

## Program of Study Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	Spanish for Service and the Professions Minor
Department	Center for Intercultural Studies
Date of Departmental Approval	11/1/22
Name of Submitter	Elizabeth P. Roe

*PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:*

**Data Distribution Date(s):** 11/1/22

*The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.*

**Meeting Date(s):** 11/1/22

**Participants** in the meeting(s) were: Elizabeth P. Roe and Darla Miller. Shared with Michael Vandevort , adjunct Spanish instructor.

### **Mission Statement**

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

### **Program Goals**

- **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.

## Strengths in Program Learning Outcomes (PLOs)

Wording of PLO for Strength #1:

**Cross-cultural Communication:** The students of the Spanish for the Spanish for the professions and Service program will 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.

**Methodology:** Students were presented with a multi-week Integrated Performance Assessment that measured their ability to interpret information that they were given in the target language, demonstrate an ability to analyze the information in interpersonal assessments of writing and speaking, and finally present the information in the spoken narration of a slide show. The IPA asked students to prepare a presentation for a family who wished to relocate to our area from a Spanish speaking country in South America. They had to write a series of target-language emails written to colleagues and clients. These were used in a simulation of finding services for the relocation of the family. Each student was assigned to find and explain services that were related to their individual field of study, in this case business and social work. They then collaborated to present a complete written and spoken presentation to the family explaining the services they had found. Services varied from medical care, housing, schools with ESL programs, to banking needs.

**Criteria for Success/ Benchmark:** The students' language skills are assessed on a scale of 1 to 6. The level of achieved are: 6 exceed expectation; 4 meet expectations, and 1 do not meet expectation. We are asking students to meet expectations to complete the objectives of the program at the intermediate level at this point. Intermediate High: Successful students should compose simple summaries in paragraph-length, write in all time frames, and be understood in most work and academic contexts by native speakers.

**Actual Level of Achievement:** 2 students completed the task. Both students exceeded expectations in their written work (score of 5 or 6). One student exceeded expectations in their spoken presentation, the other met expectations with a 4.

**Analysis of data:** Both the students have good control of the written language. The program offers a variety of learning activities such as weekly reflections, a personal journal and compositions.

Wording of PLO for Strength #2:

**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.

**Methodology:** Students were asked to write weekly journals in Spanish about their own spiritual journey. They were required weekly to pick a scripture and compare it linguistically with an English version of their choice. They were also asked to tell about how cultural differences may influence interpretation of the verse.

**Criteria for Success/ Benchmark:** This was a measurement of growth of cultural understanding and sensitivity to other people from different cultural backgrounds. Students were graded on two criteria only; turning in thoughtful work, and demonstrating an attempt at cultural competency when discussing Christian faith. The goal was that students would move from an advanced level of intercultural communication according to ACTFL's proficiency benchmarks and performance indicators to a superior level.

**Actual Level of Achievement:** 2 students completed the task. 1 student met expectations and demonstrated an ability to interact in complex situations to ensure a shared understanding of culture. 1 student exceeded expectations. She demonstrated an ability to show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from a target culture. She had previous experience serving in a mission in Mexico. This aiding her cultural competency in faith integration.

**Analysis of data:** Faith integration and cultural competence in communication is one of the topics that are more emphasized in our program. Students are encouraged to explore how they will integrate their faith in their future professions. We are adding the addition of cultural competency to that integration of faith. It was evident that students who have interacted with people from the other culture had a higher level of competency than someone who had only theoretical knowledge of the target culture. We will be looking for opportunities to interact more frequently with culturally diverse populations. Examples of activities would be to participate in services with our local hispanic community, as well as interact with students at our local Christian school to help with interpretation of their mission statements to Latinx students.

### **Challenges in Program Learning Outcomes (PLOs)**

**Wording of PLO for Challenge #1: Cross-cultural Communication:** The students of the Spanish for the Spanish for the professions and Service program will 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. (see above assessment report in strength #1)

## Action Steps to Respond to Key Challenges

Based on our assessment of the program in 20-21, we determined that students were lacking content, despite the proper use of the form (grammar). Even though the students were meeting expectations in assignments, it was clear that the program was missing a key element to ensure deep learning process and the critical thinking skills. As a result, we began focusing on more missional activities in the program. A key component to this level of learning is critical analysis of readings in all levels of courses which we implemented in the 2021-22 school year. The above-mentioned assignment was a culmination of readings and investigation in the target language covering the various themes needed to present services to a family in Spanish. These readings are level appropriate but consistent in the missional character of the content from level to level. We will continue to provide these types of readings and analysis weekly. Students will be asked monthly to interact with written materials. They will be asked to complete interpretive tasks that meet both literal and comprehension criteria according to ACTFL.

Wording of PLO for Challenge #2:

**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.

We are adding the addition of cultural competency to that integration of faith. It was evident that students who have interacted with people from the other culture had a higher level of competency than someone who had only theoretical knowledge of the target culture. We will be looking for opportunities to interact more frequently with culturally diverse populations. Examples of activities would be to participate in services with our local hispanic community, as well as interact with students at our local Christian school to help with interpretation of their mission statements to Latinx students.

## Recording Strengths and Challenges for Institutional-Level Assessment

Copy and paste 2 key strengths and 1 key challenge for this program of study into the [Mapping PLOs to MU Educational Goals](#) Google Sheet.

Identification of a key strength or key challenge should be based on the quantity, quality, and trends in the evidence of student learning. Only share and map PLOs for which the evidence clearly and compellingly indicates a strength or challenge in student learning.

## Naming and Submitting the Report

Each department will submit one or more **Program of Study** Learning Outcomes Assessment Reports (see Appendix A for a list of programs of study)

- Length of report is 2 to 3 pages
- Follow this example to name your file: 2022 Bus Tech -- Accounting LOA Report
- Save report in PDF format
- Email PDF attachment to Sara Burke ([sburke@malone.edu](mailto:sburke@malone.edu)), Director of Institutional Reporting and Data Management OR submit via Google Folder.