

# 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".

## Academic Program

Spanish, B.A.

## Submission Year

2019-2020

*Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.*

## Assessment Coordinator Name

Pedro J. Lopes

## Enter Assessment Coordinator Email

plopes@lander.edu

*If more than one coordinator, please choose one for emails to be sent to.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To communicate orally and in writing in Spanish.

#### Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

## 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

2018-2019

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

All, or all but 2 of Spanish majors score 75% or higher on oral-intensive 200-level and above coursework.

*The anticipated level of achievement for this Outcome to be considered "Met".*

### Performance Target for "Partially Met"

All but 3 of Spanish majors score 75% or higher on oral-intensive 200-level and above coursework.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

### Performance Target for "Not Met"

None of the Spanish majors score at least 75% on oral-intensive 200-level and above coursework.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

### Assessment Measure Used

### Frequency of Assessment

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

SPAN 203  
SPAN 205  
SPAN 240  
SPAN 305  
SPAN 340  
SPAN 345  
SPAN 490  
SPAN 499

**Data Collected for this Timeframe (Results)**

15 instances of achievement in 18 attempts.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

2

**Comments/Narrative**

Students' success rate within the Spanish major is high (83.3%) in regards to oral proficiency. This is due to the rigorous requirements of the program, including overseas study.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

N/A

*Include estimate of cost.*

**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

2018-2019

*Ex. Academic Year 2017-2018*

### Performance Target for "Met"

All, or all but 2 of Spanish majors earn an A or B on Senior Project and on writing-intensive 200-level or higher.

*The anticipated level of achievement for this Outcome to be considered "Met".*

### Performance Target for "Partially Met"

All but 3 of Spanish majors earn an A or B on Senior Project and on writing-intensive 200-level or higher courses.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

### Performance Target for "Not Met"

None of the Spanish majors earn at least a B on Senior Project and on writing-intensive 200-level or higher courses.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

### Assessment Measure Used

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

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

### Frequency of Assessment

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

### Data Collected for this Timeframe (Results)

14 instances of achievement in 16 attempts.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

### Comments/Narrative

Students' success rate within the Spanish major is high (87.5%) in regards to written proficiency. This is due to the rigorous requirements of the program, including writing-intensive courses taken during overseas study.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Resources Needed to Meet/Sustain Results

N/A

*Include estimate of cost.*

## Explanation of How Resources Will Be Used

N/A

## Goal Summary

### Goal Summary/Comments

The level of achievement in a mostly production-based category is quite substantial, partly because of the increased instructor-student interaction possible at higher-level courses. This observation is supported by an increase in the number and scope of assessment tools as a result of recent changes to the major, materialized by the addition of several new courses.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

We have added several theme-based topics courses in line with the interests and expertise of the faculty, offered under the general designation "Topics" but each focused on one of three specific categories: Topics in Language, Topics in Cultural Studies, and Topics in Reading. (SPAN 345, 355, and 365, respectively). In what Goal 1 is concerned, SPAN 205, SPAN 345, and SPAN 306 are the most relevant in addressing language proficiency, although results from these additions will not be observable until next year.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Rubrics/Other Files

*Please upload any rubrics or other documents used for this goal.*

## 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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To demonstrate knowledge and understanding of Hispanic cultures.

### Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Facilities Positioned for Growth and Efficient Utilization
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## Outcomes

### Outcome 1

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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

2018-2019

*Ex. Academic Year 2017-2018*

#### Performance Target for "Met"

All, or all but 2 of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Met".*

#### Performance Target for "Partially Met"

All but 3 of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

#### Performance Target for "Not Met"

All but 3 or more of the Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

#### Assessment Measure Used

#### Frequency of Assessment

Study-abroad Journal. Senior Project Rubric.	SPAN 205 SPAN 240 SPAN 280 SPAN 320 SPAN 330 SPAN 340 SPAN 355 SPAN 380 SPAN 480 SPAN 490 SPAN 499
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
<b>Data Collected for this Timeframe (Results)</b>	<b>Score (Met=3, Partially Met=2, Not Met=1)</b>
14 instances of achievement in 15 attempts.	3
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
<b>Comments/Narrative</b>	
Progress has been made in this category, as the range of assessment tools made available as well as their increased regularity permitted a more relevant measure of students' progress.	
<i>Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.</i>	
<b>Resources Needed to Meet/Sustain Results</b>	
N/A	
<i>Include estimate of cost.</i>	
<b>Explanation of How Resources Will Be Used</b>	
N/A	

## Outcome 2

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

All, or all but 1 of Spanish majors perform at an advanced level based on the Senior Project Rubric.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

All but 2 of Spanish majors perform at an advanced level based on the Senior Project Rubric.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

All but 3 or more of the Spanish majors perform at an advanced level based on the Senior Project Rubric.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Language Proficiency Rubric (oral/written).

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

SPAN 205

SPAN 280

SPAN 320

SPAN 350

SPAN 355

SPAN 360

SPAN 380

SPAN 480

**Data Collected for this Timeframe (Results)**

7 instances of achievement in 8 attempts.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Students demonstrate a high degree of cultural proficiency and sensitivity, due to the increased focus on the variety of Hispanic cultures that the program pursues. This approach encourages an appreciation for the wide range of cultural manifestations within the Hispanic world via comparative cultural perspectives, which materialize both in and outside of the classroom, namely in widely-made available opportunities for long and short-term study abroad.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

N/A

*Include estimate of cost.*

#### **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.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### **Changes Made/Proposed Related to Goal**

We have established SPAN 203 as the minimum requirement for study abroad; in that context, 8 weeks abroad in a fully sanctioned program would be equivalent to a semester abroad for purposes of major requirement. This adjustment not only encourages students to consider multiple experiences abroad, it also contributes to the overall efficacy of each of those experiences, by guaranteeing a solid foundation upon which to build the desired language and cultural competencies. Moreover, the creation of SPAN 205 ("Spanish World Today"), a required course for program completion, addresses the importance of a solid understanding of current affairs and issues shaping the Hispanic world.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

**Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.**

To understand the nature of language and how it works.

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## Outcomes

### Outcome 1

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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**

2018-2019

*Ex. Academic Year 2017-2018*

**Performance Target for "Met"**

All, or all but 1 of Spanish majors demonstrate proficiency at an advanced level based on the Study Abroad Journal and Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

All but 2 of Spanish majors demonstrate proficiency at an advanced level based on the Study Abroad Journal and Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

All but 3 or more of Spanish majors demonstrate proficiency at an advanced level based on the Study Abroad Journal and Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

**Frequency of Assessment**

Language Proficiency Rubric (oral/written).

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

SPAN 305  
SPAN 306  
SPAN 345  
SPAN 360  
SPAN 365

**Data Collected for this Timeframe (Results)**

5 instances of achievement in 7 attempts.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

3

**Comments/Narrative**

Program Goal 3, and Outcome 1 in particular, embodies a particularly demanding skill set due to the more abstract and writing-intensive nature of the competencies addressed. Achievement ratios are within the desired levels.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

N/A

*Include estimate of cost.*

**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**

2018-2019

Ex. Academic Year 2017-2018

**Performance Target for "Met"**

All, or all but 1 of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

All but 2 of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met"**

All but 3 or more of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Language Proficiency Rubric (oral/written).

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

SPAN 305  
SPAN 306  
SPAN 345

**Data Collected for this Timeframe (Results)**

5 instances of achievement in 7 attempts.

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

**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 within the desired levels.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

**Resources Needed to Meet/Sustain Results**

N/A

*Include estimate of cost.*

**Explanation of How Resources Will Be Used**

N/A

## Goal Summary

### Goal Summary/Comments

Program Goal 3 is, by design, specifically directed at those students planning to seek subsequent graduate degrees in Spanish and therefore their numbers are substantially lower than for those not contemplating advanced studies. While a pertinent goal to the program, the low volume, (also reflected in the number of assessment tools and the frequency of their use) is not an accurate indicator of goal purpose. In any event, results demonstrate that Spanish graduates are prepared for future academic endeavors should they choose to pursue them.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Changes Made/Proposed Related to Goal**

We created a course to function as a solid transition between lower and higher levels of the program. SPAN 204 aims at guaranteeing an increased solidity to the students' theoretical knowledge base that will lie at the foundation of improving student achievement in subsequent stages of the curriculum.

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

#### **Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used for this goal.*

## **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.

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

#### **Pillar of Success Supported**

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## **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**

2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met"**

Not Applicable.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

**Assessment Measure Used**

Enrollment and Graduation data extracted from Banner.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

**Frequency of Assessment**

Annually.

**Data Collected for this Timeframe (Results)**

15.8

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

3

*If this is a new outcome and no data has been collected, you should explain when data will be*

available for entry.

### Comments/Narrative

Enrollment numbers in the program has increased since the previous assessment cycle but persists in falling short of our best expectations. This is due to a few factors exogenous to the program itself. On one hand, foreign language teaching in high-schools across the state has been dwindling (in addition to the regrettable fact foreign languages are not offered any earlier in public schools), results in high-school graduates lacking an earlier foundation in a foreign language who thus do not feel inclined to pursue a college degree in Spanish. This produces a vicious circle in the form of foreign-language teacher shortage, in spite of the markedly high-demand for bilingual graduates in the workforce.

In any case, it has to be mentioned that the numbers fail to reflect the high(er) volume of students who engage in the program as minors, not to mention the service that the program provides in the context of its courses fulfilling Lander's General Education curriculum.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Resources Needed to Meet/Sustain Results

N/A

*Include estimate of cost.*

### 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**

2018-2019

*Ex. Academic Year 2017-2018*

**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.

*The anticipated level of achievement for this Outcome to be considered "Met".*

#### **Performance Target for "Partially Met"**

Not Applicable.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

#### **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.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*

#### **Assessment Measure Used**

Enrollment and Graduation data extracted from Banner.

*Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).*

#### **Frequency of Assessment**

Annually.

#### **Data Collected for this Timeframe (Results)**

2.6

*If this is a new outcome and no data has been collected, you should explain when data will be available for entry.*

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

1

#### **Comments/Narrative**

One persistent observation derived from the data is a discrepancy between the number of students enrolled in the program and that of those actually obtaining a degree. Recent changes to the program (and examined below) are designed at addressing that issue, but empirical results will take time to materialize. In addition to factors within the control allowed by mechanisms inherent to the program itself, we've identified one adverse force extrinsic to the department and which is to be addressed at the institutional level in a near future: numerous students who have initially opted to double major in Spanish end up dropping their second major when they become overwhelmed both by the exigencies of the General Education curriculum and the time-consuming requirements of their first major, which are often laden with an inflated and disproportional number of credit hours. Reducing the number of hours in the General Education curriculum and lessen the sheer size of some other majors would further incentivize the addition of Spanish as a double major and remove some of the hurdles hampering its completion.

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

#### **Resources Needed to Meet/Sustain Results**

N/A

*Include estimate of cost.*

#### **Explanation of How Resources Will Be Used**

N/A

## Goal Summary

### Goal Summary/Comments

Exposure to and understanding of diverse ideas is in fact a salient component of foreign language instruction, as very often these courses encompass the contextual study of history, political science, geography, anthropology, literature, art, linguistics, and world cultures, among other fields which directly and indirectly complement the study of each language. This interdisciplinary presence is felt by all students who embrace Spanish as a major or as a minor, hence underscoring the pertinence of Spanish and its pivotal role within a Liberal Arts educational undertaking.

A functional knowledge of Spanish is furthermore a significant asset in a state which has witnessed an unprecedented growth in its Hispanic population. In fact, according to a study conducted by the University of South Carolina, the Hispanic population in the state has yielded record growth, representing one of the highest increases in the country. The data provided by the US Census Bureau confirms this trend, showing the percentage of Hispanic population in South Carolina growing from less than one percent (0.87%) in 1990 to 5.3% in 2012. These numbers are indicative of how Spanish is important for our graduates, not only because it enriches them with invaluable communicative tools, but also because it facilitates an understanding of the cultural background and heritage of a significant portion of an increasingly diverse South Carolina. Nationally, it is estimated that by 2050, Hispanics will constitute 29% of the population in the country, according to the PEW Research Center.

A solid education based on the knowledge of Hispanic cultures and language such as that made possible by a Spanish program will provide an obvious competitive advantage to an even greater extent in the near future, especially taking into account the geographical proximity of our state with Florida, where the presence of bilingual individuals in the workforce is already widespread.

The role of Lander University is also vital in producing Spanish majors who ultimately pursue careers in secondary education teaching Spanish, a subject which has historically suffered from a shortage nationwide. Furthermore, a Spanish program is a natural academic partner of Lander's professional schools of business, education, and nursing, for its invaluable role in complimenting those programs with the cultural and linguistic tools that are crucial to students in these professional fields.

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal

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Several changes have been implemented aimed at simplifying, streamlining, and adding flexibility and pragmatism to the program as to improve recruiting into the major (and minor) as well as to increase the prospects of graduating with a degree in Spanish. The changes strive to achieve these objectives without compromising the quality of the program or the rigor with which is administered. The scope of said revisions to the program is broad and include:

1. Re-branding courses: refresh course titles and descriptions (and possibly some content) to make them more attractive, mainly by making their practicality and pertinence more obvious to students and parents, as well as less intimidating by avoiding terms such as "literature," "grammar," etc.;
2. Counting credit earned for SPAN 101 and 102 towards the total number of hours required for both the minor (18) and major (30) in Spanish. This will lessen the completion time for the program and make the major more attractive, including by encouraging double-majors;
3. Adding theme-based courses in line with the interests and expertise of the faculty. These courses are offered as SPAN 345, 355, and 365, and range from 1 to 3-credit-hours for added flexibility .
4. Simplifying and expediting the completion of the capstone project (SPAN499), arguably the biggest academic hurdle students face before graduating and which may have prevented some students from finishing the degree. For that, we are now allowing alternative methods for the presentation of results originating in students' research; and admitting a passing grade in the DELE (Diplomas de Español como Lengua Extranjera) exam as a substitute for capstone research.

We are confident of the potential of these measures to generate positive results and contribute to the growth of the program. In the meantime, and while the impact of these measures has not yet had the time to consolidate, we are also considering other measures for future implementation and with similar aims:

1. Creation of a translation course, or courses targeting specific professional areas, such as the medical field, education, or law enforcement. This would be marketed to 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.

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*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

**Upload Rubrics/Other Files**

*Please upload any rubrics or other documents used*

*for this goal.*