

**WLLC Department (Hispanic Studies major and Japanese Studies minor)**  
**Strategic Assessment Plan – 2021-2022** (due in January, submitted June 1, 2022)  
**Illinois Wesleyan University**

*WLLC has written a draft of the learning goals, methods of assessment, timeline, and feedback loop for the minor in Japanese Studies. WLLC will review and finalize the assessment plan in fall 2022.*

*WLLC Hispanic Studies*

## **I. Student Learning Goals**

The Hispanic Studies major has the following goals for students. We arrived at these goals by reviewing national standards for foreign language teaching and learning and examining goals of peer and aspirant institutions. These goals are listed on our Academic Program webpage.

### **1. Communication**

Students will demonstrate an intermediate to advanced level of communication in Spanish speaking, reading, listening and writing. They will develop and express an extended argument using historical or literary textual analysis.

### **2. Cultural Understanding**

Students will gain an understanding of the variety and complexity of Hispanic cultures around the globe. In addition to learning about Hispanic culture in the classroom, it is *highly* recommended that majors and minors spend at least one semester abroad in a Spanish-speaking country.

### **3. Critical Thinking**

Students will read and interpret Spanish texts/sources, examine aesthetic and intellectual currents and cultural interactions/nuances, and learn to make evaluative judgments. Students will learn to articulate their opinions and think analytically about literary, cultural and communicative topics in Spanish both in speaking and writing; distinguish and appreciate issues of identity and inequity within the rich cultural diversity of the Spanish-speaking world; and interpret and synthesize primary and secondary literary and/or visual texts placing them in the socio-cultural context in which they arise.

Upon completion of a major, students should demonstrate: 1) an intermediate-high or advanced proficiency in Spanish, 2) an awareness of the complexity of issues of cultural difference, 3) the ability to analyze literary works in Spanish and, 4) an appreciation for the aesthetic and intellectual currents of the Spanish-speaking world. The major sequence lists minimum requirements only: students are encouraged to strengthen their program of study by taking additional upper-level courses. In particular, one should seek a balance between courses dedicated to Spain, Latin America, and Latinx in the US, striving for a broad knowledge of issues in all three contexts.

## **II. Methods of Assessment**

Student learning is assessed using a series of direct and indirect assessment measures. These measures, the associated student learning goals, the context in which these tools will be used, and the use of the resulting information are presented in the following chart. Online teaching will not change our assessment tools.

**TABLE 1. ASSESSMENT MEASURES OF STUDENT LEARNING GOALS**

Measures & Tools	Goals			Context	Use
	1	2	3		
Written Exit Survey	X	X	X	<b>Indirect:</b> A three-page series of questions eliciting responses concerning multiple aspects of the program including the perceptions on meeting the department’s program goals.	The yearly assessment is reviewed and a summary of the assessment is shared with faculty for program evaluation and revision, as necessary.  Date: annually
Alumni Survey	X	X	X	<b>Indirect:</b> A series of questions eliciting responses concerning multiple aspects of the program including the perceptions on meeting the department’s program goals.	The assessment (carried out every 5 years) is reviewed and discussed for program evaluation and revision, as necessary.  Share stories with current majors to assist with their post-undergraduate preparation and outlook.  Date: 2021-2022
External Review	X	X	X	<b>Direct:</b> External faculty assessment of the effectiveness of the program in fulfilling goals related to student engagement, learning and success.	The assessment is reviewed and discussed for program evaluation and revision, as necessary.  Date: TBD in dialogue with provost
Oral Proficiency Assessment	X			<b>Direct:</b> Outside assessment of students on an individual level using <a href="#">AVANT-STAMP</a> concerning oral proficiency.	The assessment (carried out every 5 years) results are reviewed and discussed for program evaluation and revision, as necessary. Date: S 2022-2023
4-skills Proficiency	X			<b>Direct:</b> Outside assessment of students on an individual level using <a href="#">AVANT-STAMP</a> concerning oral proficiency.	The assessment (carried out every 5 years) results are reviewed and discussed for program evaluation and revision, as necessary. Date: S 2022-23
Writing Assessment	X		X	<b>Direct:</b> Faculty assessment of students’ final paper in the advanced 300-level culture and texts classes for written communication and critical thinking goals using a program-wide rubric.	The assessment (carried out every 5 years) results are reviewed and discussed for program evaluation and revision, as necessary. Date: 2022-23 for goal one and 2023-24 for goal three

Cultural Knowledge Assessment		X		<p><b>Direct:</b> Faculty assessment majors enrolled in culture courses using a program-wide rubric based on ACTFL and AAC&amp;U “Intercultural Knowledge and Competence” rubric.</p>	<p>The assessment (carried out every 5 years) results are reviewed and discussed for program evaluation and revision, as necessary. Date: 2024-25</p>
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### III. Timeline

WLLC assesses all three goals with an indirect measure every year (exit survey) and assesses specific goals using specific direct measures on a rotating annual basis which is highlighted below in Table 2. Each year the department will implement a rotating direct measure that will cover one or more of the stated goals.

**TABLE 2. THE UPCOMING ASSESSMENT CYCLE**

Year	Goal
2020-21	LA (shared curriculum)* (yearly update)
2021-22	All three from the alumni/recent grad perspective (yearly update)
2022-23	Goal 1 (Assessment Report)
2023-24	Goal 2 (Assessment Report)
2024-25	Goal 3 (Assessment Report)

\*Rotation will shift depending on the shared curriculum calendar. Each time we evaluate the LA goals, we will not evaluate the major program.

Data are collected before the end of each semester in the year that the goal is assessed. In the year when alumni responses are collected, data are collected at the start of the spring semester. In May, the chair writes a summary of that information and shares it with the department. Colleagues then discuss the results and how to implement meaningful action as a result of the assessment in early fall at monthly department meetings.

### IV. Assessment Feedback Loop

WLLC meets monthly to discuss issues related to its students and programs. Regarding assessment WLLC faculty and staff discuss new assessment areas, assessment procedures, and the assessment data collected each year. The following process is followed:

1. All members of WLLC are present.
2. Assessment data from the direct and indirect measures are reported and reviewed.
3. We identify actions to be taken to improve the programs.

4. We identify actions to be taken to improve the assessment process.