

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Spanish for Service and the Professions (minor only)
Department	Center for Intercultural Studies
Date of Departmental Approval	9/29/21
Name of Submitter	Elizabeth P. Roe

Date of data distribution: 9/27/21

PLO data from 2020-2021. We do not have data from previous years as this is a brand new program.

Date of meeting: 9/29/21

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: Elizabeth P. Roe and Darla Miller

Mission Statement: To prepare students to enhance their vocational calling to serve the Hispanic Church, community, and world.

Program Goals (these are broad goals rather than specific, measurable learning outcomes)

- **Writing:** Demonstrate the ability to examine, compare, evaluate, and support ideas, and arguments in Spanish
- **Cross-cultural Communication:** Demonstrate evidence of cultural proficiency in the target culture by exhibiting cultural self-awareness in the study and evaluation of cultural expressions and the production of culturally sensitive and appropriate materials that link with their areas of study and vocational goals.
- **Reading:** the students will analyze prose in the target language using situational and subject matter knowledge as well as an understanding of the author's control of figurative language.
- **Faith Integration:** Students will demonstrate ability to critically analyze and practice culturally sensitive service to Hispanic/Latinx service from perspectives of personal life, Christian faith, and/or ethics.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

Wording of PLO: Demonstrate evidence of cultural proficiency in the target culture by exhibiting cultural self-awareness in the study and evaluation of cultural expressions and the production of culturally sensitive and appropriate materials (communication).

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence

Students were asked to write a brochure for parents and students on issues related to e-learning or a brochure for parents on how to effectively discipline children without the use of physical punishment. Students were to create materials following the recommendations of the CDC's guide: Simply Put: A Guide for Creating Easy-to-Understand Materials, which they read and studied in Spanish. 100% of students met or exceeded expectations (n=8) with 6 of the students exceeding intermediate level expectations. Students were able to not only evaluate how cultural competency is necessary for their future professions, but were also able to put the abilities into action in their field of studies.

Key Strength #2

Wording of PLO: 1. Students will analyze prose in the target language using situational and subject matter knowledge as well as an understanding of the author's control of figurative language (Reading).

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence.

At the end of SPAN 202, students read an 8-page short story and answered 30 comprehension and analysis questions for the final exam. 87.5% of students met or exceeded expectations. Six students exceeded expectations (score of 3), 1 student met expectation (score of 2), and 1 student didn't meet expectations (score of 1).

Key Challenge

Wording of PLO: 1. The students of the Spanish for the Spanish for the professions and Service program will demonstrate the ability to examine, compare, evaluate, and support ideas, and arguments (writing).

Brief summary of the evidence used to identify PLO as a key challenge, including reference to the amount and quality of the evidence. Methodology: a 350-word composition on the topic of social problems.

Although 87.5% of students met or exceeded the competency, this PLO had the lowest score overall. To understand why a student did not meet the expectations, it's important to know that not all students started at the same proficiency level. Specifically, the student who didn't meet expectation was at a lower level than other students at the beginning of the semester. Because the program is so small it is impossible to have students of the same level of competency in the same classroom. In other words, students are at various levels when they start and finish the course. It is therefore difficult to create teaching activities that help all students to reach the expected level of proficiency, in this case high intermediate to low advanced.

Proposed Action Steps

Professor will provide additional tutorial videos to assist students in grammatical proficiency.

As we continue to assess, we may want to consider adding a one semester bridge course to prepare students that need this course to move from the introductory level to intermediate level.

Implications for Planning and Budgeting

Our immediate action will include not require additional budget funds, but will create some extra time for our adjunct instructor(s).

If we were to add a bridge course, we would need budgetary funds to pay an adjunct instructor to teach this at either tutorial rate or full course rate, depending on the number of students.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet