

**SPANISH PROGRAM ANNUAL ASSESSMENT REPORT  
MAY 31, 2016**

**Prepared by Gerardo T. Cummings, Chair of the Spanish Program**

**1. The Annual Assessment Meeting**

The original Annual Assessment Meeting took place on Friday, May 20, 2016 and different topics were discussed and notes were taken. Meeting clocked at one hour and fifty minutes. Present were Prof. Elizabeth Juarez-Cummings and Spanish Program Chair, Dr. Gerardo T. Cummings. The primary topics discussed were points related to the 2016 drafts of the “Spanish Program Annual Assessment Report” and the “Spanish Program Assessment Plan.” Follow-up meetings happened on May 30 and 31.

**2. Examination of Assessment Data**

The data assessed, discussed and analyzed will be broken down into different subsections. Much of the 2015-2016 assessment data that the Spanish Program faculty discussed in our 5/20 meeting (and subsequent ones), involved the analysis of the syllabi used, a reexamination of grades given to students and grading rubrics, as well as comments told to us during one-on-one meetings with students (of each of our courses) in our office or by reflection papers or journals we asked in each of our courses. Moreover, our discussion centered on different aspects that will be laid out in the following subsections. *CAVEAT EMPTOR*: the present “Spanish Program Annual Assessment Report”, the “Spanish Program Assessment Plan” that begins on page 9, total 23 pages. We have ADDENDA made up of syllabi and rubrics, but we fear that you will be overwhelmed with information (the 2015-2016 syllabi are close to 100 pages alone). Please inform us if there is anything else you would like for us to make available to you.

Below you will find the different topics that we assessed during our assessment meetings:

**SCHEDULING OF SPANISH CLASSES**

As reflected on in 2015’s “Spanish Program Assessment Report”, there was a request by Greg Moore to switch our Spanish courses to different times to accommodate student needs. The Spanish Program, after consulting with Registrar Nicole Pellegrino, decided to begin offering SPAN 101-102 on a Tuesday-Wednesday-Thursday schedule, and SPAN 123-124 on a Tuesday and Thursday schedule. After the 2015-2016 academic year, we found that this change was not detrimental to learning and is actually, comparable to Spanish courses offered on a Monday-Wednesday-Friday schedule. Please review the course enrollments below to see that the SPAN 101’s offered with such differing schedules, still had comparable student enrollments. Likewise, when looking at the number of students enrolled in 123-124 during previous years and during the 2015-2016 academic year, we see an approximate number of students (13-15) enrolling in said courses.<sup>1</sup>

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<sup>1</sup> A review of data of Spanish courses dating to the year 2005, we can see that SPAN 123-124 have ranged from 7 students, to 17. Likewise, an examination of SPAN 101-102

## **COURSE ENROLLMENTS**

The next important point in our Annual Assessment Meeting, was the analysis of our 2015-2016 course enrollments. First, the actual enrollments:

### **COURSE ENROLLMENTS FOR SPANISH PROGRAM 2015-2016**

#### **Fall 2015**

SPAN 101 (Cummings) 19

SPAN 101 (Juarez-Cummings) 17

SPAN 123 (Juarez-Cummings) 13

SPAN 203 (Juarez-Cummings) 10

SPAN 312 (Cummings) 9

SPAN 401 (Cummings) 2

#### **Course outside of SPAN Program:**

SC 101-02 (Cummings) 17

#### **Overloads:**

SPAN 290 (Cummings) 1

SPAN 399 (Juarez-Cummings) 1

WLLS 190C 04 (Juarez-Cummings) 1

#### **Spring 2016**

SPAN 102 (Cummings) 19

SPAN 102 (Juarez-Cummings) 20

SPAN 124 (Juarez-Cummings) 15

SPAN 211 (Juarez-Cummings) 10

SPAN 316 (Cummings) 6

SPAN 402 (Cummings) 2

#### **Overloads:**

SPAN 101-I (Cummings) 1

WLLS 190-02 (Cummings) 1

A decline in enrollments of Spanish majors/minors is evident in the 300 level courses offered in Fall 2015 and Spring 2016, and mostly due to two students switching from a Spanish major to a minor, and two other students that decided to pursue studies closer to their NYC home—and hence, they did not return to Wells for the Spring 2016 semester. We are confident we will make these numbers up, and a prime example is our push to recruit new Spanish majors and minors throughout the Spring 2016 semester that netted a total of 15 new students that integrated to our Spanish Program.

## **THE NEW SPANISH SENIOR THESIS EXPERIENCE**

Students completing the Spanish major in the 2015-2016 school year, experienced a Spanish senior thesis process that was divided into two semesters: SPAN 401 in the Fall and SPAN 402 in the Spring. The Spanish major student who graduated in May 21, 2016 repeatedly expressed that she was happy that the Spanish senior thesis was completed over two months because the stress of finding a topic, researching, writing and

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enrollments dating to 2005 show similar numbers as today, but the occasional 6, 7, 9, 10 or 11 students enrolled in 101-102 classes. Since 2012, these courses (101-102) have not had such low enrollments.

editing in one semester dissipated once the process transformed into a 2 semester experience. As a professor, Dr. Cummings also felt this was a less stressful process while also empowering the students to choose, research and write their topic at their own pace. We are sure that the Spring 2016 official student evaluations—currently out of our hands and in the Office of the Provost—will contain, perhaps, further information, suggestions or opinions about SPAN 402. The official student evaluations for SPAN 401 are currently in the hands of the Review Committee.

### **2016 SPANISH PROGRAM GRADUATES**

In May 2016, the Spanish Program had a total of 6 students graduate with either a Spanish major or a Spanish minor. Two other students were unable to complete the Spanish major or minor, one due to an incomplete number of Spanish requirements and the other, due to outstanding requirements in her Psychology major—yet she had already completed her Spanish minor requirements. Since Dr. Cummings has been Chair of the Spanish Program, 2016 is the second occasion with a large number of students graduating with a Spanish major or minor—the last time that a large group graduated (10) was in 2014. In 2015, 5 students completed the requirements for the Spanish minor (and 4 actually graduated in May 2015). We are working hard and want to continue growing our program. We know that if we keep up our push to recruit students into our Spanish program, it is possible that we will reach a point where we have a minimum of 10 students graduating with a Spanish major or minor every year.

### **THE SPANISH PROGRAM PRIORITIZATION REPORT**

The Spanish Program faculty discussed not just the Prioritization Report delivered in January 2016, but also our response to EPC’s proposal involving the foreign language requirement. Our analysis then and our careful reflection today of these two documents inform us that Spanish—and foreign languages in general—are an important and necessary component of a liberal arts experience for our students. Even a cursory review of headlines on Google News of the past few days show the importance of knowing a foreign language:

- “Mason County begins foreign-language 911 service” (*Charleston Gazette-Mail*)
- “Senior citizens have a blast learning foreign languages” (*Times of India*)
- “How Spanish is the only foreign language growing in popularity in English schools” (*The Telegraph*)

These are just three headlines of 736,000 results on Google News that show—mostly—the importance and the positive benefits of knowing a foreign language.

### **THE SPANISH PORTFOLIO**

In last year’s assessment report, we referenced our need to discuss and analyze the viability of adding a comprehensive Spanish portfolio to the requirements of students completing the Spanish major. Such an idea—a new way of assessing our students—was discussed in September 2015 with the two Spanish major students registered for SPAN 401, but it was evident—from their input—that implementing such a requirement with them was not viable and that new students with a declared Spanish major should be

informed of such a requirement if and when it is implemented. Our student's suggestion—and our need to grow the enrollment numbers of students majoring in Spanish—has made us table (for now) such an idea and will be revisited in the future.

## **RECRUITMENT**

In last year's assessment report, the Spanish Program faculty offered the following goal: "Attract more Spanish majors/minors. We have realized that there are Wells College students who declare two majors or two minors. We will try to tap into this pool of potential students." We believe we fulfilled this goal by recruiting over 15 students during the 2015-2016 academic year. We intend to continue active recruitment efforts of students because we believe there is an increasing and palpable need for students to master Spanish in their day-to-day lives as there is growing proof that it's beneficial for traveling, for employment, for financial stability, etc. Discussion of recruitment is continued in section #3 Program Changes.

## **OFFERING OPPORTUNITIES FOR OUR SPANISH MAJORS/MINORS**

In last year's assessment report, we presented the following goal:

Engage with Spanish majors/minors and show them what they can do with Spanish. We intend to invite experts or common folk who use Spanish in their day to day work life in order to explain to students why it's important to know and/or use a foreign language. This was evident to the Spanish faculty on a recent trip to the Home Depot in Auburn, NY where there is a display with pictures of employees that speak various foreign languages, among them: French, Tagalog, German and Spanish. We believe our students, with the appropriate 'nudge' will see the importance of Spanish which will allow them to confirm they made the right decision in majoring/minoring in our language.

We believe we were able to fulfill such a goal with opportunities that our Spanish majors and minors had to work in the A.J. Elementary School in Union Springs and with the King Ferry Food Pantry. We will expand on such opportunities and strengthen the relationships built with our liaisons in those institutions.

## **REVIEW OF SPANISH CURRICULUM AND INTERDISCIPLINARY PURSUITS**

The 2015 Spanish assessment report two more goals: #2 involved working interdisciplinarily with colleagues and #3, review the Spanish curriculum. We believe that our Fall 2016 offering of Medical Spanish is an example of the Spanish Program trying to explore a way of balancing or completing both goals. In e-mail interactions with Dr. Kristina Blake she expressed that it was 'an exciting class to offer' but that the course is up against major requirements. We in the Spanish Program have not had the chance to explore moving the class to a different day or time. We believe that such a course, if it were to be successful and were to have the proper enrollments, will continue the Spanish Program in a path where we are trying to balance a number of different "needs" our students have, which mainly involved a well-rounded experience where they are able to learn grammar, vocabulary, literature, film, culture, linguistics, and practical uses of the Spanish language.

### 3. Program Changes

The Spanish Program faculty discussed our need to offer a better experience to all students taking Spanish at Wells College or who are majoring or minoring in Spanish. Some of the changes discussed were:

- **Eliminating the workbook requirement from SPAN 101 & 102:** The Spanish textbooks are expensive—as are most university textbooks—and in order to be cost-effective for students, we have decided to forego requiring the workbook. In the past two years, we have slowly increased the number of assignments through web portals such as [conjuguemos.com](http://conjuguemos.com), [studyspanish.com](http://studyspanish.com), etc. We hope that this will be one less financial burden for students registering for Spanish courses. The workbook requirement has already been eliminated from the SPAN 123-124 sequence without any effect in the learning or quality of the work or contact of students with Spanish.
- **Offering an option for Spanish majors who are unable or unwilling to go abroad:** The experience of exploring with two students who could not go abroad—one for reasons involving a disability and the other, for reasons of a low G.P.A.—options to create a ‘study abroad substitute’ has allowed the Spanish Program faculty to research online a substantive number of Spanish programs at different institutions throughout the USA. While indeed many of them demand their students go to a Spanish speaking country in order to complete the requirements of their Spanish major, there were a number of them that did not. This, in addition to our need to grow the Spanish Program, has made the Spanish Faculty decide that in the Fall 2016 we will begin the process of revising this requirement by offering students two options: 1) Students interested in going abroad to complete their Spanish major requirements and/or courses will be able to continue doing so; and 2) students that want to explore completing all courses and requirements while registered at Wells College will be able to do so as it will probably involve students needing to take courses at Ithaca College or Cornell, or working closely with them to offer all of the courses (at the proper level) they will need. There is still discussion to be had as to whether there will be the need to explore a ‘study abroad substitute’ or whether the two experiential learning requirements will suffice.
- **New courses:** We have introduced a new course for Fall 2016 called SPAN 128: Medical Spanish. This course was created to offer the wide-array of students exploring careers in the health professions to have a course that will offer them basic vocabulary, Spanish grammar, and real-life practice with situations that will be of benefit to them later in their careers. The course was intended for students intending to go into dentistry, nursing, pharmacy, veterinary, etc. In Fall 2016 we intend to explore with faculty of other programs the need for their students to take more concentrated or tailored Spanish courses in other fields such as criminology, business, etc.

- **An active recruitment effort:** While the Spanish Program faculty has been active in recruiting students in the past by attending academic fairs organized by the Admissions department spearheaded by Susan Raith-Sloan and actively recruiting in our own classes, we have never as successful as this Spring 2016 when we were able to recruit 14 new students for the Spanish minor and 1 for the major. There are at least 3-5 other students who, in all probability, when the Fall 2016 semester begins, will declare a Spanish major or minor.

#### **4. Action Plan for the Upcoming Year**

As the Spanish Program attracts majors and minors to our roster, we know that there is still work that needs to be done to continue to offer a successful and attractive Spanish Program at Wells College. Below is a list of tasks that we believe need to be our priorities during the 2016-2017 academic year:

1. Continue supplying EPC or other university committees information or documentation as needed and as relating to the Spanish Program.
2. Re-examining the study abroad requirement, revising the Spanish curriculum and courses if necessary or offering new ones to make it possible to forego studying abroad. Moreover, analyzing what experiential learning opportunities or study abroad substitutes will be feasible.
3. Identify new ways the Spanish Program can offer opportunities for our students to engage with other students in our classes, our campus or the community.
4. Strengthen established relationships with Karen Burcroff—principal of AJ Elementary in Union Springs—and with Elaine Meyers—President of the Board of Directors for the Aurora Free Library and the liaison to the King Ferry Food Pantry. Both Mrs. Burcroff and Mrs. Meyers were instrumental in giving Spanish majors and minors the opportunity to either start a Spanish Club and show children the wonders of the Spanish language and its culture, or to engage with native Spanish speakers during the 2015-2016 academic year.
5. Continue training and advising students who are interested in pursuing a teaching career and allowing them the opportunity of visiting our Spanish classes to teach a sample topic.
6. Continue active recruitment for our Spanish Program in our Spanish classes, through flyers posted around the campus, via Facebook posts in our Spanish Program Facebook page, and by tabling at the Dining Hall (something we have yet to do).
7. Update the Spanish Program webpage currently available in our Wells College page. Such a plan to do so has been in the works since 2015, but time constraints have made it impossible to follow-through. Nevertheless, we are already in touch

with David Foote and have already supplied information to update our webpage.

8. Attach the following addendum to the official student evaluations that will give us new insights into the experience of our students in all Spanish courses offered at Wells College. We plan to begin using it—or some revised version—in the Fall of 2016. Please read it below:

### **ADDENDUM TO WELLS COLLEGE STUDENT EVALUATIONS**

1. I am able to identify important Spanish grammar concepts at the appropriate level for this class  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
2. I am able to understand spoken Spanish intended for students at the appropriate level for this class regarding topics related to daily life.  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
3. I am able to speak in complete sentences in Spanish about familiar topics with accurate pronunciation and grammar  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
4. I am able to hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes.  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
5. I am able to communicate in written Spanish on a familiar topic with precision and accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish.  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
6. I am able to appreciate Hispanic culture through the listening of music, the analysis of artworks, viewing of films and reading of Spanish texts or articles on cultural topics with a thorough understanding of the main idea and all of the supporting details, and afterward, explain (verbally or in written form) in Spanish what it is about or why it is important.  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
7. I am able to 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, food, etc.).  
a) strongly disagree   b) disagree   c) agree   d) strongly agree
8. I was able to engage with actual native speakers—even if it was only the Spanish professors.

a) strongly disagree   b) disagree   c) agree   d) strongly agree

9. I was able to hear special lectures and/or attend presentations on campus by native speakers or nonnatives who have visited the foreign country from which the language being learned is.

a) strongly disagree   b) disagree   c) agree   d) strongly agree

### **5. The Updated Assessment Plan**

The 2016 “Spanish Program Assessment Plan” is attached to the present report, and it contains our analysis of the relevance of the Spanish Program’s 1) mission statement, 2) program goals, 3) learning objectives, 4) measurable learning outcomes, and 5) means of assessment of outcomes. It is detailed, and a lengthy analysis of how we view and assess our Spanish students. The assessment plan follows on page #9.



## 2016 SPANISH PROGRAM ASSESSMENT PLAN

### 1. Program Mission Statement

As drafted originally for the document “PERIODIC REVIEW REPORT OF THE WELLS COLLEGE SPANISH PROGRAM” submitted on May 26, 2014, we in the Spanish Program stand behind the following mission statement because we feel it is still on point, inclusive and relevant:

*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

During Fall 2014, the Spanish Program was asked to contribute information for the “Curriculum Mapping Grid” (C.M.G.) and we were then asked to supply the rubrics with which we completed the C.M.G. In a document submitted on 12/12/14 we called them “Spanish Program Learning Objectives” and we now realize we meant to use the term “goals” for them because, in the end, these are what guide the Spanish Program. We felt that students in our Spanish classes will be able to:

1. Identify important Spanish grammar concepts at the appropriate level for the class
2. Understand spoken Spanish intended for students at the appropriate level for the class, regarding topics related to daily life.
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 of Spanish.
4. Hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes.
5. Listen to music, analyze artworks, view films and read Spanish texts on cultural topics with a thorough understanding of the main idea and all of the supporting details, and afterward, explain (verbally or in written form) in English and/or Spanish what it is about
6. Communicate in written Spanish on a familiar topic with precision and accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish.

7. 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.).

8. Engage with actual native speakers.

9. 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.

We feel that the previous 9 goals have remained on point for the past two years, although we believe that our engaging with a Spanish major student during her senior thesis defense has made us realize that learning objective #4 could be modified to include: “Moreover, students majoring in Spanish will be able to hold a 30-45 minute conversation completely in Spanish.” Nevertheless, the “Guidelines for Writing the Assessment Plan” specify that in order to align with Middle States standards, one of the goals must center on technology. For that reason, we are suggesting the following modifications to numbers 8 & 9:

*8. 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.*

*9. 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.*

Moreover, we felt the goals needed to be reorganized, revised and reduced. After such changes, they will now read as follows:

### **SPANISH PROGRAM GOALS 2016-2017**

1. Students will identify important Spanish grammar concepts and vocabulary at the appropriate level for each class.
2. Students will understand spoken Spanish (and a variety of topics) intended for students at the appropriate level for each class.
3. Students will 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 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



### **3. Learning Objectives**

There are over 20 Spanish courses currently in our curriculum. We include below the learning objectives for the Spanish Program courses offered in the 2015-2016 academic year:

#### **SPAN 101: Elementary Spanish I**

The primary aim of Elementary Spanish 101 is to provide you with the basics of current standard Spanish. By the end of the course, you should be able to actively use the most basic structures in colloquial and written Spanish. In addition, the course introduces you to contemporary Hispanic life and culture. The textbook and supplementary material will help you familiarize yourself with both language and culture.

#### **SPAN 102: Elementary Spanish II**

The primary aim of Elementary Spanish 102 is to provide you with the basics of current standard Spanish. By the end of the course, you should be able to actively use the most basic structures in colloquial and written Spanish. In addition, the course introduces you to contemporary Hispanic life and culture. The textbook and supplementary material will help you familiarize yourself with both language and culture.

#### **SPAN 123: Intermediate Spanish I**

This course focuses primarily on communicative objectives that include giving and getting information, surviving predictable and complicated situations, narrating and describing in present, past and future time.

#### **SPAN 124: Intermediate Spanish II**

The primary aims of this course are to improve students' basic communicative competence in Spanish through integrated process listening, speaking, reading, and writing strategies. Students will learn practical vocabulary and situations which will enable successful communicative competence in Spanish. There will be a systematic review of basic Spanish grammar and vocabulary in order to move students to higher levels of speaking proficiency by adding detailed conversational strategies, helping students use the language in a natural, conversational way

#### **SPAN 203: Advanced Grammar in Context**

The primary objectives of this course are to enhance your conversational Spanish, as well as your writing skills. We emphasize improving the ability to express ideas and opinions that are important to you. In order to meet this goal, we will focus on acquiring a richer vocabulary, reviewing the grammatical issues most problematic for learners of Spanish, and practicing both written and spoken Spanish. SPA 203 strives to create a relaxing and enjoyable environment where you can comfortably participate in Spanish and ultimately improve your language skills.

#### **SPAN 211: Introduction to Hispanic Linguistics**

- Understand regional variation in the Spanish-speaking world.
- Be able to identify and use linguistic units at different levels.

- Understand and be able to explain the distinction between phonetics and phonology and their units of analysis.
- Understand the basic concepts of morphology and syntax and their particular units of analysis.
- Recognize some of the processes of word formation.
- Understand basic notions for examining the meaning of words and sentences.
- Understand and be able to explain the situation of bilingual (Spanish-English) speakers in the USA and bilingual persons in the Hispanic world.
- Hold introductory knowledge of pragmatics, speech acts, and conversations
- Develop basic skills for critically examining research and theoretical aspects of linguistics.

**SPAN 312: Modern Hispanic Popular Culture**

1. Students will become engaged learners in a tolerant classroom climate
2. Students will sharpen critical reading and viewing skills in order to strengthen analytical and synthetic competence
3. Students will be encouraged to formulate their own opinions in order to become a more critical thinkers
4. Students will become aware of the historical, social, economic, political, and cultural contexts of texts under study
5. Students will be exposed to cross-cultural historical inquiry while being encouraged to link the issues with their own experiences
6. Students will develop their critical thinking skills through connecting analytic frameworks and concepts with primary historical sources and secondary information on historical processes.
7. Students will improve written and oral expressive skills through presentations, discussions and/or substantial writing assignments.
8. Students will be presented with critical thinking strategies, film grammar and a vocabulary to the analysis of film.
9. Students will read and understand a wide-array of texts in Spanish on Hispanic history or society.
10. Students will participate in group work and discussions that aims to enhance their analytical and reasoning skills.
11. Students will strengthen their Spanish reading, writing, listening and speaking skills through a variety of writing and presentation assignments.

**SPAN 315:**

1. Students will be given a strong background in critical theories relating to monsters, gothic themes, the fantastic and horror, applying said background and critical thinking strategies to the analysis of literature, history or contemporary culture.
2. Students will read and understand a wide-array of Spanish texts on monsters.
3. Students will participate in group work and discussions in the target language that aims to enhance their analytical and reasoning skills.
4. Students will strengthen their Spanish reading, writing, listening and speaking skills through a variety of writing and presentation assignments.

5. Students will develop an awareness of the relevant representations of monsters or what some consider ‘monstrous’ in Hispanic society.

**SPAN 401: Spanish Senior Thesis I**

1. To guide students through the process of choosing an appropriate topic for their senior thesis.
2. To review and judge critical framework that will guide the research topic.
3. To assess and review the pertinent literature to be included in the senior thesis.
4. To promote student’s own analytical and critical skills.
5. To refine student’s knowledge of the Spanish language, its grammar and vocabulary in important areas such as conversation, writing, reading and listening.

**SPAN 402: Spanish Senior Thesis II**

1. To guide students through the writing and editing process of their senior thesis.
2. To review and judge critical framework, articles, research, that will structure their senior thesis
3. To assess and review any outstanding or new pertinent literature to be included in the senior thesis.
4. To promote student’s own analytical and critical skills.
5. To refine student’s knowledge of the Spanish language, its grammar and vocabulary in important areas such as conversation, writing, reading and listening.

You will see that the learning objectives for each of the 10 Spanish courses offered during the past academic year are in line with the Spanish Program’s 2014 “Curriculum Mapping Grid” and the 2016-2017 revised “Program Goals.” Nevertheless, your instructions “**GUIDELINES FOR WRITING THE ASSESSMENT PLAN**” suggest that the Spanish Program faculty need to reflect on our goals and offer learning objectives for each Program Goal. Below, please find that:

**SPANISH PROGRAM GOALS 2016-2017**

1. 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.
2. 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.
3. Students will 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 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.
  4. Students will communicate in written Spanish on a familiar topic with precision and accuracy in grammar, spelling, punctuation, and vocabulary so as 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.
  5. 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.
  6. 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.
7. 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.
  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 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 goals, there are a number of learning objectives. We will include measurable learning outcomes for each learning objective and they will be presented in CAPITAL LETTERS:

##### **GOAL #1**

- 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). EXAMS, QUIZZES, ESSAYS, HOMEWORK.
- ii. Students will each reach a certain level of competency according to ACTFL standards. EXAMS, QUIZZES, ESSAYS, HOMEWORK.
- iii. Students will be able to practice sufficiently all they learned throughout the semester. EXAMS, QUIZZES, ESSAYS, HOMEWORK.

##### **GOAL #2**

- i. Students will be familiarized with rubrics used by Advanced Placement



professors who teach and grade students listening abilities. CLASSROOM ACTIVITIES, LISTENING QUIZZES AND EXAMS, CONVERSATIONS WITH CLASSMATES OR A PROFESSOR.

- ii. 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.
- iii. 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

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

#### GOAL #4

- i. 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.
- ii. Students will each reach a certain level of competency according to ACTFL standards. QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, JOURNALS, ESSAYS, ETC.
- iii. Students will be able to practice sufficiently all they learned throughout the semester. QUIZZES, EXAMS, WRITING ASSIGNMENTS, HOMEWORK, JOURNALS, ESSAYS, ETC.

#### GOAL #5

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

GOAL #6

- i. Students will become familiar with greetings, bidding goodbye, etc. PERSONAL INTERACTIONS WITH PROFESSORS AND EACH OTHER, QUIZZES, EXAMS, ETC.
- ii. Students will learn how to relate to Spanish speakers in writing of letters, e-mails, etc. WRITING ASSIGNMENTS, QUIZZES, EXAMS, ESSAYS.
- 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. CLASSROOM ACTIVITIES, INDIVIDUAL DIALOGUES IN PROFESSORS OFFICES, ETC.

GOAL #7

- 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. ATTENDANCE AND PARTICIPATION TO CLASSES, ATTENDANCE TO TUTOR HOURS, ETC.
- 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. ATTENDANCE TO SPECIAL EVENTS, REFLECTION ESSAYS OR PAPERS, JOURNALS, EXTRA CREDIT.
- iii. Students will have 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

- i. 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.
- ii. 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.
- iii. 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**

Preliminarily, we would like to state that in all classes offered by the faculty of the Spanish Program, we faithfully follow a set of guidelines for assessing outcomes in our courses that are stipulated by the American Council on the Teaching of Foreign

Languages (ACTFL). Namely, that besides grammar and vocabulary, we must concentrate our efforts in four areas that could be seen as the mechanics of learning the Spanish language: Reading, Writing, Listening and Speaking. In each of our classes, besides quizzes and exams, our students **read** a wide-array of texts in Spanish: from something as short as an advertisement to a short story for our 100 level students, to fragments of novels or academic articles in the 200 level courses, to more complex or lengthier pieces of writing for the 300 level courses, and lastly, to complete books in Spanish at the 400 level. **Writing** is also gradual, with brief responses in Spanish at the 101 level, to short paragraphs at the 102, to lengthier assignments in 123-124, to journals at the 200 level and 4-5 page essays, to 6-9 page essays at the 300 level, to a 40 page senior thesis at the 400 level. Student’s **listening** abilities are also assessed, namely through their participation in classroom activities and through the ‘listening sections’ that are included in Spanish courses from SPAN 101 up until SPAN 203. Their **listening** abilities continue being assessed through classroom activities for 200, 300 and 400 level courses, but also through individual meetings in the offices of the Spanish faculty, where we also assess their **speaking** abilities.

Furthermore, the instructions found in the document “**GUIDELINES FOR WRITING THE ASSESSMENT PLAN**” demand clear information that must be included in the section “Means of Assessment Outcomes”, even giving an example of how it could be organized. In the following pages (pp. 19-23) we in the Spanish Program have modeled our assessment outcomes in the example found on page 2 of “Guidelines for Writing the Assessment Plan.” **CAVEAT:** We are using the new 8 goals and their individualized learning objectives because they are what—in a way—has already been used before and will continue to be used in the 2016-2017 academic year.

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. 30% 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) and 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, regarding topics related to daily life.					
	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. 30% 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) and 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 practice their conversational abilities. 30% 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) and 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 practice their writing abilities. 30% achieve grades in A range, 60% in the B-C range, and 10% in the D-F range	Faculty files and student files
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Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
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#5	Students become familiar with different aspects of Hispanic culture.					
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	i. students become familiar with Hispanic culture; ii. Students understand importance of such knowledge; iii. Students find vested interest of such cultural knowledge	Students grow as human beings, learn to feel empathy for others less fortunate, etc.	Through essays, quizzes, journals, exams, individual conversations with 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
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Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria	Data Location
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#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.).					
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	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 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, ta'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
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## 6. How Assessment Data will be Utilized

There seems to be a circularity and an ‘echoing’ between the Spanish Program Annual Assessment Report and the present “2016 Spanish Program Assessment Plan” which is to take effect during the 2016-2017 academic year. We believe that the exercise of working on the 2016 Spanish Program Assessment Report and the Assessment Plan will be helpful because it allows us to know what Middle States is looking for and how we must align with their standards. The data that we collect over the next academic year will help us prepare a 2017 Spanish Program Assessment Report with new data.