

**Hispanic Studies Department  
Strategic Assessment Plan – September 2014  
Illinois Wesleyan University**

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The following represents the Strategic Assessment Plan (StrAP) for the Department of Hispanic Studies.

***Student Learning Goals***

The Department of Hispanic Studies has the following goals for students who major in Spanish. 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 text 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, majors are required to spend at least one semester abroad in a Spanish-speaking country.

3. Critical Thinking

Students will read and interpret Spanish texts/sources, examine cultural interactions/nuances, and learn to make evaluative judgments. Students will learn to synthesize arguments, articulate their opinions and think analytically about the underlying grammatical Spanish system literary, cultural and linguistic topics in Spanish both in speaking and writing; distinguish and appreciate different literary styles and linguistic phenomenon; and make connections between literature and culture.

***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.

**TABLE OF 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.
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.
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.
Oral Proficiency Assessment	X			<b>Direct:</b> Faculty assessment of students on an individual level using a program-wide rubric concerning oral proficiency.	The assessment (carried out every 10 years) results are reviewed and discussed for program evaluation and revision, as necessary.
Writing Assessment	X		X	<b>Direct:</b> Faculty assessment of senior seminar students' final paper for written communication and critical thinking goals using a program-wide rubric.	The assessment (currently being carried out) results are discussed for program evaluation and revision, as necessary.

***Assessment Feedback Loop***

The Department of Hispanic Studies meets regularly to discuss issues related to its students and programs. The Department of Hispanic Studies regularly meets to discuss new assessment areas, assessment procedures, and the assessment data collected each year. The following process is followed:

1. All members of the Department of Hispanic Studies 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.