

## **Response to Assessment Committee Targeted Feedback:**

### **Content:**

- 1- Response to Assessment Committee Targeted Feedback: Introduction
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The Departmental Assessment Report of the Spanish program for 2019 is guided by the Assessment Committee's suggestions and newly developed rubric which focuses on our program Narrative of Strength and our Action Plan for Improvement.

The Spanish program used the draft Rubric provided by the Assessment Committed to develop a series of strategies to put together an evaluation plan based on evidence, to clearly show how evidence collected can be used in decision making, and to have a measurable action plan for the future (See list below).

Regarding the Spanish majors, the Spanish program developed a survey that has been used as an indirect assessment tool. The program has also compiled information of 400-level courses and region courses taken by all majors since AY 2013-2014 to the present, to compare and contrast majors' enrollment behavior and Spanish major's requirements. Some of this information was discussed during this year dedicated assessment meeting; but there is a lot more data that will help us in future conversations. With these tools, as well as with some direct assessment tools that are in the process of being implemented, the Spanish program will be able to improve the preparation of its majors, hence bettering its service.

This is part of an effort, by our program, to address the Action Plan for Improvement elements that the Assessment Committee identified as needing improvement. Below is a list of the elements of this action plan for the Spanish Majors. This plan is set to be followed in several academic years, given that the Spanish program will be dealing with full-time staffing shortage in the forthcoming years due to family leave and sabbatical cycles.

### **I – Plans for Gathering Information:**

- Select Reading Goal to Assess Spanish 120 (AY 2019-2020)
- Finetuned the new Learning Goals for Spanish 210 and 220 (AY 2019-2020)
- Develop Specific Learning Goals for the Spanish Major
- Develop Rubrics to Assess Spanish Major Based of New Learning Goals
- Improve Spanish Major Survey as an Indirect Assessment Tool (AY 2019-2020)
- Follow a cycle for assessment of one goal per year for Spanish Majors
- Implement evidence-based changes in the Spanish Major

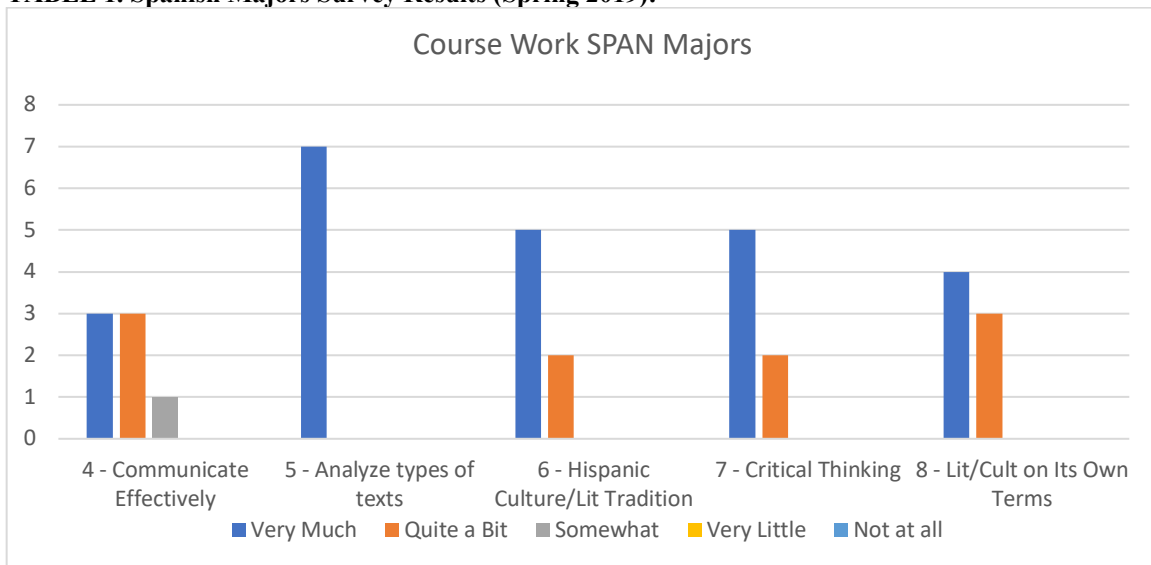
Below there are a series of tables. The first two are based on the student survey developed this spring of 2019. The other tables on major courses requirements for upper level is a compilation of information that we store in our program over the years.

### **Understanding Results:**

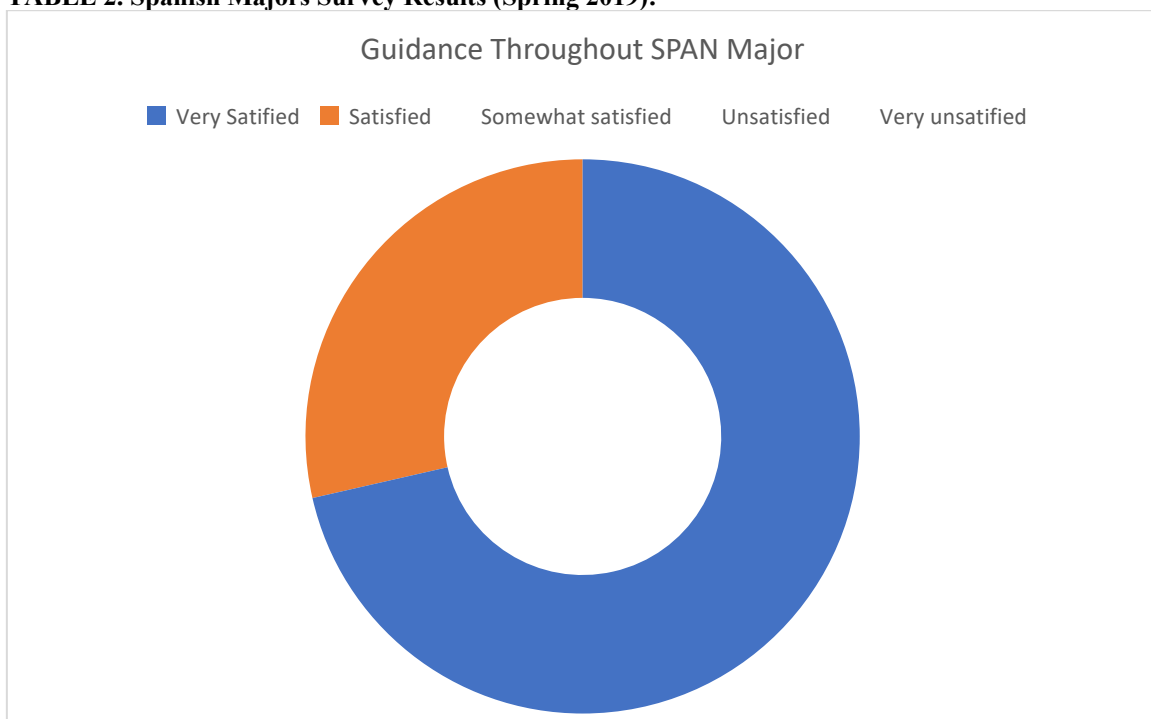
Tables 1 and 2 are based on the Major's Survey for 2019. The Spanish program has identified that literary analysis obtained the highest score, while the ability to communicate effectively needs consideration (table 1). We also need to pay attention to a few majors' request for more innovative

courses based on culture and multidisciplinary approaches, and less literary in approach. The Spanish program discussed in its dedicated meeting to assessment some ideas about advising majors, to better guide and prepare them, based on the frequency they meet with advisors. On tables 3 and 4, based on the Upper-level and Regions courses requirements, the Spanish program has identified that the requirement of at least two 400-level courses has increased enrollment in 400 courses for spring of 2019. The distribution of regions seems to bring higher breadth on majors. Although the graph does not indicate a substantial change over the years considered. As this upper-level and regions courses' rules went to the catalog in AY 2017-2018, it is too soon to see a tendency. More analysis and discussion on this data is planned for future years.

**TABLE 1. Spanish Majors Survey Results (Spring 2019):**



**TABLE 2. Spanish Majors Survey Results (Spring 2019):**



## Spanish Major's Region/Numbers' Rules and Courses' Key

### General Surveys 310, 320, 330

- New upper-level courses rules since Catalog of 2017-2018:

- at least one must be Peninsular (Spanish) in focus
- at least one must be Latin American in focus
- at least two must be at the 400 level

### Courses since catalog of 2013-2014

(Some independent studies and topic courses are not listed, although are counted in the tables below)

Latin America (L.A.)

300

400

335, 340, 350, 351, 375, 410, 473, 474, 475, 480, 485

Peninsular (Pen.)

300

400

360, 370, 390, 399, 430, 450, 460 471, 488

#### -----Batch of 2019-----

### 7 (8) Students:

Joshua Beggs

\*Sandy Burks (Fall 2019)

Brett Daiger

Julianne Darden

Brianna Kelly

Kaersti McLellan

Jon Dale Nichols

Roddy Everett \*(1 Linguistics)

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |        |       |          |         |         |      |                  |
|--|--------|-------|----------|---------|---------|------|------------------|
|  | Joshua | Brett | Julianne | Brianna | Kaersti | J.D. | Everett          |
| <b>400</b>                                   | 2      | 1     | 2        | 2       | 2       | 2    | 3*               |
| <b>L.A.</b>                                  | 3      | 2     | 2        | 3       | 1       | 4    | 1                |
| <b>Pen.</b>                                  | 2      | 1     | 3        | 1       | 1       | 2    | 1                |
|  |        |       |          |         |         |      | <b>Reg. Bd=1</b> |

#### -----Batch of 2018-----

### 5 Students:

William Berry

Zoë Corwyn

William Matheson

Jordan May

Sarah Walker

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |         |     |         |        |                    |
|--|---------|-----|---------|--------|--------------------|
|  | Will B. | Zoë | Will M. | Jordan | Sarah              |
| <b>400</b>                                   | 1       | 1   | 4       | 2      | 2                  |
| <b>L.A.</b>                                  | 1       | 2   | 2       | 3      | 2                  |
| <b>Pen.</b>                                  | 1       | 0   | 1       | 1      | 1                  |
|  |         |     |         |        | <b>Reg. Bd=0.8</b> |

#### -----Batch of 2017-----

### 10 Students:

Erica Benoit

Sadie Bullard

Claire De Pree

Katie Dobbins

Anna King

Kevin Krajcir

Erin Marshbur \*(Linguistics)

Elizabeth Phelps

Krys Stetler

Tori Walters \*(Studied in Murcia)

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |       |       |        |       |      |       |      |           |                    |      |
|--|-------|-------|--------|-------|------|-------|------|-----------|--------------------|------|
|  | Erica | Sadie | Claire | Katie | Anna | Kevin | Erin | Elizabeth | Krys               | Tori |
| <b>400</b>                                   | 1     | 3     | 1      | 2     | 2    | 2     | 1*   | 1         | 2                  | 0*   |
| <b>L.A.</b>                                  | 2     | 2     | 2      | 3     | 2    | 2     | 2    | 2         | 4                  | 1    |
| <b>Pen.</b>                                  | 0     | 0     | 1      | 1     | 2    | 0     | 1    | 0         | 2                  | 0*   |
|  |       |       |        |       |      |       |      |           | <b>Reg. Bd=0.5</b> |      |

-----Batch of 2016-----

**8 Students:**

Shannon Clark  
 Alyssa Curry  
 Gretchen McCarthy  
 Anna McConaghie  
 Justin Murdock  
 Abby Shea  
 Eric Walker  
 Sybil Watkins

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |         |        |          |      |        |             |             |       |
|--|---------|--------|----------|------|--------|-------------|-------------|-------|
|  | Shannon | Alyssa | Gretchen | Anna | Justin | Abby        | Eric        | Sybil |
| <b>400</b>                                   | 1       | 1      | 3        | 2    | 1      | 2           | 3           | 2     |
| <b>L.A.</b>                                  | 2       | 2      | 4        | 1    | 2      | 2           | 4           | 2     |
| <b>Pen.</b>                                  | 1       | 2      | 2        | 3    | 1      | 3           | 1           | 2     |
|  |         |        |          |      |        | <b>Reg.</b> | <b>Bd=1</b> |       |

-----Batch of 2015-----

**15 Students:**

Kelsey Atwood  
 Barton Zoe  
 Susie Burton  
 Matthew Christie  
 CeCe Collins  
 Ben Dardas  
 Lindsay Drillette  
 Meaghan Epperson  
 Jesse Gavin  
 Hannah Hill  
 Caroline Nester  
 Victoria Resendez  
 Blair Schneider  
 Ples Spradley  
 Joelle Tackett

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |        |     |       |         |      |     |         |         |       |
|--|--------|-----|-------|---------|------|-----|---------|---------|-------|
|  | Kelsey | Zoe | Susie | Matthew | CeCe | Ben | Lindsay | Meaghan | Jesse |
| <b>400</b>                                   | 2      | 2   | 1     | 2       | 3    | 2   | 2       | 3       | 2     |
| <b>L.A.</b>                                  | 3      | 3   | 3     | 3       | 3    | 3   | 2       | 4       | 3     |
| <b>Pen.</b>                                  | 1      | 1   | 0     | 2       | 1    | 1   | 1       | 1       | 2     |

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |        |          |          |       |             |                |
|--|--------|----------|----------|-------|-------------|----------------|
|  | Hannah | Caroline | Victoria | Blair | Ples        | Joelle         |
| <b>400</b>                                   | 1      | 1        | 2        | 3     | 1           | 1              |
| <b>L.A.</b>                                  | 3      | 2        | 4        | 3     | 2           | 5              |
| <b>Pen.</b>                                  | 2      | 0        | 1        | 2     | 1           | 1              |
|  |        |          |          |       | <b>Reg.</b> | <b>Bd=0.86</b> |

-----Batch of 2014-----

**14 Students:**

Katherine; Barlow  
 Marc; Brick  
 Zoe; Calhoun  
 Mimi; Carlin  
 Mary Casey  
 Rachel; Collins  
 Mike; Ehrenburg  
 Jenna; Gottschalk

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |        |      |     |      |      |        |      |       |        |       |
|--|--------|------|-----|------|------|--------|------|-------|--------|-------|
|  | Kather | Marc | Zoe | Mimi | Mary | Rachel | Mike | Jenna | Cather | Sasha |
| <b>400</b>                                   | 2      | 4    | 2   | 2    | 3    | 1      | 4    | 1     | 3      | 0     |
| <b>L.A.</b>                                  | 3      | 3    | 1   | 2    | 3    | 2      | 3    | 3     | 4      | 4     |
| <b>Pen.</b>                                  | 2      | 2    | 2   | 2    | 2    | 2      | 2    | 1     | 1      | 0     |

Catherine; Jarrel  
 Sasha; Keck  
 Maria; Mendez  
 Kaki; Pipes  
 Erin; Shaw-Meadow  
 Telchi, Ricardo

| SPANISH MAJOR'S RULES<br>(REGION AND NUMBER) |       |      |             |                 |
|--|-------|------|-------------|-----------------|
|  | Maria | Kaki | Erin        | Telchi          |
| <b>400</b>                                   | 2     | 3    | 2           | 2               |
| <b>L.A.</b>                                  | 3     | 2    | 3           | 4               |
| <b>Pen.</b>                                  | 2     | 1    | 1           | 0               |
|  |       |      | <b>Reg.</b> | <b>Bd=0.857</b> |

As mentioned before, the Spanish program created new rules (Since catalog of 2017-2018) to better distribute Spanish majors among upper level courses and to expose students to all regions, periods and teaching faculty. This way students increase their understanding of the Spanish speaking world and are exposed to difference accents and teaching styles, thus enhancing their linguistic skills and cultural scope. Although the new rules were implemented in academic year 2017-2018 and do not apply to previous students, or current students graduating under previous versions of the catalog, the tables help the Spanish program understand the effectiveness and viability of the rules.

Based on the previous tables for years 2014 through 2019 the two graphs below represent how Spanish majors fulfil the requirements of region (Table 3) and of 400 level courses (Table 4). These are extra requirements for majors besides general number of courses, and the General Survey Courses (310, 320, 330).

Table 1 represents the factorization of yes/no (1 or 0) averages of region courses for Peninsular and Latin America.

Table 2 represents a yes/no (1 or 0) average of at least two 400-level courses.

**TABLE 3**

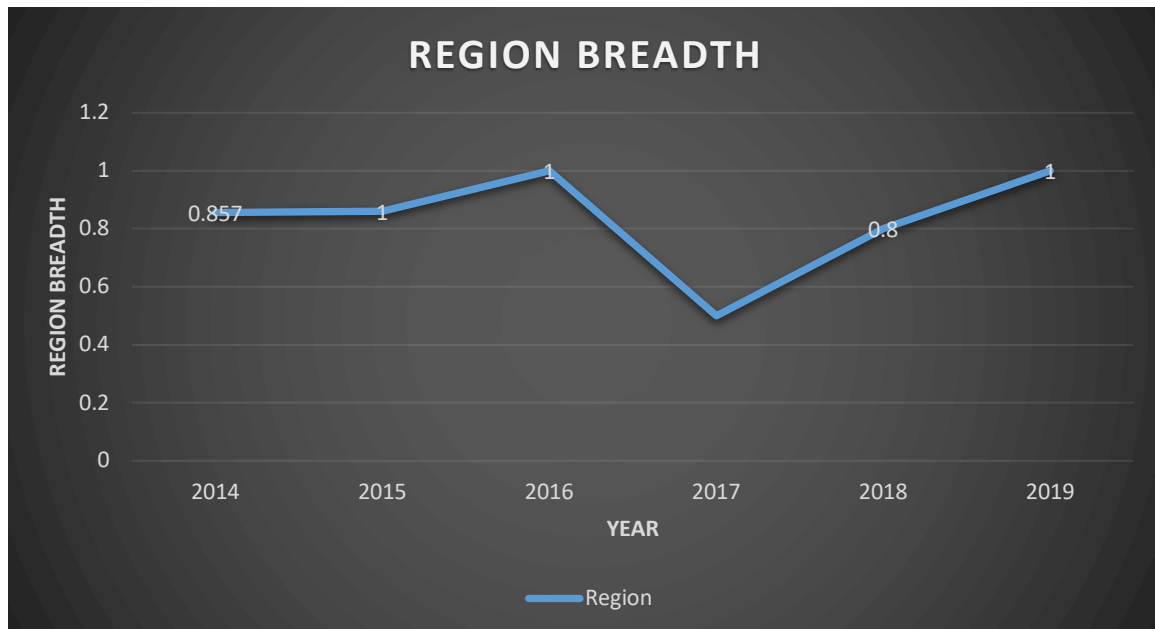
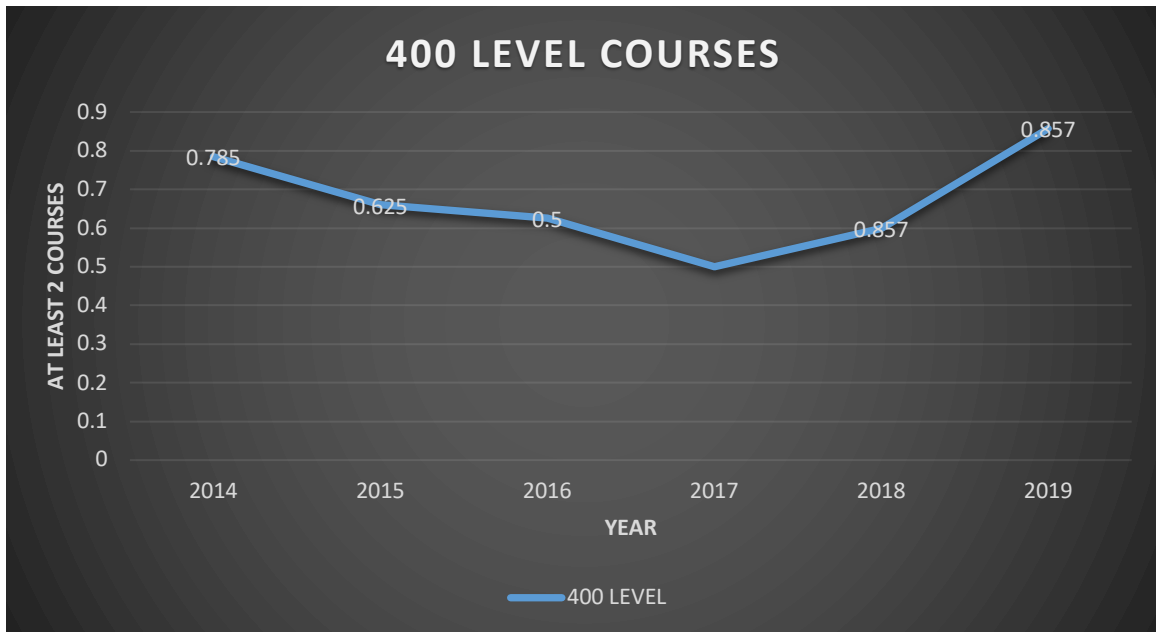
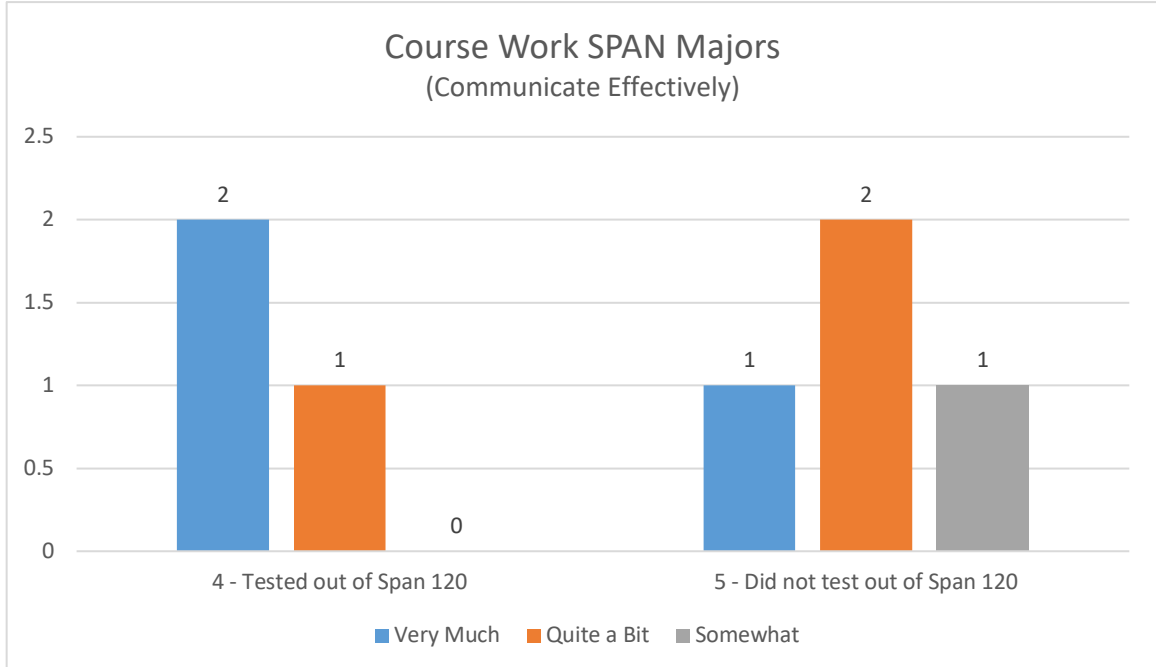


TABLE 4



The table below compares those majors who tested out of the basic sequence and those who did all their course work in Spanish at Hendrix. We found students prepared at Hendrix do not differ in their communication skill with those who came direct to upper level courses.

TABLE 5



Some comments from the Survey

- 1- I absolutely adore the Spanish Department at Hendrix. I think that you guys do a wonderful at making me think about the world critically but also a different way of interpreting the world. I think it's very important to learn about other countries histories and roles in the

world to become critical world citizens. I also liked the opportunities that the departments offer such as studying abroad and odyssey projects.

- 2- Though I had never even considered taking upper-level Spanish courses in college (much less majoring in Spanish), it has been one of the most enjoyable and fulfilling parts of my educational career. I owe a debt of gratitude to all of the Spanish department faculty for their constant encouragement and for always challenging me to improve my skills.
- 3- Thank you for all of your support over the last four years! I've had such a wonderful time in this field of study and I'm glad that I chose to be a Spanish major.
- 4- Muchísimas gracias por toda su ayuda. Ha sido un placer conocerlos y aprender de ustedes. Les echaré de menos.
- 5- I've really enjoyed the Spanish major. My only complaint is that after the 200s level courses, the main focus of the courses is older literature – which is good stuff, but for me personally I really want to be able to have conversations with people, discuss current events, and understand Spanish culture. It's very hard for me to have casual conversations when the majority of my Spanish vocabulary is literature-based (i.e. I don't usually have conversations about Shakespeare when I talk with friends in English). Besides that, the program has been fantastic, and I've loved the opportunities I've had to interact with the language and cultures. The professors have all been very helpful for connecting and providing insight into their own experiences, too. Thank you!
- 6- I loved learning about all of the different cultures and experiences of different Spanish-speaking countries. I believe that through getting a Spanish major it has opened my awareness to places outside of the U.S.. The Spanish department has always been so helpful and so much fun to be around. I do wish we had had more opportunities to practice speaking Spanish in a day to day/ casual setting, but I still enjoyed all of my Spanish classes.

## Hendrix College Undergraduate Survey to Spanish Majors

To help our mission of continuous improvement to our undergraduate Spanish programs, please provide us with feedback about your experiences as an undergraduate at Hendrix College. Thanks for your input:

- 1- Did you enter Hendrix as a fresher? [Answer no if you were considered a transfer student when you started here]
  - Yes
  - No
- 2- Did you come to Hendrix planning to major in Spanish?
  - Yes
  - No
- 3- Did you test out of Spanish 120 in the Spanish Placement Exam?
  - Yes
  - No

### Coursework in Spanish:

- 4- Did your coursework help you communicate effectively, both written and oral?
  - A - very much
  - B - quite a bit
  - C - somewhat
  - D - very little
  - F - not at all
- 5- Did your coursework help you understand and analyze different types of text in Spanish language?
  - A - very much
  - B - quite a bit
  - C - somewhat
  - D - very little
  - F - not at all
- 6- Did your coursework made you culturally aware and have a wide base of knowledge about Hispanic cultures and literary traditions?
  - A - very much
  - B - quite a bit
  - C - somewhat
  - D - very little
  - F - not at all



7- To what extent do you feel your coursework in the Spanish major contributed to your critical thinking abilities?

- A - very much
- B - quite a bit
- C - somewhat
- D - very little
- F - not at all

8- To what extent do you feel your coursework in Spanish provided you with the ability to understand literature and to meet the Spanish culture in its own terms?

- A - very much
- B - quite a bit
- C - somewhat
- D - very little
- F - not at all

**Advising:**

9- How often did you meet with your advisors in the office?

- One or more times a semester
- Once a year, on average
- Fewer than five times total

10- How satisfied were you with the support and advice you received?

- 5 - very satisfied
- 4 - satisfied
- 3 - somewhat satisfied
- 2 - unsatisfied
- 1 - very unsatisfied

11- How effective was the preparation and guidance you received from Spanish faculty throughout your major?

- 5 - very satisfied
- 4 - satisfied
- 3 - somewhat satisfied
- 2 - unsatisfied
- 1 - very unsatisfied

**After College:**

12- What are your post-graduation plans?

- 5 - accepted to graduate degree program
- 4 - applied to graduate degree program(s)
- 3 - accepted job offer
- 2 - applied for job(s)
- other

If you are planning to pursue an advanced degree following graduation, where do your plan to study and what degree will you pursue?

School/Institution:

Degree/Program:

Comments

If you are planning on entering the workforce following graduation, where to your plan to work and what position or type of work will you pursue?

Company:

Position:

Comments:

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13- Is there anything else you would like us to know?

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Thank you for having chosen the Spanish Major Program at Hendrix College, and thank you for your contribution throughout these years and for your feedback!