

Goals

The purpose of the Spanish major is stated in four Modern Languages Department goals:

- (1) Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
- (2) Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
- (3) Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
- (4) Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

-wide

learning goals:

- (1) Millikin students will prepare for professional success.
- (2) Millikin students will actively engage in the responsibilities of citizenship in their communities.
- (3) Millikin students will discover and develop a personal life of meaning and value.

The table on the follo

Learning Goal	Corresponding MU Learning Goal Number(s)
Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.	1
Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.	1, 2
Students will demonstrate an ability to analyze, and conduct research on works of literature from the Spanish-speaking world.	1
Students will demonstrate their comprehension and appreciation of the diversity of Hispanic culture, and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.	1, 2, 3

Students majoring in Spanish are required to take 21 credit hours of Spanish at the 300 level or above, including the capstone course SP480: Spanish Advanced Conversation and Composition. The prerequisite for taking a 300-level course is three semesters of Spanish-language courses.

The mission of the Spanish major is to prepare students for a career in teaching, for graduate studies in literature, or to provide the necessary Spanish-language skills for success in other fields.

Snapshot/Overview

Four full-time instructors and one adjunct instructor teach Spanish. The four full-time instructors include one Associate Professor, one Instructor and two Lecturers.

The Spanish Major program has experienced major change in terms of its curriculum and requirements. From a complicated requirement of courses and sequence of courses, the Spanish Major was changed to a simpler requirement of seven courses beyond SP 223, Intermediate Spanish, including SP 480: Spanish Advanced Conversation and Composition (this capstone course was added to the curriculum in Spring 2005). This

In addition, the Department continues using a *communicative language lab* for students who are taking Spanish 103 and also for students taking Spanish 114, which consists of group work with the coordination of a *facilitator*. Its main goal is that the students can achieve an advanced level of oral proficiency.

A chapter of the national Spanish Honor Society *Sigma Delta Pi* was created, which makes possible for the Spanish major students to participate in cultural activities as well as in round tables to practice their oral communicative skills.

A radio show in Spanish *Español en Acción* was created, making possible for the students to participate as guests. Students may improve their listening and oral skills as well as their knowledge of the cultures of the Spanish speaking world.

The creation of the language communicative lab allows the students with a Spanish major to work as special tutors.

Assessment Methods

The table on the following page provides examples of specific assignments where student growth could be assessed:

Course	Assignments Where Student Growth Can Be Assessed	Related Modern Languages Department Goals	Related Millikin University Goals
Spanish 103 (Beginning Spanish)	Oral Exams Written Exams	1	1
Spanish 114 (Continuing Spanish)	Oral Exams Written Exams	1	1
Spanish 223 (Intermediate Spanish)	Oral Exams Written Exams Presentations	1, 4	1, 2
Spanish 301 (Spanish Conversation and Composition I)	Oral Exams Presentations Written Exams	1, 4	1, 2
Spanish 302 (Spanish Conversation and Composition II)	Oral Exams Essays Written Exams	1, 4	1, 2
Spanish 303 (Culture of the Spanish-Speaking World)	Presentations Exams	4	2, 3
Spanish 304 (Culture of Latin America)	Presentations Exams	4	2, 3
Spanish 320 (Art, Literature, and Film of U.S. Latinos)	Presentations Exams	4	2, 3
Spanish 321 (Survey of Spanish Literature)	Research Essays Exams	3	1, 3
Spanish 323 (Survey of Latin American Literature I)	Research Essays Exams	3	1, 3
Spanish 324 (Survey of Latin American Literature II)	Research Essays Exams	3	1, 3
Spanish 330 (Spanish for Business)	Presentations Exams	4	1, 2, 3
Spanish 340 (Theatre Performance in Spanish)	Presentations Exams	4	1, 2, 3
Spanish 350 (Study Abroad in Spanish)	Interviews Essay Diary	2	1, 2, 3
Spanish 481 and 482 (Topics in Hispanic Literature)	Research Essays Exams	3	1, 2, 3

Assessment Methods

For the assessment of the four learning goals the following courses will be used:

Learning Goals	Courses
1	SP 302 Composition
2	SP 350 Study Abroad
3	SP 324 Survey of Lat. American Literature
4	SP 330 Spanish for Business

The rubrics for those courses have been created (attached).

Assessment Data

The grading rubrics used to assess each learning goal have a maximum of 20 possible points. Those points have been divided for reporting purposes in the following way: Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.

goals are being achieved.

The following assessment criteria will be used to evaluate student progress in achieving the learning goals:

requiring any immediate change in the course of action): 80% or more of the students

desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desire rate of improvement): 60% to 79%

high priority actions should be taken to address this area): fewer than 60% of the students

Learning Goal 1

Learning Goal 4: Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

Table 4: SP 330 Spanish for Business

Rubric Category	Percentage of students in category
Excellent	28
Adequate	67
Nominal	5
Number of students evaluated	18

Total of *Excellent* and *Adequate* combined: 95%.

Analysis of Assessment Results

The analysis of the data shows that the Spanish major is in the right direction.

Learning Goal 1:

The assessment of the learning goal for the *written component* of the Spanish Composition course shows that the Department is doing a good job during the first semesters of the Spanish language courses, building a strong foundation for the upper division courses. The Spanish Conversation and Composition II course (together with the Spanish Conversation and Composition I course) is one of the courses recommended to be taken at the beginning of the major. Most of the students take that course right or soon after they take SP 223: Intermediate Spanish.

This is a very important result: 100% of the students at the excellent or adequate level. With the strong formation in writing in the composition course, students are able to succeed in the other upper division courses. They will be able to write good essays in the literature classes, etc.

The oral component of the course has also benefited from a stronger foundation in the first semesters of Spanish language courses. On the year 2005 the Department created a *Communicative Lab*, in which students taking the first two semesters of Spanish can practice the target language with the assistance of a *facilitator*

Appendix 1: Rubrics

Compositions

Categoría	4	3	2	1
Oraciones y Párrafos	Oraciones y párrafos están completos, bien-construidos y con estructura variada	Todas las oraciones están completas y bien construidas (no hay fragmentos o escrito a prisa)	La mayoría de las oraciones están completas y bien construidas. Los párrafos necesitan algo de trabajo	Muchos fragmentos de oraciones u oraciones hechas a prisa o los párrafos necesitan mucho trabajo.
Gramática y Ortografía	No comete errores de gramática u ortografía	El escritor comete 1-2 errores de gramática u ortografía.	El escritor comete 3-4 errores de gramática u ortografía	El escritor comete más de 4 errores de gramática u ortografía.
Precisión del contenido	El documento contiene al menos 10 hechos			

Appendix 2: Rubrics

Literature Essays

	Excellent	Adequate	Nominal
Concepts and Thesis	[5 points] Student shows a strong knowledge of literature concepts, and essay has a clear thesis.	[3 points] Student shows a reasonable but less than complete knowledge of literature concepts, and essay has a thesis.	[1 point] Student shows a marginal awareness of literature concepts, and thesis is not clear.
Organization of Ideas	[5 points] Student defends his or her main idea very clearly, with strong organizational links between and among his or her ideas.	[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among	