

2010-11 Program Assessment Update Department & Program: Spanish Program-Department of Modern Languages and Literatures
submitted by: Dr. José García-Sánchez

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2010-11.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Contemporary Culture. Conversance in contemporary Hispanic issues—political, economic, social, and artistic. Students should be able to understand and discuss major political issues, historical events, economic status, industrial importance of the Hispanic World and significant developments in the 20th century in the Hispanic world.	Courses randomly selected (Span-320, Spanish Civilization and Culture; Span-321 Spanish American Civilization and Culture; Span-398 Spanish Film and Cultural Trends; Span 305-Spanish Conversation and Composition; Span 491-Spanish Senior Capstone) from the student's portfolios	Some items, specifically final tests from one of the courses, Span 305 need a more steady approach to Cultural topics, such as reading comprehensions, writing of essays related to historical events; in general, cultural based analyses. Grammar oriented exercises were excessive. This class shouldn't overlap with Span 203, which is taken the same quarter by students.	Develop new tests over next academic years. Discuss student-learning outcomes with every instructor who teaches this course, Span 305. The Spanish Program must continue assessing according to ACTFL (American Council on the Teaching Foreign Languages) standards and proficiency guidelines.	Proposed revisions will take place during 2011-12 academic year,	Very encouraging and distinct approach to contemporary issues covered in most of the items selected.