



UNIT/PROGRAM NAME: Spanish
OFFICE OF PRIMARY RESPONSIBILITY: Department of English and Foreign Languages
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SUBMISSION DATE OF THE REPORT: Friday, September 28, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs **MUST**:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- Use multiple assessments (Indicators of Success) for each Unit Goal.
- Reports must demonstrate engagement in on-going planning and assessment which is consistent over time to enable the unit to evaluate students, courses or a program. Shared widely within and across programs, the results of this assessment must be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods should be evaluated and revised.
- Develop and/or use methods and instruments that are uniquely suited to the goal statements/Indicators of Success and that are supported by faculty/unit.
- Each Report must contain “mature data” (at least five years - sufficient information used as a basis for sound decision making).
- Each Report must provide evidence of improvement, based on the analysis of the assessment results, as opposed to a plan for improvement.

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4.8.	CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Changes are being proposed 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. Creating a yearly faculty-led, short-term study abroad program aimed at freshmen. It would take place immediately before the Fall semester and would fulfill the 3-credit-hour foreign language General Education requirement. It aims at facilitating a first-hand contact with language and culture as to incentivize the adoption of a major in Spanish; 4. Adding theme-based courses in line with the interests and expertise of the faculty. These could be offered under the current category “Special Topics” (SPAN 280, 380) and may include 1-credit-hour culture-based mini-courses. A translation course, or a “Spanish for the Professions” category could be considered. This should be marketed to Education, Nursing, and Business students in particular, in the hopes of encouraging students to choose Spanish as a minor or, ideally, as their second major. 5. 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 propose 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.	25
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1. UNIT/PROGRAM GOAL 1: To communicate orally and in writing in Spanish

1.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

1.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017–2018

1.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES¹**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. Ratio of students who demonstrate oral communication skills based on the ACTFL (American Council on the Teaching of Foreign Languages) Advanced level proficiency standards.	7/8	All, or all but 1 of Spanish majors score 75% or higher on oral-intensive 300-level and above coursework.	All but 2 of Spanish majors score 75% or higher on oral-intensive 300-level and above coursework.	None of the Spanish majors score at least 75% on oral-intensive 300-level and above coursework.	3.00
1.3.2. Ratio of students who demonstrate written communication skills based on the ACTFL (American Council on the Teaching of Foreign Languages) Advanced level proficiency standards.	8/9	All, or all but 1 of Spanish majors earn an A or B on Senior Project and on writing-intensive 300-level or higher.	All but 2 of Spanish majors earn an A or B on Senior Project and on writing-intensive 300-level or higher courses.	None of the Spanish majors earn at least a B on Senior Project and on writing-intensive 300-level or higher courses.	3.00
1.3.3. Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.

¹ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
1.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

1.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 3.00

1.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success

Assessment Instruments

Frequency of Assessment

1.5.1.	Language Proficiency Rubric (oral) [based on the ACTFL proficiency standards]	SPAN304 (Spanish Phonetics) SPAN301 (Spanish Conversation and Composition) SPAN313 (Readings in Spanish-American Literature) SPAN403 [formerly 404] (Spanish Linguistics) SPAN410 (Seminar in Hispanic Studies) SPAN 480 (Special topics)
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1.5.2.	Senior Project (SPAN499) Language Proficiency Rubric (written) [based on the ACTFL proficiency standards]	Once per year SPAN301 (Spanish Conversation and Composition) SPAN305 (Spanish Grammar and Composition) SPAN308 [formerly 307] (Hispanic Civilizations) SPAN310 (Introduction to Hispanic Literature) SPAN313 (Readings in Spanish-American Literature) SPAN314 (Readings in Peninsular Literature). SPAN490 (Internship in Spanish)
1.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
1.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
1.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

1.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 7/9/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS:** Students' success rate within the Spanish major is high (87.5%) in regards to oral proficiency. This is due to the rigorous requirements of the program, including overseas study.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** N/A

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

- 1.6.2. **OUTCOME 2 COMMENTS:** Students' success rate with in the Spanish major (89%) is high in regards to written proficiency. This is due to the rigorous requirements of the program, namely writing-intensive courses.
- 1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** N/A
- 1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A
- 1.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.
- 1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 1.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.
- 1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 1.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
- 1.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.
- 1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Overall, although the number of Spanish majors is low, the quality of the graduates is high, partly because of the increased instructor-student interaction allowed by a lower number of students.

1.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: We are proposing the addition of theme-based courses in line with the interests and expertise of the faculty. These could be offered under the current category “Special Topics” (SPAN 280, 380) and may include 1-credit-hour culture-based mini-courses. A translation course, or a “Spanish for the Professions” category could be considered. This will strengthen the content of the program and add pragmatism to its scope.

2. UNIT/PROGRAM GOAL 2: To demonstrate knowledge and understanding of Hispanic cultures

2.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

2.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017–2018

2.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES²

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1 Ratio of students who compare and contrast at the advanced level cultural differences between their own culture and that of the Hispanic world.	1/2	All, or all but 1 of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).	All but 2 of Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).	All but 3 or more of the Spanish majors perform at an advanced level based on the Language Proficiency Rubric (oral/written).	3.00
2.3.2 Ratio of students who demonstrate an advanced understanding of the relationship between the practices, products, and perspectives of different cultures within the Hispanic world.	8/8	All, or all but 1 of Spanish majors perform at an advanced level based on the Senior Project Rubric.	All but 2 of Spanish majors perform at an advanced level based on the Senior Project Rubric.	All but 3 or more of the Spanish majors perform at an advanced level based on the Senior Project Rubric.	3.00
2.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.

² Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
2.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

2.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 3.00

2.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	Study-abroad Journal. Senior Project Rubric.	Once (senior year, in SPAN499)
2.5.2.	Language Proficiency Rubric (oral/written).	SPAN308 (Hispanic Civilizations) SPAN320 (Hispanic Cinema) SPAN410 (Seminar in Hispanic Studies) SPAN350 (Cultural Studies)

SPAN380 (Special Topics - Film)
 SPAN310 (Introduction to Hispanic Literature)
 SPAN313 (Readings in Spanish-American Literature)
 SPAN314 (Readings in Peninsular Literature)
 SPAN360 (Overseas study: Literature)

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| 2.5.3. | Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3. | Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3. |
| 2.5.4. | Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4. | Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4. |
| 2.5.5. | Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5. | Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5. |

2.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 7/9/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

2.6.1. **OUTCOME 1 COMMENTS:** Given the level of difficulty posed by the instrument and the low number of students undergoing this outcome assessment during the period in question, we find the present data insufficient to draw pertinent conclusions.

2.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** N/A

2.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.6.2. **OUTCOME 2 COMMENTS:** Students demonstrate a high degree of cultural proficiency and sensitivity, due to the increased focus on Hispanic cultures that the program pursues. This approach encourages an appreciation for the wide range of cultural manifestations within Hispanic world. Faculty and staff keep fostering multicultural perspectives in and outside of the classroom typified by the creation of opportunities for long and short-term study abroad.

2.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** N/A

2.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

2.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

2.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: We are proposing the establishment of 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 will not only encourage students to consider multiple experiences abroad, it will also contribute to the efficacy of each of those experiences, by guaranteeing a solid foundation upon which to built the desired language and cultural competencies.

3. UNIT/PROGRAM GOAL 3: To understand the nature of language and how it works.

3.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

3.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017–2018

3.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES³**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1 Ratio of students who demonstrate an understanding of the nature of language.	1/1	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).	All but 2 of Spanish majors demonstrate proficiency at an advanced level based on the Study Abroad Journal and Language Proficiency Rubric (oral/written).	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).	3.00
3.3.2 Ratio of students who demonstrate an understanding of how language works through the comparison of Spanish and English.	1/2	All, or all but 1 of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).	All but 2 of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).	All but 3 or more of Spanish majors demonstrate proficiency at an advanced level based on the Language Proficiency Rubric (oral/written).	3.00
3.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.

³ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

3.3.4. Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
3.3.5. Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

3.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 3.00

3.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	Language Proficiency Rubric (oral/written).	SPAN310 (Introduction to Hispanic Literature) SPAN313 (Readings in Spanish-American Literature) Study-abroad Journal
3.5.2.	Language Proficiency Rubric (oral/written).	SPAN403 [formerly 404] (Spanish Linguistics) SPAN304 (Spanish Phonetics)

SPAN499 (Oral defense of Senior Project)

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| 3.5.3. | Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3. | Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3. |
| 3.5.4. | Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4. | Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4. |
| 3.5.5. | Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5. | Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5. |

3.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 7/9/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. **OUTCOME 1 COMMENTS:** Program goal 3 is, by design, specifically directed at those students intending on pursuing graduate degrees in Spanish and therefore their numbers are substantially lower than that of those not contemplating advanced studies. While a pertinent goal to the program, the low volume is not an accurate indicator of goal purpose.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** N/A

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.6.2. **OUTCOME 2 COMMENTS:** Program goal 3 is, by design, specifically directed at those students intending on pursuing graduate degrees in Spanish and therefore their numbers are substantially lower than that of those not contemplating advanced studies. While a pertinent goal to the program, the low volume is not an accurate indicator of goal purpose.

3.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** N/A

3.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

3.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

3.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The creation of a course to function as a solid transition between lower and higher levels of the program is being proposed. SPAN204 will therefore guarantee an increased solidity to the student's knowledge base that will lie at the foundation of improving student achievement in subsequent stages of the curriculum.

4. UNIT/PROGRAM GOAL 4: To comply with program productivity standards as defined by the South Carolina Commission on Higher Education

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 1. High Demand, Market-Driven Programs

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Fall 2013–Spring 2018

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁴**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Spanish: Major Headcount Five-Year Rolling Average.	9.8	Major enrollment >= 12.5	–	Major enrollment < 12.5	1.00
4.3.2 Spanish: Degrees Conferred Five-Year Rolling Average.	3.0	Degrees awarded >=5	–	Degrees awarded < 5	1.00
4.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.

⁴ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
4.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

4.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 1:00

4.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
4.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS) and the Commission's Academic Degree Program Inventory (Lander University Fact Book).	Annually.
4.5.2.	South Carolina Commission on Higher Education Management Information System (CHEMIS) and the Commission's Academic Degree Program Inventory (Lander University Fact Book).	Annually.

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| 4.5.3. | Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3. | Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3. |
| 4.5.4. | Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4. | Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4. |
| 4.5.5. | Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5. | Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5. |

4.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 7/9/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

4.6.1. **OUTCOME 1 COMMENTS:** The low enrollment numbers in the program can be interpreted as being due to a few factors exogenous to the program itself. On one hand, overall enrollment in smaller higher-learning institutions such as Lander University has been declining over the years, and the Spanish program assuredly suffers the impact of such trends. On the other hand, foreign language teaching in high-schools across the state has also been dwindling, which produces a vicious circle in which students do not feel inclined to pursue an academic degree in Spanish (in spite of the markedly high-demand for bilingual graduates in the workforce), which in turn adds to the problem in the form of foreign-language teacher shortage. In any case, it has to be mentioned that the numbers fail to reflect the high volume of students who engage in the program as minors, not to mention the service that the program provides in the context of the university's General Education curriculum.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** N/A

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.2. **OUTCOME 2 COMMENTS:** The results reported in Outcome 2 are closely related to those in Outcome 1. In addition, there seems to be a larger-than-expected discrepancy between the number of students enrolled in the program and that of those actually obtaining a degree – even though the yearly graduating average has not dropped since 2011. This calls for a plan of action that is detailed below.

4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** N/A

4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

4.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Changes are being proposed 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. Creating a yearly faculty-led, short-term study abroad program aimed at freshmen. It would take place immediately before the Fall semester and would fulfill the 3-credit-hour foreign language General Education requirement. It aims at facilitating a first-hand contact with language and culture as to incentivize the adoption of a major in Spanish; 4. Adding theme-based courses in line with the interests and expertise of the faculty. These could be offered under the current category “Special Topics” (SPAN 280, 380) and may include 1-credit-hour culture-based mini-courses. A translation course, or a “Spanish for the Professions” category could be considered. This should be marketed to Education, Nursing, and Business students in particular, in the hopes of encouraging students to choose Spanish as a minor or, ideally, as their second major. 5. 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 propose 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.

5. UNIT/PROGRAM GOAL 5: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁵**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1 Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 1: Score.
5.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 2: Score.

⁵ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
5.3.4 Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

5.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1. **OUTCOME 1 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

- 5.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.
 - 5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.
 - 5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.
 - 5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 5.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

5.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.