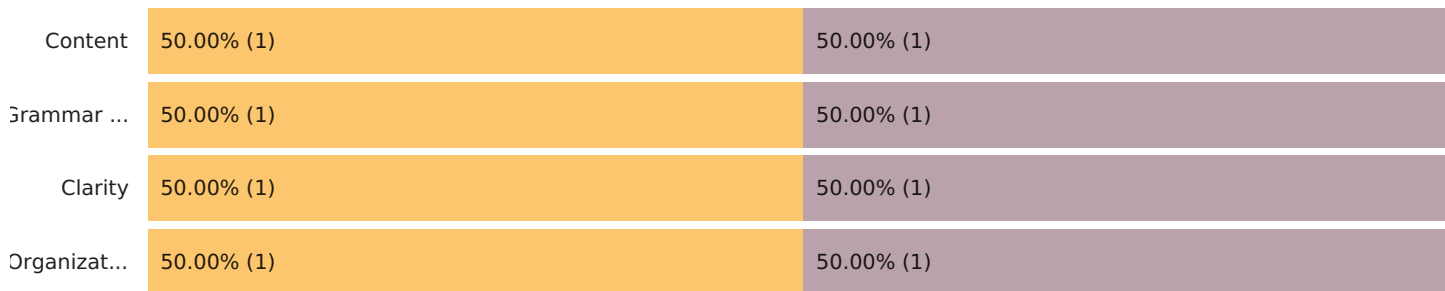
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Interpretation	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Support	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Application	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN

**Assessment Rubric1 (SPA.4 Writing Rubric)**

■ Level 1    
 ■ Level 2    
 ■ Level 3    
 ■ Level 4



Element	Level 1	Level 2	Level 3	Level 4	Mean	Stdev
Content	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	NaN	NaN
Grammar ...	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	NaN	NaN
Clarity	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	NaN	NaN
Organizat...	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	NaN	NaN

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 05/05/2022**

Content	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Grammar and mechanics	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Clarity	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Organization	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN

**Rubric (SPA.3 Reading Rubric)**

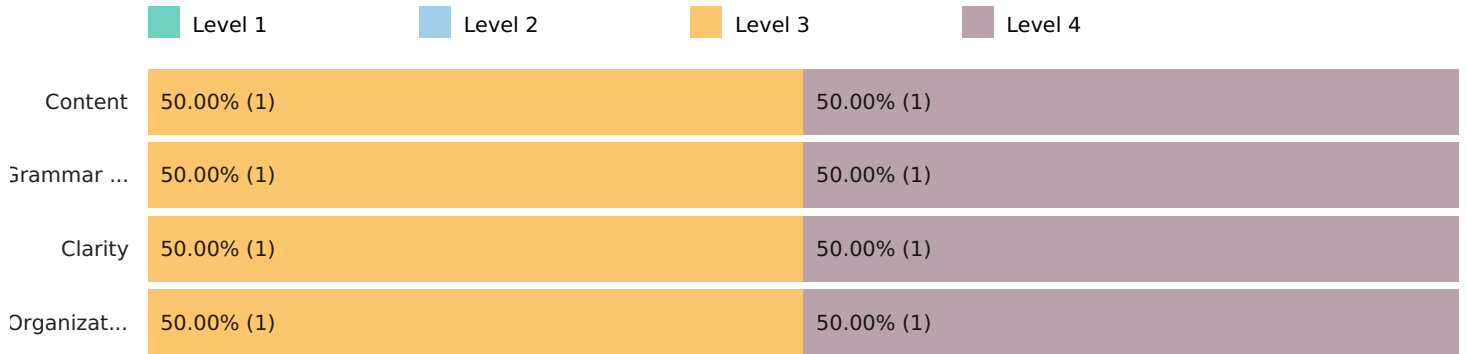
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Interpretation	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Support	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN
Application	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	NaN	NaN

**Rubric1 (SPA.4 Writing Rubric)**

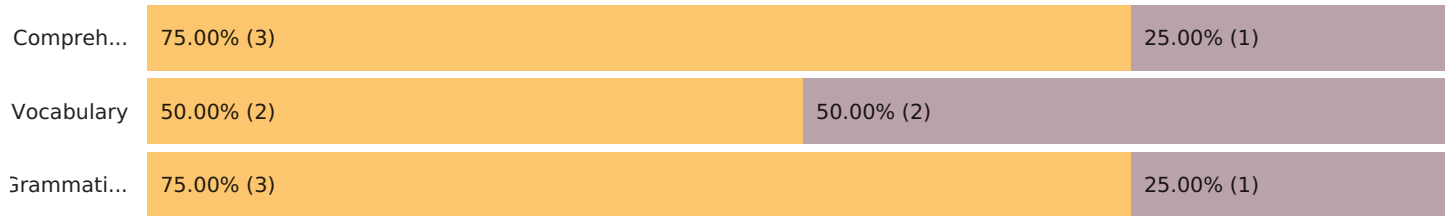
**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 05/05/2022**



Element	Level 1	Level 2	Level 3	Level 4	Mean	Stdev
Content	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Grammar and mechanics	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Clarity	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN
Organization	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	0.00	NaN

**Assessment Rubric Speaking (SPA.1 Speaking Rubric)**

■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Comprehensibility	0.00% (0)	0.00% (0)	75.00% (3)	25.00% (1)	0.00	0.00
Vocabulary	0.00% (0)	0.00% (0)	50.00% (2)	50.00% (2)	0.00	0.00
Grammatical Accuracy	0.00% (0)	0.00% (0)	75.00% (3)	25.00% (1)	0.00	0.00

**Assessment Rubric Listening (SPA.2 Listening Rubric)**

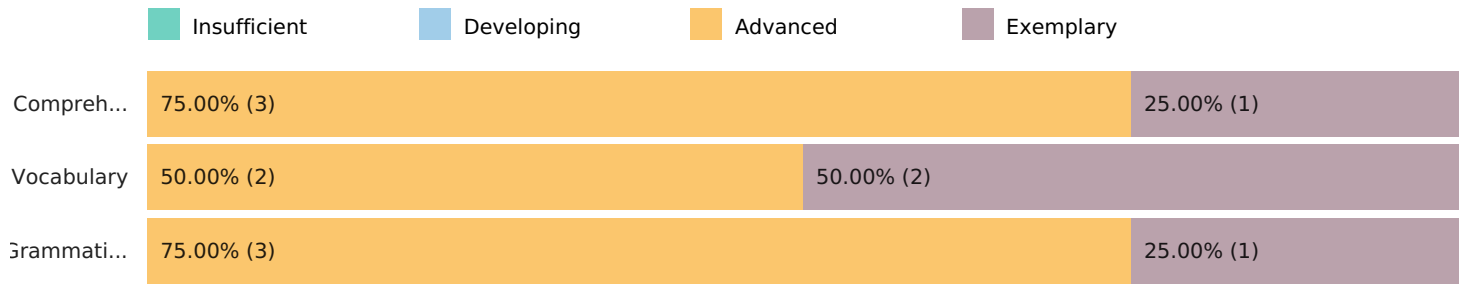
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	0.00% (0)	50.00% (2)	50.00% (2)	0.00	0.00

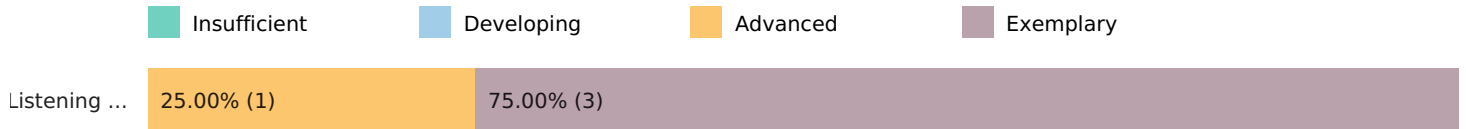
**Speaking Rubric (SPA.1 Speaking Rubric)**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/15/2021**



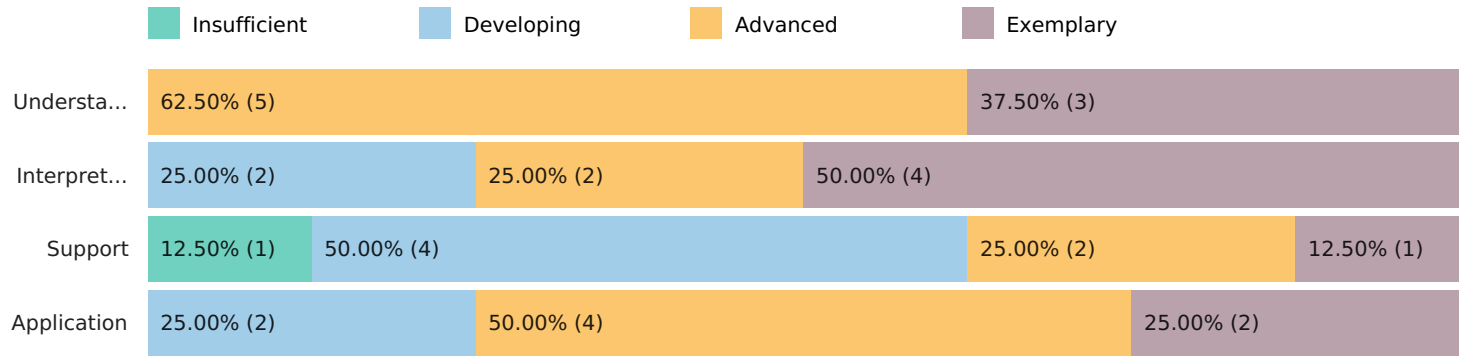
Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Comprehensibility	0.00% (0)	0.00% (0)	75.00% (3)	25.00% (1)	0.00	0.00
Vocabulary	0.00% (0)	0.00% (0)	50.00% (2)	50.00% (2)	0.00	0.00
Grammatical Accuracy	0.00% (0)	0.00% (0)	75.00% (3)	25.00% (1)	0.00	0.00

**Listening Rubric (SPA.2 Listening Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	0.00% (0)	25.00% (1)	75.00% (3)	0.00	0.00

**SPA.3 Reading (SPA.3 Reading Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	0.00% (0)	62.50% (5)	37.50% (3)	NaN	NaN
Interpretation	0.00% (0)	25.00% (2)	25.00% (2)	50.00% (4)	NaN	NaN
Support	12.50% (1)	50.00% (4)	25.00% (2)	12.50% (1)	0.00	NaN
Application	0.00% (0)	25.00% (2)	50.00% (4)	25.00% (2)	NaN	NaN