

World Languages, Literatures and Cultures Program Assessment AY 2023-2024

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.

UNDERGRADUATE PROGRAMS

ARABIC BA PROGRAM

Section Head: Paula Haydar

Overview Since the inception of the ARABBA in 2019, the Arabic program has worked steadily towards achieving our ultimate goal: to help students achieve high levels of fluency in Arabic language, literature, and culture while developing tools to think about and engage critically with the Arab world. Arabic majors have taken advantage of the opportunity to combine their Arabic language study with Middle East Studies and International Area Studies, further strengthening and broadening their language and culture studies.

Arabic majors opting to elect a MEST co-major qualify for a variety of scholarship opportunities from MEST. Currently in AY 2023-24, 6 of our 20 Arabic majors are MEST co-majors, and 5 are supported by MEST scholarships (\$5,000-10,000/year). The Arabic major program has amply prepared its majors for study abroad; 100% of graduates since 2019 who have applied for graduate programs were accepted. One recent graduate (Spring 2024) has been accepted into the UA's Master's in Comparative Literature program with a GA-ship from Middle East Studies. Another recent graduate (Spring 2021) was accepted to UT Austin's MA program in MEST with a teaching assistantship in Arabic. Other graduates are currently in PhD and MA programs in comparative literature, literary translation, anthropology, history, political science, economics, information systems, accounting, and gender studies.

Arabic BA recipients by semester (since inception 2019)

Semester & Year	Number of BA's graduating
Fall 2019	2 (Sadie Fruth, Mattie Harris)
Spring 2020	3 (Cole Spencer, Zac Smith, Summer El-Shahawy)
Fall 2020	0
Spring 2021	5 (Jessi Amason, Quincy Bair, Ally Layman, John Levine, Paeton Outman)
Fall 2021	0
Spring 2022	2 AMARAB (Zachary Lewandowski, Emma Towe)
Fall 2022	1 (Samuel Mosher)
Spring 2023	4 (Sarah Falknor, Caroline Adkins Ford, Faris Nabeel, Arden Howard (AMARAB))
Fall 2023	1 (Keriman Alsein)
Spring 2024	5 (Jenna Allemand, Khadeeja Asif, Blaise Becan, Emma Bryans, Andrea Lauren Kuykendall)
TOTAL	23 (5-year average = 4.6/year; 3-year average = 4.3/year)

Current Declared Arabic majors & minors

Academic Year	Number of declared ARABBA or AMARAB	Number of Arabic minors* ARAB-M
AY 2021-2022	11 (8 ARABBA; 3 AMARAB)	9
AY 2022-2023	16 (15 ARABBA; 1 AMARAB)	8
AY 2023-2024	20 (20 ARABBA)	10

*Since being instituted in 2008, **148 students have completed the Arabic Minor.**

Arabic Minors since 2019 (ARABBA)

Academic Year	Number of completed minors
AY 2019-2020	13
AY 2020-2021	5
AY 2021-22	1
AY 2022-23	3

AY 2023-24	2
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Assessment Results of Arabic majors in upper-level courses

Arabic majors are making excellent strides towards achieving the goal of Advanced language proficiency (according to the ACTFL scale) in all language acquisition skill areas: speaking, listening, reading, writing and culture. Required language courses for the major include all levels of Modern Standard Arabic as well as courses in colloquial Levantine and/or Egyptian Arabic. Arabic majors are encouraged to spend a summer or semester abroad in an Arabic-speaking country where they can be immersed in the culture of the language. We are proud of the fact that the majority of UA Arabic students studying in intensive summer and/or semester-long programs are placed via OPI into Advanced level – often outpacing their peers from Ivy League universities. The Arabic language curriculum is centered upon the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL), advanced language proficiency. Through coursework offered by the major, students aim to achieve ACTFL proficiency targets in Speaking, Listening, Reading, Writing, and Culture. Below is a table showing the grade distribution among Arabic majors in upper-level courses on overall performance in language-acquisition skill areas:

Upper-level Courses in AY 2023-24	
Fall 2023	Spring 2024
ARAB 3016/ARAB 3016H Intensive III 6 majors, 1 minor: A = 7	ARAB 3033 Colloquial Arabic – Levantine 11 majors: A = 11
ARAB 4023 Advanced Arabic I 7 majors: A = 7	ARAB 4016/4016H Intensive IV 5 majors: A = 5
ARAB 4213 Arab Culture & Civilization (Cross-listed with MEST 4003-001 Middle East Studies Colloquium) 4 majors: A = 4	ARAB 4033 Advanced Arabic II 4 majors: A = 4
ARAB 470V-002 Independent Study 1 major: A = 1	ARAB 470V-002 Independent Study 1 major: A = 1

ARAB 470V-003 Special Topics: Arab Film (Cross-listed with MEST 4103-007 Special Topics in MEST) 2 majors A = 2	ARAB 470V-003 Special Topics: Arab Media 5 majors A = 5
ARAB 470V-005 Special Topics: Translating Classical Arabic 1 major: A = 1	

General Education Learning Outcomes

Beginning in Spring 2023, assessment and reporting on General Education Learning Outcomes (GELOs) was carried out according to University policies and procedures. ARAB 2016 satisfies two Gen Ed requirements: 3.2 and 4.1. ARAB 4213 satisfies Gen Ed Learning Outcome 6.1. Details are described below.

GELO 3.2

ARAB 2016 Immersive Arabic II incorporates learning indicators a, c, d, and e. These are assessed via the following instruments: -Composition (Arabic story/poetry recitation reader response essay) (a, e); -Oral Presentation (Arabic story/poetry recitation project;) (a, d);-Quizzes & HW (a, b, d, e);-Written Exams (a, b, d);-Reading Exam (a)

Student mastery scores are on a scale of 0 to 4. Scores of 2, 3, or 4 are considered mastery.

GELO 4.1

ARAB 2016 Immersive Arabic II incorporates learning indicators a,b, and c. These are assessed via the following instruments: Composition (Arabic story/poetry project) (a, b); -Oral Presentation (Story/poem; Virtual Tabadul exchange sessions and follow-up video assignments) (a, b, c); -Quizzes & HW(a, b, c); -Written Exams(a, b, c); -Reading Exam(c)

GELO 6.1

ARAB 4213-001 Arab Culture – Gelo 6.1 assessed through the following instruments: Response papers summarizing, reflecting on, and raising questions about assigned readings; two short papers, which students write in Arabic; In-class presentation and discussion-leading; Long final paper delivering an analytical reading of a topic of students' choice; A conference-style presentation of the final paper; Reflective essay required separately, where students comment on their achievement of GELO outcomes.

Arabic Gen Ed Courses in AY 2023-24	
Student mastery scores are on a scale of 0 to 4. Scores of 2, 3, or 4 are considered mastery.	
Fall 2023	Spring 2024
ARAB 4213 Arab Culture & Civilization GELO 6.1 4 majors scored 3	ARAB 2016 Immersive Arabic II GELO 3.2 3 majors scored 4 GELO 4.1 3 majors scored 4

In addition to language studies, Arabic majors are attaining a broad knowledge of Arabic literature and culture through new and existing courses such as Arab Culture & Civilization, Arabic Readings and Independent Study. A new upper-level course on Arab Film was launched in Fall 2022 and one on Media Arabic was launched in Spring 2024.

In the various upper-level Arabic courses offered in AY 2023-24, Arabic majors were introduced to some of the following **literary and cultural topics**:

1. Arabic prose selections from the Arabic novel, drama, the short story, and experimental prose in the twentieth-century
2. Selected readings from Arab history, literature, the Islamic Tradition, and the Holy Qur'an
3. Arab cultures through film, how Arab societies have engaged with their socio-political contexts while negotiating questions of colonialism and imperialism, gender, and Arab national identities.
4. Representations of Arab cultures and civilization in writing, film, and art. The ways in which Arab women's contributions contest conceptions of Arab women as oppressed. Exploration of the production and operation of power relations in different social, political, class, gender, ethnic, and religious/ideological groups in the Arab world.
5. Topics in Arab media: Conferences; Elections, and Business and Finance.

Innovative New Courses & Projects:

Student Success Initiatives - Undergraduate Student Internship Award + Workshop/Event Award (\$975/\$250) Goals achieved: Expand and Enhance Arabic Conversation Table (Salaam wa Kalaam) by adding a Cultural Event Series organized by Undergraduate Intern as student liaison (Avery Antill; Arabic and Middle East Studies). In Spring 2024, five sessions were conducted, based on polls to determine scheduling and interests (Arab Cuisine, Shopping, Ramadan, Arabic Calligraphy, Hummus Cookoff contest) and a robust series is scheduled for

Fall 2024 to include weekly conversation and peer-tutoring sessions plus large-scale outreach cultural events: Arabic Calligraphy & Arabic Cooking Lab.

ARAB 470V Arab Media New upper-level Arabic course taught in Spring 2024. Designed to develop skills needed for reading simple news items from different news websites and newspapers from Arab countries, developing comprehension of broadcast news, navigating simple social media, and understanding the role of media in shaping a diversity of Arab thought. Learning outcomes: recognize and use basic vocabulary and constructions commonly used in Arabic media; successfully understand written and oral news media topics covered in the course; use learned vocabulary and constructions to produce simple media and to effectively converse about current events.

Recruitment Efforts: Participated in several cross-disciplinary meetings and all-campus events organized by WLLC Recruitment, Enrollment, and Retention (RER) Committee to explore partnerships and promote Arabic language study. Met with Fulbright Advisors, sent email blasts in Fall and Spring targeting freshmen and sophomores in ARSC and WCOB; Social media posts, Arkansas News stories, flyers – paper and on video monitors.

More frequent offerings of ARAB 1016 & 2016 Beginning in Spring 2024, ARAB 1016 Immersive Arabic I and ARAB 2016/H Immersive Arabic II, will be offered every semester. Formerly, ARAB 1016 was offered only in Fall and ARAB 2016/H was offered only in Spring. ARAB 1016 was offered for the first time in the spring in Spring 2024. ARAB 20106/201H6 will be offered for the first time in the fall in Fall 2024.

Recruitment efforts are already showing positive results in enrollments, with the expectation of further increases going forward. Most significantly, enrollment numbers in introductory courses (pre-requisites for minor or major) have dramatically increased as follows:

Course	Enrollment AY 2022-23			Enrollment AY 2023-24			% Increase
	Fall 2022	Spring 2023	AY Total	Fall 2023	Spring 2024	AY Total	
ARAB 1016	7	n/a	7	20	12	32	+357% (quadrupled)
ARAB 2016	n/a	4	4	n/a	15	15	+275% (tripled)

Social Media and Webpage Followers of our two social media accounts and YouTube channel launched in Fall 2019 (“Arabic at the U of A - @uarkarabic” FaceBook and Instagram) have increased over the past year to 539 and we have published 254 posts. Our YouTube channel

features videos made by students and recordings of various Arabic-section sponsored events. Arabic.uark.edu webpage has been updated regularly.

CLASSICAL STUDIES BA PROGRAM

Section Head: Daniel Levine

I. CLST Program Assessment Plan

Like many modern language and classics programs nationally, the Classical Studies program (CLST) in the department of World Languages, Literatures, and Cultures (WLLC) faces the challenge of a changing institutional context and decreasing student numbers, though the numbers are not low across the board. Enrollments in culture-focused courses (CLST 10003, CLST 10103, and CLST 23203) are robust, between 50-120 per class, giving CLST a healthy SSCH average per faculty member overall. However, major and minor numbers and enrollments in our languages classes tell a different story. With the elimination of the Fulbright College language requirement and the subsequent reduction or deletion of program-specific language requirements in College departments, these numbers have declined steadily. Our program must evolve to address this reality, making assessment an especially important process for CLST. Recognizing that the language requirements that once supported enrollments in ancient Greek and Latin no longer exist, the roadmap forward for growing and sustaining CLST is informed by five interrelated principles:

- Teaching approaches to Greek and Latin must look beyond abstract grammar and traditional textbooks, which often unfold from an elite perspective that is implicitly exclusionary, to the use of these languages in their multicultural, multiethnic, lived context
- Material culture is as important as text for teaching the ancient Mediterranean—both are essential, and should complement each other
- Digital humanities, interactive technologies, and AI will be essential to teaching languages and culture in the 21st century, and movement in this direction has already begun
- Active, creative engagement with digital technologies greatly increases the competitiveness and career readiness of our students
- Enthusiastic, positive, face-to-face faculty engagement with students remains critical to our identity and our success as a program

As we reinvent our program in this direction, our assessment measures (direct and indirect) are critical to understanding what works for building enrollment and student success, and what does not.

II. Program Description

Currently, the CLST program offers a major with two concentrations, a concentration in the languages, and a concentration in culture, reception, and digital humanities. Both concentrations are interdisciplinary, including courses in Latin and/or ancient Greek, literature, art, archaeology, architecture, history, philosophy, and myth. The Language concentration foregrounds Greek and/or Latin coursework, while the Culture/Reception/Digital Humanities concentration foregrounds ancient Mediterranean culture (especially archaeology and art history) and digital humanities while requiring 9 hours of the languages. In addition, the CLST program offers a minor, and a departmental honors program. The reorganization of the CLST major into two concentrations was introduced in Fall 2022, together with the addition of several new culture courses in translation (CLST 20103 Ancient Sport; CLST 30103 Sex and Gender in Ancient Greece and Rome; CLST 30203 Ancient Greek and Roman Theater; CLST 30303 Non-Binary Rome). In Fall 2023, the two concentrations were significantly revised for inclusion in the single departmental major for WLLC, which will become active in Fall 2024. To integrate our intermediate and advanced language classes with our culture learning goals, in Spring 2023 CLST began to cross-list GREK and LATN courses with CLST and ENGL courses, broadening their appeal to a diverse range of students.

III. Program Goals:

CLST majors and minors will:

1. Receive a broad knowledge and critical understanding of ancient Mediterranean cultures and their archaeology, architecture, art, everyday lives, languages, and literatures.
2. Receive an introduction to the critical theory and interdisciplinary methods and techniques used to study ancient Mediterranean cultures, with an emphasis on digital humanities approaches and interactive technologies.
3. Critically engage with the diversity of the Ancient Mediterranean World through issues of gender/sexuality, race/ethnicity, and status/power structure, relating questions of relevance to multiculturalism and intersectionality in the contemporary world.
4. Develop research, composition, and multimodal communication skills and critical thinking/problem solving.
5. Gain a basic proficiency in Latin and/or ancient Greek language, integrated with goals 1-4.

IV. Student Learning Outcomes:

- A. **Cultural Studies:** Our students graduate with a basic knowledge of the cultures of the Ancient Mediterranean World (esp. Greece and Rome), including visual and material culture, lived experience, and literature. All CLST majors must take Introduction to Classical Studies: Greece (CLST 10003), and Introduction to Classical Studies: Rome (CLST 10103). Both courses introduce students to the fundamental concepts and structures of the discipline, as well as requiring students to analyze critically primary texts, architecture, and artifacts from diverse historical, intellectual, and cultural contexts

to draw meaningful intercultural connections. National normative tests are not available, and are by nature anathema to critical, comparative, creative thinking in the humanities. Our program is fundamentally interdisciplinary, and all CLST students must take a selection of courses from ancient history, art, architecture, archaeology, digital humanities, Greek and Roman myth, game design and global storytelling, or philosophy, in addition to the required ancient languages.

- B. **Language:** Our students graduate with basic reading ability in Latin and/or Ancient Greek. National normative tests are not available for college level Latin and Greek. Our course finals require students to translate from Latin and Greek into English, and to demonstrate mastery of the language's syntax and grammatical concepts. Looking ahead, this will be integrated with approaches that stress the use of ancient Greek and Latin at different social registers, as languages of everyday as well as literary communication—and even most literary texts were meant to be read aloud, across a range of social and performative contexts.
- C. **Critical Thinking and Communicating:** Every CLST major must successfully complete a senior-level honors colloquium (CLST 4003H) that requires in-class presentations and an analytical research paper or digital project. Thus, they gain both general knowledge of the field, and at least one in-depth study of a particular topic related to the field. All honors students write and defend an honors thesis.
- D. **Study Abroad:** A good number of our CLST majors and minors enrich their studies through experiential, international learning opportunities in the Mediterranean. Our encouragement in this area has led to around 50% of our students studying or excavating abroad. Before COVID-19, CLST faculty led regular bi-annual 5-week study abroad programs in Greece and Italy as well as intersession programs in Pompeii and Sicily. On average, Classical Studies majors have made up between 40-66% of the study abroad group, which usually averages between 15-20 students. Students on these trips produce research papers and present on-site archaeological and historical reports.
- E. **Digital Initiatives:** From 2007-2021, many CLST majors and minors gained digital skills through work with the Digital Pompeii Project and Tesseract Center for Immersive Environments & Game Design. Tesseract has been superseded by the World Languages and Digital Humanities Studio (WLDHS) and the Digital Humanities Collective (DHC), which offer courses in Digital Humanities and Game Design that contribute to the CLST Cultural concentration. The critical and creative approaches learned in these courses, as well as software skills (Unity3d, Blender, Metashape, podcasting), contribute directly to the acceptance of our CLST students into competitive graduate programs. They also make our students significantly more competitive for private industry jobs: from a student perspective, digital skills are neither trendy nor optional, and particularly valuable to employers when combined with the cross-cultural perspectives and critical thinking approaches found in the humanities.

The cumulative impact of these Student Learning Outcomes (SLOs) is reflected in the graduate programs that have accepted our students, e.g. Harvard, Yale, University of Cincinnati, Columbia, University of Michigan, University of North Carolina, the University of Texas-Austin, and Florida State University. It is also reflected in the success of our students in industry

careers, e.g. in tech and game development (Armature Studios, Google, Microsoft, Retro-Nintendo Studios, Unity3d), and in architecture, law, medicine, and teaching.

V. Assessment Results 2023-2024: Direct Measures

Like many humanities disciplines, classical studies does not rely on national, standardized tests to assess key learning outcomes. However, we do have clear and compelling evidence that students are learning. This evidence is presented here in three categories: General Education Learning Outcomes (GELOs), pre- and post- tests, High-Impact Practice (HIP) projects assessed using a rubric, and honors theses assessed using the rubric provided by the Honors College and the Fulbright College Honors Program.

A. CLST GELO Data – AY 2023-2024:

GELOs and Corresponding CLST Student Learning Outcomes (SLOs)

GELO1.2: 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. *Corresponds to CLST SLOs: 3 and 5*

GELO3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities. *Corresponds to CLST SLOs: 1, 2, and 4*

GELO4.1: Upon reaching this goal, students will have developed knowledge and abilities to interact appropriately within intercultural contexts and engaging with complex global systems and issues. *Corresponds to CLST SLOs: 1, 2, and 4*

GELO4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States. *Corresponding CLST SLOs: 1, 2, and 4*

GELO5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments. *Corresponds to CLST SLO: 1, 3, and 5*

GELO6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year. *Corresponds to CLST SLO: 1-5*

Course	GELO Averages					
	GELO1.2	GELO3.2	GELO4.1	GELO4.2	GELO5.1	GELO6.1
FALL 2023						
CLST1003/1003H Intro CLST Greece	n/a	2.72	2.7	n/a	2.77	n/a
CLST1013 Intro to CLST Rome (Online)	n/a	3.1	2.2	n/a	2.2	n/a
LATN2003 Petronius	n/a	3.1	3.6	n/a	n/a	n/a

SPRING 2024						
CLST 3023/H/LATN 4033/GREK4043 Greek & Roman Theatre	3.33	3.2	n/a	2.0	n/a	n/a
CLST4003H Rome v America	3.6	n/a	n/a	n/a	n/a	3.8
CLST 4423/ARHS 4423/H Rome Art & Archaeology	3.6	n/a	n/a	n/a	n/a	n/a
Totals:	10.53	12.12	8.5	2	4.97	3.8
Section GELO Averages	3.51	3.03	2.83	2	2.49	3.8

B. Capstone and HIP Projects

- In LATN 2003 Petronius, Vennarucci worked with WLDHS to integrate the serious VR game *Lost Recipes* into a multi-modal Roman food culture project, complementing the focus on food and dining in Petronius' *Satyricon*.
- In ARHS/CLST 4423 Roman Art and Archaeology, students completed a critical exploration a 3D model of the House of the Prince of Naples designed by the Virtual Pompeii Project as part of their Roman House project, incorporating space, decoration, artifact finds, and social history into their interpretation.
- In CLST3003/LATN3003 Elegy and Chill, students designed a digital dating app for ancient Rome based on Ovid's erotic poetry and modern dating apps (Tinder, OK Cupid, Grinder), incorporating Roman constructions of gender, desire, and sexuality. Applied digital skills included Photoshop, Figma, InDesign, and AI image programs (DALL-E, Midjourney, Firefly)
- In CLST4003H Rome v America, students used Figma and Tabletop Simulator to design mechanics for the game *Shine Perishing Republic* based on the period of the Gracchi (140s-120s BCE), brothers on the "left wing" who challenged the traditional Roman political order. Working in small teams, students addressed patron-client relations, religion and the Roman calendar, Roman gender relations, and voting assemblies, using Figma as their design platform and presenting their work in class. Each student also produced individual written papers addressing different aspects of their group's mechanics and their relation to Roman politics and social institutions.
- In CLST4003H Rome v America, students produced substantial final papers in which the proposed and defended a new amendment to the United States Constitution designed to address issues of equal representation, religious freedom, the right to privacy, and autonomy of the citizen body. Students had to situate their amendment in a detailed comparison of American and Roman concepts of citizenship (rights, protections, responsibilities), a comparison developed through journal assignments over the course of the semester that explored similarities and differences between Dickson Street and the Roman street.
- Honors Thesis in ARCH-CLST: Abigail Chapman, "Archaic Burials in the Necropolis of Aigai and the Manufacturing of Significance in Archaeology," Cum Laude, directed by CLST faculty member Rhodora Vennarucci.

B. Pre- and Post- Test Data

CLST2323: Greek and Roman Mythology (Summer 2023)

Pre Test Average: 8.94/25 35.7%

Post Test Average: 20.97/25 83.9%

Change: +48.2 percentage points

CLST 1013: Introduction to Classical Studies, Rome (Fall 2023)

Pre Test Average: 8.12/25 32.5%

Post Test Average: 16.18/25 64.7%

Change: +32.2 percentage points

C. Assessment Results 2023-2024: Indirect Measures

Course Grades

Course	Course Grades						Total
	A	B	C	D	F	W	
SUMMER 2023							
CLST2323 Greek and Roman Mythology	13	10	5	4	2		40
FALL 2023							
CLST1003/1003H Intro CLST Greece	30	6	5	0	1	4	46
CLST1013 Intro to CLST Rome (Online)	21	32	16	8	6	10	93
CLST3003/H/LATN3003 Elegy and Chill	7	1	1	0	1	1	11
GREK1003 Elementary Greek 1	6	5	4	0	0	4	19
LATN1003 001 Elementary Latin 1	13	2	2	0	0	1	18
LATN1003 002 Elementary Latin 1	8	4	1	0	0	0	13
LATN1003 003 Elementary Latin 1	7	2	1	2	1	0	13
LATN2003 Petronius	12	7	0	0	0	0	19
WLLC 3923H/398V Intro to Game Design 1	9	2	1	0	1	3	16
SPRING 2024							
CLST2323 Greek and Roman Mythology	21	28	17	4	8	13	91
CLST3003/H/LATN2013 Catullus	10	3	2	0	0	0	15

CLST 3023/H/LATN 4033/GREK4043 Greek & Roman Theatre	13	6	2	0	0	3	24
CLST4003H Rome v America	12	1	0	1	0	0	14
CLST 4423/ARHS 4423/H Rome Art & Archaeology	22	11	0	1	0	0	34
GREK1013 Elementary Greek 2	8	2	0	0	0	1	11
LATN1013 001 Elementary Latin 2	7	2	2	0	0	1	12
LATN1013 002 Elementary Latin 2	16	1	3	0	1	1	22
WLLC3923H/398V Intro to Game Design 2	8	3	1	0	0	1	13
Totals	243	128	126	20	21	49	524
Section GPA							3.16

C. Study Abroad

- Graduating CLST major Hannah Cunningham spent the spring 2023 semester abroad in Rome.
- Graduating CLST major Abby Chapman excavated in the necropolis in Vergina, Greece with ArchaeoSpain in summer 2023.
- Vennarucci is taking a CLST major (C. Burkhalter) and minor (D. Young) to Italy in summer 2024 to excavate on the Marzuolo Archaeological Project.
- Two CLST majors (D. Black and H. Merrick) are studying abroad on Muntz's UARC program in Italy this Summer.
- Levine submitted an application to lead Classics in Greece in 2025.

D. Grants and Awards

- Two grant awards reflect the interdisciplinary strength and digital humanities skills of CLST faculty:
 - As honors thesis director, Fredrick (together with Meg McCartney-Sculpture and Experimental Media) received a SURF award (\$2,500 student, \$1,500 mentor)
 - As honors thesis director, Fredrick (together with Morgan Ison-Studio Art) received an Honors College Research Award (\$2,500 student, \$1,500 mentor)
- Two additional grant awards reflect the commitment of CLST faculty to student success:
 - Fredrick and Doucet (WLLC-French) received an internal WLLC Translinguistic Collaborative Student Success award for their proposal “Pentiment: Immersive Illuminated Manuscripts,” \$3715.00
 - Fredrick, Doucet, and Maughan (WLLC-WLDHS director) received a TFSC Student Success award for their proposal “Illuminated Manuscripts and Immersive Language Teaching,” \$5,000

VI. CLST Graduates AY 2023-2024

Three CLST majors and one CLST minor graduated in May 2024.

Majors:

Abigail Chapman - Abigail will begin her M. A. studies in Mediterranean Archaeology at the University of Missouri in Fall 2024.

Hannah Cunningham - Hannah will enter an MA program in Art History at Georgetown University in Fall 2024

Soph Ware – plans uncertain

Minor:

Sloane McKinney (inducted into the University of Arkansas chapter of Phi Beta Kappa) - Sloane will begin a PhD program in Psychology at the Kansas City University in Fall 2024

VII. Discussion and Use of Results

With a challenging interdisciplinary curriculum that includes ancient Greek and Roman art, architecture, archaeology, cultural theory, digital humanities, economics, gender studies, Greek, Latin, mythology, philosophy, and more, our cumulative section GPA of 3.16 is a strong, if indirect, measure of student learning. This is confirmed by our GELO scores, while the range of HIPs projects in the CLST curriculum that include cutting-edge digital skills is diverse, creative, and timely. Retention rates from the first through fourth semesters of the languages are moving in a positive direction. Good retention combined with cross-listing courses to mix Greek and Latin language students with CLST and English students in intermediate and upper-level author/genre courses has moved enrollment from 4-6 (or less) in these classes to 10-25, which is a promising indicator for our program. The WLLC and TFSC Student Success grants received by the CLST program (with French and WLDHS) reflect the interdisciplinary, immersive, interactive teaching emphasis of CLST for languages and culture as we reorient our program for the 21st century. Assessment results will continue to provide critical feedback data as we move forward with this strategic direction for WLLC and the College.

FRENCH BA PROGRAM

Section Head: Nancy Arenberg

Student Learning Outcome 1

In the French section, our first learning outcome is reading: advanced. The target level, advanced, is predicated on the guidelines created by the American Council for the Teaching of Foreign Languages (ACTFL). To clarify, the ACTFL guidelines are: Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, and Intermediate Low.

To assess this outcome, proficiency in reading is assessed in the 4000-level literature courses required for the French major. To evaluate reading proficiency, the professors use several exams to determine if students are comprehending and interpreting the texts correctly. The final exam is designed to evaluate the overall understanding of the literary texts covered during the

semester. Students receiving a C or better in these courses will be judged to have achieved the projected outcome, which is the advanced level according to ACTFL guidelines.

The 4000-level literature courses are offered every semester and rotate between Drs. Arenberg, Christiansen, and Comfort. The three core professors all use a series of exams and a final exam to assess this outcome, with an additional goal of acquiring analytical skills, focusing on the development of textual analysis.

Assessment of Critical Thinking and Textual Analysis:

French 4223: Survey of French Literature 1

A=4

B=2

C=0

D=0

F=1

The results of this outcome indicate a successful rate of achievement in the 4000-level French literature courses. The majority of our majors in our literature class received a grade of B or better.

Student Learning Outcome 2

The second learning outcome in our section is writing: advanced. All graduating majors in French are required to take two exams designed to assess their proficiency in the language. To achieve the writing outcome, compositions that are written for this course serve as an integral part of the assessment measure. FREN 4003 is taught by Drs. Christiansen and Comfort; they are the primary evaluators for the writing outcome. The results of this exam are evaluated according to the ACTFL guidelines for written language proficiency. For this academic year, the results are as follows:

French 4003: Grammar and Composition

(Spring 2024):

4 advanced mids

1 advanced low

1 intermediate high

French 4003: Grammar and Composition

(Fall 2023):

5 advanced mids

5 advanced low

3 intermediate high

1 intermediate low

The results indicate that the majority of our students are achieving the advanced level, the target for our assessment goals.

Student Learning Outcome 3

As noted above, the second test required for our majors focuses on the third outcome, which is speaking. This exam is an OPI-inspired individual exam, evaluated according to the ACTFL guidelines for oral proficiency, which assesses listening and speaking skills. These oral exams are administered twice a semester: as a midterm conversation and as a final oral. Drs. Arenberg and Doucet are the primary evaluators for this OPI-inspired exam. The results are as follows:

French 4033: Oral Proficiency

(Spring 2024):

4 advanced mids

3 advanced low

1 intermediate high

2 intermediate mid

French 4033: Oral Proficiency

(Fall 2023):

4 advanced mids

2 advanced low

2 intermediate high

1 intermediate mids

1 intermediate low

In studying the outcomes, the results indicate that the oral proficiency level attained our target goal during the academic year of 2023-2024, with most of our students achieving the advanced level. The spring results point to a slight decrease in proficiency levels, but it does not indicate a major deviation from the projected outcome.

Student Learning Outcome 4

As noted in the third learning outcome, listening is also evaluated in our FREN 4033 course (Oral Proficiency). See the above description of the assessment measure for this outcome. It is important to underscore that listening and speaking are interwoven, hence the testing measure targets both key skills in achieving our learning outcomes for our majors.

Conclusion: Our majors continue to meet our expectations with regards to their learning outcomes. We do not foresee any radical changes in the immediate future but will strive to improve our assessment procedures.

GERMAN BA PROGRAM

Section Head: Brett Sterling

I. Program Goals

1. Train students in humanistic thinking and provide marketable language skills
2. Graduates at the BA level should achieve solid basic German proficiency (CERF level B1). Students who have achieved B1-level proficiency will be able to:
 - a. understand the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used,
 - b. deal with most situations typically encountered when traveling in German-speaking countries,
 - c. express [oneself] simply and coherently when talking about familiar topics and areas of personal interest,
 - d. report on experiences and events, describe dreams, hopes and ambitions as well as make short statements and explanations.
3. Students will become familiar with the history and literatures of German-speaking peoples and places.
4. Students will practice critical thinking skills that allow them to assess information and media analytically.
5. Students will learn to articulate and justify their own ideas in the German language.

II. German BA Program Assessment Plan

The German program is in the process of developing a plan to assess learning outcomes holistically. Historically, the BA program has relied on the internationally-recognized language examination created by the Goethe Institut to assess program goal 2 above. Beginning in Spring 2020, the Covid-19 pandemic made it impossible to administer the B1 examination to students in the BA program, as the Goethe Institut did not allow exams to be administered online. In the ensuing three years, the German program has been searching for new assessment measures to replace this benchmark. A first step was the establishment of GERM 4213 (German Civilization) as a capstone course for the BA program with a writing component designed to assess program goals 3-5 above, while also satisfying the Fulbright College Writing Requirement. Over the next two years, we plan also to develop and implement a portfolio-based assessment model that will draw on various text and assignment

types across multiple courses at the 4000-level to assess goals 1-5. While this process is underway, we will rely primarily on the GERM 4213 capstone assignment to assess learning outcomes in the program.

III. Student Learning Outcome 1. Students will be trained in humanistic thinking and provided with marketable linguistic skills.

A. Assessment Measure 1. German BA Coursework

The German BA program is invested in humanistic thinking and linguistic skill in German in every single course. GERM 3003 and 4003 (Advanced German I & II) focus on rigorous study of grammatical structures, high-frequency vocabulary, composition, and style. These skills are essential for practical writing skills, as well as reading informative texts. GERM 3033 (Conversation) is an applied course that teaches students how to deal with a range of everyday tasks in spoken German to prepare students for life in a German-speaking context. GERM 3013 (Introduction to Literature) trains students in reading comprehension beyond the level of factual information to notice nuance in meaning, metaphor, and symbolism. The students are also given the task of engaging with literary texts analytically. GERM 4213 (German Civilization) provides students with a baseline of historical knowledge of German-speaking peoples, while asking students at the highest level of the program to analyze a variety of sources in German and present oral reports and a long-form written assignment on topics that fit their personal interests. These courses, which form the core of the German BA, all provide students with practical experience using the language, while also exposing them to new ideas and asking them to reflect on those ideas critically. The higher electives GERM 4013 (Germany and the Holocaust), GERM 4023 (Migration and National Identity), GERM 4043 (German Cinema), GERM 4123 (The German Novella), GERM 4133 (The German Drama), GERM 4143 (German Lyric Poetry), GERM 470V (German Comics) all expose students the German-language literature, media, and history with analytical assessments throughout the courses. GERM 4333 (Professional German) additionally provides students with specialized vocabulary according to their individual field of study and asks students to complete a number of job-related projects as practical preparation for using German in their various careers. A variety of assessments, too numerous to list, are employed in each course with the shared goal of training students in humanistic thinking and providing them with marketable linguistic skills.

A. Indirect assessment

B. Key Personnel

- Dr. Kathleen Condray (GERM 3003, 3033, 4123, 4333)
- Dr. Jennifer Hoyer (GERM 3013, 4013, 4043, 4143, 4213)
- Dr. Brett Sterling (GERM 3003, 4003, 4133, 470V)

ii. Recommendations.

- To present, the German section has not developed a uniform assessment measure for this particular student learning outcome. The learning outcome is central to the mission of the German BA, and as such permeates all courses within the program and informs individual assessments and assignments in each. The section will endeavor to

create a more precise assessment for this goal in the form of a portfolio to gather work throughout a student's time in the BA program to more clearly provide a measure of success for this learning outcome.

IV. Assessment Measure 2. Coursework in GERM 4333 (Professional German)

Students in GERM 4333 learn practical skills for using their German in the context of students' chosen careers (often business and engineering, but not limited to these fields, and humanities students also take this course). Students learn vocabulary targeted to navigating career tasks, including specialized vocabulary relating to the economy, research and development, and corporate workplaces as well as specialized vocabulary in individual student fields, while completing several practical projects during the course of the semester. These projects include writing a resume, participating in a mock job interview, composing an elevator pitch, analyzing an article in the student's field, presenting a product, and explaining a research or foundational topic of the student's choice, all in German. These assignments prepare students for working in a German-speaking country, especially students in the International Engineering Program. Beyond preparing students for navigating business and academic culture in another culture and language, the skills practiced in GERM 4333 are generally applicable for students' career readiness. Each project is assessed according to linguistic accuracy and appropriateness for the individual context.

Indirect assessment.

i. Key Personnel

- Dr. Kathleen Condray

ii. Summary of Findings.

- GERM 4333 was not offered during AY 2023-2024, but will be offered in Fall 2024.

iii. Recommendations.

- This course utilizes best practices for this sort of instruction. In fact, Dr. Condray presented on this course in 2018 at the American Council of Teachers of Foreign Languages conference. Nationally, Professional German courses have in the last five years transitioned away from use of the traditional textbook for this course, *Geschäftsdeutsch* by Gundrun Clay, as the latest edition of the work is from 1994. Instead, most universities now use a project-based model, which allows instructors to tailor material to current issues in the German-speaking business world. For example, in 2023, the German focus on reducing dependency on fossil fuels was accelerated due to Russia's invasion of Ukraine and German industry's sudden shift away from Russian oil and natural gas. Moving forward, however, we will explore how projects completed in this course can be incorporated into a possible portfolio utilized across major or minor coursework.

V. Assessment Measure 3. Coursework in GERM 3033 (Conversation)

Students in GERM 3033 learn how to navigate everyday life in a German-speaking country by practicing their spoken language skills in a variety of common scenarios. The bulk of the course focuses on acquisition of essential vocabulary for contexts that students are likely to encounter when living abroad, e.g. going to the bank, grocery shopping, going to the doctor, taking

university courses, traveling, etc. During class time, students practice role playing situations with partners to prepare them for successfully dealing with common situations in real life. In addition to weekly vocabulary quizzes, students are assessed by an oral midterm and final exam, each of which is graded on the basis of the student's pronunciation, their ability to effectively deal with everyday situations, and their ability to speak freely on a specific topic (a self-description and description of their hometown/home country). This course is explicitly practical in scope and is intended to help students use their language skills in an immersion environment outside of the US or in interactions with first-language German speakers.

Indirect assessment.

i. Key Personnel

- Dr. Kathleen Condray
- Claudia Devich, MA

ii. Summary of Findings.

- Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.

iii. Recommendations.

- This course is revised every year due to the rapidly changing nature of spoken modern German. For example, words that did not exist a decade ago regarding technology and social media have been incorporated into necessary vocabulary, and words that are no longer in common usage have been removed from vocabulary lists. Course activities have also been modified accordingly to reflect current trends in German-speaking countries. For example, whereas the German train system was once the most reliable and affordable mode of transport for our students living abroad, many German students now prefer to travel via budget bus routes (such as Flixbus) or low-cost airline carriers. We show our students how to find and access these resources. This includes new technological resources. This year, the unit on generative AI was expanded to allow students to explore the use of ChatGPT, Gemini, Character.ai, and Adobe Firefly in practicing language usage, after an initial discussion of the positives and negatives of AI usage. Guest Lecturer Dr. Curtis Maughan led students through a lesson on “Tell me, Inge,” a form of generative AI that allows students to learn about the life of Holocaust survivor Inge Auerbacher. We will continue to monitor developments to incorporate technological and other innovations into this course for next year.

VI. Student Learning Outcome 2. Students will achieve CERF B1-level competency in German.

- A. Assessment Measure 1.** Coursework in GERM 4003 (Advanced German II)
GERM 4003 is a sixth-semester language class that culminates the language instruction sequence in the German program. The course focuses on complex grammatical structures, high-frequency vocabulary, and composition. Prior to the Covid-19 pandemic, this course included explicit preparation for the internationally recognized Goethe Institut

language exam at the B1 level. Although we no longer administer the exam to students, the content and assignments of the course are still pegged to B1-level competency. This is practiced through the use of vocabulary lists and quizzes derived from the B1-level vocabulary list, and in composition assignments that ask students to complete concrete tasks in various text types (e-mails, short opinion essays, reporting events). Students are also routinely asked to read news articles and watch videos on current events, then to summarize the information found there. These assignments are all geared toward the B1-level skills:

- understanding the main points of information in conversations and texts on familiar matters relating to work, school and leisure time, etc. when clear, standard language is used (Assignment: short reading texts and daily conversation with partners)
- expressing oneself simply and coherently when talking about familiar topics and areas of personal interest (Assignment: daily conversation with partners)
- reporting on experiences and events, describing dreams, hopes and ambitions as well as making short statements and explanations (Assignment: mid-length writing assignments on reported events, possibilities, and future events)

Indirect assessment.

Assignments were graded according to different criteria, with writing assignments graded for content/creativity and linguistic accuracy, reading assignments assessed via content quizzes, and conversation practice allowed to progress freely with oral feedback from the instructor.

i. Key Personnel

- Dr. Brett Sterling

ii. Summary of Findings.

- Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and indicated a high degree of success for most students at reaching B1-level competency.

iii. Recommendations.

- GERM 4003 is a challenging course based on a traditional model of language instruction that focuses on grammatical accuracy. The German section is in the process of moving away from this model to one that is much more applied and responsive to individual student interests. Moving forward, we intend to reformat the course to focus more on composition and analysis than on rote grammar instruction. Work completed in the course will likely be part of an overarching portfolio that students will compile throughout the course of the BA program. Dr. Sterling will begin implementing these changes in the precursor class, GERM 3003, in Fall 2024 and will carry those changes into GERM 4003 in Spring 2025.

VII. Student Learning Outcome 3. Students will become familiar with the history and literatures of German-speaking peoples and places.

A. Assessment Measure 1. GERM 4213 (German Civilization) Capstone Project

- B.** Students began the course GERM 4213 by researching and reporting on major current German and Austrian political parties, which introduced most historical and political issues. Then, each student chose a topic of interest to them, which they spent the remainder of the semester researching. Toward the end of the semester, students did oral reports on their projects (in German). The students then had the final assignment of preparing a 10-15 page research paper (in English), with a 1250-word self-assessment for GELO 6.1. These final projects were titled “Our Ideal Textbook,” the idea being that students choose an under-researched topic to work on, and through their research they both learn the more familiar aspects of Germanic cultural history while shedding light on less familiar topics and connecting them to the more well-known history. This assignment is the capstone assessment for the German BA and fulfills the Fulbright Writing Requirement.
- C.** Direct assessment.
- D.** The following criteria were used to evaluate the Capstone projects:
- **C-level work** is generally descriptive with little evidence of critical thinking. Opinions are presented as universal or as facts. Some factual inaccuracies are present. Sentences are incomplete or run on. Citations, if there are any, are too long. There has been little effort at proofreading. It is clear from context that the writer does not understand the words they are using. Register is too casual. The paper may also be too short.
 - **B-level work** has some description but also includes evidence of analysis and critical thought, though it is insufficiently followed through. Some slight misinterpretation of information may appear. Citations are appropriate length but are not explained or contextualized. Some spelling or style errors may be present. Sentences are complete and do not run on. Register is consistent and appropriate. The paper may be just long enough, but still slightly short of the requirement.
 - **A-level work** has a balance of description and analysis/critical thought, and the critical thought is followed through. Possibly very slight misinterpretation of complex information, but really only very slight. Almost no spelling or style errors. Sentences are complete and do not run on. Register is consistent and appropriate. The paper has met the length requirement.
 - Sources are evaluated to establish how many different kinds of sources they have versus how many they are drawing actively upon; whether there are any in German; whether there are any academic sources.
 - Evidence of critical thinking is present when students are not simply reporting from one source, but are rather consulting and drawing on several in order to draw a conclusion, or clear indication of engagement with one or more sources to the extent that they are taking a critical distance and not simply accepting what is stated at face value.
 - Evidence of analysis includes demonstrations of synthesis or processing of information, for example drawing a mathematical conclusion from various numerical data points, or ‘reading between the lines’ in any primary source.

i. Acceptable and Ideal Targets

- 70% of graduating seniors will score a grade of 85% or above on the GERM 4213 (42103) Capstone Project. Ideally, 85% of graduating seniors will score a grade of 85% or above on the Capstone Project.

ii. Key Personnel

- Dr. Jennifer Hoyer

iii. Summary of Findings.

- In Spring 2024, the average score on the oral component of the final project was an 85.3%, and the average score on the written component was 84.8%. 84% of students scored at or above the target of 85% on the written and oral components of the project. For AY 2023-2024, we exceeded our acceptable target for this assessment measure for all students enrolled and are very close to our ideal target.
- Students were overwhelmingly successful in completing the assessment. This is a new addition to the German BA program, and the results thus far are extremely promising. Completed projects demonstrated not only a broad knowledge of the history of German-speaking peoples, but also a wide variety of topics chosen based on students' personal interests, including projects on fairytales and national identity; the history of German board games; history of German policies and practices for immigration; Yiddish and German; Pennsylvania Dutch and German; and the development of the Subjunctive I mood from the early Indo-European Optative mood. Thus far, we are highly satisfied with the results of specific assessment and are convinced that most students are indeed meeting program goals.

iv. Recommendations.

- From AY 2022-23:
 - Owing to the high number of students enrolling in this class that have never written a research paper before, make a draft of the final research paper due during the third-to-last week of class, while students are presenting their oral reports, to allow time for more substantial revisions. This was implemented for spring 2024. The rough draft allowed for the next recommendation to be met.
 - Add two more activities during the second half of the semester that explicitly work on research and good articulation of critical thinking and analysis in a research paper. For spring 2024, we had two in-class meetings with librarians to practice researching and finding good sources. Students' rough drafts provided highly specific opportunities to help students with articulation of critical thinking and analysis.
 - Add an activity during the second half of the semester that explicitly focuses on citation and footnoting. To be implemented in Spring 2025.
- From AY 2023-24, for Spring 2025:
 - Make a minimum number of sources in German an explicit requirement
 - Make citation of sources in German an explicit requirement
 - Make rough draft due earlier

- Make the written paper due earlier in the semester, before the oral report, to allow for more revision time
- Create 1-2 days in the syllabus dedicated to discussing and practicing examples of requirements, like synthesizing and drawing conclusions in your research or the difference between quantitative and qualitative reasoning.
- May consider creating a more hybrid approach to the oral report/written report via a Wordpress site on which to post projects, creating in essence an online “ideal textbook” that students can engage with in successive years. E.g. students post and present; the students the following year look at what previous students created and then adapt and add their own new original work.
- Consider for spring 2025 a joint Wordpress or similar site for GERM 42103 and a special topics course on media where students can synthesize information and insights across classes.

VIII. Assessment Measure 2. Coursework in GERM 3013 (Introduction to Literature)

Students in GERM 3013 read a variety of works from German-language literature, including several poems; the radio-play “Herr Biedermann und die Brandstifter” (Frisch); the novella “Die Verwandlung” (Kafka); the short story “Das Bettelweib von Locarno” (Kleist); and the short story “Die Geschichte vom Kreis und Viereck” (Otoo). The course covers material from the 19th, 20th, and 21st centuries, from writers of various backgrounds, and two genders. In each case, the instructor briefly addressed historical context and its relevance for content as well as form.

Indirect assessment.

i. Key Personnel

- Dr. Jennifer Hoyer

ii. Summary of Findings.

- GERM 3013 was offered in Fall 2023. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- GERM 3013 has historically been students’ first exposure to German-language literary reading, though with changes for our first- and second-year language sequence, this will no longer be the case going forward. The course will pick up where GERM 20103 leaves off and help students to continue to develop skills reading and analyzing literature as preparation for higher electives on specific genres. The course contributes to the baseline of knowledge and critical skills for completing the BA program.

iii. Recommendations.

- For Fall 2023, I switched out “Biedermann” for a condensed learner-friendly edition of the classic German youth novel “Krabat” (by Otfried Preussler). The intention was to align the genres around a theme, in this case transfiguration. This shift exposes German-language learners to a text the majority of German speakers are familiar with. Aligning the texts allows for a more in-depth discussion of bodies as an abstraction, as a social construct.

- For Fall 2024, the course will be redesigned to continue the trajectory created in GERM 20103, practicing identifying literary structures and learning to express thoughts about and syntheses of literary texts (broadly construed) in written and oral form. We will focus on a comic, a novella, a drama, a film, and poetry.

C. Assessment Measure 3. Coursework in Higher Electives

The German BA program focuses on literature, media, and history in courses at the 4000 level. The three literary genre courses GERM 4123 (German Novella), GERM 4133 (German Drama), and GERM 4143 (German Lyric Poetry) all provide a historical overview of a particular literary genre and its development up to the present. This overview includes discussing literature in a particular historical context, while also comparing themes in individual works to the present day. GERM 4123 and 4133 have students read approximately 14-16 works over the course of the semester, while GERM 4143 covers numerous poem types (including poem cycles), poetic theory, and a study of the history of poetic development. While each class assesses work differently according to instructor, final assessments are generally project based, asking students to synthesize information from the course and transform it into a creative project, from short film trailers to poems of the students' own creation. Students are also asked to engage analytically with the form and content of individual works during seminar-length discussions in German.

In GERM 4123 (German Novella), which was offered in Fall 2022, students read a new work of literature each week and discuss its content, themes, and historical importance in a seminar setting, all in German. Students are assessed on their reading comprehension in weekly quizzes. A midterm project provides students with the task of visiting Crystal Bridges Museum of American Art and analyzing artworks for signs of concepts covered in the course, which focuses on nineteenth century literature. Students are asked to justify their claims in a written report, which is graded on grammatical accuracy and the strength of the students' arguments. The course culminates with a final project, in which students are provided the choice between creating a video trailer for one of the course texts, a graphic novel adaptation of a course text, or writing their own novella. Projects are graded according to fulfillment of the task, creativity, and grammatical accuracy. Indirect and direct assessments.

i. Key Personnel

- Dr. Kathleen Condray (GERM 4123)
- Dr. Brett Sterling (GERM 4133)
- Dr. Jennifer Hoyer (GERM 4143)

ii. Summary of Findings.

- GERM 4123, 4133, and 4143 were not offered in AY 2023-2024.

iii. Recommendations.

- This sequence of courses has always been extremely traditional, with a high-stakes mid-term and final examination. As the German section contemplates curriculum redesign, we anticipate replacing our traditional, literature-based courses with more

thematic upper-level seminars like the existing German Migration and National Identity (GERM 4023) and German-language Comics (GERM 470V) courses. In Spring 2025, we will be piloting two new special topics courses on current events in German-speaking Europe (Dr. Hagen) and German foodways (Dr. Condray).

VIII. Student Learning Outcome 4. Students will practice critical thinking skills that allow them to assess information and media analytically.

A. Assessment Measure 1. Coursework in GERM 3013

E. In GERM 3013, students practice “literature” not as a thing but as a mode of reading that means paying close attention to multilayered word-use (for example the various meanings of “Verwandlung” or “gerade/Gerade”), needing to infer unstated information from details (for example why something happens in a story, or the different ways an outcome can be interpreted), or cross-historical intertextual dialogue (Otoo’s use of fairy tale tropes, the town “Seldwyla” in Biedermann). Most class periods involve solving complex queries about a literary text that students are reading.

F. Indirect assessment

i. Key Personnel

- Dr. Jennifer Hoyer

ii. Summary of Findings.

- GERM 3013 was offered in Fall 2023. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- Across classwork and three larger critical thinking/analytical projects, students engage in literary analysis of texts as well as critical thinking about each other’s ideas.
- Students learn to engage in analysis and critical thinking in the target language.
- The greatest challenge is helping students undo the thinking pattern that literature means free association while scientific data only has one possible reading. Both are the opposite of critical thinking.

iii. Recommendations.

- Most class periods starting fall 2023 will include 15-minute writing practice with no use of resources allowed. This has two purposes: first, the students will be able to start practicing formulating and articulating their thoughts using their own language skills; second, the students will have a low-stakes mode of refining their ideas and their ability to justify them. This recommendation from AY 2022-23 was implemented and was highly successful. This will continue.
- Add at least one activity that helps students see that interpreting conventionally scientific data also requires literary reading skills—close attention to pattern, shades of meaning, and the potential for more than one conclusion. This recommendation from AY 2022-23 will be implemented in Fall 2024.

Assessment Measure 2. Coursework in GERM 4003

- G.** In GERM 4003, students are presented with news items on current events, culture, and technology at the beginning of every class session. Students are thus exposed to events and real time and asked to engage with the language used to describe those events. Listening exercises are conducted using news broadcasts and topical videos that require students to parse shades of meaning and draw conclusions from the information provided. Individual reading assignments are drawn from major media outlets like Die Tagesschau, Schweizer Radio und Fernsehen (SRF), and Österreichischer Rundfunk (ORF) and subsequent quizzes assess the students' comprehension, while also asking them to identify main ideas or elements that are of particular interest to themselves.
- H.** Indirect assessment

i. Key Personnel

- Dr. Brett Sterling

ii. Summary of Findings.

- Over the course of the semester, students' progress from having great difficulty understanding written and spoken news items to developing a greater sense of how the news functions in German. Course evaluations repeatedly reflect that students enjoy and are challenged by the consistent focus on current events. Indeed, students have reported that they learned more about politics and social issues in this course than in courses on Political Science and International Relations.

iii. Recommendations.

- Presently, GERM 4003's focus on current events is often secondary to grammatical instruction. In the next two years, this course will be redesigned to focus less on explicit grammar instruction, and more on application of linguistic knowledge to reading and writing tasks centered around current events. This will increase the course's focus on critical thinking, while moving away from completion assessments.

C. Assessment Measure 3. Coursework in GERM 4213

- I.** In GERM 4213, students practice reading different kinds of sources on similar topics in order to discuss how and why a particular source interprets or reports information. The oral reports have an "interaction" component where students are assessed on how they engage with each other's work—what questions they pose or comments they make that demonstrate that they are thinking about what they are hearing/reading/seeing. Daily journals were a consistent site of this work. In spring 2023, the instructor met with each student three times during the semester to talk about their progress in writing/reading/listening/speaking; this was not done spring of 2024, but should be reintroduced in spring 2025. The instructor advised students not just to summarize what one hears or reads, but to synthesize information across topics or genres, to pose questions, to turn the information around in the mind and wonder about what it is, what it does, what it means. Students were all tasked with working on this skill. Most could see in their own work during the final meeting evidence of improvement here—they could specifically state how they found themselves questioning or thinking about what they read/see/hear and think.
- J.** Indirect assessment

i. Key Personnel

- Dr. Jennifer Hoyer

ii. Summary of Findings.

- GERM 4213 was offered in Spring 2024. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics. This was an exceptionally talented group.

iii. Recommendations.

- Add in two activities in the first three weeks of class that focus on studying different media source analysis of one political topic. The goal is to have students determine the differences between the different sources' use of rhetoric, and to reach informed conclusions about the perspectives governing these rhetorics.
 - This was implemented in spring 2024. Will continue in spring 2025.
- Reintroduce the activity of comparing different political parties' positions on one topic in order to closely read their rhetoric.
 - This was implemented in spring 2024; will do a similar comparative method in spring 2025, possibly with a different theme (states rather than political parties, for example).
- Add in activities throughout the semester with guided practice in "reading" images in a context for meaning and implication.
 - This was implemented in spring 2024. Will continue in spring 2025.
- Owing to the high number of students enrolling in this class that have never written a research paper before, make a draft of the final research paper due during the third-to-last week of class, while students are presenting their oral reports, to allow time for more substantial revisions.
 - This was implemented in spring 2024. Will proceed in spring 2025, but will likely make the paper due before the oral report, and the draft thus earlier in the semester.
- Add two more activities during the second half of the semester that explicitly work on research and good articulation of critical thinking and analysis in a research paper.
 - This was implemented in spring 2024. Will continue in spring 2025.

D. Assessment Measure 4. Project in GERM 4333 (Professional German)

- K. One of several projects in GERM 4333 requires students to find, analyze, and create a short presentation about a technical article from their field of study. The project is designed to make students engage with specialized vocabulary in German from their own field and present that material to an audience that is unfamiliar with the field in question. Students are also required to analyze the content of the article, judging its content on accuracy and applicability within the student's field of study. Finally, each student is required to write a report on at least 400 words in German that includes a summary of the article's main points and the student's review of the content. The project is graded on content (successful execution of the project prompt) and grammatical accuracy in

German. Students are allowed to revise and resubmit this assignment in order to correct for any errors in German.

L. Indirect assessment.

i. Key Personnel

- Dr. Kathleen Condray

ii. Summary of Findings.

- GERM 4333 was not offered in AY 2023-24, but will be offered again in Fall 2024.

iii. Recommendations.

- This assignment allows students to tailor content according to their major field, to discover and read leading journals published in their fields in German, and to practice their ability to read, summarize, and critique information in the target language. It will be continued in the next iteration of the course.

IX. Student Learning Outcome 5. Students will learn to articulate and justify their own ideas in the German language.

A. Assessment Measure 1. Coursework in GERM 3013

M. In GERM 3013 during Fall 2022, each student prepared and presented two creative projects related to one or more literary works, meaning they had to first present their ideas in German, and then answer other students' (and the instructor's) questions about their ideas in German. Each student also wrote an interpretation paper (in German) about Kafka's "Verwandlung," in which they were tasked with articulating and justifying their reading—via close reading alone—of Kafka's novella. The rules were: students could justify their reading with dictionary-defended semantic context, grammar structures, or textual logic emerging from a combination of semantics and grammar. Historical context was allowed with use of sources, but that had to be cleared in advance. Students were also required to footnote any word they looked up with a Duden definition and an example in simple German of its usage.

- In fall 2023, students presented two Referate: one on a literary epoch or trope (Romanticism, symbolism...), and one an interpretation of Preußler's "Krabat". The final exam was an in-class, no references except the primary text interpretation essay on Kafka's "Die Verwandlung." These activities proved to be a more accurate assessment of students' critical thinking and expressive skills.

N. Direct assessment

i. Acceptable and Ideal Targets

ii. Key Personnel

- Dr. Jennifer Hoyer

iii. Summary of Findings.

- GERM 3013 was offered in Fall 2022. Due to FERPA considerations, the average course grade is not listed in this publicly available document, but the number exceeded the acceptable target and showed mastery of the course topics.
- Across classwork and three larger critical thinking/analytical projects, students engage in literary analysis of texts as well as critical thinking about each other's ideas in the target language.
- Preventing overuse of resources (dictionaries, translation software, idea generators) is becoming more of a challenge.

iv. Recommendations.

- Most class periods starting fall 2023 will include 15-minute writing practice with no use of resources allowed. This has two purposes: first, the students will be able to start practicing formulating and articulating their thoughts using their own language skills; second, the students will have a low-stakes mode of refining their ideas and their ability to justify them.
- For most in-class activities beginning fall 2023, students will have limited time allowance for use of resources.
- These were both implemented in fall 2023 and will continue in fall 2024.

B. Assessment Measure 2. Coursework in GERM 4213

O. In GERM 4213 during Spring 2023, students practiced articulating their ideas in German each class period via the 15-min writing exercise. The instructor marked them each time for grammar as well as content. Students often had five minutes in a class period to review the instructor's remarks (and during these five minutes they could use resources), and were asked to demonstrate improvement over time, not by fixing the errors each time or adding to entries, but rather by doing more/better the next time (they could always refer back to previous entries, but while writing they were not permitted to use any other resources). Oral reports were also exercises in articulating and justifying the students' ideas in German, both in the presentation itself and in the Q&A. The efficacy of their articulation was assessed on how well their classmates understood what they said (this was gleaned either from questions or from the journals). Their justification efficacy was assessed from the presentation as well as the answers during Q&A.

P. Direct assessment

i. Acceptable and Ideal Targets

- 70% of graduating seniors will have demonstrated improvement in their ability to articulate and justify their own ideas in German. 90% of graduating seniors will have demonstrated improvement in their ability to articulate and justify their own ideas in German.

ii. Key Personnel

- Dr. Jennifer Hoyer

iii. Summary of Findings.

- The average score for improvement in writing over the semester for AY 2023-2024 is 86%.

- A student's score represents the instructor's assessment of tracked improvement over 15 weeks, as well as the student's own sense of improvement over the semester.
- Midway through the semester, students identified from a sample of 3 weeks' corrected writing one or two specific areas of style or grammar they needed to focus on.
- On the last day of class, students were asked to review journal entries across the semester, and describe where improvement in areas of focus was evident.
- C = little to no improvement; B = some improvement, but not as much as it could have been; A = much improvement (not perfection!), or in the case where a student is sufficiently advanced, clear evidence of consistent improvement in nuanced style or grammar features.
- In most cases, the student and instructor assessments were in alignment.

iv. Recommendations.

- AY 2022-2023 was the first year of using this journaling activity. This round was extremely successful. For AY 2023-2024: replicate results in order to determine the efficacy of this practice over time.
 - Most of the students in the class spring of 2024 had also been in GERM 3013 in fall of 2023, and had thus done this activity in that class already. We started at a higher level, and had a correspondingly higher bar in spring 2024. The average improvement grade in spring 2024 was an 86%.
- Nonetheless, the practice of self-assessment appears to distress a particular set of students. Work on approaching self-assessment in a way that encourages everyone to engage in making progress for their own edification as a positive experience.
 - This was less of an issue in spring 2024. It is unclear why, but will continue to refine approaches to self-assessment such that students feel a sense of accomplishment and agency in goal setting and achievement.
- For spring 2025:
 - More explicit work in listening comprehension is needed.

X. Overall Recommendations

- AY 2022-2023 was the first time that the German section utilized this format for assessing the BA program. The novelty of this approach has spurred reconsideration of how learning outcomes are measured throughout the BA program. The overarching recommendation is to tailor assessments throughout the program to provide tangible data to demonstrate successful attainment of stated program goals and individual learning outcomes. The current plan within the German section is to redevelop curricula in several courses (specifically GERM 3003 and 4003, potentially the higher electives GERM 4123, 4133, and 4143; redesigns have begun in GERM 1003-2013, as well) to adapt program offerings to move away from a focus on grammar instruction and to better reflect students' interests. We envision a greater focus on themes in higher-level elective courses and an expansion of course content to include multiple media, rather than a focus on literary genres. In service of this goal, we plan to redesign our assessment plan based on a portfolio model. Each course within the German BA would begin to include assignments and assessments more directly related to the program's stated learning outcomes, all of which would be eligible for inclusion in a portfolio to be submitted at the culmination of the BA program.

XI. Action Plan

- Assessment Measure 5.A (Student Learning Outcome 1):
 - During AY 2024-2025, the German Section will outline a model for a program-encompassing portfolio assessment. By May 2025, we hope that this plan will be fully articulated and ready to implement incrementally across various courses. The German Section initially planned to have this plan in place by May 2024, but in Fall 2023, we hired Dr. Alexandra Hagen as a new Teaching Assistant Professor in part to aid in the curriculum redesign in the first four semesters. We have thus spent much of AY 2023-2024 working with Dr. Hagen and aligning our plans for curriculum changes across the BA program.
 - Curricular redesign will affect GERM 3003 and 4003. Dr. Brett Sterling will begin developing course changes to GERM 3003 in Summer 2024, prior to a planned rollout in Fall 2024. Depending on the success of this new course model in Fall 2024, work will begin to redesign GERM 4003 by Spring 2026.
 - Work has begun to redesign lower-level language courses at the first and second year, spearheaded by Dr. Hagen. Courses are being updated to pursue the objectives that will be put in place in GERM 3003 and 4003. This will ensure that courses at the lower level will articulate with those within the BA program.
 - In an effort to move away from a traditional literary program, the German Section will begin developing a slate of upper-level courses (40000-level) that address topics that our students are interested in. In addition to existing courses on Migration and National Identity and Comics, which have been very successful in the past, we are piloting seminars on Current Events (Dr. Hagen) and German foodways (Dr. Condray) for Spring 2025. We feel that this will help us retain students and increase enrollments above and beyond what our legacy courses have achieved.
- The Action Plan for Assessment Measure 5.A represents a massive investment in program development which will take several years to implement. Once we have articulated a plan to address this specific Assessment Measure, we will be better positioned to address and create other Assessment Measures according to this overarching plan over the next 3-5 years.

ITALIAN BA PROGRAM

Section Head: Ryan Calabretta-Sadger

I. Italian Major Objectives

A. Italian Transnational Studies

- Met ACTFL goals of advanced-low level proficiency in speaking, reading, writing, the understanding of spoken Italian, and the ability to use these skills in a range of academic and everyday situations.
- Communication: Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.
- Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries

- Culture: Demonstrate knowledge and understanding of other cultures.
- Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.
- Communities: Engage in multilingual communities at home and around the world by applying classroom learning to real-world situations.

B. Italian Literary Studies

- Advanced knowledge of major periods of Italian literature and other cultural texts with understanding of historical, generic, or cultural context.
- Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics.
- Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices.

Italian Majors Enrolled: 10

Italian Minors Enrolled: 28

Italian Minors Graduating in 2024: 8

I. Student Learning Outcome 1. Communicate in Italian, both orally and in writing, by engaging in interpersonal, interpretative, and presentational communication activities.

A. Assessment Measure 1 - Presentation of a Research Topic (Presentational).

- In ITAL 4033, students research a topic of their choosing and present it in front of the class for 7-10 minutes in Italian.
 - Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.
 - See rubric appendix.
 - A. Assessment Measure 1 - Research paper (7-10 pages)
- In ITAL 4033, students research a topic of their choosing and write a 7-10 pages essay in Italian.
 - Direct
- Students research a topic of interest to them connected to one of the themes of the course. Students must have three external sources in Italian to help support their argument.

- See rubric appendix.

Acceptable and Ideal Targets (not required for indirect measures).

- 80% receive a “Strong” or above

Key Personnel (who is responsible for the assessment of this measure).

- Ryan Calabretta-Sajder

Summary of Findings.

- We are utilizing these rubrics for the first time in the Fall with the launch of the major.
- **Overall grades:**
 - A: 4
 - B: 2
 - C: 1
- **85% received a “strong” or higher. One of these students is currently studying abroad with me in Italy.**
- **Recommendations** (not required for indirect measures)
 - Although rubrics were handed out, a sample presentation may be helpful in the future. Additionally, I would recommend students practice with each other.

III. Student Learning Outcome 2. Comparisons: Make meaningful cross-cultural comparisons between Italy and other countries

A. Assessment Measure 1. Cultural/Thematic Presentation in ITAL 3033

- Students present a cultural theme concerning both Italy and the US in Italian. Presentations are 5 minutes in length. Indicate whether it is *direct* or *indirect*.
- Students need to explore the topic in both cultures (examples include sports, politics, geography, festivals, etc. to name a few)
 - See rubric appendix.
 - **Acceptable and Ideal Targets** (not required for indirect measures).
 - 70% receive a “Strong” or above
 - **Key Personnel** (who is responsible for the assessment of this measure).
 - Valentina Morello

Summary of Findings.

Overall grades:

- **A: 4**

100% of students received a “strong” grade.

Recommendations (not required for indirect measures)

During the course of the semester, the instructor varied presentation type from individual to group to diversify work style, collaborations, and to increase interest and motivation.

IV. Student Learning Outcome 3. Culture: Demonstrate knowledge and understanding of other cultures.

We will use both the activities of ITAL 3033 and ITAL 4033 to achieve this learning outcome. We will utilize an intercultural competence rubric.

V. Student Learning Outcome 4. Connections: Develop critical thinking by making connections and engaging creatively in problem solving activities.

Assessment Measure 1. Task-Based Oral Communicative Activities

In ITAL 3033 and 4033, students will have two task-based (situational) oral exams. The exams will cover material presented within the class. Students will partake in the role-play, one with the instructor, and one with another student.

- Direct
- Role plays reflect real-life situations students could/would face while in Italy.
- See rubric appendix.

Acceptable and Ideal Targets (not required for indirect measures).

- ITAL 3033: 70% of students will receive “Strong” or above.
- ITAL 4033: 80% of students will receive “Strong” or above.

- **Key Personnel** (who is responsible for the assessment of this measure):
Valentina Morello

Summary of Findings.

Overall grades:

- **ITAL 3033**
 - **A: 4**
- **ITAL 4033**
 - **A: 2**
 - **C: 1**

Final Grades:

ITAL 3033:

A: 3

B: 1

ITAL 4033:

A: 1

C: 1

Incomplete: 1

In ITAL 3033, 100% received “strong” or above.

In ITAL 4033, 50%, received "strong" or above and 50% received “less”. One student is finishing up work due to an illness.

A. Recommendations (not required for indirect measures)

Students need to commit to completing homework in a timely manner to be better prepared for the coursework required to participate in class and that which will be assessed formally.

VI. Student Learning Outcome 8. Demonstrated capacity to read critically and closely, to interpret texts, and to evaluate arguments about literary and cultural texts and topics. (ITAL 4023, ITAL 4113, ITAL 4123, ITAL 4143)

Assessment Measure 1. Final Research Paper and Final Presentation

- Students will work on a research paper (13-15 pages) during the second half of the semester utilizing texts both from the course as well as recommended texts and sources related to the course. In preparation of the final paper, students will prepare a 10-minutes presentation to the class. Students will evaluate each other as well as the instructor. The instructor will share the peer feedback to the presenter all in hope to improve the final paper.

- Direct

A. Acceptable and Ideal Targets (not required for indirect measures).

- 70% of graduating seniors will score “Strong” or above.

B. Key Personnel (who is responsible for the assessment of this measure).

- Ryan Calabretta-Sajder (ITAL 4143)

C. Summary of Findings.

Final Research Paper Grades:

A: 2

B: 1

C: 1

75% of graduating seniors received a “strong” score.

Final Grades:

A: 3

B: 1

100% of graduating seniors received a “strong” score.

D. Recommendations (not required for indirect measures)

In future versions of the course, I will require an outline at mid-term, as well as organize a peer-review session.

VII. Student Learning Outcome 9. Ability to produce an organized, well-supported argument in writing; to write clearly and persuasively; and to observe ethical and precise citation practices. (ITAL 4023, ITAL 4113, ITAL 4123, ITAL 4143)

A. Assessment Measure 1. Writing Components

- Students will write a 5-page academic paper for the mid-term. Additionally, each student will write and present a QHQ (Question, Hypothesis, Question).
 - Direct
- 5-page paper is directly related to texts from the course. Outside sources are recommendation but not required. The QHQ is an exercise in which propose a question from the course readings, offer a hypothesis to respond to the original question, and then conclude with another question. Students present this document to the class and then serve as guides for that class.
 - See rubric appendix.

B. Acceptable and Ideal Targets (not required for indirect measures).

- 70% of graduating seniors will receive a “Strong” or above.

C. Key Personnel (who is responsible for the assessment of this measure).

- Ryan Calabretta-Sajder (ITAL 4143)

D. Summary of Findings.

QHQ/Film Review Grades:

A: 3

B: 2

100% of graduating seniors received a “strong” score.

Final Grades:

A: 3

B: 1

- 100% of graduating seniors received a “strong” score.
- E. **Recommendations** (not required for indirect measures)

Overall Recommendations

- Present *a summary* of the recommendations from the learning outcomes, based on the *integrated* set of outcomes.
 - We are newly launched this program and will be able to offer more feedback probably within two years.
 - As we teach a variety of new courses, we will be able to reflect on these items more thoughtfully.
 - We are going to work hard to follow the rubrics in the appendix as they have been developed for language courses.
 - Make sure to focus on wholistic grading/evaluating.

Action Plan

Include an Action Plan for at least one (1) measure.

- Grade each activity wholistically. (All measures)
- Follow the assigned rubrics. (All measures)
- Create clear guidelines on assignments and vary the type of sources required over the various measures.
- In smaller classes, have students organize follow-up meeting to go through the rubric and better explain why they received that score.

NOTES:

- ePortfolios: The Italian Program uses ePortfolios from the first semester and in every course afterwards. Faculty can explore these before the beginning of the semester to better adjust the course calendar. We will also use the ePortfolio has a capstone project for the minor and major. It is a very helpful tool in assessment.
- Our rubrics have been adapted from the ACTFL standards.
- We also utilize “Can Do” Statements in our courses/syllabi/assessment methods.

SPANISH BA PROGRAM

Section Head: Violeta Lorenzo-Feliciano

Section mission: The Spanish program is committed to staying current with new directions and the latest developments in our field. In addition to a wide array of courses in language, literature and culture, the program offers new and expanding course options in service learning (both at

home and abroad), in language for special purposes and professions, in oral proficiency development, as well as an upcoming three-course sequence in Spanish for Heritage Speakers. <https://fulbright.uark.edu/departments/world-languages/undergraduate/our-languages/spanish-program/index.php>

I. Program Goals

Spanish BA:

1. Students completing a major in the Department of World Languages should possess a broad knowledge and critical understanding of the culture, civilization, and literature corresponding to their major language.
2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.
3. Last but not least, students completing a World Languages major should have developed at a minimum a basic proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.

II. Student Learning Outcome 1.

Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level.

A. Assessment Measure 1.

- Description: Final grades for SPAN 3033 Conversation & Composition since there is an oral exam embedded in that course.
- Assessment: Although we use ACTFL guidelines, the assessment is indirect in the sense that there is no rubric used by all sections of the course and is based on exam/course grades.
- Information for reviewers: 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).

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since our assessment is indirect.

C. Key Personnel (who is responsible for the assessment of this measure).

- Faculty who taught the course during the AY 2023-2024:
 - Greg Buchanan (Spanish instructor)
 - Elkin Pérez (Spanish instructor)
 - Michael Hernández Miranda (Spanish instructor)
 - Brenda Magnetti (Teaching Assistant Professor)
 - Manuel Olmedo Gobante (Assistant Professor)

D. Summary of Findings.

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
FALL 2023 & SPRING 2024	6	3	0	0	9

Results from this assessment indicate that 8 SPANBA students out of 9 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.

We also had 2 students that seem to be changing their SPANBA to a minor or their Spanish minor to a SPANBA. These students took SPAN 3033 during AY 2023-2024. One earned a B in the course and the other one earned a C.

E. Recommendations

- Although not required for indirect measures, section should look into having a rubric used by all instructors to evaluate the oral exam.

5. Additional Student Learning Outcomes

Student Learning Outcome 2.

Demonstrate the ability to develop a coherent analytical and/or research paper in the target language on an academic topic.

A. Assessment Measure 2.

- Description: Completion of SPAN 4133 since the course fulfills General Education Learning Outcome 6.1 or completion of a 4000-level literature/culture course in which students must write analytical papers.
- Assessment:
 - Indirect for students that took SPAN 4133. However, SPAN 4133 was not offered during AY 2023-2024.
 - (In)direct for students that completed the Fulbright Writing Requirement except in cases in which a rubric was used.
 - Indirect for students who wrote an analytical paper in a 4000-level course.
- Information of reviewers: Although this is going to change, currently students with more than one major in the College of Arts & Sciences are only required to complete the Fulbright writing requirement (FWR) 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 in every case if these papers met the program's goals. Moreover, we currently lack a mechanism to track students that write an analytical paper that is shorter than what is needed to complete the FWR or Learning Outcome 6.1.
- As for General Education Goals, the Spanish BA designated SPAN 4133 to meet Learning Outcome 6.1. In the future, additional 4000-level courses will be designated to meet 6.1 since SPAN 4133 is not offered every year (i.e., it was not offered during AY 2023-2024). 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. 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/undergradatecatalog/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: 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).
- See attached document with the guidelines for completing the FWR in a 4000-level Spanish class.

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

C. Key Personnel (who is responsible for the assessment of this measure).

- Heather Offerman (Assistant Professor) for SPAN 4073 Introduction to Hispanic Linguistics

D. Summary of Findings.

- 9 students took SPAN 4073 Introduction to Hispanic Linguistics. 1 Spanish major completed the FWR in that course (in order for a paper to be acceptable for the FWR, it must be of A or B quality). The remaining 8 students enrolled in the course wrote an analytical paper that was not used for FWR purposes. The course was taught by Offerman in Spring 2024 and a rubric was used to evaluate the analytical paper.
- 10 students took SPAN 4253 Latin American Cinema & Society. No one completed the FWR in that course (in order for a paper to be acceptable for the FWR, it must be of A or B quality). All students wrote 2 papers (5 pages each) in this class. The course was taught by Almenara in Fall 2023.
- 12 students took SPAN 470v, a special topics online course on Mexican literature and film. No information was provided regarding what type of writing assignments were included in this course. The course was taught by Bell in Spring 2024.
- 13 students enrolled in SPAN 4873 Creative Writing in Spanish. Everyone had to prepare 6 written assignments (3 creative, 3 analytical/critical) and prepare a portfolio with 1 written creative piece and 1 written analytical/critical piece. The course was taught by Almenara in Spring 2024.
- 2 students are currently enrolled in SPAN 470v/5703, a special topics course on the Latin American short story genre. This course is being taught during May 2024 intersession and no information is available at this time. The course is being taught by Almenara.

E. Recommendations (not required for indirect measures)

- N/A since, at this time, most of our assessment is indirect.

III. Student Learning Outcome 3.

Demonstrate a command of grammatical mechanics and the ability to use a variety of sentence structures to express their ideas.

A. Assessment Measure 3.

- Description: 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.
- **Assessment:** indirect since there is not a rubric that all sections are using and the assessment is based on an exam grade.
- Information for reviewers: Students earning A-B in this exam are considered meeting program outcome goals.

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, at this time, our assessment is indirect.

C. Key Personnel (who is responsible for the assessment of this measure).

- Faculty who taught the course during the AY 2023-2024:
 - Brenda Magnetti (Teaching Assistant Professor)
 - Heather Offerman (Assistant Professor)
 - Steven Bell (Associate Professor)

D. Summary of Findings.

	(A)	(B)	(C)	(D)	(F)	Tot.
AY 2023-2024	5	6	0	0	0	11

Of the 11 SPANBA students, all are meeting the program outcome goals for command of Spanish grammatical structures. We also had 2 students that seem to be changing their SPANBA to a minor or their Spanish minor to a SPANBA. These students took SPAN 4003 during AY 2023-2024. Both obtained As in their final exams.

E. Recommendations (not required for indirect measures)

- N/A since, at this time, our assessment is indirect.

Student Learning Outcome 4

Read and understand every-day and literary texts in the [target] language; analyze, discern, and argue issues of ethical, cultural, and aesthetic values.

A. Assessment Measure 4.

- Description: Completion of SPAN 4133 since the course fulfills General Education Learning Outcome 5.1 or completion of another 4000-level literature/culture course in which Spanish majors read different types of texts in the target language (e.g., literary and non-literary texts) and analyze their value from ethical, cultural, and/or aesthetics points of view.
- Assessment: indirect since it is currently based on assignment grades and course grades. We lack a rubric to assess written assignments in all courses.
- Information for reviewers: As for Learning Outcome 5.1, we designated SPAN 4133 to meet Goal 5 and the corresponding learning outcome 5.1. In the future, additional 4000-level courses will be designated to meet goal 5 as well as the corresponding learning outcomes 5.1 since SPAN 4133 is not offered every year (i.e., it was not offered during AY 2023-2024). 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.

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. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, at this time, most of our assessment is indirect.

C. Key Personnel (who is responsible for the assessment of this measure).

- Faculty who taught 4000-level literature/culture courses during AY 2023-2024:
 - Erika Almenara (Associate Professor) for SPAN 4253 Latin American Cinema & Society and SPAN 4873 Creative Writing in Spanish. She is

also teaching the May 2024 intersession course SPAN 470v Special Topics Latin American short story.

- Steven Bell (Associate Professor) for SPAN 470v Special Topics on Mexican Literature and Film
- Heather Offerman (Assistant Professor) for SPAN 4073 Introduction to Hispanic Linguistics. Although a linguistics course, some cultural aspects regarding dialects and registers are studied.

D. Summary of Findings.

Course	Semester	Number of students enrolled*
SPAN 4253	Fall 2023	10
SPAN 470v (Mexico)	Spring 2024	12
SPAN 4873	Spring 2024	13
SPAN 4073	Spring 2024	9
SPAN 470v (Latin American short story)	May intersession 2024	2

*may include students minoring in Spanish

Our findings are inconclusive since, at this time, we do not have the details that tell us if the students in these courses are all majors or if some of them are minors. They are also inconclusive because we would need to determine what grade is considered appropriate for this learning outcome and that would make it an indirect assessment.

E. Recommendations (not required for indirect measures)

- N/A since, at this time, most of our assessment is indirect.

Student Learning Outcome 5

Demonstrate a critical understanding of the distinctive features of Spanish and Latin American culture in social and historical context.

A. Assessment Measure 5.

- Description: 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.
- Assessment: Indirect since it is currently based on assignment grades and course grades.
- Information for reviewers: In these 4000-level courses, students usually write analytical papers. The program offers a variety of such courses as exemplified by the ones offered during the 2023-2024 academic year.

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, at this time, most of our assessment is indirect.

C. Key Personnel (who is responsible for the assessment of this measure).

- Faculty who taught 4000-level literature/culture/creative writing courses during AY 2023-2024:

- Erika Almenara (Associate Professor) for SPAN 4253 Latin American Cinema & Society and SPAN 4873 Creative Writing in Spanish. She is also teaching the May 2024 intersession course SPAN 470v Special Topics Latin American short story.
- Steven Bell (Associate Professor) for SPAN 470v Special Topics on Mexican Literature and Film
- Heather Offerman (Assistant Professor) for SPAN 4073 Introduction to Hispanic Linguistics. Although a linguistics course, some cultural aspects regarding dialects and registers are studied.

D. Summary of Findings.

Course	Semester	Number of students enrolled*
SPAN 4253	Fall 2023	10
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SPAN 4873	Spring 2024	13
SPAN 4073	Spring 2024	9
SPAN 470v (Latin American short story)	May intersession 2024	2

*may include students minoring in Spanish

Our findings are inconclusive since, at this time, we do not have the details that tell us if the students in these courses are all majors or if some of them are minors. They are also inconclusive because we would need to determine what grade is considered appropriate for this learning outcome and that would make it an indirect assessment.

E. Recommendations (not required for indirect measures)

- N/A since, at this time, most of our assessment is indirect.

VI. Overall Recommendations

It is evident that all of our assessments are indirect and that steps must be taken so that each learning outcome has at least one way/form of direct assessment. Perhaps the first step is seeing in which cases this can be solved by creating a rubric. We should also have a conversation with programs like ours to share ideas on evaluating papers in different upper-level classes.

VII. Action Plan

During AY 2023-2024 we started to work with Student Learning Outcome 1 (Demonstrate speaking and listening proficiency in the target language at the ACTFL Advanced Low level) and we will continue to work on it during AY 2024-2025. Once we have added a direct form of assessment for outcome 1, we will move on to outcome 3. Work on outcome 3 will start on AY 2025-2026.

Steps for outcome 1

1- create a section committee to prepare a rubric to evaluate the oral exam in SPAN 3033. ACTFL guidelines need to be reviewed and taken into consideration as well as the best assessment practices shared by the Program Development & Evaluation team (i.e., the latter has information on how to create a rubric that is adequate for direct assessment purposes). → the committee was created during AY 2023-2024 and they have a draft.

2- share rubric with instructors teaching SPAN 3033. Use rubric to evaluate oral exam. → we should be ready to do this in August 2024.

3-make sure faculty members that teach SPAN 3033 are aware of this Student Learning Outcome. This course is often taught by instructors and in recent years we have had a lot of changes in personnel. It is possible that some of our newer hires are not aware of this learning outcome.

By having a proper rubric our assessment of learning outcome #1 will be direct.

Timeline:

Create committee: (done during AY 2023-2024)

Create rubric: by August 2024. Committee already has a draft in place.

Use rubric in SPAN 3033 classes offered during AY 2024-2025

Persons involved: Manuel Olmedo Gobante (Assistant Professor) and Brenda Magnetti (Teaching Assistant Professor).

VIII. Supporting Attachments

- Section's FWR instructions/guidelines.

Senior Writing Requirement (Guidelines): Spanish B.A.

I. Purpose of Requirement

As a condition for graduation Fulbright College requires that all students must present a research/analytical paper. The purpose of the upper-level writing requirement is to ensure that prior to graduation each student shall have demonstrated competency in research and writing by composing, under faculty supervision, a product that evidences qualities of basic scholarship, writing ability, and analysis.

II. Completing the Requirement

The writing requirement may be satisfied by:

- a) writing a single topic paper of 8-10 pages (including bibliography) in connection with a junior or senior level class;
- b) two 4-6 page papers written for a junior or senior level class.

Papers must be prepared under faculty supervision with the express purpose of submitting it as the senior writing requirement. A letter grade of B or better must be assigned. Suitable papers will include:

- an appropriate structure with a title page containing the project topic and student's name;
- body of the paper with multiple subheadings;
- a reference section containing at least 5-8 academic sources (e.g., scholarly articles, books, and other appropriate sources);
- a uniform in-text citation style to support assertions made in the paper;
- and analysis of a topic appropriate to the discipline; by analysis is meant a thorough examination of a narrowly defined issue or topic.

For students who are choosing the two paper option, instructors should assist the students to identify suitable papers.

Jointly written papers are not acceptable for meeting the requirement.

NOTES: Although this is considered a form of indirect assessment, the Spanish section developed exit surveys for majors and minors to better assess program strengths, challenges, and areas of improvements. Results from students that graduated during AY 2022-2023 are forthcoming. Responses from students that graduated during AY 2023-2024 will be gathered this summer. Results from students that graduated during AY 2021-2022 were mentioned in the 2022 report.

MA PROGRAMS

MLANMA-French

Graduate Advisor: Hope Christiansen

We have seen **two** students (Grace Abbick, Gabrielle Vatthanatham) 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 or other sources 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 far easier than last thanks to the hiring of Maria Comsa, who has taken over as our basic language program coordinator and TA supervisor (the past two years, our faculty had had to take these tasks on as an overload).

This year has seen an increase in the number of applicants for the MLAN-FREN program, a sure sign that our program and reputation are getting recognition. We have 7 assistantships already awarded with the possibility of one more. We have not had this many TAs for several years.

MLANMA-German

Graduate Advisor: Jennifer Hoyer

I. Program Goals

1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, history, and literature corresponding to their major language,
2. As befits a liberal arts program, students completing a major should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.
3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking, as well as a solid grasp of the structure and grammar of the language.

II. Student Learning Outcome 1. Students should gain in-depth knowledge of key works of German literature from the Middle Ages through the present day.

A. Assessment Measure 1. Coursework in Graduate-level GERM Offerings

- The German MA program addresses the traditional German-language literary canon while working to broaden its scope to include historically marginalized authors, perspectives, and genres. 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. The MLANMA-German program has historically offered three basic types of courses: Genre courses, which provide a historical overview of the development of three key literary genres Drama, Novella, and Lyric Poetry; epoch courses, which explore works across genres during the periods of the Middle Ages/Baroque, Enlightenment, Modernism, and Post-1945; and special topics courses derived from faculty research specialties, including Cinema, Comics, Migrant Narratives, and Germany and the Holocaust. While each course functions differently, all ask students to engage with multiple works of literature or other media and discuss them in German in a seminar format. Assessments range from reading comprehension quizzes to 15-20 page research papers and creative or applied final projects. Over four semesters, MA candidates are exposed to and work analytically with a broad spectrum of texts and media while discussing theory, history, and culture. In addition to GERM courses, students take two WLLC courses focused on either pedagogy or Digital Humanities.
- Indirect and direct assessments depending on individual courses.
- In Fall 2023, two graduate courses were offered: GERM 5343 (19th/early 20th-century lit) and GERM 5703 (German Migration and National Identity). In Spring 2024, two graduate courses were offered: GERM 5363 (Post-1945 lit) and GERM 5703 (Activism from 1968 to the present).

i. Key Personnel.

- Dr Kathleen Condray (GERM 5703 [Migrant Narratives])
- Dr Alexandra Hagen (GERM 5703 [Activism])
- Dr Jennifer Hoyer (GERM 5343)
- Dr Brett Sterling (GERM 5363)

ii. Summary of Findings.

- In AY 2023-24, our two MLANMA-German students performed well in their coursework and made substantial progress toward the degree.
- Offering only two graduate seminars each semester proved problematic.

iii. Recommendations.

- For the past several years, the German Section faculty have discussed reformulating the MLANMA-German program to move away from a canon-based model. In time, we would like to introduce new course offerings that are less traditional and more thematic in focus, e.g. courses that deal with technology in literature, revolution and rebellion, nature and sustainability, etc., plus a sustained theoretical component across seminars.
- The faculty are moreover in the process of reconceiving the types of courses offered, focused on specific skill development rather than content, including a German-specific pedagogy course. Other skills might include specific types of expression and application of theory.
- One semester each year should include three graduate-level GERM courses.

III. Assessment Measure 2. Comprehensive Examination

- In their last semester of study, MLANMA-German candidates have historically sat for six hours of written exams. One hour was composed of the brief identification of important terms, time periods, and authors. The remaining exams consisted of five essays (one hour allotted for each), in which students discuss both literary periods and the works of specific authors. Students were also required to take part in a one-hour oral exam after the examining committee had the opportunity to read over the written portion of the exam in order to further discuss and elucidate their answers. Since the beginning of the COVID-19 outbreak, however, the faculty have chosen to administer comprehensive exams in a one-hour question and answer format. Students are asked to respond to questions about material they have covered in coursework in order to demonstrate that they can make connections across works and time periods to identify major themes, developments, and concepts in German-language literary history. The faculty judge the student's responses according to accuracy, coherence, and intellectual depth.
- Direct assessment

i. Acceptable and Ideal Targets

- 100% of graduating MA candidates should pass the comprehensive examination, which is required to receive the degree. In the event that students do not pass the examination, they will be given the opportunity to retry the examination. During the last ten years, no candidate has failed to pass the comprehensive examination.

ii. Key Personnel

- Dr Kathleen Condray
- Dr Alexandra Hagen
- Dr Jennifer Hoyer
- Dr Brett Sterling

iii. Summary of Findings.

- In Spring 2024, one student, Ellen McPherson, took and passed the comprehensive examination.

iv. Recommendations.

- Since shifting to an oral exam format in Spring 2020 out of necessity, the faculty has questioned the efficacy of the previous essay-based assessment method. While students routinely passed the exam in that format, the responses that were generated tended toward the reproduction of material that had been memorized by rote. While this did indicate that they had learned much throughout the program, it did not immediately demonstrate their ability to look at the program holistically and synthesize the information they had acquired. The oral format provides students an opportunity to show how they work with the material they have read and better display their skills in analysis and synthesis.
- We plan to refine the oral exam format from what was a choice made out of necessity to one that arises organically from assessments in the program's courses. As courses are reshaped and redesigned, we will deliberately align the comprehensive exam with those courses.

- For spring 2024, Dr Alexandra Hagen introduced discussion of pedagogical training into the exam. We will repeat this in spring 2025.

IV. Student Learning Outcome 2. Students will develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving.

A. Assessment Measure 1. Coursework in Graduate-level GERM Offerings

- All courses in the MLANMA-German program require students to analyze works of literature and other media critically. In GERM 5343, for example, Dr. Hoyer introduced students to key theoretical works, for example Jeffrey Cohen’s “Monster Culture (Seven Theses)” and Donna J. Haraway’s “A Cyborg Manifesto,” and asked students to view works of Modernist literature through the lens of these theoretical approaches. Various courses also require students to write in-depth 15–20-page research papers on topics of their own design, in German or in English depending on the course and instructor. This means that students are not only responsible for analyzing works from the course, but also for devising their own research topic and executing it. Since coursework in the MLANMA-German is based on a seminar model, students are required to engage with one another in discussion on course topics and texts in spoken German, which entails summarizing and synthesizing information, as well as arguing a position.
- Indirect and direct assessments depending on course.

i. Key Personnel

- Dr Kathleen Condray (GERM 5703 [Migrant Narratives])
- Dr Alexandra Hagen (GERM 5703 [Activism])
- Dr Jennifer Hoyer (GERM 5343)
- Dr Brett Sterling (GERM 5363)

ii. Summary of Findings.

- In AY 2023-24, students performed well in their coursework and displayed improvement in written and oral communication. Students in GERM 5703 (Activism) were required to create and present multimodal critical reflections on activism and media. The goal was for students to demonstrate and communicate understanding of the history and iterations of political activism in Germany since 1968. In GERM 5343, students were required to create a project of any format that engaged one text (broadly construed) not read in class through the lens of at least one theoretical text discussed in the seminar. The goal was for students to demonstrate application of the skill of using theoretical texts as a frame for discussion of a text not previously discussed in class.

iii. Recommendations.

- All four faculty in the program continue to experiment with methods of inquiry and assessment in graduate seminars in order to foster development and encourage the unique strengths and goals of our MA candidates.

- Explicit focus on advanced and superior language structures and use of theory texts have improved students' abilities and confidence in engaging in seminar discussion. Both have also elevated the level of contributions.

V. Student Learning Outcome 3. Students will acquire pedagogical skills.

A. Assessment Measure 1. Teaching GERM 1003-2013

- As a rule, students in the MLANMA-German program are provided a teaching assistantship when joining the program. During the four semesters of their MA studies, students teach two sections per semester of beginning (GERM 1003 and 1013) or intermediate (GERM 2003 and 2013) German language. While students meet weekly with Dr Alexandra Hagen, our new TA coordinator, they are the instructors of record responsible for teaching every session on their own and grading student work in their classes without faculty assistance. For AY 2023-2024, Dr Hagen has begun to introduce a new curriculum, starting in the first-year sequence with the innovative textbook *Impuls Deutsch*, and assessing needs in the second-year sequence in order to determine which, if any, textbook should be introduced. The TAs have been instrumental in helping Dr Hagen implement and assess the efficacy of these changes. Moreover, Dr Hagen observes TAs once a semester and provides feedback on their performance. Pedagogical skills are evaluated primarily by Dr Hagen with support and input from Dr Hoyer, the current Director of Graduate Studies in German.
- Direct assessment

i. Acceptable and Ideal Targets

- Ideally, all MLANMA-German candidates should demonstrate effective teaching skills, in particular current methodologies in addition to a firm grasp of modalities and skills appropriate to different levels, prior to graduation from the program.

ii. Key Personnel

- Dr Alexandra Hagen (Elementary and Intermediate Language Sequence, TA coordinator)
- Dr Jennifer Hoyer (Director of Graduate Studies in German)

iii. Summary of Findings.

- In AY 2023-24, students in the MLANMA-German program demonstrated improvement in their pedagogical skills, as observed by Dr Hagen during both semesters.

iv. Recommendations.

- In Fall 2024, Dr Hagen will offer a graduate seminar focusing entirely on Deutsch als Fremdsprache (DaF—teaching of German language), complementing TA experience with sustained academic training in pedagogy for teaching German. This is the first such course ever taught at the U of A.

VI. Student Learning Outcome 4. Students will develop advanced proficiency in German.

A. Assessment Measure 1. Coursework in Graduate-level GERM Offerings

- All coursework in the MLANMA-German program is taught entirely in German. Students are thus immersed in the language from weekly readings of literature in German to in-class oral discussions and written coursework. Students are evaluated on their language proficiency throughout the program, with written work being assessed and corrected not only according to stylistic and academic quality, but also linguistic accuracy. Dr Condray, Dr Hagen, and Dr Hoyer also embed advanced language practice in courses such as GERM 5223, 5343, 5273, and 5703 (Activism), asking students to identify and work with high-level constructions such as passive voice and subjunctive mood to analyze course texts. Paired with the intense engagement with the language that students experience as teachers (see 6.A above), students develop advanced proficiency throughout the entirety of the MLANMA-German program.
- Indirect assessment

i. Key Personnel

- Dr Kathleen Condray
- Dr Alexandra Hagen
- Dr Jennifer Hoyer
- Dr Brett Sterling

ii. Summary of Findings.

- Students have responded well to explicit linguistic practice in graduate-level courses, and have subsequently demonstrated improvement, especially with high-level concepts. This was true with students during AY 2023-24.

iii. Recommendations.

- Given the success of explicit linguistic practice in select courses within the program, it may be advantageous to embed this practice throughout all coursework. Over the next two years, as courses come around in the program cycle, each faculty member will make an effort to include this kind of work into their individual courses.

8. Overall Recommendations

- The faculty is convinced that the MLANMA-German program would benefit from at least a partial redesign, in order to expand the breadth of topics covered in coursework by moving from a canon-based to a thematic program. Faculty have already been thinking about this change for a few years, preferring to make gradual changes rather than a full program overhaul. This has helped us to maintain a degree of consistency for students moving through the program, as we have avoided shifting our approach from one year to the next during a student's tenure in the program.

9. Action Plan

- Parallel to work on the BA program, we propose to develop a five-year plan for the MLANMA-German program which will aim to: refocus course offerings according to themes; reconceive the comprehensive exam to provide students with more opportunities for personal interpretation; and adapt the traditional seminar format to be more task based. This is an ambitious undertaking, but one that has already begun, and which we believe will

benefit students in the long run as the career trajectory of MLANMA graduates has increasingly shifted away from academia.

- In spring 2024, we submitted a proposal to create an MLANMA-German track that combines German Studies with SEVI (entrepreneurship). We hope this forward-thinking track will be of interest to 21st-century German students, in particular our large volume of ENGR undergraduate majors. If approved, this track will begin fall of 2025.

Spanish MA Program

Graduate Advisor (since Spring 2024): Rachel Ten Haaf
Section Head: Violeta Lorenzo

Section mission: The Spanish Program at the University of Arkansas offers a balanced course of study leading to a Master of Arts degree. Graduate students take courses primarily in Iberian and Latin American literature and culture. The program also offers courses in second-language teaching methodology and linguistics as well as in technology-enhanced pedagogy (e.g., WLLC 5023, WLLC 5033). Our M.A. provides solid preparation for students who intend to pursue a Ph.D. or wish to teach at the community college or secondary levels. Its comprehensive curriculum also provides a sound base for a career in education, government, or social services. <https://fulbright.uark.edu/departments/world-languages/graduate/spanish-ma-program.php>

I. Program Goals

Spanish MA

1. Students completing an MA in the Department of World Languages should possess a broad knowledge and advanced critical understanding of the culture, civilization, and literature corresponding to their major language.
2. As befits a liberal arts program, students completing a masters should develop effective written and oral communications skills, as well as the ability to apply the skills of critical thinking to problem solving. They will also acquire valuable pedagogical skills.
3. Students completing an MA in World Languages should have developed an advanced proficiency in their language, including practical abilities in reading and writing, and in listening comprehension and speaking when appropriate, as well as a solid grasp of the structure and grammar of the language.

II. Student Learning Outcome 1.

Achieve Advanced Spanish skills (reading, writing, speaking, and listening).

A. Assessment Measure 1.

- Description: Oral presentations or podcasts to demonstrate competence in selected topics related to the program, public speaking skills, Spanish oral proficiency, and effectiveness of communication. Required research papers demonstrating advanced Spanish writing

skills. Required exams testing ability to read and analyze novels, poems, plays and other works in Spanish.

- Assessment: Even though some faculty members use rubrics to evaluate assignments, for the most part our assessment is indirect since it is based on assignment/course grades.
- Information for reviewers: The program offers a variety of graduate courses in which students can develop their Spanish reading, writing, speaking, and listening skills.

B. Acceptable and Ideal Targets

- N/A since our assessment, at this time, is indirect.

C. Key Personnel

Faculty members that taught graduate courses during the AY 2023-2024 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Almenara (Associate Professor) for special topics course on Latin American Feminisms (SPAN 5703) and special topics course on Latin American short stories (SPAN 5703) during May 2024 intersession
- Lorenzo Feliciano (Associate Professor) for course on 20th Century Spanish-American Literature (SPAN 5463)
- Offerman (Assistant Professor) for required pedagogy course for all incoming TAs (WLLC 5063)
- Olmedo Gobante (Assistant Professor) for special topics course on Black Iberia (SPAN 5703)
- Restrepo (University Professor) for course on colonial literature (SPAN 5253)
- ten Haaf (Assistant Professor) for course on contemporary Spanish culture (SPAN 5283)

D. Summary of Findings.

- Based on the overall academic performance of our current students: all seem to have Spanish skills at the advanced-low level or above.
- 1 student took the comprehensive exam in Fall 2023 and did not pass. The student retook the exam in Spring 2024 and barely passed.
- 1 student that had taken the comprehensive exams in Spring 2023 and had not passed. The student retook it in Spring 2024 and passed. The student demonstrated great improvement in their level of Spanish (written and oral).

E. Recommendations

- N/A since our assessment, at this time, is mostly indirect.

5. Additional Student Learning Outcomes

III. Student Learning Outcome 2.

Gain expertise in the literatures and the cultural history of Spain, Latin America, and Hispanics/Latinos in the U.S.

A. Assessment Measure 2.

- Description: Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world. In these courses there are required exams that test

the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18th-19th Century Spain, 20th-21st Century Spain, Colonial period (Spanish-America), 19th Century Spanish-America, 20th-21st Century Spanish-America, U.S. Latino/a. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods/linguistics and with the literature and culture in four of the eight areas listed above.

- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- Information for reviewers: The comprehensive exam consists of a written part and an oral defense. All parts of the exam are conducted in Spanish. The written exam consists of two parts: The first part includes essay questions on historical periods, literary genres, and cultural movements. Students must answer three essay questions out of five, including at least one from Latin America and one from Spain. Students have three hours to complete this part. The second part of the written exam includes twenty-five (25) identification words or phrases related to the works, authors, and cultural movements from Latin America and Spain as well as key literary terms and pedagogy concepts. Students also have three hours to complete this part. The students who successfully pass the written exam will have an oral exam with at least three faculty members. In the oral exam students may be asked to clarify or expand their essay questions or identifications. The students may also be asked about the essay questions not selected in the written part. The exam is evaluated as follows: High Pass/Pass/Fail. In case of failure, the comprehensive exam can only be repeated once. The exam will be evaluated by a committee of at least three faculty members selected by the graduate advisor. The answers of both the written and oral components of the comprehensive exam should reflect a successful completion of coursework and thorough familiarity with the works, authors, and periods of the MA reading list and a general understanding of the cultural history of the Hispanic world. If applicable, the answers of both the written and oral components of the comprehensive exam should reflect a successful completion of coursework and thorough familiarity in the field of pedagogy/second-language teaching and/or linguistics. In the exam, the students must demonstrate advanced Spanish oral and writing skills. The essays should be well-organized, coherent, and clearly-written. Essay questions should offer concrete examples and references from the works in the list and the texts covered in the courses taken. In the identification part, the student should provide key information on the word or phrase, demonstrating familiarity with the respective literary/linguistics work, author, or period in question. In one or two paragraphs the students should provide information on the corresponding country, period, author, movement. The identification answers should also provide key details on the content of the literary/linguistics works in question. Common identifications are main characters, titles, authors, movements, and literary/linguistics/pedagogy concepts. In the

oral exam the student should be able to produce knowledgeable and articulate responses on topics and works related to his or her selected periods.

B. Acceptable and Ideal Targets

- N/A since, currently, assessment is indirect

C. Key Personnel (who is responsible for the assessment of this measure).

Faculty members that taught graduate literature/culture courses during the AY 2023-2024 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Almenara (Associate Professor) for special topics course on Latin American Feminisms (SPAN 5703) and special topics course on Latin American short stories (SPAN 5703) during May 2024 intersession
- Lorenzo Feliciano (Associate Professor) for course on 20th Century Spanish-American Literature (SPAN 5463)
- Offerman (Assistant Professor) for required pedagogy course for all incoming TAs (WLLC 5063)
- Olmedo Gobante (Assistant Professor) for special topics course on Black Iberia (SPAN 5703)
- Restrepo (University Professor) for course on colonial literature (SPAN 5253)
- ten Haaf (Assistant Professor) for course on contemporary Spanish culture (SPAN 5283)

Comprehensive exams committee members for Fall 2023 & Spring 2024:

Almenara (Associate Professor and MA coordinator during Fall 2023), Lorenzo Feliciano (Associate Professor), Offerman (Assistant Professor), Olmedo Gobante (Assistant Professor), ten Haaf (Assistant Professor and MA coordinator since Spring 2024)

D. Summary of Findings.

In late Fall 2023, 1 student took the comprehensive exams.

- This student failed the whole exam and retook it during Spring 2024

In late Spring 2024, 2 students retook the comprehensive exams

- One barely passed. This individual had taken the comprehensive exams during Fall 2023 and had failed.
- One passed. This individual failed the comprehensive exams during Spring 2023 and retook it a year later.

Students currently enrolled in the MA have been passing their classes with As or Bs.

E. Recommendations

- N/A since, currently, assessment is indirect

IV. Student Learning Outcome 3.

Attain general knowledge of main authors, movements and periods, and representative texts.

A. Assessment Measure 3.

- Description: Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world. In these courses there are required exams that test the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18th-19th Century Spain, 20th-21st Century Spain, Colonial period (Spanish-America), 19th Century Spanish-America, 20th-21st Century Spanish-America, U.S. Latino/a. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods/linguistics and with the literature and culture in four of the eight areas listed above.
- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- Information for reviewers: see information for learning outcome 2 for details about the comprehensive exam

B. Acceptable and Ideal Targets

- N/A since, currently, assessment is indirect

C. Key Personnel (who is responsible for the assessment of this measure).

Faculty members that taught graduate literature/culture courses during the AY 2023-2024 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Almenara (Associate Professor) for special topics course on Latin American Feminisms (SPAN 5703) and special topics course on Latin American short stories (SPAN 5703) during May 2024 intersession
- Lorenzo Feliciano (Associate Professor) for course on 20th Century Spanish-American Literature (SPAN 5463)
- Offerman (Assistant Professor) for required pedagogy course for all incoming TAs (WLLC 5063)
- Olmedo Gobante (Assistant Professor) for special topics course on Black Iberia (SPAN 5703)
- Restrepo (University Professor) for course on colonial literature (SPAN 5253)
- ten Haaf (Assistant Professor) for course on contemporary Spanish culture (SPAN 5283)

Comprehensive exams committee members for Fall 2023 & Spring 2024:
Almenara (Associate Professor and MA coordinator during Fall 2023), Lorenzo Feliciano (Associate Professor), Offerman (Assistant Professor), Olmedo Gobante (Assistant Professor), ten Haaf (Assistant Professor and MA coordinator since Spring 2024)

D. Summary of Findings.

In late Fall 2023, 1 student took the comprehensive exams.

- This student failed the whole exam and retook it during Spring 2024

In late Spring 2024, 2 students retook the comprehensive exams

- One barely passed. This individual had taken the comprehensive exams during Fall 2023 and had failed.
- One passed. This individual failed the comprehensive exams during Spring 2023 and retook it a year later.

Students currently enrolled in the MA have been passing their classes with As and Bs.

E. Recommendations

- N/A since assessment is indirect

V. Student Learning Outcome 4.

Develop advanced competence in literary and cultural analysis and research.

A. Assessment Measure 4.

- Description: Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world. In these courses there are required exams that test the ability to read novels, poems, plays and other works in Spanish and/or required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories. Sometimes there are oral presentations so that students may demonstrate competence in selected topics related to the program. In addition, in the comprehensive exam that all SPANMA students take they must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18th-19th Century Spain, 20th-21st Century Spain, Colonial period (Spanish-America), 19th Century Spanish-America, 20th-21st Century Spanish-America, U.S. Latino/a. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods/linguistics and with the literature and culture in four of the eight areas listed above.
- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
- Information for reviewers: see learning outcome 2 for details about the comprehensive exam

B. Acceptable and Ideal Targets

- N/A since, currently, assessment is indirect

C. Key Personnel (who is responsible for the assessment of this measure).

Faculty members that taught graduate courses during the AY 2023-2024 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Almenara (Associate Professor) for special topics course on Latin American Feminisms (SPAN 5703) and special topics course on Latin American short stories (SPAN 5703) during May 2024 intersession
- Lorenzo Feliciano (Associate Professor) for course on 20th Century Spanish-American Literature (SPAN 5463)
- Offerman (Assistant Professor) for required pedagogy course for all incoming TAs (WLLC 5063)
- Olmedo Gobante (Assistant Professor) for special topics course on Black Iberia (SPAN 5703)
- Restrepo (University Professor) for course on colonial literature (SPAN 5253)
- ten Haaf (Assistant Professor) for course on contemporary Spanish culture (SPAN 5283)

Comprehensive exams committee members for Fall 2023 & Spring 2024:
Almenara (Associate Professor and MA coordinator during Fall 2023), Lorenzo Feliciano (Associate Professor), Offerman (Assistant Professor), Olmedo Gobante (Assistant Professor), ten Haaf (Assistant Professor and MA coordinator since Spring 2024)

D. Summary of Findings.

See summary findings for learning outcomes 2 & 3.

E. Recommendations (not required for indirect measures)

- N/A since, currently, assessment is indirect

VI. Student Learning Outcome 5.

Develop advanced expository and critical writing skills.

A. Assessment Measure 5.

- Description: 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/linguistics. In most of these courses there are required research papers to show the ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary, linguistics, and/or cultural theories.
- Assessment: Indirect since most of the assessment is based on assignment/course grades
- Information for reviewers: see learning outcome 1 for additional details

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, currently, assessment is indirect

C. Key Personnel (who is responsible for the assessment of this measure).

Faculty members that taught graduate courses during the AY 2023-2024 are responsible for assessing this learning outcome in their classes. As explained above, this assessment is indirect.

- Almenara (Associate Professor) for special topics course on Latin American Feminisms (SPAN 5703) and special topics course on Latin American short stories (SPAN 5703) during May 2024 intersession

- Lorenzo Feliciano (Associate Professor) for course on 20th Century Spanish-American Literature (SPAN 5463)
- Offerman (Assistant Professor) for required pedagogy course for all incoming TAs (WLLC 5063)
- Olmedo Gobante (Assistant Professor) for special topics course on Black Iberia (SPAN 5703)
- Restrepo (University Professor) for course on colonial literature (SPAN 5253)
- ten Haaf (Assistant Professor) for course on contemporary Spanish culture (SPAN 5283)

D. Summary of Findings.

Current students have been passing these courses with grades of A or B.

E. Recommendations (not required for indirect measures)

- N/A since, currently, assessment is indirect

VII. Student Learning Outcome 6.

Develop pedagogical skills for teaching Spanish as a Foreign Language.

A. Assessment Measure 6.

- Description: Students in the MA program take at least one course on language learning pedagogies and, if applicable, are tested on pedagogy in the comprehensive exam.
- Assessment: Indirect since most of the assessment is based on assignment/course grades and comprehension exam grades (no rubrics are used).
 - Information for reviewers: All students that are TAs must take the course WLLC 5063 Teaching Foreign Languages on the College Level. Those that are in the pedagogy track of our MA take more than one course on language learning pedagogies. Moreover, students focusing on language pedagogy are tested in this field in their comprehensive exam and must demonstrate familiarity with second language acquisition teaching methods.

B. Acceptable and Ideal Targets (not required for indirect measures).

- N/A since, currently, assessment is indirect

C. Key Personnel

- Heather Offerman (Assistant Professor) for WLLC 5063
- It is worth mentioning that TAs are supervised by Brenda Magnetti (Teaching Assistant Professor of Spanish)

D. Summary of Findings.

Current students have passed WLLC 5063 with grades of A or B.

All students that took the comprehensive exams during AY 2023-2024 were in the pedagogy track. See details about comprehensive exam results in the summary findings for learning outcomes 2 & 3.

E. Recommendations (not required for indirect measures)

- N/A since, currently, assessment is indirect

VIII. Overall Recommendations

It is evident that all our assessments are indirect and that steps must be taken so that each learning outcome has at least one way/form of direct assessment. Perhaps the first step is seeing in which cases this can be solved by creating a rubric. We should also have a conversation with programs like ours to share ideas on evaluating papers in different graduate classes.

The section has been having conversations about revamping the MA and has mentioned the possibility of “capstone experiences” such as internships as well as implementing portfolios of student work. If implemented with the proper rubrics/guidelines, these options would put us on the path of direct assessment. On the other hand, we have also noticed in the past that some students are in too many extracurricular activities that may limit the time they dedicate to their studies. Thus, we must be careful with what “capstone experiences” entail in terms of time commitment.

There have been conversations about implementing the course “Introduction to Graduate Studies” to work with students that come into our program without a solid background in academic writing and literary analysis. The section tried a test trial during August intersession 2021, but unfortunately students did not enroll in the course. While workshops during orientation and throughout the semester have been done in the past, some faculty members feel that these workshops do little to solve the academic issues students are struggling with.

The section has also talked about the comprehensive exam format and whether it has become an outdated mode of assessment.

Lastly, all TAs are observed at least once per semester. The section should look into incorporating this as part of the assessment for learning outcome 6.

IX. Action Plan

The section has been planning to revamp the MA. This is something that will take time; as a section we had decided to start the revamping during AY 2023-2024. However, due to changes in personnel duties (MA coordinator change to co-direct LALS, etc.), we had to postpone this until AY 2024-2025. There are many issues that need to be dealt with which makes it difficult to have a concrete action plan without prior discussion with the whole section. That being said, student Learning Outcome #4 (Develop advanced competence in literary and cultural analysis and research) is something we can start working on. This is based on the fact that our program has as one of its requirements the following: “*Students will take SPAN 5703 Special Topics or an equivalent research seminar, as approved by the graduate advisor. In this course, students will be required to present a research paper that meets professional research methods and standards.*” While most students write a research paper in most of their SPAN 5703 classes, we can start by working on a way to track how this is being done and have a discussion about a way to assess this paper.

Timeline:

Discussion during Fall 2024

Rubric creation during Spring 2025

Use rubric during Fall 2025.

Persons involved: all faculty members that frequently teach graduate courses (Almenara, ten Haaf, Olmedo Gobante, Offerman, Restrepo, Lorenzo Feliciano)