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WILLIAM WOODS  
UNIVERSITY

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**Spanish Annual Assessment 2023-2024**

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# Annual Assessment 2023-2024

## 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 2023-2024

##### Student Majors 2022-2023

##### Student Minors 2023-2024

##### Student Minors 2022-2023

13

9

##### Concentrations 2023-2024

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

N/A

##### Concentrations 2022-2023

*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 but are low at the intermediate and upper-division 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 Institutional Objectives

*Please discuss the Program alignment to the Institutional 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.

Institutional\_objectives\_2.docx

### 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)?*

Only Spanish 101 and 102 satisfy the General Education requirement for Cultures and Communities (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.

### 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
<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?*

No changes were made to the curriculum map for this 2324 AY.

## 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	Fall 2023: only one student was enrolled in this course and met the criterion. Spring 2024: four students were enrolled in the course and 100% of students demonstrated developing or higher with one student demonstrating exemplary.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2324_Activity_Assessments_Aggregated_Result_12_13_2023_105609.pdf SPA_203__Intermediate_Spanish_I__01__FUL__3__Spring_2324_Activity_Assessments_Aggregated_Result_05_01_2024_102419.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	Only two students were enrolled Fall 2023, and only 50% demonstrated advanced or higher.	SPA_303__Advanced_Spanish_Conversation__01__FUL__2__Fall_2324_Activity_Assessments_Aggregated_Result_12_13_2023_105754.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	Fall 2023: only one student was enrolled in this course and met the criterion. Spring 2024: all students	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2324_Activity_Assessments_Aggregated_Result_12_13_2023_	

	yet? Met	demonstrated developing or higher.	105609.pdf SPA_203__Intermediate_Spanish _I__01__FUL__3__Spring_2324 _Activity_Assessments_Aggregated _Result_05_01_2024_102419.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	Only two students were enrolled Fall 2023, and only 50% demonstrated advanced or higher.	SPA_303__Advanced_Spanish_Conversation__01__FUL__2__Fall_2324__Activity_Assessments_Aggregated_Result_12_13_2023_105754.pdf	

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	This course was not offered this 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? Met	Spring 2024: Two students were enrolled this term and both demonstrated advanced or higher.	SPA_351__Introduction_to_Hispanic_Literature__01__FUL__3__Spring_2324__Activity_Assessments_Aggregated_Result_05_01_2024_102450.pdf	

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	This course was not offered this AY.		

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? Not met	Course not offered this AY.		

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				
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	Fall 2023: only one student was enrolled in this course and met the criterion. Spring 2024: the rSPA.5 Cultural Competency was left off of the activity in Watermark and I was unable to add retrospectively. 75% of students met the criterion.	SPA_203__Intermediate_Spanish_I__01__FUL__2__Fall_2324_Activity_Assessments_Aggregated_Result_12_13_2023__105609.pdf SPA_203__Intermediate_Spanish_I__01__FUL__3__Spring_2324_Activity_Assessments_Aggregated_Result_05_01_2024_102419.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? Not met	Course not offered this AY.		

### **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. The upper-division Spanish courses are on a once-per-term rotation, so only two of the four courses are taught per academic year. While intermediate Spanish courses (SPA 203 and 204) are offered as parent-child courses each term, their offerings depend on enrollment. 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 the 23-24 academic year, the Spanish minor program assessed the following program objectives: 1 (speaking) in SPA 203 (fall 23 and spring 24), 2 (listening) in SPA 203 (fall 23 and spring 24), 3 (reading) in SPA 351 (spring 24), and 5 (cultural competency) in SPA 203 (fall 23 and spring 24). Objective 4 was not assessed due to no enrollment in SPA 204 in fall or spring. For objectives one and two (speaking and listening), students in SPA 203 were asked to upload an audio or video file of the interview they conducted outside of class with a Spanish-speaker from the community. Objective 3 (reading), in SPA 351 was assessed through a comparative literary analysis that defends a thesis statement and is supported by textual evidence and peer-reviewed sources. 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. These activities have worked 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, Sasha Moxley, presented her English senior thesis paper 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 cultural interviews with Spanish-speakers in the community 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 WWU Theta Zeta chapter of Alpha Mu Gamma, the national foreign language honor society, didn't welcome any new members this spring. However, we celebrated Sydney Wilbeck and Anna Pappas, our graduating members, and participated in the ASL Honor Society induction ceremony. The department hosted the LEAD event "What 46 Marathons Taught Me About Overcoming Obstacles in Life," presented by adjunct History instructor Mr. William Casey on October 3. In Spanish 101, 102, and 203 courses, the department arranged guest speakers for native speaker interview assignments, enriching students' learning experiences. The department also hosted cultural food and conversation events in class and a graduation party for Spanish minors in spring 2024. Additionally, the department faculty member actively engages with students by attending diverse campus events, further supporting their involvement and growth.

**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.*

**Alumni Accomplishments**

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

Transfer student and Spanish minor Chase Gibson accepted a full-time position with the Detroit Tigers as the Coordinator of Baseball Technology and serves as the delegated performance science translator for the lab. He uses his Spanish language skills on a daily basis in this role.

**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 sole faculty member in the Spanish department also serves as the Dean for the School of Humanities. She attended the fourth annual Language OER Conference hosted by the Open Language Resource Center at the University of Kansas on Saturday, February 17th via Zoom, featuring 43 different presenters. The insights gained from this conference directly influence decision-making and the implementation of OERs in SPA courses at WWU. Additionally, she completed two Coursera courses offered by The University of Edinburgh: "How to Create an Online Course" and "How to Create Video for Online Courses." To further enhance her expertise, she regularly participates in webinars focusing on language learning and pedagogy in higher education within the discipline and has completed internal DEI training.

## Assessment Rubric:

Clear	3.000 Exceeds	2.000 Meets	1.000 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:				
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 and not required to participate in the activity			
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 and not required to participate in the activity			
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

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

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

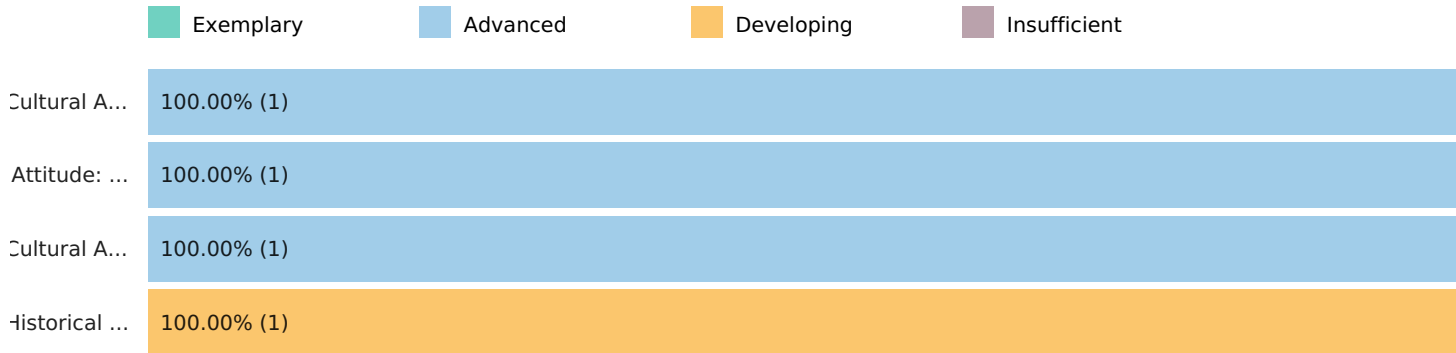
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



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

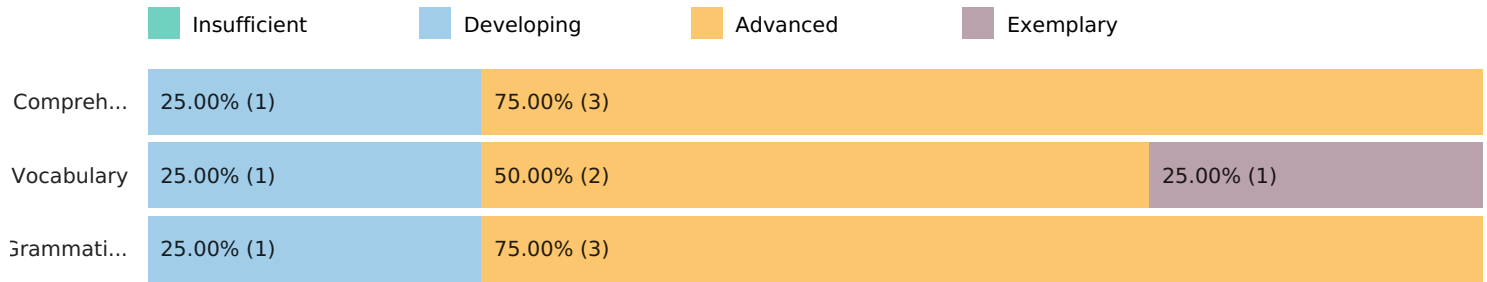
**Cultural Competency (SPA.5 Cultural Competency Rubric )**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/13/2023**



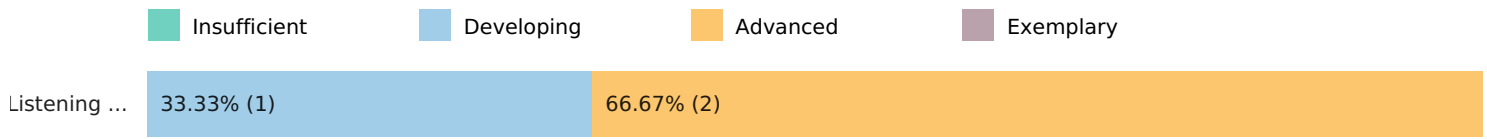
Element	Exemplary	Advanced	Developing	Insufficient	Mean	Stdev
Cultural Awareness	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Attitude: Empathy and Sensitivity	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN
Cultural Accuracy & Self-awareness	0.00% (0)	100.00% (1)	0.00% (0)	0.00% (0)	0.00	NaN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

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



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

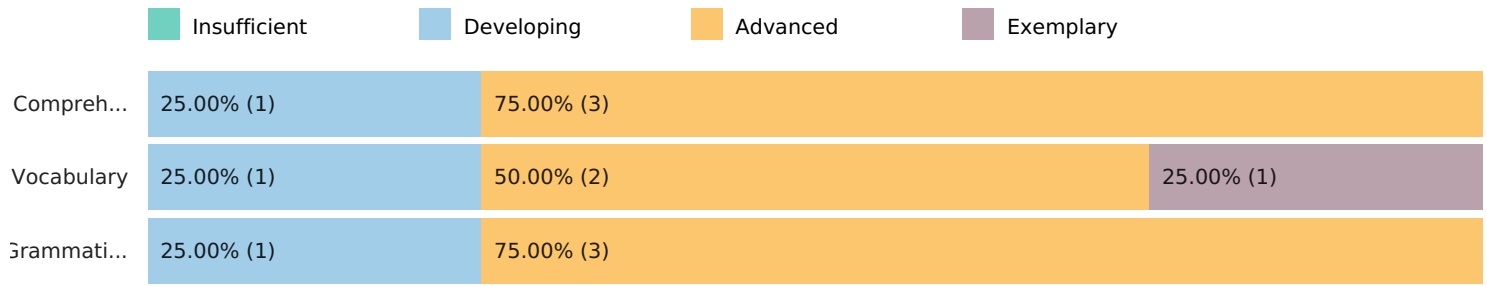
**Assessment Rubric Listening (SPA.2 Listening Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	0.00	0.00

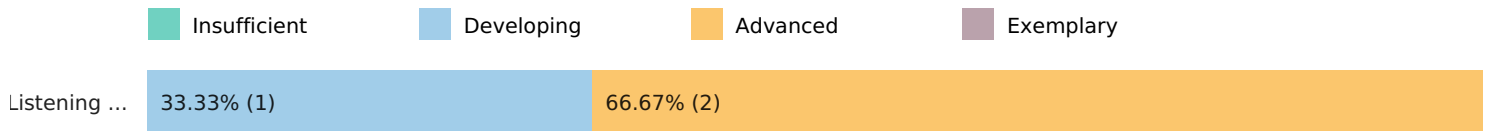
**Speaking Rubric (SPA.1 Speaking Rubric)**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 05/01/2024**



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

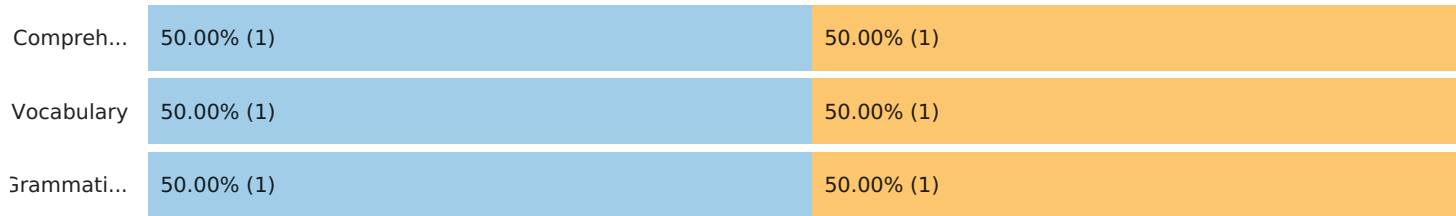
**Listening Rubric (SPA.2 Listening Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	33.33% (1)	66.67% (2)	0.00% (0)	0.00	0.00

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

■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Comprehensibility	0.00% (0)	50.00% (1)	50.00% (1)	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

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

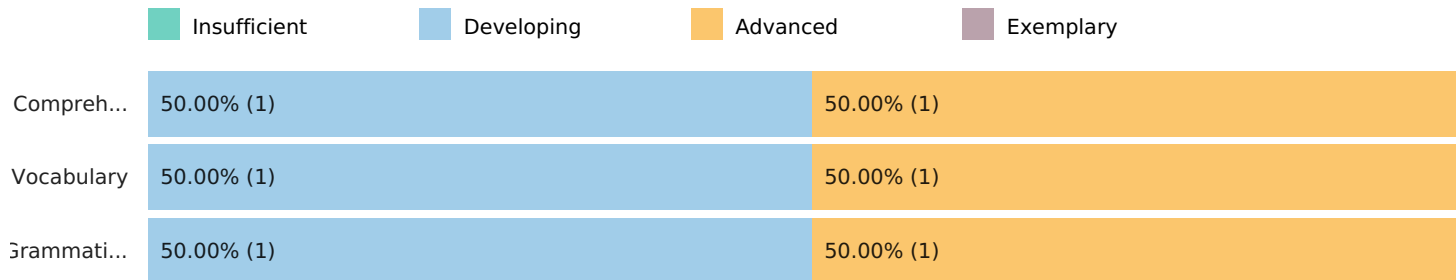
■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00	0.00

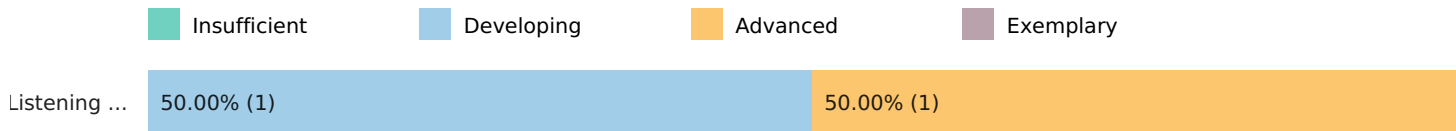
**Speaking Rubric (SPA.1 Speaking Rubric)**

**Activity Assessments Aggregated Result**  
**Generated by: Hannah Bolados 12/13/2023**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Comprehensibility	0.00% (0)	50.00% (1)	50.00% (1)	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

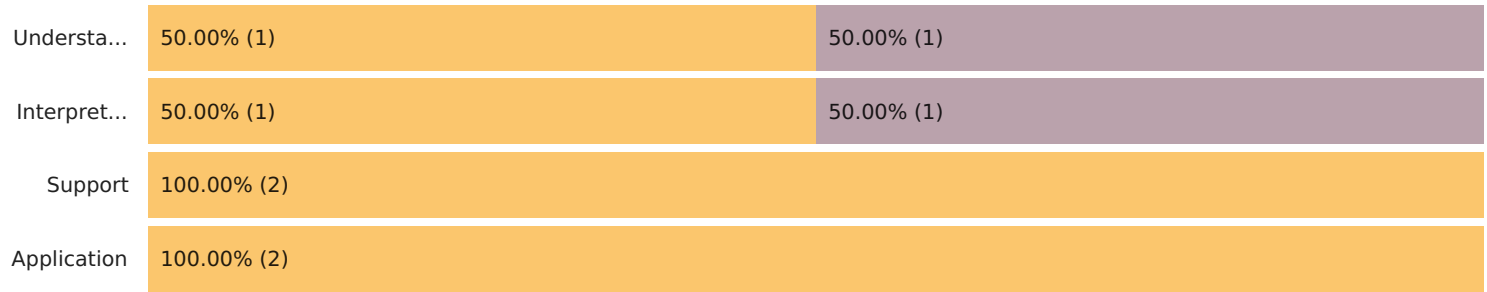
**Listening Rubric (SPA.2 Listening Rubric)**



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Listening Comprehension	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00	0.00

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

■ Insufficient    
 ■ Developing    
 ■ Advanced    
 ■ Exemplary



Element	Insufficient	Developing	Advanced	Exemplary	Mean	Stdev
Understanding	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	NaN	NaN
Interpretation	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	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

# 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.