

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted 1 December 2020

Degree Program Bachelor of Arts in Spanish

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

Laura Guglani
Signature of person preparing report:

12-1-2020
Date

Chris Kast
Signature of Dean

1-11-21
Date

[Signature]
Signature of Provost and Vice President for Academic Affairs:

May 10, 2021
Date

[Signature]
Signature of President:

5/20/2021
Date

[Signature]
Signature of Chair, Board of Governors:

3/18/21
Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Degree Program:	Bachelor of Arts in Spanish
College or School/Department:	College of Liberal Arts
Chair/Program Coordinator	Dr. Laura Guglani
External Reviewer:	Dr. Maritza Bell-Corrales
Reviewer Email:	maritza.bellcorrales@mga.edu

Synopses of significant findings, including findings of external review (include the external reviewer(s) information).

Dr. Maritza Bell-Corrales of Middle Georgia State University highlights several strengths of the Spanish B.A. program, including its alignment with the American Council on the Teaching of Foreign Languages (ACTFL) Standards, as well as its model of assessment, which establishes clear learning objectives and provides a variety of assessment measures to ensure that the objectives are met at each level of the program, encouraging students' continued progress toward graduation. Dr. Bell-Corrales, furthermore, recognizes career readiness as a particular strength of the program, noting that the Spanish B.A. prepares students culturally and linguistically to succeed in the global economy and offers multiple career paths and options for employment after graduation.

Dr. Bell-Corrales recommends the hiring of additional faculty members, in order to strengthen the program and ensure its continued success.

Full review:

Spanish BA Program Review Report
Fairmont State University
By
Dr. Maritza Bell-Corrales
Professor of Spanish
Middle Georgia State University
Macon, GA

Strengths of the Program

- The program has a strong pedagogical and proficiency orientation based on Foreign Language Learning Standards given by the American Council on the Teaching of Foreign Languages (ACTFL). All classes are designed towards reaching ACTFL Advanced Low Level Proficiency and Spanish faculty in turn, assess their courses each semester to ensure that students are on track towards attaining these goals.
- The assessment model is strongly rooted on ACTFL communication guidelines through assessment rubrics, interviews, student learning portfolios, and final exam scores. These measures reflect clear objectives for students to become proficient in the language from the start of the program.

- The program reflects Fairmont State University's mission statement by giving students opportunities to be part of the global economy through their cultural and linguistic abilities. Furthermore, the program is in partnership with the School of Education, the Criminal Justice Program, the School of Business, and the School of Nursing. This provides students with many practical options to enhance their degree and find future employment. Spanish is the second most widely spoken language in the United States, thus giving students viability to later pursue a career in language education, translation, business or medical related professions or double majoring in any of those fields.
- The program encourages Spanish majors to spend a semester abroad in a Spanish-speaking country and doing research while studying abroad. Spending time studying in a Spanish-speaking country will increase students' linguistic abilities and cultural understanding and awareness.
- Assessment goals are well designed and in line with Program goals and objectives. Through the attainment of linguistic proficiency, cultural competence, critical thinking skills, and career readiness, the program is consistent with their overall orientation and provides a well-rounded education.

Deficiencies

- More full time faculty might be needed in the future to ensure that the program remains strong and there is growth, cohesion and common purpose and vision.

Conclusion

- The program is well designed and strongly rooted on ACTFL proficiency guidelines. Assessment through communication rubrics, interviews, student learning portfolios and final exam scores, provide ample opportunities for students to develop a solid education and career goals in areas such as education, tourism, business, and government. By strongly encouraging student to study abroad in a Spanish-speaking country, the program is supportive of well-rounded world citizens. That goes hand in hand with the university's mission.
- The program would benefit by adding more full-time faculty to continue with their future growth and success.

Plans for program improvement, including timeline

Ongoing/general (each semester):

- Analyze assessment results at each level of the program, in order to ensure that students are progressing appropriately toward graduation. Note any deficiencies (areas in which students are not meeting standards) and use this information to identify specific areas for improvement. Target the relevant course(s) and work together with program faculty on course redesign, planning and implementation, as needed.
- Revise/redesign assessment instruments, as needed.
- Continue student recruitment efforts and bolster collaboration with other disciplines/degree areas.
- Expand course offerings to meet student needs, interests and/or career goals.

Targeted (in the next reporting cycle):

- Retention: Continue and further develop our efforts in this area. The Spanish program has implemented a number of retention measures to support student success, including improved advisement practices and increased use of student support services. The Spanish program offers individualized advisement sessions tailored to students' particular needs and interests and makes use of the many tools and features available in Degree Works. In addition, our program has partnered with the Testing and Tutoring Center (now the Learning Enrichment and Academic Development (LEAD) Center) to establish dedicated Spanish tutors and tutoring sessions,

increasing the availability/accessibility of tutoring for our students. We look forward to continuing these efforts by working closely with LEAD in the future.

- **Double majors:** Given that the majority of our students are double majors, an important focus of our program is to help students fit their two academic plans together, in order to provide a clear and timely pathway toward graduation. The Spanish program has partnered with several diverse departments and schools across campus, including the School of Education, through which we offer a Spanish Education degree. In addition, we partner with the Criminal Justice Program, the School of Business, and School of Nursing. We have expanded our course offerings in these areas and begun to create academic plans tailored specifically to these students (see Appendix D for Spanish Elementary Education and Spanish Secondary Education Model Schedule academic plans). Our goal is to develop similar academic plans for our other double majors going forward. We will also work with the office of Institutional Research and Effectiveness in order to ensure more accurate tracking of double majors.
- **Course offerings/electives:** In conjunction with our efforts to best support double majors, the Spanish program regularly re-evaluates course offerings, in particular electives, with the goal of offering electives according to sufficient student need/demand. In order to further these efforts, our program plans to develop a course rotation schedule for our elective offerings. This course rotation will assist students in both short and long-term academic planning.
- **Experiential learning:** We would like to seek out additional opportunities for experiential learning to add to our degree plan. We will explore possibilities for Winter Term and service-learning experiences, in particular.

As funding becomes available:

- Hire additional faculty members
- Establish a dedicated Spanish Tutoring Center/Lab

Identify weaknesses or deficiencies from the previous review and describe how these have been addressed.

In response to the weaknesses/deficiencies noted in the previous review, the following actions have been taken:

- Updated the catalog description of the Spanish Program
- Rewrote Program mission and vision statements
- Devised common speaking and writing rubrics for all Spanish courses
- Worked with Registrar to determine data collecting to accurately reflect total enrollment in Spanish program including double majors, minors and Spanish Education majors
- Worked to establish student-centered opportunities for students to practice Spanish skills, promote cultural awareness and community building
- Implemented Portfolios in all Spanish classes.
- Implemented Can Do Statements in the Spanish curriculum
- Increased the pool of adjuncts
- Redesigned special purpose courses using interdisciplinary collaboration
- Revised strategies for continuous improvement of enrollment, course offerings and student opportunities for career growth and community building.

Five-year trend data on graduates and majors enrolled (Data will be provided by the Director of Institutional Research and Effectiveness).

AY	Enrollment* (unduplicated)	Enrollment* (duplicated)	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.																		
2020-21	N/A	N/A	N/A																			
2019-20	23	48	4	<table border="1"> <thead> <tr> <th colspan="3">Average of Five Most Recent Years</th> </tr> <tr> <th>Degree Level</th> <th>*Enrollment (duplicated)</th> <th>**Degree Awarded</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>25</td> <td>2</td> </tr> <tr> <td>Masters</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>5-YR AVG</td> <td>13</td> <td>25</td> <td>2</td> </tr> </tbody> </table>			Average of Five Most Recent Years			Degree Level	*Enrollment (duplicated)	**Degree Awarded	Baccalaureate	25	2	Masters	N/A	N/A	5-YR AVG	13	25	2
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2018-19	16	30	2																			
2017-18	12	21	2																			
2016-17	7	14	0																			
2015-16	9	13	2																			
5-YR AVG	13	25	2																			
* HEPC end of term headcount (Fall, Spring, Summer)																						
** IPEDS Graduation data (Fall, Spring, Summer)																						

Summary of assessment model and how results are used for program improvement (A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation).

The assessment model for the Spanish BA program is grounded in the following measures:

Assessment Rubrics measure students’ communication skills in the three ACTFL modes of communication—interpretive, interpersonal and presentational. Student attainment is measured throughout the program, to ensure that students are progressing well and on track to meet Advanced Low proficiency in each of these particular areas upon program completion.

Interviews are tools for assessing *overall* speaking proficiency at different waypoints in the program. Results indicate whether students are on track or not in their progression toward attaining ACTFL Advanced Low level Proficiency.

Student Learning Portfolios include student work samples from a variety of assignment types that demonstrate student performance across communication skills (reading, writing, speaking, and listening) and across the ACTFL five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities). They include recordings, videos, writings, and artifacts. Portfolios are included at all levels of the program (Elementary, Intermediate and Advanced, 1101-4400 levels), thus providing evidence that students are progressing well in each of the abovementioned communication skills and goals and meeting the ACTFL proficiency requirements with respect to their current level of coursework.

Final Exam Scores demonstrate the synthesis of learned perspectives. The final exam targets the development of interdisciplinary perspectives, in particular and demonstrates student growth and progress in this area over time.

Data on each of these measures are collected and analyzed, providing evidence of student success at each level of the program and appropriate progress through the program. Any deficiencies are noted (areas in which students are not meeting specified standards) and this information is used to target specific areas for

improvement in the program, which are then addressed in planning and implementation in the relevant course(s) by program faculty.

Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

All (100%) of the students who reported on this measure are currently placed in the field, i.e., working or studying in positions related to Spanish. Their positions include: Game Developer & Designer, Medical Vendor Analyst, Dining Manager, Early Childhood Education Specialist, ELL (English Language Learner) teacher, and Aerospace Engineer. One student is currently pursuing an advanced degree—a MAT, Spanish concentration.

Academic PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY	
Degree Program:	Bachelor of Arts in Spanish
College or School/Department:	College of Liberal Arts
Chair/Program Coordinator:	Dr. Laura Guglani
Date:	1 December, 2020

CONSISTENCY WITH MISSION (§ 4.1.1)

Explain how the degree program (including related degree concentrations) is consistent with the University mission. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g., shared faculty, shared facilities, shared course requirements for external program accreditation).

According to the Fairmont State mission statement, “Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.” The Spanish program fits ideally with this mission, as its primary objective is to cultivate the intercultural competence and linguistic skills that enable our students to actively participate in and contribute to the global economy. Bilingualism and biculturalism have become indispensable in our increasingly globalized world. Furthermore, the ultimate goal for the students in our program is not only to attain academic excellence, but also to undergo a true transformation, as they explore the ways in which they will integrate Spanish with their second major and future career path.

Our program partners with multiple and diverse schools and departments at the university, including the School of Education, through which we offer a Spanish Education degree. In addition, we partner with the Criminal Justice Program, the School of Business, and School of Nursing. Our coursework meets the degree requirements of both the Spanish program and our partner programs. The courses are taught by a shared faculty and often cross-listed.