

**Student Learning Outcomes Report
Spanish BA**

Department of World Languages

University of Arkansas

AY 2024-2025 (Prepared on May 2025)

1. Contact Name: Violeta Lorenzo Feliciano

2. 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. 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.

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>

3. 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.

4. 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 in SPAN 30303 *Conversation & Composition* are used in part to assess oral proficiency, as this course includes an embedded oral exam. However, during AY 2024–2025, an additional assignment was implemented across all sections of SPAN 30303 to evaluate written communication in the target language. This assignment was evaluated using a standardized rubric developed by Professors Magnetti and Olmedo Gobante. All course sections used the same assignment and rubric for consistency in evaluation.
- Assessment: Both direct and indirect. While ACTFL guidelines inform the assessment, the use of course grades makes part of it indirect. However, the assignment assessed with a standardized rubric constitutes a direct assessment measure.
- Information for reviewers: The oral proficiency target for Spanish majors at the junior level is set at advanced low, based on the ACTFL 2024 Guidelines: *Speakers at the Advanced Low sublevel are able to handle a variety of communication 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* (see website for additional information: https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf)

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 30303 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). Final course grades are used for this assessment.

Since SPAN 30303 also includes a writing component (composition), this aspect is assessed through an assignment evaluated with a rubric. The assignment and rubric were developed in accordance with the Association of American Colleges and Universities (AAC&U) guidelines on written communication. The rubric and relevant materials are included in the supporting attachments of this assessment report.

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

- N/A for the oral proficiency component, as that part of the outcome is assessed indirectly.
- For the written component in SPAN 30303, the acceptable target is that all majors complete the assignment and earn a grade of A or B. The ideal target is that all students—including non-majors—complete the assignment and receive a grade of A or B.

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

- Faculty who taught the course during the AY 2024-2025:
 - Magnetti, Brenda (Teaching Assistant Professor)
 - Parrilla Recuero, Antonio (Spanish instructor)
 - Pérez, Elkin (Spanish instructor)
 - Villa Ligeró, Isidoro (Spanish instructor)

D. Summary of Findings.

Final course grades

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Total
FALL 2024 & SPRING 2025	10	3	1	0	14

Results from this assessment indicate that 13 SPANBA students out of 14 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.

Written communication assignment grades (rubric used for evaluation. See supporting attachments for additional information)

	A	B	C	D	F	Total
FALL 2024 & SPRING 2025	11	1			2	14

Results from this assessment assignment indicate that 12 SPANBA students out of 14 in this junior level course earning A or B are at or on track to meet the target proficiency level by the time of graduation. It is worth mentioning that the 2 SPANBA who got F on this assessment assignment did not turn it in. Thus, they may or may not be meeting target proficiency.

E. Recommendations

- Since the primary goal of this learning outcome is oral communication, the section should consider implementing a standardized rubric to be used by all instructors for evaluating the oral exam—or an oral assignment, such as a presentation—in all sections of the

course. While this is not required for indirect measures, doing so would enhance consistency and reliability across assessments.

- This academic year marks the first time the written communication assignment has been implemented and evaluated using a rubric. It is recommended that the section monitor this process in the coming years to determine whether the assignment and/or rubric require any adjustments. While it is still too early to draw definitive conclusions, it is noteworthy that grades for this assignment have generally been very high—except in Section 002, taught during Fall 2024. In that section, the grade distribution (even among students who received As) more closely resembled what is typically seen in Spanish classes, based on faculty experience. It would be beneficial to investigate whether these results more accurately reflect the level of written communication in upper-level Spanish courses.

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 41303 *Survey of Spanish-American Literature I*, which fulfills General Education Learning Outcome 6.1, or completion of a 40000-level course in which students are required to write analytical papers of various lengths. These papers may or may not be used to fulfill the Fulbright Writing Requirement. Most of these courses focus on literature or culture, but they may also include courses in linguistics and/or professional contexts (e.g., business, health, education).
- Assessment:
 - Indirect for students who take SPAN 41303. However, this course was not offered during AY 2024–2025.
 - Indirect for students who write analytical papers in a 40000-level course, unless a rubric was used. Some students use papers written in these junior- or senior-level courses to complete the Fulbright Writing Requirement for the SPANBA.
- Information for reviewers: Although this is going to change, 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. So far, what we have done is ask professors of 40000-level literature/culture/linguistics courses how many written assignments were included in their classes each AY.

- As for General Education Goals, the Spanish BA designated SPAN 41303 to meet Learning Outcome 6.1. In the future, additional 40000-level courses will be designated to meet 6.1 since SPAN 41303 is not offered every year (i.e., it was not offered during AY 2024-2025).¹ Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete. 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/undergradcatalog/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 40000-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

¹ We have started working on this by having SPAN 44403 –a new online course on decolonial Latin American topics— count towards 6.1 as well.

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 at this time, as the current assessment is indirect.

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

- Although SPAN 41303 was not offered during AY 2024–2025, several 4000-level courses included analytical papers and/or allowed students to complete the Fulbright Writing Requirement (FWR). These papers were evaluated by the professors who taught each course.
 - SPAN 41003 Survey of Spanish Cultures: From the Middle Ages to the Present Day – Olmedo Gobante
 - SPAN 41103 Contemporary Spanish Society Through Cinema – ten Haaf
 - SPAN 42403 Literature & Culture in the Hispanic U.S. – Lorenzo Feliciano
 - SPAN 4700V Special Topics: Spanish Caribbean Literature & Film – Lorenzo Feliciano
 - SPAN 48803 Indigenous Literatures of Mesoamerica, the Andes, and the Amazon – Almenara

D. Summary of Findings.

- SPAN 41003: 18 students enrolled. Three Spanish majors completed the FWR in this course (a paper must be of A or B quality to be acceptable for the FWR). The

remaining 15 students wrote a final paper but did not use it for FWR purposes. The course was taught by Olmedo Gobante in Spring 2025.

- SPAN 41103: 14 students enrolled. No students completed the FWR in this course. All students wrote three papers (3–5 pages each). The course was taught by ten Haaf in Fall 2024.
- SPAN 42403: 12 students enrolled. Two Spanish majors completed the FWR in this course. The remaining students wrote an analytical paper as part of a project but did not use it for FWR purposes. All students wrote two short papers (2–3 pages each). The course was taught by Lorenzo Feliciano in Fall 2024.
- SPAN 4700V (Caribbean): 11 students enrolled. Two Spanish majors completed the FWR in this course. The remaining nine students wrote a final paper but did not use it for FWR purposes. All students also wrote two short papers (2–3 pages each). The course was taught by Lorenzo Feliciano in Spring 2025.
- SPAN 48803: Eight students enrolled. Three Spanish majors completed the FWR in this course. The remaining five students wrote two papers (12 pages each) but did not use them for FWR purposes. The course was taught by Almenara in Fall 2024.
- Although uncommon, students occasionally complete the FWR in a professions course or a 30000-level course. During AY 2024–2025:
 - One Spanish major completed the FWR in SPAN 43303 Business Spanish (taught by Benton, Fall 2024)
 - One Spanish major completed the FWR in SPAN 45603 Biliteracy (taught by Castro, Fall 2024)
 - Two Spanish majors completed the FWR in SPAN 4700V Special Topics: Translation/Interpretation (taught by Castro, Spring 2025)
 - One student completed the FWR in SPAN 30303 Conversation due to unforeseen circumstances beyond our control (taught by Magnetti, Spring 2025)

E. Recommendations (not required for indirect measures)

- N/A, as the current assessment is indirect (except for courses in which a rubric was used).

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 40003 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 2024-2025:
 - Bell, Steven (Associate Professor)
 - Benton, Hilda (instructor)
 - Magnetti, Brenda (Teaching Assistant Professor)
 - Offerman, Heather (Assistant Professor)

D. Summary of Findings.

	(A)	(B)	(C)	(D)	(F)	Tot.
AY 2024-2025	16	4	0	2	0	22

Of the 22 SPANBA students, 20 are meeting the program outcome goals for command of Spanish grammatical structures. We also had 2 students that are doing a Spanish track within their International Studies BA. These students took SPAN 40003 during AY 2024-2025. Both obtained Bs 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 everyday 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 41303 Survey of Spanish-American Literature I since the course fulfills General Education Learning Outcome 5.1 or completion of another 40000-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 41303 to meet Goal 5 and the corresponding learning outcome 5.1. In the future, additional 40000-level courses will be designated to meet goal 5 as well as the corresponding learning outcomes 5.1 since SPAN 41303 is not offered every year (i.e., it was not offered during AY 2024-2025). 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/undergraduatecatalog/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 40000-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 40000-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 40000-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, as most of our assessment is currently indirect.

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

- Faculty who taught 40000-level literature/culture courses during AY 2024–2025:
 - **Erika Almenara**, Associate Professor – *SPAN 48803: Indigenous Literatures of Mesoamerica, the Andes, and the Amazon*

- **Violeta Lorenzo Feliciano**, Associate Professor – *SPAN 42403: Literature and Culture in the Hispanic United States* (Fall 2024) and *SPAN 4700V: Special Topics – Spanish Caribbean Literature and Film* (Spring 2025)
- **Manuel Olmedo Gobante**, Assistant Professor – *SPAN 41003: Survey of Spanish Cultures: From the Middle Ages to the Present Day*
- **Rachel ten Haaf**, Assistant Professor – *SPAN 41103: Contemporary Spanish Society through Cinema*

D. Summary of Findings.

Course	Semester	Number of students enrolled*
SPAN 41103	Fall 2024	14
SPAN 42403	Fall 2024	12
SPAN 48803	Fall 2024	8
SPAN 41003	Spring 2025	18
SPAN 4700v	Spring 2025	11

*may include students minoring in Spanish

Our findings are inconclusive, as we currently lack details indicating whether the students in these courses are all majors or if some are minors. The findings are also inconclusive because we have yet to determine what grade should be considered appropriate for meeting this learning outcome, which would classify it as an indirect assessment.

E. Recommendations (not required for indirect measures)

- N/A, as most of our assessment is currently 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 40000-level.
- Assessment: Indirect since it is currently based on assignment grades and course grades.
- Information for reviewers: In these 40000-level courses, students usually write analytical papers. The program offers a variety of such courses as exemplified by the ones offered during the 2024-2025 academic year.

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

- N/A, as most of our assessment is currently indirect.

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

Faculty who taught 40000-level literature/culture courses during AY 2024–2025:

- Erika Almenara, Associate Professor – SPAN 48803: Indigenous Literatures of Mesoamerica, the Andes, and the Amazon
- Violeta Lorenzo Feliciano, Associate Professor – SPAN 42403: Literature and Culture in the Hispanic United States (Fall 2024) and SPAN 4700V: Special Topics – Spanish Caribbean Literature and Film (Spring 2025)
- Manuel Olmedo Gobante, Assistant Professor – SPAN 41003: Survey of Spanish Cultures: From the Middle Ages to the Present Day
- Rachel ten Haaf, Assistant Professor – SPAN 41103: Contemporary Spanish Society through Cinema

D. Summary of Findings.

Course	Semester	Number of students enrolled*
SPAN 41103	Fall 2024	14
SPAN 42403	Fall 2024	12
SPAN 48803	Fall 2024	8
SPAN 41003	Spring 2025	18
SPAN 4700v	Spring 2025	11

*may include students minoring in Spanish

Our findings are inconclusive, as we currently do not have detailed information indicating whether the students in these courses are all majors or if some are minors. Additionally, the findings are inconclusive because we have not yet established which grade level should be considered appropriate for meeting this learning outcome. This uncertainty further reinforces the classification of our assessment as indirect.

E. Recommendations (not required for indirect measures)

- N/A, as most of our assessment is currently indirect.

6. Overall Recommendations

- This academic year, we incorporated a direct assessment for Student Learning Outcome #1 by creating a standardized assignment and rubric to evaluate written communication in all SPAN 30303 sections. However, most of our assessments for the different learning outcomes remain indirect, and steps should be taken to ensure that each learning outcome includes at least one form of direct assessment. A logical next step would be to focus on Student Learning Outcome #3 by developing an assignment and rubric for SPAN 40003.
- As noted above in reference to Learning Outcome #1, the section should continue to monitor the newly implemented direct assessment for written communication and make adjustments

as needed once sufficient data is collected. Additionally, the section should consider implementing a direct assessment for oral communication, given that Learning Outcome #1 focuses more specifically on that skill.

- We should initiate conversations with peer programs to exchange ideas on evaluating written assignments in upper-level courses. The section should also determine whether a rubric for assessing analytical papers should be adopted across all 40000-level courses that contribute to Student Learning Outcomes #4 and #5
- In light of the growing importance of artificial intelligence (AI) in the workforce, the section should consider incorporating assignments that explore ethical uses of AI platforms, along with corresponding assessment tools. Furthermore, given the increasing number of faculty assigning projects related to digital humanities, the section should evaluate whether digital humanities (DH) projects and/or the ethical use of AI should be integrated into the program's formal learning outcomes.
- Due to a delay in receiving responses to the exit survey, the section should review the most recent data to identify any recurring patterns or concerns that warrant attention. At the same time, the section should remain aware that occasional negative comments may come from disgruntled students and may not reflect the overall student experience.

7. Action Plan

Start work on direct assessment for outcome #3 on AY 2025-2026.

Steps for outcome 3

1- create a section committee to prepare an assignment and rubric for course SPAN 40003 that goes along with outcome #3. 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).

2- share assignment and rubric with everyone teaching SPAN 40003.

3-make sure faculty members that teach SPAN 40003 are aware of this Student Learning Outcome. 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 assignment and rubric to evaluate it our assessment of learning outcome #3 will be direct.

Timeline:

- Create committee: AY 2025-2026
- Create rubric: TBD
- Incorporate assignment in SPAN 40003 and use rubric to evaluate it: TBD

Persons involved: TBD by the Spanish section

8. Supporting Attachments

- Section's FWR instructions/guidelines.
- Rubric to assess assignment in SPAN 30303 for student learning outcome #1
- Results from AY 2022-2023 and AY 2023-2024 exit surveys.

NOTES: Although this is considered a form of indirect assessment, the Spanish section developed exit surveys for majors and minors to better evaluate program strengths, challenges, and areas for improvement. Results from students who graduated during AY 2022–2023 and AY 2023–2024 are included as supporting attachments in this report. Please note that there was a glitch in the report: the 2023 results for minors are incorrectly titled "2022," although the correct year (2023) is listed immediately below. Responses from students graduating during AY 2024–2025 will be collected this summer. Results from students who graduated during AY 2021–2022 were included in the 2022 report.