

# Evaluation Report for Program Review Face to Face Meeting University of Wisconsin-Whitewater: World Languages and Cultures (Spanish) (BA, BS, BSE) Majors and Minors, 2025-26

**Date:** February 11, 2026

**In attendance:** Interim Provost Robin Fox; Dean Jason Janke (L&S); Department Chair Pilar Melero; faculty and staff in the World Languages and Cultures program: Hala Ghoneim, Tim Holian, Alicia de Gregorio, and Luz Ede-Hernandez; Program Review Team Chair Jolly Emrey; Program Review team members: Onochie Fan-Osuala; Angela Harlan (College Expert); Assessment Representative Katy Casey

## Overview of review team evaluation, program comments

- a) Review team chair Dr. Emrey highlighted several program strengths, noting that faculty are deeply engaged both within the program and in broader campus initiatives. Their work strongly supports high-impact practices and provides students with diverse opportunities to participate in intercultural activities. The team also commended the program's efforts to expand language education through an increased emphasis on cultural awareness and learning.
- b) The department chair praised the faculty and staff for their strong commitment to student learning and dedication to creating a positive student experience. Their collegiality and mutual support have helped shape a distinctive program that advances bilingual and multicultural learning opportunities. The chair also emphasized the importance of the Heritage programs, noting a statewide gap in this area that has guided the program's vision.
- c) The program shared that it is actively working to develop strategic plan goals that are specific, measurable, and actionable. Recent efforts have been centered on clarifying and finalizing tenure and promotion standards to support long-term stability. In response to a question about the external advisory board, the chair and dean expressed strong interest in reestablishing the board and noted that outreach to potential members is already in progress.
- d) The group briefly discussed a comment regarding the program's use of a social justice lens. The program responded that this lens is central to its mission and pedagogical approach, emphasizing that it supports an inclusive learning environment and reflects the realities of language, culture, and community engagement. Faculty affirmed that this perspective is appropriate for their curriculum and essential to preparing students for intercultural understanding.

## Discussion of Review Team's evaluation:

1 - The review team observed a decline in enrollment over the past cycle. How does the program interpret this trend, and what are its reflections or concerns about being undersubscribed?

The program acknowledged declining enrollment and outlined several strategies in response. The recent suspension of the French and German majors prompted the department to further examine enrollment trends and diversify offerings, including developing licensable language minors in collaboration with

COEPS. The program is also creating a new “World Languages” major that may include emphases such as French, German, and Arabic.

Faculty noted that ongoing work across campus could help raise the program’s visibility and support recruitment efforts. They are strengthening partnerships with regional high schools to broaden course offerings and increase awareness of opportunities at UWW. The group also discussed ways to better market the program’s online courses across the UW System.

Finally, the department expressed concern that some messaging across colleges may unintentionally discourage students from pairing Spanish with another discipline as a double major, which could be contributing to lower enrollment.

## 2 - Do the employment projections for interpreters and translators consider recent developments in artificial intelligence?

The program noted that the translation profession is shifting toward work that emphasizes cultural interpretation and refining machine-generated translations to better capture intended meaning. In response, translation courses are being updated to reflect this evolution. The field is also increasingly exploring hybrid human-machine models for language brokering, where cultural competence and dialect knowledge remain essential—an area where the Professional Spanish minor may offer valuable opportunities.

## 3 – The program noted needs in classroom space.

The College will be reviewing space needs after the current building remodeling project.

### Recommended Actions:

#### Recommended Action #1

In the first two years of the new review cycle, complete the assessment plan to include the SLOs that will be assessed over the next 7-years, identifying measurement tools, and criteria for student performance on each SLO.

#### Recommended Action #2

Establish an advisory board and engage with this board at least one time over the review period.

#### Recommended Action #3

Use data (e.g., DFW rates in introductory courses) and insights from self-study to develop a prioritized action plan that addresses recruitment of majors/minors and overall enrollment growth, while also mapping current faculty and staff activities to ensure time and efforts align with departmental goals.

#### Recommended Action #4

Continue to work on growing online course offerings, specifically those that bring in new students (e.g., high school) and allows greater collaboration with programs across campus.

## Recommended Result:

Continuation with minor concerns

## Next Self-Study and/or Progress Report Due Dates:

1 - Next FULL self-study will be due to the Dean on May 1, 2032 and to the Assessment Office on August 1, 2032.

2 - A progress report will be due October 1, 2028, to the Dean, and November 1, 2028, to assessment

*For a copy of the full evaluation report and detailed comments, please reach out to the assessment office: [assessment@uww.edu](mailto:assessment@uww.edu).*