

SPANISH PROGRAM ASSESSMENT PLAN

Wells College

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1. Program Mission Statement

The original Spanish Program Mission Statement was included in the document “PERIODIC REVIEW REPORT OF THE WELLS COLLEGE SPANISH PROGRAM” which was submitted on May 26, 2014. There has been no change to the wording of our Program Mission Statement and it currently reads:

The mission of the Department of Spanish at Wells College is to provide Wells College students with training and education in Hispanic/Latino culture and civilization, including language, literature, linguistics, language pedagogy, film, and inter-cultural communication skills, including translation, interpretation studies and Spanish for the professions. The department prepares students for a professional position in a wide-array of careers, but more importantly, we educate our students to think critically, reason wisely, and act humanely as they cultivate meaningful lives.

2. Program Goals

In the 2016 document titled “Spanish Program Annual Assessment Report” we explained that what in 2014 we had previously considered our “Spanish Program Learning Objectives” were being rebranded as the “Spanish Program Goals” that we strive to achieve in all our courses. Moreover, we also discussed our need to reorganize, revise and reduce these goals. For that reason, last year we presented the following as the “Spanish Program Goals 2016-2017”:

I. Students will identify important Spanish grammar concepts and vocabulary at the appropriate level for each class.

II. Students will understand spoken Spanish (and a variety of topics) intended for students at the appropriate level for each class.

III. Students will speak in complete sentences in Spanish about familiar topics with accurate

pronunciation and grammar in order to be understood by persons accustomed to interacting with students of Spanish and will hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes. Moreover, students majoring in Spanish will be able to hold significant conversations in Spanish as part of SPAN 401-402, and as part of their Spanish comps examination.

IV. Students will communicate in written Spanish on a familiar topic with precision and accuracy in grammar, spelling, punctuation, and vocabulary in order to be understood by persons accustomed to interacting with students of Spanish.

V. Students will be familiar with different aspects of the Spanish speaking culture, either through literature, music, artworks, films, and news reports, with a thorough understanding of the main idea and all of the supporting details, and afterward, explain (verbally or in written form) in Spanish (or English) what it is about.

VI. Students will behave appropriately in frequently encountered social situations and demonstrate a growing understanding of significant cultural traits of the Spanish-speaking world (relating to customs, lifestyles, attitudes, geography, famous people, politics, religion, food, etc.).

VII. Students will engage with actual native speakers—even if it's only with the Spanish Program faculty, will hear special lectures and/or presentations by native speakers or nonnatives who have visited the foreign country from which the language being learned is or why it is important.

VIII. Students will become technologically competent in courses offered by the Spanish Program through the viewing and creation of power points, the creation and editing of short videos, the use of Moodle or web sites dedicated to Spanish grammar.

We feel that the previous 8 goals have remained on point for the past year and there is no current change nor one we foresee in the future. In sum, the previous 8 goals will continue to be the “Spanish Program Goals for 2017-2018.”

3. Learning Objectives

Below are the Program Goals outlined above with their corresponding Learning Objectives.

These have not been modified from last year's "Spanish Program Annual Assessment Report":

I. Students will identify important Spanish grammar concepts and vocabulary at the appropriate level for each class.

- i. Students will become familiar with standard Spanish, and that approved by the Real Academia de la Lengua Española (The Royal Academy of the Spanish Language).
- ii. Students will each reach a certain level of competency according to ACTFL standards
- iii. Students will be able to practice sufficiently all they learned throughout the semester.

II. Students will understand spoken Spanish (and a variety of topics) intended for students at the appropriate level for each class.

- i. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students listening abilities
- ii. Students will each reach a certain level of competency according to ACTFL standards
- iii. Students will be able to practice sufficiently all they learned throughout the semester.

III. Students will speak in complete sentences in Spanish about familiar topics with accurate pronunciation and grammar in order to be understood by persons accustomed to interacting with students of Spanish and will hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes. Moreover, students majoring in Spanish will be able to hold significant conversations in Spanish as part of SPAN 401-402, and as part of their Spanish comps examination.

- i. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students speaking abilities
- ii. Students will each reach a certain level of competency according to ACTFL standards
- iii. Students will be able to practice sufficiently all they learned throughout the semester.

IV. Students will communicate in written Spanish on a familiar topic with precision and accuracy in grammar, spelling, punctuation, and vocabulary in order to be understood by persons accustomed to interacting with students of Spanish.

- i. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students speaking abilities
- ii. Students will each reach a certain level of competency according to ACTFL standards

iii. Students will be able to practice sufficiently all they learned throughout the semester.

V. Students will be familiar with different aspects of the Spanish speaking culture, either through literature, music, artworks, films, and news reports, with a thorough understanding of the main idea and all of the supporting details, and afterward, explain (verbally or in written form) in Spanish (or English) what it is about.

- i. Students will become sufficiently familiar with important aspects of the Hispanic/Latino culture
- ii. Students will understand the importance of the acquirement of said cultural information
- iii. Students will find a vested interest in the acquirement of such knowledge.

VI. Students will behave appropriately in frequently encountered social situations and demonstrate a growing understanding of significant cultural traits of the Spanish-speaking world (relating to customs, lifestyles, attitudes, geography, famous people, politics, religion, food, etc.).

- i. Students will become familiar with greetings, bidding goodbye, etc.
- ii. Students will learn how to relate to Spanish speakers in writing of letters, e-mails, etc.
- iii. Students will have the opportunity of gaining new practical knowledge by being placed in certain situations such as a restaurant, visiting a clothing store, etc.

VII. Students will engage with actual native speakers—even if it's only with the Spanish Program faculty, will hear special lectures and/or presentations by native speakers or nonnatives who have visited the foreign country from which the language being learned is or why it is important.

- i. Students will have the opportunity of interacting with their Spanish professors, with Hispanic students who may be tutoring, or students who may be the Spanish T.A.
- ii. Students will have the opportunity to engage with visitors, faculty from other institutions of higher education, and learn about the Hispanic culture and the Spanish language in that manner.
- iii. Students will have be given the opportunity of sharing their own experiences in a Spanish speaking world or with other Spanish speakers.

VIII. Students will become technologically competent in courses offered by the Spanish Program through the viewing and creation of power points, the creation and editing of short videos, the use of Moodle or web sites dedicated to Spanish grammar.

- i. Students will have access to power points used in Spanish courses and that are posted on Moodle
- ii. Students will have the opportunity to create power point presentations, games, and short videos where they use Spanish.
- iii. Students will be asked to stay abreast of news in the Hispanic world through weekly reading of online Hispanic newspapers or news outlets.

4. Measurable Learning Outcomes

For each of the previous 8 Program Goals and their corresponding Learning Objectives, there are corresponding Measurable Learning Outcomes that will be presented in capitals and italics:

GOAL #1

- A. Students will become familiar with standard Spanish, and that approved by the Real Academia de la Lengua Española (The Royal Academy of the Spanish Language).
EXAMS, QUIZZES, ESSAYS, HOMEWORK.
- B. Students will each reach a certain level of competency according to ACTFL standards.
EXAMS, QUIZZES, ESSAYS, HOMEWORK.
- C. Students will be able to practice sufficiently all they learned throughout the semester.
EXAMS, QUIZZES, ESSAYS, HOMEWORK.

GOAL #2

- A. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students speaking abilities. *CLASSROOM ACTIVITIES, LISTENING QUIZZES AND EXAMS, CONVERSATIONS WITH CLASSMATES OR A PROFESSOR.*
- B. Students will each reach a certain level of competency according to ACTFL standards.
CLASSROOM ACTIVITIES, LISTENING QUIZZES AND EXAMS, CONVERSATIONS WITH CLASSMATES OR A PROFESSOR.
- C. Students will be able to practice sufficiently all they learned throughout the semester.
CLASSROOM ACTIVITIES, LISTENING QUIZZES AND EXAMS, CONVERSATIONS WITH CLASSMATES OR A PROFESSOR.

GOAL #3

- A. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students speaking abilities. *CLASSROOM ACTIVITIES, INDIVIDUAL*

OR STUDENT DIALOGUES, ETC.

- B. Students will each reach a certain level of competency according to ACTFL standards. *CLASSROOM ACTIVITIES, INDIVIDUAL OR STUDENT DIALOGUES, ETC.*
- C. Students will be able to practice sufficiently all they learned throughout the semester. *CLASSROOM ACTIVITIES, INDIVIDUAL OR STUDENT DIALOGUES, ETC.*

GOAL #4

- A. Students will be familiarized with rubrics used by Advanced Placement professors who teach and grade students speaking abilities. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, JOURNALS, ESSAYS, ETC.*
- B. Students will each reach a certain level of competency according to ACTFL standards. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, JOURNALS, ESSAYS, ETC.*
- C. Students will be able to practice sufficiently all they learned throughout the semester. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, JOURNALS, ESSAYS, ETC.*

GOAL #5

- A. Students will become sufficiently familiar with important aspects of the Hispanic/Latino culture. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, ESSAYS, PRESENTATIONS, SPANISH SENIOR THESIS.*
- B. Students will understand the importance of the acquirement of said cultural information. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, ESSAYS, PRESENTATIONS, SPANISH SENIOR THESIS.*
- C. Students will find a vested interest in the acquirement of such knowledge. *QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, ESSAYS, PRESENTATIONS, SPANISH SENIOR THESIS.*

GOAL #6

- A. Students will become familiar with greetings, bidding goodbye, etc. *PERSONAL INTERACTIONS WITH PROFESSORS AND EACH OTHER, QUIZZES, EXAMS, ETC.*
- B. Students will learn how to relate to Spanish speakers in writing of letters, e-mails, etc. *WRITING ASSIGNMENTS, QUIZZES, EXAMS, ESSAYS.*
- C. Students will have the opportunity of gaining new practical knowledge by being placed in

certain situations such as a restaurant, visiting a clothing store, etc. *CLASSROOM ACTIVITIES, INDIVIDUAL DIALOGUES IN PROFESSORS OFFICES, ETC.*

GOAL #7

- A. Students will have the opportunity of interacting with their Spanish professors, with Hispanic students who may be tutoring, or students who may be the Spanish T.A. *ATTENDANCE AND PARTICIPATION TO CLASSES, ATTENDANCE TO TUTOR HOURS, ETC.*
- B. Students will have the opportunity to engage with visitors, faculty from other institutions of higher education, and learn about the Hispanic culture and the Spanish language in that manner. *ATTENDANCE TO SPECIAL EVENTS, REFLECTION ESSAYS OR PAPERS, JOURNALS, EXTRA CREDIT.*
- C. Students will be given the opportunity of sharing their own experiences in a Spanish speaking world or with other Spanish speakers. *SPECIAL PRESENTATIONS, CLASS DISCUSSIONS, ETC.*

GOAL #8

- A. Students will have access to power points used in Spanish courses and that are posted on Moodle. *FAMILIARITY WITH MOODLE, ACCESSING OF POWER POINTS FOR REVIEW PURPOSES BEFORE EXAMS.*
- B. Students will have the opportunity to create power point presentations, games, and short videos where they use Spanish. *CREATION OF POWER POINTS OR OTHER ACTIVITIES THAT INVOLVE TECHNOLOGY.*
- C. Students will be asked to stay abreast of news in the Hispanic world through weekly reading of online Hispanic newspapers or news outlets. *READING AND RESEARCHING OF INFORMATION THROUGH THE INTERNET AND HANDING/SHARING THAT INFORMATION IN CLASS.*

5. Means of Assessment of Outcomes

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#1	Identify important Spanish grammar concepts at the appropriate level for the class					
	i. students familiarize with standard Spanish; ii. With ACTFL standards; iii. And students get opportunities to practice what they have acquired	Students improve their knowledge of the Spanish language	Daily, weekly and at different points in a semester for each Spanish course	Exams, quizzes, rubrics for grading conversational and writing abilities	100% of Spanish students learn to identify Spanish grammar. Achieve grades in A range, 60% in the B-C range, and 10% in the D-F range.	Faculty files (for rubrics and certain exams) with each student
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#2	Understand spoken Spanish intended for students at the appropriate level for the class, <u>regarding topics related to daily life.</u>					
	i. students familiarize with standard Spanish; ii. With ACTFL standards; iii. And students get opportunities to practice what they have acquired	Students improve their knowledge of the Spanish language, improve their listening abilities, and their comprehension of grammar and vocabulary	Daily, weekly and at different points in a semester for each Spanish course	Exams, quizzes, rubrics for grading conversational and writing abilities	100% of Spanish students learn to identify Spanish grammar. Achieve grades in A range, 60% in the B-C range, and 10% in the D-F range.	Faculty files (for rubrics and certain exams) with each student
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#3	Speak in complete sentences in Spanish about familiar topics with accurate pronunciation and grammar so as to be understood by persons accustomed to interacting with students					

	i. students familiarize with standard Spanish; ii. With ACTFL standards; iii. And students get opportunities to practice what they have acquired	Students improve their knowledge of the Spanish language, improve their listening abilities, and their comprehension of grammar and vocabulary	At different points in a semester for each Spanish course	Exams, quizzes, rubrics for grading conversational and writing abilities	100% of Spanish students learn to identify Spanish grammar. Achieve grades in A range, 60% in the B-C range, and 10% in the D-F range.	Faculty files (for rubrics and certain exams) with each student
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#4	Students will communicate with precision and accuracy in written Spanish					
	i. students familiarize with standard Spanish; ii. With ACTFL standards; iii. And students get opportunities to practice what they have acquired	Students improve their knowledge of the Spanish lang., improve their writing abilities, and gain confidence in their writing.	Various writing assignments throughout the semester	Regular Writing rubric, or Spanish Senior Thesis Rubric for SPAN 402 students	100% of Spanish students learn to identify Spanish grammar. Achieve grades in A range, 60% in the B-C range, and 10% in the D-F range.	Faculty files and student files
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#5	Students become familiar with different aspects of Hispanic culture.					
	i. students become familiar with Hispanic culture; ii. Students understand importance of such knowledge; iii. Students find vested interest of	Students grow as human beings, learn to feel empathy for others less fortunate, etc.	Through essays, quizzes, journals, exams, individual conversations with Spanish professors	Conversation rubric, dialogue topics, special conversational situations, exams, quizzes, journals, writing assignments, extra credit	100% of students come in contact with a relevant cultural topic or representation	Faculty files and student files

	such cultural knowledge					
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#6	Behave appropriately in frequently encountered social situations and demonstrate a growing understanding of significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, politics, religion, etc.).					
	i. students familiarize with greetings, etc.; ii. Students relate to Spanish speakers through letters; iii. Students will experience situations as close to 'real life'	Students learn about sharing experiences, learn to present, learn to interact with other students, etc.	At different points in a semester for each Spanish course	Personal contact; through exams or quizzes	100% of students interact with professors; undetermined amount with tutors, TA's, special guest	Faculty files and student files
Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#7	Engage with actual native speakers in the classroom (our outside) or through presentations, special lectures, film, videos, audio, etc.					
	i. interactions with professors, tutors, T.A's, other Hispanic students; ii.interactions with special guests speakers, etc.; iii. Students will share experiences in Hispanic world	Students learn about sharing experiences, learn to present, learn to interact with other students, etc. Learn to understand the culture that surrounds the Spanish language.	At different points in a semester for each Spanish course	Personal contact; attendance reports by T.A.'s and tutors; attendance sheets	100% of students interact with professors; undetermined amount with tutors, T.A.'s, special guests	Faculty and student Files; attendance or sign-in sheets

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
#8	Students will become technologically competent in courses offered by the Spanish Program through the viewing and creation of power points, the creation and editing of short videos, the use of Moodle or web sites dedicated to Spanish grammar.					
	i. students will have access to power points on Moodle; ii. Students will create presentations and videos; iii. Students keep up with news articles online	Students become competent in using technology, websites, etc. Moreover, students become informed about the world that surrounds them.	Through texts or quizzes if it involves grammar and vocab; through presentations or current events	N/A	100% of students engage with technology and are graded according to their abilities	Faculty and student files

6. How Assessment Data will be Utilized

This year’s assessment plan allowed for us to understand that we have basically stayed true to last year’s assessment plan. In other words, we feel that we have set up an assessment plan that will be able to be used in the present iteration (and future iterations) of the Spanish Program.