

Departmental Assessment Reports

Friday, June 15, 2012

Area: Spanish

Mission Statements

Statement	Date Range in Use
The mission of the Spanish program is to introduce students to and advance their knowledge and use of the Spanish language and to learn about and appreciate some important characteristics of Hispanic cultures in Europe and the Americas. The Spanish program also seeks to prepare students for advanced language/cultural study at other institutions.	7/1/1997 - current

Goals

Number	Goal	Date Range In Use
1	The student who successfully completes Spanish study at Concordia will be able to demonstrate knowledge of Spanish vocabulary and grammar.	7/1/1997 - current
2	The student who successfully completes Spanish study at Concordia will be able to develop competency--appropriate skills for the student's skill level--in the four fundamental language skills: listening, speaking, reading, and writing.	7/1/1997 - current
3	The student who successfully completes Spanish study at Concordia will be able to identify or describe certain characteristics and customs of Hispanic cultures and ways of life.	7/1/1997 - current

Learning Outcomes

Assessment Method

Methods & Associated Goals/Outcomes	Method	Date Range In Use
1 {Goal(s): 1, 1, 2, 2, 3, 3}	The chair of the English, Communication, and Theatre Arts department will gather written and oral materials--e.g., exams, compositions, tapes--which reflect the goals of the program.	7/1/1997 - current
2 {Goal(s): 1, 1, 2, 2, 3, 3}	The department chair, along with a native-speaker on campus or in the community, will meet with selected students to evaluate the Spanish program.	7/1/1997 - current
3 {Goal(s): 1, 1, 2, 2, 3, 3}	The department chair will monitor the progress of students who take more advanced courses in Spanish at other institutions.	7/1/1997 - current

Evidence / Data / Findings

Evidence Period, Evidence & Associated Methods	Context	Evidence / Data / Findings	Application
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Area: Spanish

Jul '97 - Jun '06 1 {Method(s): 1, 1, 2, 2, 3, 3}	[Timeline & Notes] The assessment program will begin in academic year 1998-99. The process of gathering materials and holding interviews with students will take place every other year, beginning in 1998-99.	
Jul '06 - Jun '07 1	The Spanish program was reviewed in Spring 2007.	<p>Assessment of Learning</p> <p>A. Direction for Learning</p> <p>1. Goals for the courses are clearly stated and specific. They are consistent with goals of the institution and of the program</p> <p>2. Assessment procedures are clearly related—e.g. exams specifically address topics covered in chapters and specific lessons</p> <p>3. The department chair conducted focus group interviews with students in Spanish programs to gather assessment data. Assessment interview questions are linked to program goals and objectives. (Interview results are at the end of this document).</p> <p>B. Developmental Learning</p> <p>1. We follow national standards for what is expected in courses on different levels—such as development of four basic language skills: listening, reading, speaking, writing</p> <p>C. Evidence of Learning</p> <p>1. Evidence of learning is primarily classroom based. Much of it is formative, as when we practice certain structures in pairs or the full group and have opportunity for correction and improvement. Summative evaluation is done through exams, compositions, and presentations. The success of students in foreign study provides evidence of the soundness of instruction provided here.</p> <p>D. Analysis and use of Evidence</p> <p>1. I don't think we've done much on a systematic basis. However, we do use results on a course level as when, for example, students seem to lack mastery of a certain structure, we provide additional and different opportunities to achieve better results. Interview data will be recorded, analyzed and used more systematically beginning in 07-08.</p>

Area: Spanish

Jul '06 - Jun '07 2	<p>A focus group was conducted in Spring 2007.</p> <p>Focus group comments:</p> <p>1. How are the Spanish courses assisting you in the development of the four fundamental language skills: listening, speaking, reading, and writing?</p> <p>I think the classes do a good job with all of it. They are well organized, use good materials, and have good instructors, all of which contribute to our learning.</p> <p>Pfabe teaches all in Spanish—helps in all areas.</p> <p>Lots of groups work—good</p> <p>Good balance—must listen closely because profs speak Spanish</p> <p>We write summaries and read articles in Spanish</p> <p>Speaking is difficult in lower level classes but in upper level classes there will be more conversation</p> <p>2. What changes could be made to improve your skill development in those areas?</p> <p>My only issue is that I do not feel like I get much time outside of class to use the language. There are not enough Spanish students to have random Spanish conversations like I did in high school to keep my vocabulary and other skills up. I am not sure if the classes can really supplement that aspect very much though, as they can only meet so often as the credits allow.</p> <p>Speaking and listening will be emphasized in the intensive conversation class.</p> <p>Read a novel</p> <p>A language lab might be good, where we could hear the language regularly</p> <p>3. An important goal of all Spanish courses is to enhance your knowledge and appreciation of Hispanic cultures. How well are the courses doing that?</p> <p>Very well—our book has lots on culture. I like hearing about issues that are going on now.</p> <p>Dinner at Pfabe's – great</p> <p>We focus a lot on that</p> <p>I think that we could focus a little more on cultural</p> <p>Conclusions:</p> <p>The department and the university need to explore the role of Modern Foreign Languages in general education, the ELL program, and the majors and its overall value to a liberal arts institution. Most urgently, we need to determine if and how we plan to implement the general education requirement that all students have two years of the same foreign language. We need to decide if we want to invest in a full time instructor in Spanish who is able to develop and promote the program.</p>
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Area: Spanish

aspects. The focus tends to be on the language, and although most of us will be teaching the language, incorporating cultural studies is integral to teaching our future students to be open to other cultures and such. Also, a greater understanding of culture would be helpful for those who intend to use Spanish in ministry.

Good focus in lower level classes—upper level classes will hit that even more

The 2 civ courses emphasize this

4. What changes for improvement might you suggest in the study of culture?

Simply adding more small cultural studies to the classes would help. Encouraging students to study abroad in a Spanish-speaking country would be helpful as well.

Learning about holidays in Mexico and Spain would be fun. More emphasis on the contemporary issues in the cultures.

Speakers. Movies.

Some ways to be immersed in a Spanish speaking culture around here—maybe in Lincoln or a small town with a large Spanish speaking population

5. What are the strengths of the two instructors?

Really good at explaining things if we have questions.

Like doing the group work

Both are very knowledgeable, care about their students, and are flexible and willing to work with us. They are concerned with what is best for us and our learning.

Speaks slowly, careful grading, lots of feedback, food

Easy to understand—adjusts rate of speaking to our level

Making things interesting. Movies in Spanish. Taking us out to eat—having to order in Spanish. Out of the classroom experiences.

Lots of helpful feedback

Authentic and a sincere desire to help students learn

6. In what areas could the two instructors change and/or improve?

Area: Spanish

Nothing—no criticisms

None

No concerns

Some repetitive techniques

Could be stricter with deadlines—I like the flexibility but it might be better for us to be forced to meet strict deadlines

7. Other comments or suggestions?

Offer a wider variety of courses here on campus—have all courses offered here

Hire a full-time Spanish instructor

UNL is not impossible but is inconvenient

Being able to complete the major at Concordia

Would be great to be able to take all classes here

Hire a full-time person when Dr. Pfabe retires but also have a part-time person or people for variety/multiple approaches

Money for travel abroad and transportation to UNL make it difficult to major in Spanish

Time is of the essence—it's a hassle to go to UNL

It would be fun to have upper level students help lower level students—there would be mutual learning

A film class—Spanish films—would be great

Spanish is crucial to ministry—we should be able to populate the program.

More guys would be in the program if they could get the courses on campus. Sports make the semester abroad and UNL difficult.

I have no car to get to UNL and no money to get to Costa Rica

8. Overall, how well satisfied are you with the Spanish program?

(1 excellent, 5 great, 5 good on classes but fair on program because of size)

Area: Spanish

I have received good instruction with the program, but it would be helpful if it was bigger so that classes could be offered more often and more flexibly.

Good

Good but not great because there are not enough Spanish majors—instructors are great. Program would be better if it were bigger

Love the program but it is marginalized in our teacher ed program—with the huge need for Spanish speakers and educators should be emphasized more. All education people should take Spanish

Classes excellent. Program size is frustrating.

Spanish is my favorite class

The numbers aren't here because the program isn't here. I wish it were bigger. It would be bigger if students could get all their coursework on campus.

Area: Spanish