

Degree or Certificate Level: Major

Department: Languages, Literatures, and Cultures

College/School: College Arts & Sciences

Date: September 1, 2022

Primary Assessment Contact: Christina García

In what year was the data upon which this report is based collected?

Academic year 2022

In what year was the program's assessment plan most recently reviewed/ updated?

Academic year 2021

#### 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Learning Outcomes for the Spanish B.A. Program

<https://catalog.slu.edu/collegeschools/artssciences/languagesliteraturescultures/spanishba/#learningoutcomestext>

1. Graduates will be able

- writing (Note: measured only orally; writing proficiency had been measured in the cycle period of-2020)
2. Graduates will be able to engage with Spanish speaking cultures. They will be able to explain similarities and differences between cultures (partially measured).

They were assessed according to the following ACTFL rubric: Interpersonal Communication Oral Mode for Advanced Learners (2) Intercultural Knowledge and Competence

## 2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-location.

The assessment method was an interview during Spring 2022, the final semester of Spanish studies. Most students' interviews were conducted by several full-timers; they were not requested as part of a course, and they aimed to measure SLO1 and SLO2. Each faculty member received a pool of questions and a recommended protocol for a successful interview that had been introduced and used last year. A calibration session, under the guidance of one member of the Reinert Center, was conducted in the Spring of 2022.

## 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools (e.g., rubric) used in the process and include them in/with this report.

Every interview was assessed by one full-time faculty member in the Spanish program (the same person who conducted the interview) following a common rubric provided by the ACTFL proficiency guidelines at the Advanced Low Level. The rubric is submitted with this report.

## 4. Data/Results

What were the results of the assessment of the learning outcome? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-

Meaning of scale (based on ACTFL rubric see attached)

5

has been an increase in the service component in courses such as SPAN 4150 within the Spanish program which reinforces the achievement of empathy. Finally, the fact that we have lived two years under pandemic conditions may also contribute to explain that we all may be more attuned to this behavior.

WAll scores are satisfactory, especially for \_\_\_\_\_ and \_\_\_\_\_, and \_\_\_\_\_ are particular important to achieve SLO 1. \_\_\_\_\_ signals that students engage in the discourse and are able to maintain communication in an organized, substantive way. \_\_\_\_\_ indicates appropriate mastery of grammar, vocabulary and fluency at the advanced level. \_\_\_\_\_ is also important since it signals that students are able to make themselves understood by native audiences unaccustomed to interacting with them. These are remain goals in the program and translates into the ability to connect with other speakers, establish communication, and advance ideas (SLO 1).

5.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

- |   |  |   |
|---|--|---|
| Changes to the Curriculum or Pedagogies | <input type="checkbox"/> Course content              | <input type="checkbox"/> Course sequence  |
|   | <input type="checkbox"/> Teaching techniques         | <input type="checkbox"/> New courses  |
|   | <input type="checkbox"/> Improvements in technology  | <input type="checkbox"/> Deletion of courses                                    |
|   | <input type="checkbox"/> Prerequisites               | <input type="checkbox"/> Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan          | <input type="checkbox"/> Student learning outcomes   | <input type="checkbox"/> Evaluation tools (e.g., rubrics)                       |
|   | <input type="checkbox"/> Student artifacts collected | <input type="checkbox"/> Data collection methods                                |
|   | <input type="checkbox"/> Evaluation process          | <input type="checkbox"/> Frequency of data collection                           |

Please describe the actions you are taking as a result of the findings.

Two set of actions were identified.

First, the assessment process will be strengthened in the following way:

- x Assessment should be conducted earlier during the Spring semester (for instance, February) so that a conversation on how to improve the program can be tackled at the end of the Spring semester and changes can be implemented in the Fall.

Preprofessional students (PT, OT),  
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- x Creation of specific activities and exercises that prepare students to achieve SLOs in Spa
- x Inclusion of another interview at the beginning of the program (as mentioned above) in order to strengthen students' level of motivation and awareness of goals.

If no changes

D. How do you plan to (continue to) use this information moving forward?

Assessment plan and its findings should be regularly discussed at a meeting every Fall. Recommendations for changes or adjustments are evaluated and decided by all members of the faculty Spanish program. We have decided to continue with the same method of evaluation for AY 2023.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.