

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Spanish, B.A.

Submission Due Date
Fall 2025: October 1, 2025

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome
Major Enrollment.

Timeframe for this Outcome
2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

Not Applicable.

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner.

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

15.4

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Enrollment in the Spanish program is steady after recovering from the pandemic slump, likely due to our ongoing recruitment efforts. We've developed promotional materials such as posters and postcards and continued to advertise the Spanish major, the double major, and the Spanish minor – which seemed to have resonated with students.

The designation of World Languages, especially Spanish, as a "Critical Need Subject Area" by the South Carolina Department of Education is a double-edged sword when it comes to producing Spanish graduates. On one hand, it bolsters our case for promoting the program, highlighting both market demand and job opportunities, particularly in teaching, as the state has also increased teacher salaries to address shortages. On the other hand, we've seen a decline in both high school students' exposure to and preparation for foreign language learning, which has led to fewer students pursuing a degree in Spanish. The potential impact of Bill 305 in South Carolina, which would allow teachers in critical subject areas to work without certification, remains uncertain for the Spanish field.

In the meantime, our recent recruitment efforts have focused on encouraging students to pursue double majors, taking advantage of the streamlined requirements for the Spanish program.

The number of Spanish minors is notably high—comprising over 80% of all minors in the Department of English & Foreign Languages—an indication that our students recognize the value of learning Spanish and the skills it offers for their future careers.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded).

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"

Not Applicable.

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner.

Frequency of Assessment

Annually.

Data Collected for this Timeframe (Results)

3.4

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The average program completion rate over the past five academic years has yet to align with the number of declared majors. We have implemented significant changes to the program, but these have not had sufficient time to produce substantial results, as the new measures have not yet completed a full graduating cycle.

The most recent revision of Lander's General Education curriculum introduced greater flexibility and reduced requirements for some majors. This change has improved the feasibility of pursuing Spanish as a double major and has eliminated some barriers that previously forced students to abandon Spanish as a second major due to the heavy academic load of their primary major.

Additionally, we have identified the study abroad requirement as a common final obstacle for many

students completing the Spanish program, particularly following the disruptions caused by the Covid-19 pandemic. In response, we have recently removed this requirement to simplify the process of graduating with a Spanish major.

Resources Needed to Meet/Sustain Results

Considering the increasing number of Hispanic students on campus, many of whom meet the definition of Heritage Speakers, it would be tremendously helpful if we had a way to get a list of students in that category for focused-targeting purposes. This particular student population is particularly well suited for a major or double major in Spanish, given their background and language ability, and thus is feels like a missed opportunity that we often only fortuitously actually get to meet these students and make our pitch to them – usually when it's too late in their academic careers for them to give it serious thought.

Explanation of How Resources Will Be Used

The idea is to reach out to these students, via email, and inform them in a timely manner of the possibilities offered by a degree in Spanish, inviting them to come to us and consider the flexibility and advantages we offer. This would likely contribute to the increase in the number of students in our program with the potential to complete a degree in Spanish, either in exclusivity or in parallel with a second major.

Goal Summary

Goal Summary/Comments

At the crossroads of language and culture lies an essential interdisciplinary exploration that encompasses history, political science, geography, anthropology, literature, art, and linguistics. This rich blend enhances the study of Spanish, benefiting all students who engage with the language through the diverse courses offered on campus. The Spanish major thus holds a central place within a Liberal Arts education, as it provides students with a unique opportunity to explore both concrete and abstract concepts that are distinct to the foreign language classroom.

Proficiency in Spanish is especially valuable in a region experiencing rapid growth in its Hispanic population. According to data from the US Census Bureau, South Carolina's Hispanic population rose dramatically from less than one percent (0.87%) in 1990 to 6.9% in 2020. Some counties, like Jasper and Saluda, have Hispanic or Latino populations nearing or exceeding national averages—17.6% and 16%, respectively—while the city of Saluda itself reports an impressive 49.5%. This demographic shift underscores the importance of Spanish as an academic focus, not only because it equips graduates with essential communication skills, but also because it deepens their understanding of the cultural heritage of a growing and diverse community in South Carolina. Currently the largest minority group in the United States (18.7%), Hispanics are projected by the PEW Research Center to comprise 29% of the population by 2050.

A strong education grounded in Hispanic language and culture—such as that offered by a comprehensive Spanish program—will provide graduates with a significant competitive edge in the coming years. This is particularly relevant given South Carolina's geographical proximity to Florida, where bilingualism is already widespread in the workforce.

Lander University plays a critical role in preparing Spanish majors for careers in secondary education, a field that continues to face a nationwide shortage of qualified teachers. Additionally, the Spanish program naturally complements Lander's professional schools of business, education, and nursing by equipping students with cultural and linguistic competencies essential for success in these fields.

Finally, Spanish courses are among the most effective in fulfilling the World Cultures General Education requirement necessary for graduation at Lander University.

Changes Made/Proposed Related to Goal

Over the past three assessment cycles, we have made significant changes to the Spanish program, all designed to simplify, streamline, and enhance flexibility and practicality within the degree. Alongside efforts to strengthen recruitment, a major focus has been placed on improving students' chances of successfully completing the Spanish degree. This transformation goes beyond a simple update—the scope of the overhaul has been substantial—though it will take time for these changes to fully develop and yield measurable results. During this academic year, our primary focus has been on implementing these revisions efficiently and effectively, while optimizing the processes that support them.

At the same time, we continue to explore additional innovations with similar goals for future adoption. However, the challenges posed by the recent pandemic have delayed the rollout of some of these initiatives. Among the proposals currently under consideration are:

1. Creation of a translation course, and/or courses targeting specific professional areas, such as the medical field, education, or law enforcement. These would be aimed at Education, Nursing, and Business students in particular, in the hopes of encouraging students to choose Spanish as a minor or even as a second major. This will also strengthen the content of the program and add pragmatism to its scope.
2. Creation of a Certificate attesting to the language proficiency of students completing a minor or maybe another course combination/requirement for the purpose. This is expected to incentivize a more robust presence of Spanish in many students' academic experience.
3. Creating a yearly faculty-led, short-term study abroad program aimed at freshmen. It would take place immediately before the Fall semester or during the winter break. The intent of the proposal is to facilitate a first-hand contact with language and culture, as to inspire more students to pursue a major in Spanish. In the summer of 2023, a similar program was tested, and four students spent three weeks studying language and culture in Cuba, with the facilitation of a Lander faculty member and professors from the University of Pinar del Río. A similar experience was carried out in the summer of 2024, although with a medical field scope of studies that did not include freshmen.
4. Converting SPAN 205 (Hispanic World for Heritage Speakers) into SPAN 105, aiming at providing a valid and timely alternative to SPAN 101 to incoming freshmen each Fall semester whose background may correspond to the course designs.

In the meantime, some of the changes proposed previously that already came to fruition include:

1. We have eliminated a semester of study abroad as a requirement. As we study the most beneficial way to maximize completion rates without compromising the integrity of the program, it is guaranteed that we will remain committed to encourage students to opt to spend a semester abroad. Relatedly, we've eliminated the SPAN 330 requirement (which was connected to the time spent abroad), thus reducing the number of required courses for major completion to three: SPAN 305, SPAN 306, and SPAN 499 (capstone project).
2. In the same context, we have converted SPAN 306 into a 3 credit-hour course (from a 1 credit-hour writing workshop).

In complement to efforts aimed at revitalizing the program, we have continued to make strides to strengthening the consistency and uniformity of our methods of delivery across different sections and instructors, in a context of an increasingly digitalized academic environment. Towards that end, we have standardized the nature and organization of content in several of our courses within our LMS (Blackboard), while assuring compliance with campus-wide recommendations for best practices regarding the structure and design of our online presence.

We have also implemented an internal system of keeping track of our minors and reach out to them with information that may encourage them to convert their minor into a major or double major. In light of the apparent discontinuation of the concept in Bearcat Web of secondary-major advising, we've initiated a process whereby we reach out to not only declared double-majors, but all Spanish majors at large, and offer personalized assistance with their plan of studies.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To communicate orally and in writing in Spanish.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who demonstrate oral communication skills based on the ACTFL (American Council on the Teaching of Foreign Languages) Advanced level proficiency standards.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 75% of Spanish majors score 75% or higher on oral-intensive 200-level and above rubrics.

Performance Target for "Partially Met"

Between 65% and 74% of Spanish majors score 75% or higher on oral-intensive 200-level and above rubrics.

Performance Target for "Not Met"

Less than 65% of the Spanish majors score at least 75% on oral-intensive 200-level and above rubrics.

Assessment Measure Used

Language Proficiency Rubric (oral) [based on the ACTFL proficiency standards]

Frequency of Assessment

SPAN 203; SPAN 204; SPAN 215; SPAN 240; SPAN 305; SPAN 340; SPAN 345; SPAN 490; SPAN 499

Data Collected for this Timeframe (Results)

49 instances of achievement in 53 attempts (92.5%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students' success rate within the Spanish major is high – 92.5%, slightly higher than the 88.4% from the previous year – in regard to oral proficiency, especially considering a rise in the sample size. This is due to the rigorous requirements of the program, which still included at least one semester of overseas study in a Spanish-speaking country.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who demonstrate written communication skills based on the ACTFL (American Council on the Teaching of Foreign Languages) Advanced level proficiency standards.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 60% of Spanish majors earn an A or B on Senior Project and on writing-intensive 200-level or higher rubrics.

Performance Target for "Partially Met"

Between 50% and 59% of Spanish earn an A or B on Senior Project and on writing-intensive 200-level

or higher rubrics.

Performance Target for "Not Met"

Less than 50% of the Spanish majors earn at least a B on Senior Project and on writing-intensive 200-level or higher rubrics.

Assessment Measure Used

Language Proficiency Rubric (written) [based on the ACTFL proficiency standards].

Frequency of Assessment

SPAN 203; SPAN 240; SPAN 305; SPAN 306; SPAN 340; SPAN 499

Data Collected for this Timeframe (Results)

48 instances of achievement in 54 attempts (88.9%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students' success rate within the Spanish major in regard to written proficiency is equally high at 88.9%, revealing a slight decrease from 92.3% in the previous year, a negligible fluctuation considering the increase in the number of assessment instances. The success rate may be attributed to the metrics being applied to writing-intensive courses taught in the department, in which we as faculty have put significant efforts towards students' success. On the other hand, the writing demands of courses taken during overseas study tend to prepare students well for the workload back home upon their return.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

The level of achievement in this predominantly production-focused area is notably high, in part due to the enhanced instructor-student interaction that higher-level courses allow. This trend is further supported by the expanded range and variety of assessment tools introduced through recent changes to the major, including the addition of several new courses in the recent past.

Changes Made/Proposed Related to Goal

The addition of several theme-based topics courses in line with the interests and expertise of the faculty, offered under the general designation "Topics", is still quite recent, and thus more substantial results from these improvements are expected to come to fruition in subsequent years.

In addition, the faculty has decided to remove SPAN 305 and SPAN 306 from this assessment goal, to reflect more accurately the scope of these courses. Conversely, we're adding the assessment of SPAN 204 according to Outcome 2 of this Goal, for similar reasons.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To demonstrate knowledge and understanding of Hispanic cultures.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who compare and contrast at the advanced level cultural differences between their own culture and that of the Hispanic world.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 75% of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

Performance Target for "Partially Met"

Between 65% and 74% of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

Performance Target for "Not Met"

Less than 65% of the Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

Assessment Measure Used

Language Proficiency Rubric (oral/written).
Study-abroad Journal.
Senior Project Rubric.

Frequency of Assessment

SPAN 204; SPAN 240; SPAN 280; SPAN 320;
SPAN 330; SPAN 340; SPAN 355; SPAN 380;
SPAN 480; SPAN 490; SPAN 499

Data Collected for this Timeframe (Results)

42 instances of achievement in 46 attempts
(91.3%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Progress has been achieved in this area, with a broader variety of assessment tools and more

consistent application allowing for a more accurate evaluation of students' development. Additionally, the program has been placing greater emphasis on strengthening the cultural aspects of foreign-language instruction.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who demonstrate an advanced understanding of the relationship between the practices, products, and perspectives of different cultures within the Hispanic world.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 75% of Spanish majors perform at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Partially Met"

Between 65% and 74% of Spanish majors perform at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Not Met"

Less than 65% of the Spanish majors perform at an advanced level based on Language Proficiency Rubrics.

Assessment Measure Used

Language Proficiency Rubric (oral/written).

Frequency of Assessment

SPAN 204; SPAN 280; SPAN 320; SPAN 350;
SPAN 355; SPAN 360; SPAN 380; SPAN 480

Data Collected for this Timeframe (Results)

34 instances of achievement in 36 attempts (94.4%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Students exhibit a strong cultural proficiency and sensitivity, thanks to the program's heightened emphasis on the diversity of Hispanic cultures. This approach fosters an appreciation for the broad spectrum of cultural expressions within the Hispanic world through comparative cultural perspectives, experienced both inside and outside the classroom. Notably, students have ample opportunities to engage in long- and short-term study abroad programs. Additionally, they are encouraged to connect with local Hispanic communities, as the number and frequency of such opportunities have grown significantly.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Given the renewed focus on cultural perspectives on the program embodied not only in new courses but also in the redefinition of existing ones, student's dexterity in what cultural matters is concerned has increased substantially.

Changes Made/Proposed Related to Goal

Goal 3 is being the object of somewhat an overhaul as we add the assessment of both Outcome 1 and 2 to a variety of courses where it was patently lacking. As such, SPAN 203, SPAN 365, and SPAN 499 will be added to the list of courses to be assessed for both outcomes in the Goal, in addition to what already is current practice.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To understand the nature of language and how it works.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who demonstrate an understanding of the nature of language.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 75% of Spanish majors demonstrate proficiency at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Partially Met"

Between 65% and 74% of Spanish majors demonstrate proficiency at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Not Met"

Less than 65% of Spanish majors demonstrate proficiency at an advanced level based on Language Proficiency Rubrics.

Assessment Measure Used

Language Proficiency Rubrics (oral/written).

Frequency of Assessment

SPAN 305; SPAN 306; SPAN 345; SPAN 360; SPAN 365

Data Collected for this Timeframe (Results)

18 instances of achievement in 21 attempts (85.7%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Program Goal 4, especially Outcome 1, represents a challenging skill set because of the abstract and writing-intensive competencies involved. Achievement levels remain within the desired range and show little variation compared to the previous academic year, despite an increase in the number of students assessed.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Ratio of students who demonstrate an understanding of how language works through the comparison of Spanish and English.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

At least 75% of Spanish majors demonstrate cross-language proficiency at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Partially Met"

Between 65% and 74% of Spanish majors demonstrate cross-language proficiency at an advanced level based on Language Proficiency Rubrics.

Performance Target for "Not Met"

Less than 65% of Spanish majors demonstrate cross-language proficiency at an advanced level based on Language Proficiency Rubrics.

Assessment Measure Used

Language Proficiency Rubric (oral/written).

Frequency of Assessment

SPAN 305; SPAN 306; SPAN 345

Data Collected for this Timeframe (Results)

18 instances of achievement in 21 attempts (85.7%).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

As with Outcome 1, Outcome 2 embodies a particularly demanding skill set due to the more abstract and writing-intensive nature of the competencies addressed, with the added challenge of establishing theoretical connections with the English language. Achievement ratios are also within the desired levels and register little variation in comparison to the previous academic year, in spite of an increased statistical universe.

Resources Needed to Meet/Sustain Results

N/A

Explanation of How Resources Will Be Used

N/A

Goal Summary

Goal Summary/Comments

Program Goal 4 is deliberately aimed at students who plan to pursue graduate studies in Spanish, which naturally results in a much smaller group compared to those not considering advanced degrees. Although

this goal is highly relevant to the program, the low number of students—reflected in the limited assessment tools and their usage frequency—means it is not a fully representative measure of the goal's overall purpose. Nevertheless, the results indicate that Spanish graduates from Lander University are well-prepared to continue their academic pursuits should they choose to do so.

Changes Made/Proposed Related to Goal

SPAN 320, SPAN 380, and SPAN 480 will be added to Outcome 1 of this Goal in future assessment cycles, as the content in such courses shifts to include components that correspond to the respective outcome.

Upload Rubrics/Other Files

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Misty L. Jameson

Comments from Dean's Review

This Spanish report has done an exemplary job in explaining the need for the Spanish major/minor, challenges to this program, and changes made to the program requirements to help it stay competitive. Spanish certainly fits into the NACE (National Association of Colleges and Employers) "Career Ready Competencies" of communication, equity and inclusion, and critical thinking. (However, "equity and inclusion" are now under review by NACE.) You might consider using these competencies in your recruitment efforts as a way to solidify their importance in workforce development, particularly for those in other fields (Business, Nursing) who might double-major in Spanish. In the "Changes Made/Proposed Related to Goal" for Goal One, you mention that you have considered the "creation of a translation course, and/or courses targeting specific professional areas, such as the medical field, education, or law enforcement. These would be aimed at Education, Nursing, and Business students in particular." This looks like an excellent plan, and I am wondering what steps you have taken to broach this subject with faculty in these areas. Again, using the NACE competencies might help. Unfortunately, I do not know of any way to get a list of Hispanic students for focused recruitment, but I will investigate further.

For retention and graduation numbers, I believe that the Spanish faculty's decision to eliminate the study abroad component of the major will help more students complete this degree. However, I am wondering how the elimination of study abroad will affect your program assessment and, more importantly, student performance. For example, in Goal Two, Outcome One, you attribute your students' success "to the rigorous requirements of the program, which still included at least one semester of overseas study in a Spanish-speaking country." My question then becomes, "What happens if this changes—if students no longer do as well because they are no longer required to study abroad?" Are you prepared to shift the curriculum again? (It most likely will not be a matter of creating courses but of changing what/how you teach your current courses.) I think that you will need to closely monitor student performance to make sure that they are maintaining an appropriate skill level.

In Goal Three, Outcome Two, you mention encouraging students "to connect with local Hispanic communities, as the number and frequency of such opportunities have grown significantly." This may be one way to help make up for the lack of study abroad; it also sounds like a good opportunity for experiential learning. Perhaps our students could volunteer to help with tutoring elementary, middle, or high school students in these communities or find other ways to engage with them for EYE credit as an experiential learning component of a particular course, one that you might assess. (This would also work toward the NACE competency of "Career and Self Development.")

I genuinely hope that your curricular overhaul of the Spanish major works to bring in more majors (or double majors), and I agree that you need time to see if the measures you have implemented will produce

the desired results. In the meantime, you should probably consider finding ways to incorporate more about career planning/prep or ways to track graduates to see how/where they are employed into your assessment (perhaps as a new goal or as a third outcome to Goal Two). You could wait until you have more years of data with the revised curriculum before you did that; however, it is something for your faculty to think about moving forward.

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.