

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2022-2023
Program:	Master of Arts in Teaching Spanish
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Our MA students must develop and defend a teaching portfolio to graduate from the MA. Students must take SPAN 5390 Special Topics in Teaching and pass their final oral exam. Every semester we adapt our curriculum and modify our outcomes according to the student's needs and we use our results for the creation of new courses. Since Fall of 2021, we have adjusted and improved our Master of Arts in Teaching Spanish schedule based on our last assessment. For example, in Spring 2022, we improved our program by

1. Reviewing five final teaching portfolios and 5 PowerPoint presentations. The faculty committee developed a holistic test based on research; students need to analyze a specific theory, defend their point of view, and demonstrate high performance in their final oral exam by defending at least three teaching methods and one specific theory related to teaching methods.
2. In Fall 2021 and Spring 2023, we collected five teaching portfolios developed for final oral exams. We wanted to see if our holistic test were practical and followed the outcomes. We assessed written communication, critical thinking, and the student's ability to analyze and synthesize at least three ideas about teaching Spanish to SL2 and SHS students. In Spring 2023 we offered SPAN 5350 and SPAN 5370.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

1. We offered a Synchronous methodology to interact with our students. Since the beginning of the assessment and the yearly evaluations, we noticed that students prefer a synchronous instead of an Asynchronous teaching methodology. Based on the evaluations, students prefer this methodology over the lapse of 5 years.
2. We added new theories and pedagogical texts to improve the quality of the courses.
3. We modified our outcomes and following them according to the peer review outlines in Quality Matters offered by Lamar Blackboard to foster analytical and learning comprehension skills of students and encourage the development of students' critical thinking.
4. In 2023 we offered a Linguistics course to improve curriculum offered to MA students.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal The purpose of the MATS Program is to equip teachers with in-depth knowledge of all facets of the Spanish-speaking world, as well as with the latest methodologies and pedagogical best practices for teaching Spanish. Although the program is targeted primarily toward certified K-12 Spanish teachers, its wider appeal includes: (1) individuals who have completed an undergraduate degree in Spanish and are seeking to obtain a master's degree in the discipline for either personal or professional purposes; (2) students planning to complete a Ph.D. in Spanish who desire graduate courses that emphasize pedagogical practice; (3) current and future community college and adjunct university Spanish faculty seeking either to maintain or to advance	Program Student Outcome 1. SPAN 5390 Graduate students will demonstrate a high-level of critical thinking skills and professional proficiency in the Spanish language; relevant to curricula planning, language lesson design, instructional material, assessment tools, research projects, and execution of lessons by presenting findings that synthesizes the results of their research and presenting and defending their own points of views. A faculty committee will evaluate the results and the students' ability to analyze and synthesize their research.	Assessment	Assessment Method/Location This outcome will be evaluated by a faculty committee. The faculty will evaluate 5 portfolios for final oral exams. The committee will ask specific questions about the student's presentation and apply the rubric. Students will demonstrate acceptable proficiency in Spanish and teaching methods in a final oral presentation of their final portfolio.	Benchmark Expectations TARGET: It is expected that 80% of graduate students will demonstrate a high-level of critical thinking and oral proficiency throughout the oral examination. Please see table #1	Data Results TARGET MET Please see the attached table and rubric.	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes? The MATS Program will use this data to develop new courses, adding new instructional teaching materials, modify teaching methodology and improve our future assessment.

their employment opportunities; and (4) students who have completed a master's degree through the University of Salamanca and who desire an additional degree from a U.S. institution of higher learning, a degree that is more commonly recognized by U.S. Education Agencies.						
	SPAN 5350 Outcome: MATS students will develop at least five lesson plans that exemplifies the application of such theory into the teaching of Spanish to Heritage speakers of Spanish and native speakers.		Assessment Method/Location The instructor will evaluate 5 lesson plans based on the following teaching topics: literary genres, social, cultural, artistic, and/or historical aspects of Hispanic communities in the USA, in accordance with a rubric.	TARGET: It is projected that 75% of the Teaching Portfolio will meet the rubric standards and be judged appropriate to the language level and audience. Please see table 2 and attached rubrics.	TARGET MET Please see the attached table and rubric.	The MATS Program will use this data to develop new courses, adding new instructional teaching materials, modify teaching methodology and improve our future assessment.
	SPAN 5370 Outcome: Students in the MATS program will demonstrate a high-level of proficiency in written literary or		Assessment Method/Location The instructor will evaluate 5 essays based on the following teaching topics:	TARGET: It is projected that 75% of the Teaching Portfolio will meet the rubric standards and be judged	TARGET MET Please see the attached table and rubric.	The MATS Program will use this data to develop new courses, adding new instructional teaching materials, modify teaching methodology and improve our future assessment.

	rhetorical research and synthesis of research by writing at least 3 essays and participating in 10 discussion boards. The instructor will evaluate the essays based on the topic of study (literary genres, social, cultural, artistic, and/or historical aspects of Spanish speaking countries) in accordance with a rubric.		literary genres, social, cultural, artistic, and/or historical aspects of the Latin American literature and culture in accordance with a rubric.	appropriate to the language level and audience. Please see table 2 and attached rubrics.		

TARGET MET-TABLE 1

Criteria	Developing	Marginal	Proficient	Exemplary	Total	Target Acceptable or higher
Mastery of Material	1	1	5	4	11	
	9%	9%	45%	36%		82%
Organization and Clarity	0	1	6	4	11	
	0%	9%	55%	36%		91%
Breadth of Knowledge	1	1	6	3	11	
	9%	9%	55%	27%		82%
Poise and Confidence	1	1	5	4	11	
	9%	9%	45%	36%		82%

**SPAN 5390-Please the attached
rubric***

TARGET MET-TABLE 2

Criteria	Developing	Marginal	Proficient	Exemplary	Total	Target Acceptable or higher
Independent Thinking	0	1	3	1	5	
	0%	20%	60%	20%		80%
Audience and Purpose	0	1	2	2	5	
	0%	20%	40%	40%		80%
Argument	0	1	1	3	5	
	0%	20%	20%	60%		80%
Language and Style	0	1	2	2	5	
	0%	20%	40%	40%		80%

SPAN 5350-Please the attached rubric*

TABLE 3

Criteria	Developing	Marginal	Proficient	Exemplary	Total	Target 75%
Research	0	1	3	2	6	
	0%	17%	50%	33%		83%
Critical Thinking	0	1	2	3	6	
	0%	17%	33%	50%		83%
Analysis	0	1	2	3	6	
	0%	17%	33%	50%		83%
Synthesis	0	1	3	2	6	
	0%	17%	50%	33%		83%

SPAN 5350-Please the attached rubric* TABLE 3

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status C=Complete <i>P=Progressing</i> <i>N=No Action Taken</i> Complete	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>