

## Assessment For BA and MA Majors in WLLC 2020-2021

**1. Contact:** Linda Jones, Department Chair

### **2. WLLC Department Mission**

The Department of World Languages, Literatures, and Cultures believes itself central to the fulfillment of the mission of the Fulbright College of Arts and Sciences, adopted from Senator Fulbright's writings, as follows: "... the highest function of higher education is the teaching of things in perspective, toward the purposes of enriching the life of the individual, cultivating the free and inquiring mind, and advancing the effort to bring reason, justice, and humanity..." Our departmental mission, more specifically, is to serve our students, our state, our nation, and the world, by embodying and demonstrating the values to be derived from knowing ancient and modern languages and cultures. We do this by nurturing and supporting the teaching, research, and service missions of a top-quality faculty; by offering and maintaining a comprehensive range of challenging language and professional development programs; by attracting and retaining a diverse student body; and by promoting innovative research among faculty and students.

### **3. French BA Assessment**

The French faculty regularly meet to discuss the progress and performance of the students in the French major and make adjustments to their curriculum and instruction as indicated by the results. Retention and graduation rates in the French program are routinely strong and well above the College average. Results for 2020-21 on the measures described in the FREN BA assessment plan are as follows:

#### **Results from FREN 4003 (Grammar & Composition)**

Fall 2020:

4 advanced mid  
6 advanced low  
0 intermediate high  
1 intermediate low

Spring 2021:

5 advanced mid  
6 advanced low  
1 intermediate high

#### **FREN 4033 (Oral Proficiency)**

Fall 2020:

2 advanced mid  
1 advanced low  
2 intermediate high  
3 intermediate mid  
2 intermediate low

Spring 2021:

4 advanced mid  
0 advanced low  
2 intermediate high  
5 intermediate mid  
3 intermediate low

**Assessment of Critical Writing Skills/Textual Analysis:**

Our majors continue to meet our expectations with regards to their learning outcomes. We do not foresee any changes in the immediate future.

**FREN 4243 (Studies in Francophone Literature): Spring 2021**

15 out of 15 students received a C or better.

**FREN 4233 (Survey of French Literature II): Fall 2020**

11 out of 11 students received a C or better.

#### 4. MLAN-FREN Assessment Report for 2020-2021

We have seen **three** students (Emily Crawford, Jonathan Rancudo, and Regina Kutuzova) through the MLAN-Fren program this year.

Their ability to pass this exam attests to their broad knowledge and advanced critical understanding of French and Francophone culture, civilization, and literature, as described in our first Program Goal. Our MA reading list is lengthy and students are responsible for a number of texts that are not taught in classes. We are adamant about their developing the ability to read and analyze independently of our classes. It bears mentioning that our MA candidates are responsible for every period in the history of French literature, medieval through twenty-first century; they are not allowed to narrow their focus on certain periods for their comprehensive exams.

Thanks to our emphasis on discussions in graduate classes and on using the target language in the classes they teach, not to mention a course that includes a heavy phonetics component, these students are able to correctly pronounce French and to express themselves effectively in that language. The pedagogy and technology classes they have taken as part of their graduate curriculum have exposed them to a wide range of teaching methods and language teaching-related technologies. Those who complete our degree are effective oral and written communicators and problem-solvers (Program Goals 2 and 3).

Our MA students write analytical papers in our literature courses (either several short ones or a long term paper); we work with them closely on these, from the choice of a topic through the remaining stages (outline, first draft, subsequent drafts). These papers are entirely in French (as are their comprehensive exams, with no dictionaries allowed).

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions about this and about their teaching with the students during the spring graduate reviews. We are very pleased with our students' achievements and feel strongly that we are more than meeting our program goals. Our students are well prepared to go on to PhD programs, to continue teaching in other contexts, or to work in the business world.

At this juncture we believe that our student learning outcomes are right where they should be; we foresee no changes to our process of assessment. This year was difficult because of the resignation a year ago of our coordinator/supervisor. Kathy and I conducted the TA training workshop the week before classes began and oversaw every aspect of the coordination and supervision over the course of the year, all that made more complicated because of Covid-19. We did this as an overload. Next year Nancy and Annie will be in charge. This will be an ongoing problem for the French graduate program if we are not given the funding to hire an instructor to do this critical job.

## 5. German BA Assessment 2021

Below, we explain our typical annual assessment tool and process for German majors and minors. Owing to the Covid-19 pandemic, we were unable to offer proficiency exams in spring 2020 and in spring 2021. We nonetheless often use the benchmarks listed below in course assignments. As we moreover made GERM 4213 German Civilization and Culture our capstone course, we can add to this list the creation of spoken and written reports in German based on research using German sources. This was the first year we used GERM 4213 as the capstone and the students performed extremely well in short oral reports on politics, assessing German source materials, and written presentations on complex topics of interest.

### GERMAN BA LEARNING OUTCOMES

German majors are expected to be able to pass the B1 level exam of the Goethe Institute (GI), which is an internationally recognized language proficiency exam. According to the GI, students at this level of study can:

- “understand the details of important information conveyed in conversations, public announcements and radio reports,
  - fully understand important information provided in newspaper articles, statistics and everyday descriptions,
  - write logical private or semi-formal messages, such as letters or e-mails,
  - hold a simple conversation on a topic of personal interest, briefly give their views on it and respond appropriately to a conversation partner’s opinion,
  - report on something, make a suggestion or agree on something in everyday situations.”
- (Source: <http://www.goethe.de/lrn/prj/pba/bes/gzd/enindex.htm>)

### GERMAN BA ASSESSMENT STRATEGIES

According to the Goethe Institute’s own description, “The Goethe-Institut is the Federal Republic of Germany’s cultural institution operational worldwide. We promote the study of German abroad and encourage international cultural exchange. We also foster knowledge about Germany by providing information on its culture, society and politics” (<http://www.goethe.de/uun/enindex.htm>). Those pursuing German citizenship are also required by the German government to pass the B1 examination.

The B1 examination consists of two parts: the written and the oral exam. The written exam lasts 150 minutes and consists of four sub-parts: 1) reading comprehension (short texts such as newspaper advertisements, and longer texts such as news coverage, reports, texts for a specific field), 2) discreet language elements (grammatical and lexical knowledge as shown in both a personal or semi-formal and formal letter), 3) listening comprehension (interviews, conversations, short texts), and 4) written expression (an essay in the form of a letter, in which students must comprehend and address four points in a logical order). The oral exam lasts approximately fifteen minutes and consists of three parts: 1) an opening introduction in the form of a dialogue with one of the two examiners, 2) the description of a picture or diagram in the

form of a monologue, and 3) and discussion in which a task has to be completed in the form of a dialogue with an examiner.

The examination corresponds to level three (B1) on the six-level scale of competence described in the Common European Framework of Reference for Language. Students who pass this examination can:

“Understand main points if clear standardized language is used and when the discussion involves familiar things from areas such as work, school, free time, etc. Can master most of the situations which one encounters on trips in the area the language is spoken. Can express one’s self cohesively about familiar topics and areas of personal interest. Can report on experiences and encounters; describe dreams, hopes, and goals and give short explanations or justifications of plans and opinions.

This quote is a translation by Dr. Kathleen Condray of the German description provided by the Goethe Institute: “Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht. Kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet. Kann sich einfach und zusammenhängend über vertraute Themen und persönliche I<sup>1</sup> This quote is a translation by Dr. Kathleen Condray of the German description provided by the nteressengebiete äußern.

Kann über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.”

<http://www.goethe.de/z/50/commeuro/303.htm>

In order to be approved to administer the exam, faculty are required by the German government to attend a re-certification seminar (*Prüferschulung*) every three years and will be required additionally to pass a further on-line mandatory training examination (*Prüferzertifikat*) every five years.

## 6. German Section

### MA Program Assessment 2020-21

#### Director of Graduate Studies, Dr. Brett Sterling

##### Overview:

Number of students enrolled in Fall 2020: 4

Number of graduating students in Spring 2021: 3

Number of new students accepted for 2021-22: 2

Projected number of students for Fall 2021: 3

Graduate courses offered in Fall 2020: 3

Graduate courses offered in Spring 2021: 3

Number of students taking the comprehensive exam in Spring 2021: 3

##### Program Description:

The German MA program is one centered on the traditional literature canon, and it provides an excellent foundation both for those of our graduates going on for study in a Ph.D. program and for those who will be teaching upon completion of the program. Students should gain in-depth knowledge of the masterpieces of German literature from the Middle Ages through the present day. Reading works in the original German and participating in seminars conducted entirely in German also allow our MA candidates to improve their language skills substantially. At the beginning of their studies, students are given a reading list in preparation for the MA exam; most of these works are also read and discussed in the 36 hours of graduate coursework taken in the program. Students additionally take six hours of technology/pedagogy classes selected from WLLC 4023--Language, Culture and Web 2.0 Technologies; WLLC 4033--Language, Culture and Video Development; WLLC 5063--Teaching Foreign Languages on the College Level), which allows them to be both more effective in the classroom and to offer more to potential employers in technology skills.

##### Assessment Results:

Students are required to maintain a C average in their graduate coursework in order to remain enrolled in the MA program. In their last semester of study, MA candidates sit for six hours of written exams. One hour is composed of the brief identification of important terms, time periods, and authors. The remaining exams consist of five essays (one hour allotted for each), in which students discuss both literary periods and the works of specific authors. Students are also required to take part in a one-hour oral exam after the examining committee has had the opportunity to read over the written portion of the exam in order to further discuss and elucidate their answers. \*NOTE: During the exceptional period of the COVID-19 outbreak, the faculty chose to administer comprehensive exams remotely in a one-hour question and answer format.\*

Additionally, MA candidates are encouraged but not required to take the C1 level of the Goethe Institute Exams, which is an international standardized proficiency exam given by the German government in 118 countries around the world as part of the Common European Framework.

#### AY 2020-21:

During the academic year 2020-21, the German MA program (MLANMA, German track) added one new graduate student, making a cohort of four including three returning grads (Danielle Erlandson, Caleb Lowdermilk, and Matthew Fawcett). Our new student, Carter Wallace, received a teaching assistantship from the department. Each graduate student taught two courses at the beginning or intermediate level (GERM 1003-2013) while enrolled in courses offered within the MA program. Each graduate student met weekly with faculty to coordinate their language teaching, which included in-course observations administered by the faculty members responsible for language program coordination (Dr. Kathleen Condray and Dr. Brett Sterling). On the basis of these observations, as well as the course evaluations for the teaching assistants' courses, the faculty judged each student to be a successful teacher in the classroom.

Our graduate students also completed coursework within the program, covering a wide variety of topics within German literature, history, culture, and media. All students performed well and made good progress toward the MA. During the spring semester, Erlandson, Lowdermilk, and Fawcett passed their comprehensive exams and were awarded their degrees. Both Erlandson and Fawcett are in the process of enlisting in the United States Army, where Fawcett intends to attend the Defense Language Institute Foreign Language Center. After a year of service in the Armed Forces, Erlandson intends to apply to Ph.D. programs in philosophy. Lowdermilk is pursuing employment in the Northwest Arkansas area.

In Fall 2021, two new students—Ellen McPherson and Isaac Caswell—will join the German MA program on a teaching stipend. McPherson and Caswell are both outside candidates, coming to the UofA from Oregon State University and Texas State University respectively. McPherson is a dual major in Environmental Sciences and German with a stellar academic record. Caswell has been heavily engaged in volunteering and outreach within his German program, leading the university's chapter of Delta Phi Alpha (National German Honor Society) and working as a student teacher for the Goethe Institut's SPARK program. Both aspire to pursue Ph.D. programs after their tenure in our program and we expect them to be exceptional students and teachers. We are also currently expecting an application from a B.A. graduate at the University of Minnesota-Duluth.

These new students have come to us following an intensive national recruiting effort. We are hopeful that our recent external candidates from Pennsylvania (McLaughlin), Kansas (Elliott), and now Oregon and Texas will aid us in establishing a higher profile for the program both regionally and nationally. In addition to our external candidates, the faculty continue to follow promising graduates and rising seniors at the UofA.

## 7. Academic Assessment - Spanish BA AY 2020-2021

### I. SPANBA Academic Assessment & Assessment Plans

Students majoring in Spanish should develop critical understanding of the language, culture, and literature of the greater Hispanic world and develop effective oral and written communication skills.

#### 1. ORAL PROFICIENCY

The oral proficiency target for Spanish majors at the junior level was set at advanced low, based on the ACTFL 2012 Guidelines: *Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.*

To better assess the students, in August 2017 the WLLC Department conducted an American Council of Teachers of Foreign Languages (ACTFL) training workshop for Oral Proficiency Interview standards. Ten WLLC faculty members participated in this workshop that was held on campus.

Majors' oral proficiency is assessed in a test embedded in SPAN 3033 Spanish Conversation and Composition, following ACTFL guidelines. Oral proficiency is assessed on the following grade scale: A (Intermediate high to Advanced low and above), B (intermediate), C (Intermediate low), and D (novice).

*Two SPAN 3033 sections were offered in the fall 2020 and three in the spring 2021. These are results from Spanish majors in all SPAN 3033 sections offered during the 2020-2021 AY (Spanish minors not included):*

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
FALL 2020 (2 sections)	5	1	0	0	6
SPRING 2021 (3 sections)	10	2	0	0	12

Results from this assessment indicates that all SPANBA students in this junior level course earning an A or a B are at or on track to meet the target oral proficiency level by the time of graduation.

## 2. COMMAND OF LANGUAGE STRUCTURES

Spanish majors are also expected to demonstrate advanced command of Spanish grammatical structures. To determine the desired outcomes, the Spanish program uses the final exam of SPAN 4003 Advanced Grammar. Students earning A-B in this exam are considered meeting program outcome goals.

*Three SPAN 4003 sections were offered in the fall 2020 and three in the spring 2021.*

These are the results from Spanish majors' final exams for SPAN 4003 sections 002 and 901 (Fall 2020) and sections 001 and 901 (Spring 2021) (*Spanish minors not included*):

	(A)	(B)	(C)	(D)	(F)	Tot.
Fall 2020 (sections 002 & 901)	2	2	2	1	0	7
Spring 2021 (sections 001 & 901)	3	3	1	0	1	8

Of the 15 SPANBA students in these sections, 10 are meeting the program outcome goals for command of Spanish grammatical structures. Thus, 66.6% are on track, but about one third of these SPANBA students are not.

These are the result from students' final exams for SPAN 4003 section 003 (Fall 2020) and section 002 (Spring 2021) (*Spanish minors included*):

	(A)	(B)	(C)	(D)	(F)	Tot.
Fall 2020 (section 003)	5	6	1	3	2	17
Spring 2021 (section 002)	5	5	6	2	2	20

Of the 37 students in SPAN 4003-003 (Fall 2020) and SPAN 4003-002 (Spring 2021), 21 are meeting the program outcomes goals for command of Spanish grammatical structures. Thus, 57% are on track, but 43% of all these students are not.

## 3. A HUMANITIES PERSPECTIVE

A fundamental goal of the Spanish BA is to offer the students the possibility of developing a critical and historical perspective of the human experience through the study of the literatures and cultures of the greater Hispanic world. For this purpose, the program offers a variety of elective literature and culture courses at the 4000-level. In these courses, students must write analytical papers. The program offers a variety of such courses as exemplified by the ones offered during the 2020-2021 academic year.

Fall 2020	Spring 2021
<ul style="list-style-type: none"> <li>• SPAN 4133 Survey of Spanish-American Literature I</li> <li>• SPAN 4243 Literature &amp; Culture in the Hispanic U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 470v Creative Writing in Spanish</li> <li>• SPAN 470v Survey of Iberian Lit.</li> <li>• SPAN 470v Spanish-Caribbean Lit. &amp; Film</li> </ul>

Students with more than one major in the College of Arts & Sciences are only required to complete the writing requirement for one of their majors. Therefore, there are some SPANBA students that complete their writing requirement in another discipline/major. However, many Spanish majors prepare a senior level writing sample to complete the college's writing requirement in Hispanic studies. These students must present a research/analytical paper, demonstrating competency in research and writing. A single topic paper (8-10 pages) or two 4-6 page papers is required. Currently most SPANBA graduates are fulfilling this requirement in our program, but we have no rubric to determine if these papers met the program's goals.

#### 4. GENERAL EDUCATION GOALS, LEARNING OUTCOMES, AND FUTURE PROGRAM INITIATIVES

As part of the revised University General Education Goals, the Program's Learning goals and outcomes indicators will be aligned for incoming students. The Spanish program selected SPAN 2003 Intermediate Spanish I to meet Goals 3 and 4 and the corresponding Learning Outcome 3.2 and 4.1. In addition, the Spanish BA designated SPAN 4133 to meet Goals 5 and 6 and the corresponding learning outcomes 5.1 and 6.1. Nonetheless, additional 4000-level courses will be designated to meet goals 5 & 6 as well as the corresponding learning outcomes 5.1 & 6.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete. For more information, visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/> as well as the information presented on the Spanish BA Academic Assmnt plan for the 2019-2020 AY.

Lastly, the Spanish BA has designated SPAN 3883 to meet Goal 1 and the corresponding learning outcome 1.2. The program is also working on designating SPAN 3113 and 4123 to meet learning outcome 1.2.

##### A. General Education Goal 5 in 4000-level literature and culture courses

As stated previously, the Spanish BA designated SPAN 4133 to meet goal 5 and the corresponding learning outcome 5.1. Nonetheless, additional 4000-level courses will be designated to meet 5.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete.

**Learning Outcome 5.1 and Learning indicators:** To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/> for list of

five learning indicators). The three indicators that approved Spanish BA courses will incorporate are:

- Identifying and describing key concepts and principles related to critical thinking.
  - In approved 4000-level Spanish courses students will develop strategies and acquire conceptual tools for critical discourse analysis plus a set of theoretical approaches to analyze literary and cultural texts.
- Using recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing.
  - In approved 4000-level Spanish courses students will read critically and analyze a variety of texts from different historical periods of the Hispanic world, their rhetorical strategies, and narrative structures, using different theoretical approaches for the analysis of culture and society, considering factors such as race, gender, and class.
- Demonstrating the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
  - In approved 4000-level Spanish courses students will write one or two research papers analyzing the discursive structure and/or rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws.

In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments, based on the A-F grading scheme:

- Classroom and homework assignments analyzing a variety of texts, its historical and cultural contexts, and small group activities focused on particular topics or issues, producing written or oral responses.
- Exams analyzing particular texts, works, issues in short essay form
- Research paper(s) analyzing particular texts, works, issues in short essay form.

### **B. General Education Goal 6 in 4000-level literature and culture courses**

As stated previously, the Spanish BA designated SPAN 4133 to meet goal 6 and the corresponding learning outcome 6.1. Nonetheless, additional 4000-level courses will be designated to meet 6.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete.

**Learning Outcome 6.1 and Learning indicators:** To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an additional document

of at least 1250 words the degree to which the completed assignment involves at least three of the stipulated sets of skills and abilities. Therefore, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergraduatecatalog/gened/generaleducation/> for list of five learning indicators). The four indicators that approved Spanish BA courses will incorporate are:

- Written, oral, and/or multimodal communication abilities
  - In approved 4000-level Spanish courses students will write a research paper(s) demonstrating advanced Spanish writing and effective communication skills and a reflective essay. In the reflective essay, students must evaluate their writing process, discussing the ways in which the research project improved their Spanish writing skills and their academic writing skills in general, from source gathering to the expository organization of the final essay (extension 400-450 words).
  
- Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major.
  - Research paper(s) for this course must demonstrate the ability to produce scholarship that follows standards of inquiry for literary studies and the humanities. In the reflective essay, students must briefly discuss the project research question and methodological considerations such as the primary corpus and the time frame selection, developing and supporting arguments, examining presuppositions and conclusions (extension 400-450 words).
  
- Diversity awareness and/or intercultural competency:
  - The students' research paper(s) must demonstrate intercultural competence and knowledge of issues related to diversity, inclusion, and equality in the Hispanic world and/or the U.S. Latinx context. In the reflective essay students will describe how their research on the Hispanic world addressed cultural and social differences, issues of diversity, equality, and inclusion. They will also address in what ways did their understanding of the Hispanic world and their own culture was changed by the research project (extension 400-450 words).
  
- Critical thinking and/or ethical reasoning
  - Students' research paper(s) will analyze the discursive structure and rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws. In the reflective essay students may discuss the research topic importance, its contributions to a better understanding of the Hispanic world and the human experience in general. They should also address different and conflicting perspectives and values encountered. Furthermore, students should discuss briefly how their project allowed them to develop an understanding of how historical, social, cultural, and personal forces shape

artistic, professional, and/or dialectal communication/production. If applicable, they should explain how language and/or artistic production share the diverse cultures of past and present societies (extension 400-450 words).

In order to determine that these designated learning outcomes for Goal 6.1 are accomplished, student work in the course will be assessed via the following two instruments, based on the A-F letter grading scheme:

- One 8-10 page research paper (or two 4-5 page research papers) analyzing particular texts, works, issues in short essay form (see outcomes above)
- A 1,250 word reflective essay based on the process of developing the research paper(s) (see outcomes above).

### **C. General Education Goal 1**

As mentioned previously, the Spanish BA has designated SPAN 3883 to meet Goal and the corresponding learning outcome 1.2. The program is also working on designating SPAN 3113 and 4123 to meet 1.2.

**Learning Outcome 1.2 and Learning indicators:** Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes. To successfully achieve this outcome, students will complete these five indicators in an approved course (or approved course sequence):

- Engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.
  - Students in SPAN 3883 will:
    - compose a written research document. They will be guided throughout instructed on the research process (research, plan, draft, and revision) and instructed on the use of the academic registers.
    - create and deliver an in-class oral presentation about their research using a multimedia or visual aid. They will be instructed on the use of formal register, as well as on the best practices of using visual aid.
    - write five reflections (experiential and reading) and will be instructed on how to approach reflective writing.
    - compile and construct a digital portfolio using the products they created throughout the semester.
    - translate 4 to 5 documents as assignments (and several other documents for their Service-Learning hours) and will assess the audiences to provide the best possible translation.

- Complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.
  - In SPAN 3883 students will:
    - write a 1-page proposal, 5 reflection entries, and a final research paper (5 pages minimum). Students will create a research presentation (10 minutes minimum). Students will translate 4 documents as assignments-practice and several other documents as their Service-Learning component. They will create a digital portfolio that compiles all their work. Instructors may change the number of written assignments and their length while maintaining an aggregate of 12 pages or a proportional workload that may include videos, translations, written or multimedia assignments, etc.
- Integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.
  - In SPAN 3883 students will:
    - write and present a variety of assignments using content that is effective and appropriate for each task. They will also participate in the translation of several documents ranging in register, purpose, target audiences, type of texts, subject fields, and formal conventions.
- Incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.
  - In SPAN 3883:
    - Instructors will consider the appropriate way to provide students with feedback on their written, translations, reflective writing, and multi-media production considering the specific circumstances of each class and task. Essay assignments may include a draft and a revised version. Students will provide feedback to their peers during the research presentation.
- Incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
  - In SPAN 3883 students will:
    - be given explicit instructions on how to prepare for their written, oral, or multi-media presentations. This includes both observational (Service-Learning experiences, testimonies, surveys, interviews, etc.) and bibliographic research (access to reputable and diverse sources, proper citation, and academic honesty).

#### **D. SPANBA Concentration for Native and Heritage Language Learners (N&HLL):**

Native and heritage language learners (N&HLL) are a growing student group at the U of A. To address the needs of these students, the Spanish program has three heritage courses (SPAN 2123, 3123, and 4123) as well as program objectives for N&HLLs. The objectives are:

- Promote Spanish language maintenance
- Support the acquisition and development of standard uses of Spanish
- Foster understanding of dialectical variations and developing positive attitudes towards heritage language dialects
- Encourage the expansion of the students' bilingual range (ability to use language in multiple settings and for different purposes)
- Advance the acquisition of metalinguistic knowledge
- Assist in the transfer of literacy skills from English into the heritage language (critical and analytical)
- Develop cultural competence (national origin, pan Latino, inter-cultural)
- Cultivate a humanities perspective of languages socio historical importance
- Strengthen connections with the Latino community in Northwest Arkansas

We have created two minors (one “regular” and one for the professions) to address the needs of this student population; these minors will be on the catalog by August 2021. The next step would be to have a SPAN BA Concentration for N&HLLs and come up with assessment tools to make sure we are meeting program outcomes for N&HLLs.

#### **E. SPANBA Exit Survey**

Finally, to better assess program strengths, challenges and areas of improvements, the Spanish program developed an exit survey that was sent to the 25 students graduating during the 2020-2021 AY. We are currently waiting for responses (survey was released late) and will submit an addendum with a summary of the overall survey responses at a later time.

## 8. SPANMA Academic Assessment & Assessment Plans

Learning outcomes for the Master of Arts Program in Spanish at the University of Arkansas are evaluated by two main criteria, coursework, and a comprehensive examination.

### 1. COURSEWORK

Students in the program must successfully complete 36 hours of coursework (12 courses) in which they are evaluated in the following manner:

- A. Required exams testing ability to read novels, poems, plays and other works in Spanish
- B. Required research papers demonstrating ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories
- C. Participation in class activities and discussions is necessary to be successful in the program.
- D. Oral presentations demonstrating competence in selected topics related to the program, public speaking skills, Spanish oral proficiency, and effectiveness of communication.

Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies. During the 2020-2021 academic year, the following courses were offered:

FALL 2020	SPRING 2021
<ul style="list-style-type: none"> <li>• SPAN 5233 Golden Age Novel</li> <li>• SPAN 5463 20<sup>th</sup> Century Spanish-American Literature</li> <li>• SPAN 5703 Appropriating the Other</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 5073 Introduction of Hispanic Linguistics</li> <li>• SPAN 5273 Survey of 19<sup>th</sup> Century Spanish Literature</li> <li>• SPAN 5393 19<sup>th</sup> Century Spanish-American Literature</li> <li>• WLLC 5063 Teaching Foreign Languages on the College Level</li> </ul>

## 2. COMPREHENSIVE EXAMINATION

A comprehensive exam is a degree requirement for the Master of Arts program in Spanish. The exam has a written and an oral component taken on the fourth semester of study that test students on the expected learning outcomes outlined above. In the exam, SPANMA students must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18<sup>th</sup>-19<sup>th</sup> Century Spain, 20<sup>th</sup>-21<sup>st</sup> century Spain, Colonial period (Spanish-America), 19<sup>th</sup> century Spanish-America, 20<sup>th</sup>-21<sup>st</sup> century Spanish-America, U.S. Latinx. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods and with the literature and culture in four of the eight areas listed above.

In April 2021, two students took the comprehensive exams. One passed the exam. The student that failed will have to present a makeup exam in late May/early June. A third student will take the comprehensive exams in late May/early June due to a family emergency.

Two of the 2021 graduates were admitted into doctoral programs at Arizona State University. One of the 2021 graduates was admitted into the doctoral program in comparative literature at the University of Arkansas. Furthermore, one student presented a paper at the 2021 ACLA conference and another one presented a paper at the 2021 Ohio State University's Hispanic and Lusophone Studies Symposium.

## 3. SPANISH MA: FUTURE PROGRAM INITIATIVES

**Introduction to Graduate Studies (new course):** We will be offering a new 2-credit course to provide graduate students in the Spanish M.A. program a practical overview of professional issues pertaining to the successful completion of a degree in Hispanic Studies, ranging from the expectations and opportunities associated with Graduate School all the way to the process of applying to doctoral programs and teaching jobs. We will delve into the major aspects of graduate studies: academic writing, research tools and methods, academic/conference presentations, and etiquette. Additionally, we will explore different types of academic jobs and institutions. To ensure a variety of perspectives on these topics, the course may be co-taught. A few guest speakers may visit the class (either in person or via Zoom). Advanced undergraduate students interested in completing the Fulbright Writing Requirement or an Honors thesis in Hispanic studies are encouraged to take this course.

The course will be offered for the first time during the 2021 August intersession. We will consider the pros and cons of making this course required for all Spanish MA students.

**Addendum: Academic Assessment & Assessment Plans Spanish BA  
AY 2020-2021 (Addendum Prepared on June 28-29, 2021)**

**SPANBA Exit Survey**

To better assess program strengths, challenges and areas of improvements, the Spanish program developed an exit survey that was sent to the 25 students graduating in December 2020 and May 2021. There were only 6 responses (survey was released late). Overall responses regarding course offerings, advising, study abroad, service learning and extracurricular activities were positive in general, with areas needing improvement, such as Spanish faculty advising and increasing academic rigor. 100% of the respondents learned Spanish as a second or foreign language. The graduates expressed diverse academic and professional interests. There were also majors and minors in different fields.

Spanish Graduates--Other Majors	Spanish Graduates --Minors
<ul style="list-style-type: none"> <li>• International and Global Studies</li> <li>• Supply Chain Management</li> <li>• Apparel Merchandising and Product Development</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy</li> </ul>

Spanish graduates explore different paths after graduation. According to the 2020-2021 exit survey, SPANBA graduates post-graduation plans were:

- Work in the U.S. Government
- PA school
- Practice sports professionally

AY 2020-2021 graduates' individual achievements also reflect on the quality of the program. Sample achievements include:

- being finalist for the Marshall Scholarship
- being finalist for the Rhodes Scholarship
- being finalist for the Critical Language Scholarship Program sponsored by the U.S. Department of State