



WILLIAM WOODS
UNIVERSITY

Spanish Annual Assessment 2022-2023

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Annual Assessment 2022-2023

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

Students Majors 2022-2023

Student Majors 2021-2022

Student Minors 2022-2023

Student Minors 2021-2022

9

6

Concentrations 2022-2023

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 have grown at the lower division, general education level and maintained at the upper division level but are still low at the intermediate levels. 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 ensures that all students have the level course they need offered every semester to advance in their Spanish minor and graduate on time. In the 2223 AY, only one student advanced through intermediate Spanish. The department added a language proficiency survey for new students taken prior to enrolling in their first Spanish course. The survey ensure students are enrolled correctly in their first class, and helps the department identify potential minors to discuss curriculum planning earlier. The department also 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 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 can be inaccurate. 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 when invited and has met with prospective students interested in the Spanish minor.

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 Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how

an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

1C - Explained course material to one or more students: Students elementary and intermediate Spanish courses conduct mini cultural presentations in class based on assigned readings. The department also implements review activities where students teach course content to their peers in small groups.

2E -Tried to better understand someone else's view by imagining how an issue looks from his/her perspective: At all levels, Spanish students complete an interview with a native speaker of Spanish and write a paper reflecting on the experience and how it impacted their own worldview.

4C – Analyzing an idea, experience, or line of reasoning in depth by examining its parts: In upper-division Spanish courses, students conduct a research essay that defends a thesis statement and is supported by peer-reviewed sources.

4D – Evaluating a point of view, decision, or information source: In upper-division Spanish courses, students conduct a research essay. As milestones of that project, students are asked to submit an annotated bibliography, outline, and thesis statement. I give feedback on each of those parts before students submit a rough draft and final draft of the research essay.

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
SPA.1 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
SPA.2 Listening: Understand main ideas and most details of spoken Spanish on a variety of topics.	I, A	R	M, A	R	R	R
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.	I	R, A	R	M, A	R	R
SPA.4 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
SPA.5 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?

No changes were made to the curriculum map for this 2223 AY.

Assessment Findings

Assessment Findings for the Assessment Measure level for Spanish Minor Curriculum Map(Imported)(Imported)(Imported)(Imported)(Imported)(Imported)

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 2022, two students were enrolled in the class and one student dropped the course with an incomplete. The one student that completed the course met the criterion: (100%) demonstrated developing or higher in Speaking during their native speaker interview. In Spring 2023, SPA 203 was not taught.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2223_Activity_Assessments_Aggregated_Result_05_04_2023_093804.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? Not met	Course not taught 2223 AY.		

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?	In Fall 2022, two students were enrolled in the class and one student dropped the course with an incomplete. The one student that completed the course met the criterion: (100%) demonstrated	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2223_Activity_Assessments_Aggregated_Result_05_04_2023_	

	Met	developing or higher in Listening during their native speaker interview. In Spring 2023, SPA 203 was not taught.	093804.pdf	
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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? Not met	Course not taught 2223 AY.		

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? Not met	Course not taught 2223 AY.		

SPA 351				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Not met	Course not taught 2223 AY.		

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? Not met	Course not taught 2223 AY.		
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SPA 381				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Met	Five of six students enrolled in the class submitted portfolios for assessment. Four out of five students or 80% of students demonstrated advanced or higher in Writing.	SPA_381__Advanced_Grammar_and_Composition__01__FUL__3__Spring_2223_Activity_Assessments_Aggregated_Result_05_04_2023_094758.pdf	

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

Assessment Measures

SP A 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 2022, two students were enrolled in the class and one student dropped the course with an incomplete. The one student that completed the course met the criterion: (100%) demonstrated developing or higher in Cultural Competency during their native speaker interview. In Spring 2023, SPA 203 was not taught.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2223_Activity_Assessments_Aggregated_Result_05_04_2023_093804.pdf	

SPA 377				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will demonstrate advanced or higher. been met yet? Met	All nine students enrolled in the course met the criterion: 100% of students demonstrated advanced or higher in cultural competency.	SPA_377__Spanish_Civilization__01__FUL__2__Fall_2223_Activity_Assessments_Aggregated_Result_05_04_2023_094513.pdf	

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, when the courses have enough students to be offered. 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 22-23 academic year, the Spanish minor program assessed the following program objectives: 1 (speaking) in SPA 203 (fall 22), 2 (listening) in SPA 203 (fall 22), 4 (writing) in SPA 381 (spring 23), and 5 (cultural competency) in SPA 377 (fall 22). Objective 3 was not assessed due to no enrollment in SPA 204 fall or 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. Objective 4 (writing), in SPA 381 was assessed through a portfolio collection of six writings that responded to a variety of prompts throughout the semester. Objective 5 was assessed in SPA 203 through a reflection essay written in Spanish about their interview experience in Spanish and in SPA 377 through a cultural research essay that defends a thesis statement and is supported by peer-reviewed sources. These activities have continued to work well to assess minor objectives. I am a one-person department and therefore make all decisions and perform all assessments on my own.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

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?

Spanish minor, Tess Oerkfiz, presented her research paper entitled, "La evolución de lengua de signos española", as a poster presentation at the Symposium.

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:

- "Pura Vida: Reflections from a semester abroad" - WWU Spanish minor, Ally Konarzewski, presented about her experience living and studying in Costa Rica during the Spring 2022 semester on September 28, 2022.
- "Mesa de español" an interactive Spanish conversation table event on Wednesday, October 5, 2022.

The department hosted various "tapas y conversación" events for students enrolled in SPA 377 in the fall 2022 semester as well as a graduation party for Spanish minors graduating from the program spring 2023.

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 four, full members: Lauren Adams, Grace Mauzy, Tess Oerkfitz, and Sydney Wilbeck on Wednesday, March 29 with a catered reception to follow. The ceremony was a combined language honor society induction event with the ASL Honor Society.

Spanish minor, Lauren Adams, is studying abroad in Costa Rica this summer 2023.

The department nominated and the faculty voted to award Spanish minor, Grace Mauzy, with the Service-Learning award at Convocation 2023.

Alumni Accomplishments

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

Spanish minor alumna, Felicia Cesar, finished her master's degree March 30 and accepted an intern position at the Cabinet Flemish Minister of Justice & Enforcement, Environment, Energy and Tourism.

Spanish minor alumna, Abby Prather-Turner graduated with her MBA and now works as a Marketing Content Specialist at SoccerPro.com.

Spanish minor alum, Stephen George, is a JD candidate at the University of Missouri School of Law and has worked as a Judicial Intern of the 19th Judicial Circuit of Missouri and a summer law clerk in Jefferson City, MO.

Prior Spanish student, Chase Gibson, uses his Spanish language skills as a Baseball Systems Operator for the Detroit Tigers.

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.

The department updated all 100 and 200 level Spanish courses to OER resources both online and on ground. The department faculty member attended numerous webinars throughout the academic year on topics such as the CIC Webinar on Open Educational Resources, MLA Webinar on Diverse Pathways for Languages and Literatures, Klentt World Languages webinar *¿Cómo usar recursos visuales en el aprendizaje de español?* and "Aprender haciendo en el aula de español", and the CERCLL Webinar on "Nurturing Creativity and Agency in L2 through Digital Storytelling Projects".

Assessment Rubric:

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:				
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 criteria 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:				

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:				
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:	the program did not use any improvement narratives, but they articulated why specific measures were not met and provided a detailed review of the process.			
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:				
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:				
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 Data

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, 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)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Vocabulary	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Grammatical Accuracy	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN

Listening (SPA.2 Listening Rubric)

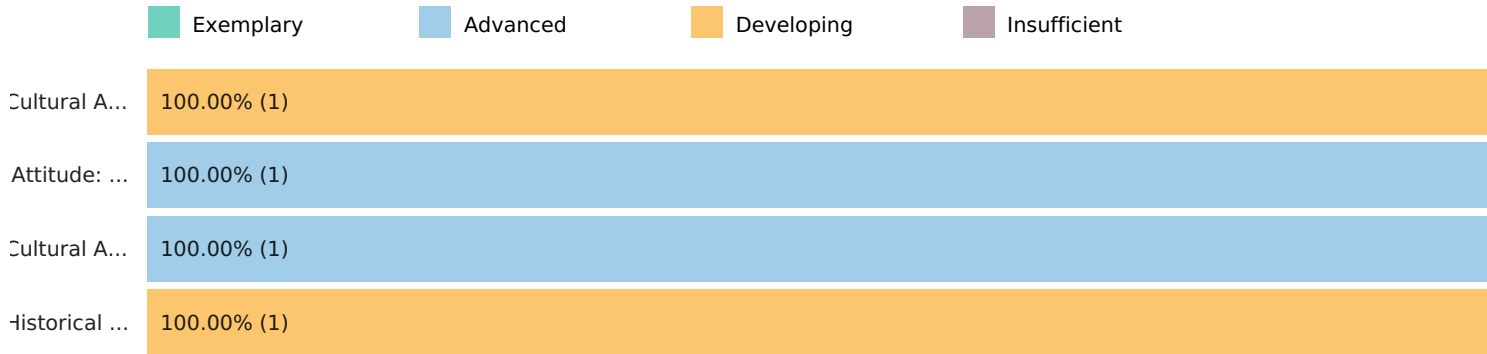
■ Insufficient
 ■ Developing
 ■ Advanced
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	0.00% (0)	100.00% (1)	0.00% (0)	0.00	NaN

Cultural Competency (SPA.5 Cultural Competency Rubric)

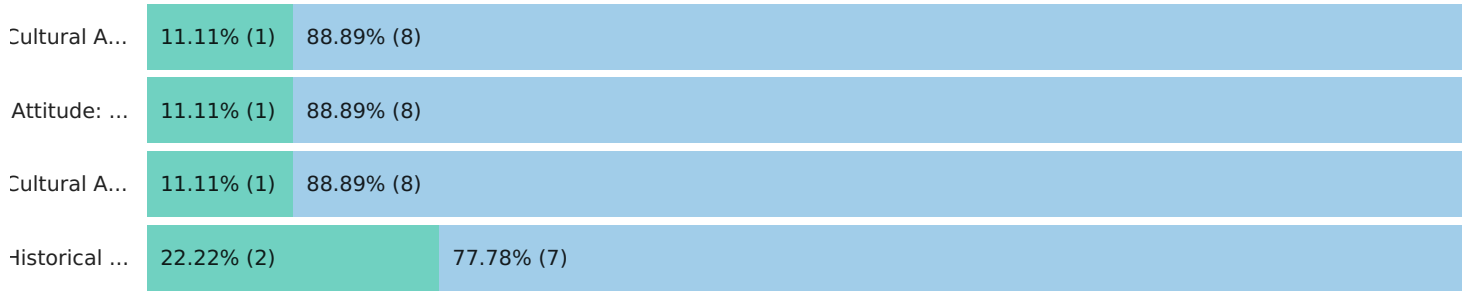
Activity Assessments Aggregated Result
Generated by: Hannah Bolados 05/04/2023



Element	Exemplary	Advanced	Developing	Insufficient	Mean	Stdev
Cultural Awareness	0.00% (0)	0.00% (0)	100.00% (1)	0.00% (0)	0.00	NaN
Attitude: Empathy and Sensitivity	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Cultural Accuracy & Self-awareness	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Historical Context	0.00% (0)	0.00% (0)	100.00% (1)	0.00% (0)	0.00	NaN

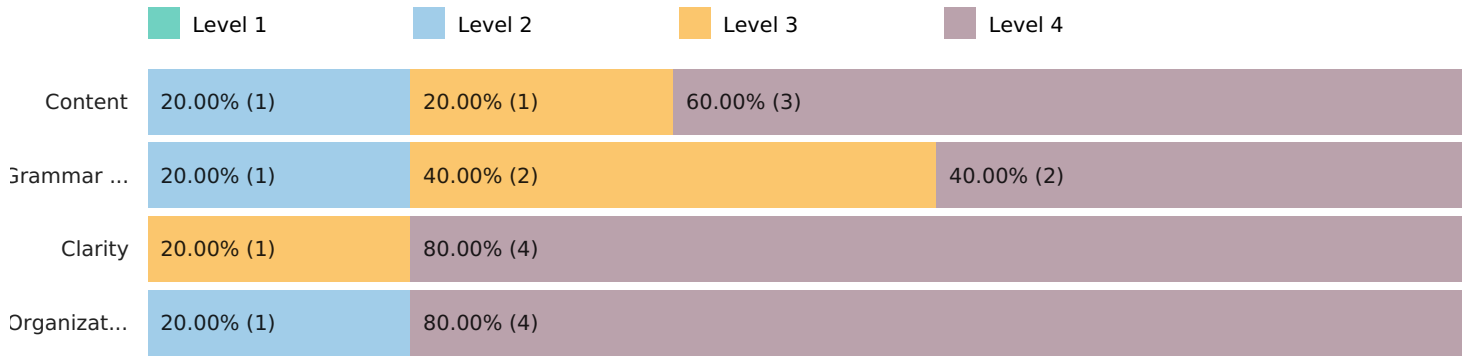
Assessment Rubric (SPA.5 Cultural Competency Rubric)

■ Exemplary
 ■ Advanced
 ■ Developing
 ■ Insufficient



Element	Exemplary	Advanced	Developing	Insufficient	Mean	Stdev
Cultural Awareness	11.11% (1)	88.89% (8)	0.00% (0)	0.00% (0)	0.00	0.00
Attitude: Empathy and Sensitivity	11.11% (1)	88.89% (8)	0.00% (0)	0.00% (0)	0.00	0.00
Cultural Accuracy & Self-awareness	11.11% (1)	88.89% (8)	0.00% (0)	0.00% (0)	0.00	0.00
Historical Context	22.22% (2)	77.78% (7)	0.00% (0)	0.00% (0)	0.00	0.00

Assessment Rubric (SPA.4 Writing Rubric)



Element	Level 1	Level 2	Level 3	Level 4	Mean	Stdev
Content	0.00% (0)	20.00% (1)	20.00% (1)	60.00% (3)	0.00	0.00
Grammar and mechanics	0.00% (0)	20.00% (1)	40.00% (2)	40.00% (2)	0.00	0.00
Clarity	0.00% (0)	0.00% (0)	20.00% (1)	80.00% (4)	0.00	0.00
Organization	0.00% (0)	20.00% (1)	0.00% (0)	80.00% (4)	0.00	0.00