

## Annual Assessment Report of Student Learning Outcomes

Spanish Program

Wells College

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### I. Program Assessment Meetings:

Due to Professor Cummings' departure from Wells College, the Spanish Program is solely on my shoulders so there were no meetings for the 2016-2017. I have been preparing the Annual Assessment Report on my own as well as authoring the Assessment Plan.

### II. Closing the Loop:

1. In last year's Assessment Report, we discussed our intention to explore four (4) changes. Below is an explanation of what we were able to change:
  - i. **Eliminating the workbook requirement from SPAN 101 & 102.** There is no more workbook requirement for these courses. Our students are able to save approximately \$55 dollars (depending on whether the workbook was purchased online, at our bookstore, on Amazon, or in other retailers). We now use a number of online sources to substitute for the workbook, such as Conjuguemos.com, Studyspanish.com, the Duolingo app etc.
  - ii. **Offering an option for Spanish majors who are unable or unwilling to go abroad.** The departure of Dr. Gerardo T. Cummings made it impossible for such a topic to be explored, discussed, or presented to EPC during the 2016-2017 academic year.
  - iii. **New courses:** A new course (SPAN 128: Medical Spanish) had been introduced for Fall 2016, but the departure of Dr. Cummings forced the cancellation of said course.
  - iv. **An active recruitment effort:** The Spanish Program faculty (namely, just myself, Dr. Elizabeth Juarez-Cummings) in conjunction with the Spanish Teaching Assistant and members of the Spanish Club, were present in all the Open Houses or Academic Fairs offered during the 2016-2017. Our Spanish Program saw the following number of students declare a Spanish major or minor: 2 declared a Spanish major, 2 declared a Spanish minor. Our intention was to change our recruitment approaches.

### 2. Reflection on the effectiveness of the changes.

Last year's "Assessment Report" was not focused only on student learning outcomes. However, here are my perceived outcomes of the goals set for last year:

- i. I believe that eliminating the requirement of the workbook in 101 and 102 was conducive to retaining students in these courses who may have dropped the course due to financial constraints and being unable to purchase the workbook.
- ii. Implementing an optional opportunity for students unable or unwilling to go abroad was a change that we were unable to explore during the 2016-2017 academic year. This may be a topic that may be possible to broach during the 2017-2018 academic year.

- iii. While offering the “Medical Spanish” course was impossible to offer in the Fall 2016 semester, the Spanish program offered a course on “Spanish Teaching Methodology” (a Span 385 level course). Such a course was devised so that students with an advanced proficiency in the language would gain a valuable skill to take advantage of their Spanish proficiency.
- iv. Our recruitment efforts will continue as before, however, several factors proved unfavorable to recruiting efforts during the 2016-2017 academic year. First, offering only three (3) courses in the Fall of 2016 and 4 courses in the Spring of 2017 meant less students were taking Spanish courses in general. The departure of Dr. Gerardo T. Cummings alarmed the students, some of them expressing their concern about the future availability of courses needed for the major (and minor). In the coming year, I intend to continue the same plan of action with the hopes that the vacancy that Dr. Cummings has left will be filled with a full-time faculty member.

**III. Examination of data collected for this year’s targeted learning outcomes:**

The departure of professor Cummings complicated our intention to follow up on any collection of data. It is my plan to collect data for the coming year.

**IV. Program Changes for the Upcoming Year**

The assignment load will be updated for Span 101-124. Currently the assignment load for classes is as follows:

Attendance	5%	Diálogo	7%
Participation	5%	Reaction Papers	4%
Quizzes/HW	10%	Partial Exams (2)	30%
Cultural Presentation	8%	Video	5%
In Class Writings (2)	6%	Final Exam	15%
Interviews	5%	Total	<b><u>100%</u></b>

The changes I am planning for 101-124 are:

1. Cultural Presentations and the Video will be assigned on alternate semesters, since both are assignments of a similar nature with the purpose of evaluating oral proficiency and presentational skills.
2. Reduce the In-Class Writing to one (1) assignment with a rewrite, to allow the students to work on their assignment and learn from it instead of starting a new assignment without understanding the errors from the previous one, therefore, advancing on their written proficiency skills.
3. Eliminate Reaction Papers as a separate grade and include them as part of the homework. These assignments were created for the students to learn about the importance of Spanish in the U.S. However, they can be part of the general homework grade.
4. More practice on reading and listening comprehension will be given to the students so they can develop that skill. All reading comprehension and listening sections on the exams will be updated to test for efficiency

The changes I am planning for all courses are:

1. Verify that the prerequisites for all courses are correctly worded and update as appropriate.
2. In the case of a final paper or a big assignment, I plan to collect at least two (2) drafts throughout the course of the semester. My primary purpose is that of having the students start their papers on a timely manner rather than at the end of the semester.
3. Rubrics, guidelines and deadlines are already distributed in all my classes. However, I will have the Spanish T.A. send weekly reminders to the students of obligations and priorities for assignments.
4. Add the new course “Teaching Basic Spanish: Theory and Practice” to the curriculum as a recurrent course. I feel that it was a successful offering during the Spring 2017 semester.
5. Add at least one other course at the 300 level to balance the content from all literature and culture to a more diverse list.
6. Eliminate courses that have not been taught and will not be taught anymore due to faculty staffing.

**V. Action Plan for the Upcoming Year**

- I want to target students’ listening and writing skills by implementing a series of activities in the classroom. This will be measured by updating the listening activities in the exams. The score of the activities will be tallied and an average at the end of the semester will be obtained in order to observe the growth of the students. All faculty in the Spanish program should contribute with the tallies of such sections from the exams given to their students.