

**ASSESSMENT OF THE WELLS  
COLLEGE SPANISH PROGRAM**

**May 30, 2014**

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Spanish**

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## INTRODUCTION

The Spanish program at Wells College offers students the opportunity of pursuing a Major or a Minor in Spanish. Our majors are required 22 to 31 credit hours in advanced Spanish courses in the target language, plus FLLC courses taught in English, and a semester of study in a country where the target language is spoken. Our minors are only required six (6) courses to complete the requirements for the Spanish minor; said courses can be a combination of basic, intermediate or advanced Spanish courses.

The Spanish area is currently comprised of Dr. Gerardo T. Cummings (Assistant Professor of Spanish) and Mrs. Elizabeth Juarez-Cummings (Visiting Instructor of Spanish). Recently, Dr. Miguel Gil retired after having worked at Wells College for forty years.

The current Spanish faculty felt that drafting a mission statement for the Dept. of Spanish was essential to give ourselves a purpose and a goal to work toward. Said mission statement did not exist before, for this reason, we would like to offer the following:

**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.**

The following pages detail, with as much accuracy as possible, all aspects that surround the Spanish program at Wells College. We will start off by discussing how the last periodic review report/assessment that the Spanish program was involved in hold up to the demands placed on our program today (section I); we will then move into assessing why the previous Spanish curriculum was not preparing our students to real, potential jobs, and why we devised a new program which was approved in an April 2014 faculty meeting (section II); we then offer information about how we assess students in the basic, intermediate and two of the advanced Spanish courses that are not undergoing any major change as most other advanced courses are (section III); we will then share information about our efforts to recruit students into the Spanish program (section IV) and after that, we offer information as to how the Spanish faculty is currently assessed by students, faculty and administrators (section V); in the following section, we offer a detail list of students who have graduated from Wells College with a Major or Minor in Spanish, from 2008-2014 (section VI); we will then delve into challenges that we, as faculty, have encountered at Wells College or challenges that students encounter when unable to purchase the proper textbooks (section VII); the last sections of this PRR are as follows:

an honest assessment of where the Spanish program is at currently in relation to study abroad (section VIII) and of our community presence (section IX).

There is a budget included before an Appendix that includes an e-mail with preliminary answers questions #15 & #16 of an assessment and, lastly, we include a sample rubric that we use when assessing student presentations.

The present assessment document could contain a number of other samples, rubrics, syllabi and documentation, but we have decided to include only the most representative information.

## **I. ANALYSIS OF PREVIOUS SPANISH ASSESSMENT/PERIODIC REVIEW REPORT (2008-2009)**

In order to prepare appropriately to write the present Periodic Review Report, it was necessary to revisit the previous one, available currently on The Globe. Said report includes the following text. Below will be our comments and reflections on whether the previous PRR is still valid or whether anything has changed.

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DRAFT \*\*\*FLLC MAJOR ASSESSMENT OF GRADUATING SENIORS\*\*\* DRAFT

The Foreign Languages, Literatures and Cultures Major has concentrations in French, German and Spanish, and minors in those three languages as well as in Italian and Japanese.

We adhere to the guidelines established by ACTFL, the American Council on the Teaching of Foreign Languages, to judge the quality of language acquisition of our graduating majors. Our majors are required 22 to 31 credit hours in courses in the target language, plus FLLC courses taught in English, and a semester of study in a country where the target language is spoken.

In their senior spring, our senior majors take the 402 capstone course in the language of their concentration and usually write a thesis of some twenty-five to forty pages in the target language. The topic may be literary or cultural, but we have also had translations and even a piece of fiction in the form of the diary of an 18<sup>th</sup> century woman. At the end of the semester, after many rewrites and discussions with the thesis advisor, the students give an oral presentation in English to their peers, friends and the FLLC department; and then an oral exam / thesis defense in the target language with the faculty of the concentration. The 402 course is a good measure of our students' language acquisition, both written and oral; and their understanding of the literature, history and culture of one of the countries where their chosen target language is spoken.

### **General Program Goals for Majors**

The FLLC department seeks to educate majors who are capable linguists in their chosen target language with the knowledge base and analytical skills to enter graduate school or to be employable in a variety of jobs that require regular use of the target language, including jobs as teachers in grades K-12.

### **Student Learning Outcomes**

Graduating seniors will be able to

1. communicate in the target language at the proficiency level necessary to communicate successfully with native speakers. ACTFL guidelines currently look

at language control, comprehensibility and comprehension as the three domains in communication. In their target language, graduating seniors in FLLC

- a. demonstrate few errors in oral and written presentations and communication
  - b. express their own thoughts and show little interference from the native language
  - c. have a sophisticated level of vocabulary, verb tenses and moods, pronoun usage, relative clauses
  - d. understand main ideas and significant details on a variety of topics found in the media in the target language
  - e. have an awareness of tone, style and author perspective in reading
  - f. demonstrate independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary
2. understand the literary and other cultural features of the target language and appreciate the contributions of the target language and culture to the world. The literature component of the FLLC major is designed so that graduating students
- a. demonstrate a knowledge of the literature of the target language
  - b. demonstrate a knowledge of the history and key cultural elements of some of the countries of the target language
  - c. apply ethical principles in critical reading of literature
  - d. read and discuss a literary text critically
  - e. write effective critical essays
  - f. understand and use basic theories of literary criticism.
3. understand the contemporary culture of one or more of the countries where the target language is spoken, both from culture-based course work and from a semester abroad. Through the culture component our students
- a. experience at least one of the cultures of the language and learn about the social forces that have shaped those cultures
  - b. gain a comparative understanding of some of the different cultures and the diverse ethnicities within the area of concentration
  - c. become global citizens through total immersion in another culture
  - d. compare & contrast the target culture with their own while learning to appreciate and value the richness of differences and to approach the “other” with respect and understanding
  - e. apply ethical principles as they observe, compare and contrast other ethnicities, and as they participate in other cultures.

The chart below demonstrates in which courses and experiences our student outcomes are measured and how we can use the information of that assessment. Again, the three outcomes we are assessing are the students' abilities to:

1. communicate in the target language at the proficiency level necessary to communicate successfully with native speakers
2. understand the literary and other cultural features of the target language and appreciate the contributions of the target language and culture to the world
3. understand the contemporary culture of one or more of the countries where the target language is spoken, both from culture-based course work and from a semester abroad

Means of assessment	Outcm 1	Outcm 2	Outcm 3	Use of the information
Courses in lit	x	x	x	Yearly FLLC major filed meeting will determine whether expected outcomes are being met by graduating seniors to determine what changes may be necessary
Courses in culture	x		x	same as above
Courses in literary theory		x		same as above
Courses in conversation & composition	x		x	same as above
Semester abroad & presentation on OCS experience	x	x	x	same as above
402 capstone course				same as above
Thesis	x	x	x	same as above
Oral exam	x			same as above
Public presentation		x	x	same as above

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The current Spanish faculty must share our opinion on the text above:

- 1) While the previous report was written while the FLLC department existed, it is pertinent for us to share information pertinent to the Spanish program. Currently, all other foreign languages are being taught by part time lecturers and, while we do unofficially consider ourselves the “Department of Modern Languages”, the Spanish area is the only one with a Major and the accompanying classes that Wells College students can take in order to graduate.
- 2) Like the previous PRR, we too also adhere to ACTFL guidelines. They are part of our curriculum, our syllabi, etc. Nevertheless, our experience with Advanced Placement (AP) grading allows us to infuse new rubrics and a new outlook on

teaching, exam development and grading that is not offered by the ACTFL guidelines. Moreover, we have not had the opportunity to attend ACTFL conferences or conventions, yet we have been privy to attend AP Readings in both Spanish Literature and Culture and Spanish Language and Culture since 2005.

- 3) We agree with previous “General Program Goals for Majors” and parts of that wording are found in the new goals we are offering for the Spanish major:

#### **Goals for Major**

- A. Understand and appreciate Hispanic culture within a multi-disciplinary framework
- B. Achieve at least the Advanced level in speaking, reading, writing, and listening to Spanish (ACTFL standards)
- C. Gain general knowledge and familiarity with historical development of the Hispanic world
- D. Study abroad for at least one semester in a Spanish-speaking country, gaining knowledge of and experience with
  - 1. Individual Spanish speakers in the country
  - 2. The general current political/social/economic situation of the country
  - 3. How the U.S. is viewed by the general public in the country
- E. Gain and apply knowledge of Spanish linguistics and second language acquisition (e.g., phonetics, morphology, syntax, semantics, pragmatics, sociolinguistics)
- F. Pursue advanced knowledge in one or more of the following areas:
  - 1. Literature of a particular period, place, or topic
  - 2. Linguistics
  - 3. A particular socio-cultural topic

Moreover, we would like to offer the following—more subdued—goals for students minoring in Spanish:

#### **Goals for Minor**

- A. Understand and appreciate Hispanic culture within a multi-disciplinary framework
- B. Achieve at least the Intermediate High level in speaking, reading, writing, and listening to Spanish (ACTFL standards)
- C. Gain general knowledge and familiarity with historical development of the Hispanic world

- 4) The section related to “Student Learning Outcomes” is, we believe, complete as is and—in conjunction with the new goals offered previously, we believe that there is nothing new we can add to it.
- 5) The three outcomes outlined in the chart from the previous PRR are also, we believe, accurate and not needing of any additional reflection or correction. Nevertheless, we must note that at that point, it appears that the Dept. of FLLC

offered courses in “literary theory.” The current Spanish curriculum does not offer full-fledged literary theory courses. Nevertheless, all of the courses we offer at the 200 level starting with SPAN 204 do include elements of literary theory and/or critical approaches. Students are vigorously tested and examined on their understanding of film theory, narratology, and even following the Modern Language Association format when writing and researching essays.

## II. ASSESSMENT OF THE SPANISH CURRICULUM

Upon the arrival of new Spanish faculty members in 2012 and 2013, it became evident that the Spanish program at Wells College was too dependent on literature and film and not enough on culture and other areas that are being offered at other surrounding institutions of higher education. To offer just one example, at Keuka College they offer SPAN 208: Spanish for the Professions while over at Cornell University they offer multiple sections of SPAN 2070: Intermediate Spanish for the Medical and Health Professions. Up until Spring 2013, Wells College did not offer a comparative course.

During the Spring 2013 semester, Dr. Cummings had conversations with two recently declared Spanish majors who expressed a desire to teach Spanish to students in middle school. Moreover, after a thorough conversation with a student after coming back from studying abroad in Sevilla during the Spring 2013 semester, it was evident that she would have enjoyed a Spanish curriculum that offered courses on Hispanic culture and, perhaps, even a course on translation. With this information, and after a close analysis of the Spanish program as it was being offered, it was clear that the emphasis on Peninsular and Latin American literature and film was not allowing the Dept. of Spanish to better prepare our students to handle the number of potential curricular demands they may encounter. For this reason, and with the advice of the Curriculum Committee, the Spanish faculty proposed an overhaul of the Spanish curriculum at Wells College, eliminating some courses, fusing others, and proposing new ones. Below, please find an overview of the changes that the Spanish program curriculum underwent:

### Overview of Curriculum Changes in Spanish 3/30/2014 version

**SPAN 101-102:** As Is (no changes suggested)

**SPAN 123-124:** As is (no changes suggested)

**SPAN 203:** *Spanish Conversation and Composition* to become SPAN 203: *Advanced Grammar in Context*. (new title and new description)

**SPAN 204:** As is (no changes suggested)

**SPAN 205 & 206:** Eliminated and new course “SPAN 2XX: Introduction to Hispanic Literature” proposed in its place.

**SPAN 2XX:** *Introduction to Hispanic Literature*. [please see above]

**Span 2xx,** *Spanish for the Professions* (new course).

**Span 2xx,** *Introduction to the Hispanic Culture* (new course).

**Span 2xx, *Introduction to Hispanic Linguistics*** (new course).

**Span 2xx, *Spanish Translation*** (new course).

**SPAN 210 and SPAN 212:** Eliminated and new course “SPAN 2XX: Introduction to the Hispanic Culture” suggested in its place [please see above]

**SPAN 245: *Golden Age in Spanish Letters.*** [deleted]

**SPAN 285: *Topics in Spanish and Latin American Studies.*** We would like this course reinstated into our Spanish curriculum.

**SPAN 290/390: *Internship in Spanish.*** [As is. No changes suggested].

**SPAN 299/399: *Independent Study in Spanish and Latin American Studies.*** [As is. No changes suggested.]

**SPAN 359: *Latin American Literature from Pre-Columbian to Modern.*** [deleted]

**Span 3xx, *Gender and Sexuality in the Hispanic Literature*** (new course).

**SPAN 319: *Women and Society in 19<sup>th</sup> Century Spain.*** [Eliminated]

**SPAN 3XX: *Monsters in Hispanic Literature and Film.*** [new course]

**SPAN 351: *Cervantes and the Modern Novel.*** [Deleted]

**Span 3xx, *Afro-Hispanic Literature, Culture and Film*** [new course]

**SPAN 370, *Two Ways of Telling a Story*** (old course). [As is]

**SPAN 3XX: *Environmental Discourse in the Hispanic Culture*** [new course]

**SPAN 370: *Literature and Film: Two Ways of Telling a Story*** (old course). [As is]

**SPAN 375: *20<sup>th</sup> Century Literature in Spain.*** [Deleted]

**SPAN 385: Topics in Spanish and Latin American Studies.** [As is]

**SPAN 3XX: Contemporary Hispanic Popular Culture.** [New Course]

**SPAN 3XX: The Hero in Hispanic Literature, Culture and Film.** [new course]

**SPAN 402: Senior Seminar in Spanish and Latin American Studies** [*FYI:* We would like to suggest SPAN 402 become two courses: the first part of which would be offered in the Fall semester of the students' senior year and the second part would be offered in the Spring semester. Each of these 'courses' would have a separate number (for example, SPAN 402 in the Fall, and SPAN 403 in the Spring) and would be worth 2 credit hours. This change is suggested because in the Spring of 2014, Dr. Cummings had two students registered in SPAN 402, and it was evident that there was not enough time for students to do the appropriate research, writing and revision.]

The new Spanish curriculum, as presented above and as was approved on April 2014, will allow our students to graduate in a well-rounded manner, familiar with areas of importance such as Spanish literature, film, culture, linguistics, translation, etc.

### **III. METHODS OF ASSESSMENT IN SPAN 101-102, SPAN 123-124, AND SPAN 203-204**

The following is information of what we assess at the basic and intermediate levels as well as two courses at the 200 level. This is offered so that the reader can attest how we, from the most basic Spanish course, are organized and we begin to emphasize all the important areas our students are to learn.

#### **SPAN 101-102**

**General Description:** These courses emphasize the learning of Spanish for real world purposes with instruction delivered almost entirely in Spanish. Students are introduced to vocabulary, and are instructed—via modeling—on the immediate use of it in order to accelerate students’ retention. Students work with partners—including the professor—on strengthening Spanish grammar or vocabulary in conversational settings. Students are encouraged to use the vocabulary and constructions they have learned. Students are also trained in Spanish reading and writing, two vital components in acquiring any language, especially Spanish. Lastly, students are given ample opportunities to improve their listening abilities in Spanish through in class and at home exercises. Lastly, cultural readings allow students to gain competence in the Hispanic culture.

#### **I. Goals**

The principle goals of this course are for students to learn:

- A. The fundamentals of Spanish grammar at a basic level
- B. The proper acquirement of basic level Spanish in the areas of speaking, reading, listening and writing

#### **II. Course Objectives:**

- A. To cover six (6) chapters from the Spanish textbook
- B. To allow students ample opportunities to gain and retain Spanish grammar and vocabulary
- C. To allow students ample opportunities to practice of speaking, reading, listening and writing in Spanish

#### **III. Measurable learning outcomes:**

We enable students to become competitive in the world market where foreign languages are a commodity necessary to communicate in the business, fine arts and political worlds. The Wells College Foreign basic Spanish program allows students to:

- A. Identify important basic Spanish grammar concepts
- B. Understand spoken Spanish intended for basic level college students, regarding topics related to daily life.

- C. 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.
- D. Hold a conversation in Spanish for anywhere between 3-8 minutes.
- E. Read Spanish articles on cultural topics with an understanding of the main idea and most of the supporting details, and afterward, explain (verbally or in written form) in English and/or Spanish what the articles are about.
- F. Communicate in written Spanish on a familiar topic with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish.
- G. 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.).
- H. Engage with actual native speakers.
- I. Hear special lectures and/or presentations by native speakers or non-natives who have visited the foreign country from which the language being learned is.

**IV. Means of assessment**

The syllabus specifies that students will be assessed in:

- A. regular written/listening quizzes and exams
- B. individualized Spanish conversational opportunities with the professor
- C. class participation, group work, in-class dialogues
- D. homework, workbook/lab manual completion, etc.

**V. How assessment data will be utilized**

- A. This data will be used to indicate the level of mastery of Spanish by each student in retention of Spanish grammar and vocabulary, as well as mastery in speaking, reading, listening and writing—all at the basic level.
- B. The final course grade indicates the student's success in the course itself and whether they are ready to continue at the next level of the Spanish program.

**SPAN 123-124**

**General Description:** SPAN 123-124 are proficiency-based courses that review understanding of the formal structures of language, refine previously acquired linguistic skills, and develop cultural competency. Proper grammar use and retention is actively and constantly assessed and is a necessary component of communicative competence.

Through connections with multiple disciplines such as award-winning Hispanic films, literature, and art, students are exposed to various cultural practices and perspectives of the Spanish-speaking world. These are 3-credit courses and classes are conducted in Spanish, with English used to explain grammatical principles or hard to grasp concepts. Students collaborate in many pair and group activities in which they are expected to participate actively and to use only Spanish. Students are introduced to discourse strategies, the ability to compensate for the command of the language, and familiarity with the cultural norms that are linked to communication.

**I. Goals**

The principle goals of this course are for students to learn:

- A. The fundamentals of Spanish grammar at an intermediate level
- B. The proper acquirement of intermediate level Spanish in the areas of speaking, reading, listening and writing

**II. Course Objectives:**

- A. To cover four (4) to five (5) chapters from the Spanish textbook
- B. To allow students ample opportunities to gain and retain intermediate Spanish grammar and vocabulary
- C. To allow students ample opportunities to practice speaking, reading, listening and writing in Spanish at an intermediate level

**III. Measurable learning outcomes:**

We enable students to become competitive in the world market where foreign languages are a commodity necessary to communicate in the business, fine arts and political worlds. The Wells College Foreign basic Spanish program allows students to:

- A. Identify important Spanish grammar concepts at an intermediate level
- B. Understand spoken Spanish intended for intermediate level college students, regarding topics related to daily life.
- C. 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.
- D. Hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes.
- E. Read Spanish 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 English and/or Spanish what the articles are about.

- F. Communicate in written Spanish on a familiar topic with intermediate-level precision and accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish.
- G. 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.).
- H. Engage with actual native speakers.
- I. Hear special lectures and/or presentations by native speakers or non-natives who have visited the foreign country from which the language being learned is.

**IV. Means of assessment**

The syllabus specifies that students will be assessed in:

- A. regular written/listening quizzes and written exams
- B. individualized Spanish conversational opportunities with the professor
- C. class participation, group work, in-class dialogues
- D. homework, workbook/lab manual completion, etc.

**V. How assessment data will be utilized**

- A. This data will be used to indicate the level of mastery of Spanish by each student in retention of Spanish grammar and vocabulary, as well as mastery in speaking, reading, listening and writing—all at the intermediate level.
- B. The final course grade indicates the student’s success in the course itself and whether they are ready to continue at the next level of the Spanish program.

**SPAN 203-204**

**General Description:** Spanish 203-204 study, primarily, the structural principles of Spanish oral and written Spanish at an advanced level. It makes use of current audiovisual technology and provides mostly practice in writing, reading comprehension, and conversation aimed at the development and/or perfecting of advanced level competency in Spanish.

**I. Goals**

The principle goals of this course are for students to learn:

- A. The fundamentals of Spanish grammar at an advanced level
- B. The proper acquirement, practice and retention of advanced level Spanish in the areas of speaking, reading, listening and writing
- C. And to grant students ample opportunities to practice Spanish speaking and writing

## **II. Course Objectives:**

- A. To enhance conversational Spanish of students by improving their ability to express ideas and opinions that are important to them.
- B. In order to meet Course Objective A, students will focus on acquiring a richer vocabulary, reviewing the grammatical issues most problematic for learners of Spanish, and practicing with fellow students of Spanish and the professor, in individual meetings in his/her office.
- C. To train students to be aware of weaknesses in their own writing skills and address them by constant practice and individual meetings with the professor.

## **III. Measurable learning outcomes:**

We enable students to become competitive in the world market where foreign languages are a commodity necessary to communicate in the business, fine arts and political worlds. The Wells College Foreign basic Spanish program allows students to:

- A. Identify important Spanish grammar concepts at an intermediate level
- B. Understand spoken Spanish intended for intermediate level college students, regarding topics related to daily life.
- C. 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.
- D. Hold multiple conversations in Spanish, in a thorough manner, from anywhere between 5-10 minutes.
- E. Read Spanish 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 English and/or Spanish what the articles are about.
- F. Communicate in written Spanish on a familiar topic with intermediate-level precision and accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish.
- G. 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.).
- H. Engage with actual native speakers.

- II. Hear special lectures and/or presentations by native speakers or non-natives who have visited the foreign country from which the language being learned is.

**IV. Means of assessment**

The syllabus specifies that students will be assessed in:

- A. regular written/listening quizzes, in class short-essays
- B. individualized Spanish conversational opportunities with the professor
- C. class participation, group work, in-class dialogues

**V. How assessment data will be utilized**

- A. This data will be used to indicate the level of mastery of Spanish by each student and their retention of Spanish grammar and vocabulary, vis-à-vis their speaking and writing—all at the advanced level.
- B. The final course grade indicates the student's success in the course itself and whether they are ready to continue at the next level of the Spanish program.

#### **IV. ASSESSMENT OF RECRUITMENT TO THE SPANISH PROGRAM**

Since 2012, Dr. Gerardo T. Cummings has participated in Wells College events designed by the Office of Admissions and Susan Raith Sloan. During the 2013-2014 academic year, the Spanish faculty—as well as a number of faculty of the Modern Languages areas—attended every single academic fair held in the Sommer Center. We—the Spanish faculty—were able to reach more than a dozen students. We requested the prospective students to fill-out a form with their information, and afterward, we e-mailed them informing them of the exciting changes to come to the Spanish curriculum.

During the 2013-2014 school year, the following students approached the Chair of the Department of Spanish and declared either a Major or Minor in Spanish:

Regina Agourah (Minor)

Stephen Domfeh (Minor)

Nia Morris (Minor)

Morgan Holtsclaw (Major)

Erin Vallely (Major, although declaration form has not been submitted)

Israel García (Minor)

As part of our recruitment efforts to the Spanish program, we created a flyer with the phrase “Keep Calm and Learn Spanish”, offering information on the courses to be offered in the Fall 2014. We will also be available to talk to students, on-on-one, during 2014’s “Wells Warm-Up Days.”

## V. ASSESSMENT OF THE SPANISH FACULTY

The Spanish faculty at Wells College is a believer in assessment, and at every opportunity, we welcome the assessment of our program, our faculty, our teaching techniques, etc. Over the past two years, these are the assessments that the current Spanish faculty has been privy to:

### By Administrators

During the Fall 2013 semester, Dr. Gerardo T. Cummings was assessed by faculty and administrators.

### By Wells College faculty peers

During the 2012-2013 academic year, Dr. Gerardo T. Cummings was observed by Dr. Daniel Renfrow.

During the 2013-2014 academic year, Dr. Gerardo T. Cummings was observed by Dr. Ernie Olson and Dr. Thomas Stiadle.

During the 2013-2014 academic year, Mrs. Elizabeth Juarez-Cummings was observed by Dr. Cummings.

### By Wells College students

For years, the tradition at Wells College requires students to complete an official evaluation on their professor at the end of each semester. The current Spanish faculty continue said evaluations, but we have expanded the opportunities to be evaluated by offering students ways to assess their learning, the instructor, the content of the class and even extra-credit opportunities that students are allowed to participate in. These “unofficial” assessment opportunities take different forms:

- 1) one-on-one meetings in the office of the professor either in the middle or towards the end of the semester
- 2) comments on extra-credit opportunities in social media outlets such as Facebook

### Conclusions

For the 2014-2015 academic year, the Dept. of Spanish will be implementing other ways to assess the learning of students and the performance of the Spanish faculty. These will take the form of weekly journals, a mid-semester and end-of-the semester written personal assessment, and (for Basic and Intermediate Spanish courses) personal vocal recordings (in MP3 format) of the students reading a passage from the textbook which will be uploaded online or sent to the professor.

## VI. ASSESSMENT OF SPANISH GRADUATES

In 2008-2009, the then Dept. of Spanish—in conjunction with the remaining faculty members of the Foreign Languages, Literatures and Cultures major—was part in the drafting of a document titled “Draft wording for FLLC spring 2008 document for assessment” (available on-line through the Wells College Globe). Said assessment did not contain information pertaining to the number of students the different FLLC majors/minors graduated each year. Nevertheless, the present document presents data of students in the Spanish area that have graduated with a Major or Minor since 2008.<sup>1</sup>

**CAVEAT:** the following numbers do not take into account the students who enroll in Spanish classes and that, for one reason or another, never declare a Spanish major or minor. Moreover, it also does not take into account students who at some point were Spanish majors or minors, or who switched their major/minor before graduation.

### 2008

Justine Olszewski

### 2009

Grace Hansen  
Ashlee Kelly

### 2010

Sarah Aldrich  
Caroline Bates  
Alexandra Felix  
Brittney Laurenceau  
Erin O’Meara  
Nicole Sandoval  
Kelsey Stafford  
Christina Tarry

### 2011

Seyda Akyuz  
Sarah Bonawitz  
Michaela Clark  
Ana Giovinazzo  
Melissa Mootoo  
Nicole Safer

### 2012

Catherine Abrego  
Molly Babcock  
Phoebe Chestna

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<sup>1</sup> This data was provided by Dr. Andre Siamundele at the Registrar’s Office on 5/23/2014 and on 5/27/2014.

Peter Quinn-Jacobs  
Jean Pierre Rosas Sandoval  
Kaylin Thonnesen  
Elena Walker

### **2013**

Dylan Bruce  
Sarah Deschenes  
Alexandria Dunn  
Lily Rowny  
Heidi Schlager  
Kelly Cornwell  
Emma Martin

### **2014**

On May 17, 2014, the Department of Spanish produced the following graduates:

- Three Spanish majors (Rebecca Rose, Jennifer Moreno and Zoe Elizabeth Kellet)
- Seven Spanish minors (Tori Burrell, Molly Baillargeon, Jillian Fields, Brittany White, Adam Sullivan, Britta Kilbourn, & Luisa Suarez)

The grand total of Spanish majors/minors that graduated on 5/17/2014 was 10. It is our hope that the current faculty that configure the Dept. of Spanish at Wells College will be able to continue the recruitment work by previous faculty members and improve upon it in order to strengthen

### **2015 and Beyond**

As of this writing, May 2015 is lining as the possible graduating date for six Spanish minors (Regina Agourah, Mikayla Kravetz, Clemencia Moreno, Israel Garcia, Negaysha Walcott, and Lindsey Guziewics) and May 2016 for two graduating Spanish majors (Saige Hernandez and Morgan Holtsclaw) and two minors (Courtney Danise & Stephanie Todd). In 2018, two Spanish majors are scheduled to graduate: Erin Vallely and Nadine Pershyn.

### **Spanish Graduates and their Pursuit of Graduate School**

We are proud to say that three Spanish majors/minors that graduated in 2014 have either been accepted to graduate programs (Rebecca Rose has been accepted at the University of Buffalo and Luisa Suarez at the University of Oklahoma) or have applied to them (Britta Kilbourn applied to Cornell University and Johns Hopkins University). We will continue to motivate our students and assist them (by writing letters of recommendation or offering advice) in their fulfillment of their dreams.

### **Conclusions**

It is remarkable to note that from 2008-2013, we graduated a total of 31 students, and in 2014 alone, 10 students graduated with a Spanish major or minor. We hope this trend

(i.e. graduating 10 students per year, or 1/3 of the students that graduated from 2008-2013) continues and even expands. Our goal would be to graduate 31 Spanish majors/minors per year. The unprecedented increase in the output of students graduating with a Spanish Major or Minor must be the result of better advising on the part of faculty advisees or the work of the faculty members that came before the current configuration of the Dept. of Spanish. Nevertheless, some of the students that graduated in May 2014, declared their Spanish minor personally to Dr. Gerardo T. Cummings—who signed their minor declaration form, so it is our belief that the current Spanish faculty is having a positive effect on the decisions by students to declare a Spanish major or minor.

## VII. ASSESSMENT OF LEARNING ENVIRONMENT OFFERED AT WELLS COLLEGE OR OTHER CHALLENGES POSED BY STUDENTS

This section is one that covers a number of different empirical data that we were unable to include in previous sections on assessment.

An area of concern for both students and faculty has been the lack of technology in certain classrooms in Cleveland Hall. Dr. Cummings confronted this particular challenge after immediately joining Wells College, and having classrooms assigned in Cleveland Hall 102 and/or 103. The sound coming off the speakers connected to the A/V equipment complicated efforts to listen to Spanish being spoken. Moreover, there were issues with the computer connecting slowly to the Internet, or issues with the projector. It does become a challenge for the professor in hiding their disappointment or not being demoralized in front of students. As recent as Spring 2014 semester, Dr. Cummings encountered an issue while using Cleveland Hall 208, when someone else had used the room and had disconnected certain cables, making it impossible to use the computer, projector and screen. For that class period Dr. Cummings had to change his class plan, foregoing the power point he had prepared.

An issue that all of the Spanish faculty at Wells College has come across since the 2009 report, is the lack of monies students have to purchase the required textbooks. During the 2013-2014 academic year, both Dr. Cummings and Prof. Juarez-Cummings dealt with students who had purchased the previous edition of *Puntos de partida*—the textbook used in both SPAN 101-102 during the 2013-2014 school year. There was a considerable disruption to the class flow when the professor requested students to open the textbook in a certain page or assigned a certain activity or reading, only to find from the students who had the prior edition (i.e. 8<sup>th</sup>) that the reading or activity did not exist in their version, or that the page numbers were different from the 9<sup>th</sup> edition—the one used in the 2013-2014.

Moreover, the Spanish faculty encountered that the 9<sup>th</sup> edition of *Puntos de partida* eliminated a number of important cultural readings that, on top of other changes referenced above, contributed to the decision to change the textbook required for SPAN 101-102 and, instead, order *¡Anda! Curso elemental* and the student activities manual that accompanies it. Among the positive changes at the Basic Spanish level, was the addition of textbooks not required before, such as *English Grammar for Students of Spanish, 501 Spanish Verbs*, and a *Spark Chart of Spanish Grammar*.

It is important to note that the Spanish faculty, at all times, tries to be accommodating to students, and in most cases, always makes copies of all required books available at the Wells College library, something that the librarians can confirm immediately. They have been placed ‘on reserve’ and most students without a textbook are able to borrow the book for a maximum of three hours.

In the 2013-2014 academic year the Spanish program was fortunate to offer students various opportunities to meet with fellow students for tutoring purposes. We even implemented a weekly ‘conversation hour’ offered in the Wells College Café on

Wednesday's at 6PM. One of the challenges posed to the Spanish faculty was in the supervision of said tutors. We will be offering new guidelines to future Spanish tutors and will try to better keep track of when they are at their tutoring hours and the students that go see them. The Spanish faculty is exploring the possibility of creating an cellphone application that will allow the tutors to sign-in and the students that see them to also sign an electronic attendance sheet. This will, hopefully, allow the Spanish program to be better informed about the students who are seeking help.

## VIII. ASSESSMENT OF SPANISH STUDY ABROAD OPPORTUNITIES

In the Spring of 2013, the Sevilla program was discontinued. In the Fall 2013 and Spring 2014, through various meetings with Dr. Amy Staples, we proposed new study abroad programs to Granada (Spain) and Chile using IES that will complement what the Spanish program currently offers in Costa Rica

In Spring 2014, at the request of Dr. Staples, Dr. Cummings prepared the following descriptions which will be used in our webpage and pamphlets.

### DESCRIPTIONS

#### **IES Abroad– Santiago, Chile**

Program location: Santiago, Chile

Program description: Located in one of the safest (according to the US State Department and *USA Today*), stable and prosperous countries of Latin America, the IES Abroad Santiago Semester Program will help students dramatically improve their Spanish language skills through enrollment at partner universities and homestay living. The IES Abroad Santiago Program is strategically located near the mountains and a few hours away from the ocean, allowing for students to enjoy the best of all possible worlds: a metropolis (Santiago) that offers enriching cultural experiences and a country that serves as a pathway to neighboring South American countries like Argentina, Colombia, Peru and even Brazil.

GPA: 3.0

Prerequisites: Declared Spanish Major or Minor.

Semester: fall or spring

Web site: [www.iesabroad.org/study-abroad/programs/santiago-study-santiago](http://www.iesabroad.org/study-abroad/programs/santiago-study-santiago)

Contact Professor Gerardo Cummings, [gcummings@wells.edu](mailto:gcummings@wells.edu)

#### **IES Abroad– Granada, Spain**

Program location: Granada, Spain

Program description: Located in one of Spain's strategic points, Granada is a city that offers opportunities to strengthen their Spanish language skills while enriching their cultural understanding of the Hispanic world through homestays that will leave them wanting for more. Even actress Gwynneth Paltrow has stated in an interview: "Spain became a second home. It is so different from the United States." Paltrow's admiration for the country can be extended to US Diplomat's Washington Irving love for Granada calling it a: "*city of enchantment and fantasy.*" Likewise, writers such as Laurie Lee, Federico García Lorca and even Salman Rushdie have long been entranced by the beauty and culture of Granada, recognized as the economic and academic capital of the Andalucía region. The IES Abroad Granada Program offers enrollment in courses at the University of Granada, tremendous internship opportunities, housing, and field trips, allowing Wells College students to gain an unparalleled cultural experience and a deeper understanding of what it means to truly be a "citizen of the world."

GPA: 3.0

Prerequisites: Declared Spanish Major or Minor.

Semester: fall or spring

Web site: [www.iesabroad.org/study-abroad/programs/granada-study-granada](http://www.iesabroad.org/study-abroad/programs/granada-study-granada)

Contact Professor Gerardo Cummings, [gcummings@wells.edu](mailto:gcummings@wells.edu)

Spanish majors and minors will be the primary focus of these study abroad opportunities, although we would like to attract students who are not majoring or minoring in Spanish, yet have sufficient experience with the language and need to study abroad for a semester.

Over the summer of 2014, we will be drafting a new Spanish program study abroad pamphlet and poster with the assistance of David Foote (Communications). We will use it in future academic fairs and for recruitment purposes.

## **IX. ASSESSMENT OF SPANISH PROGRAM'S COMMUNITY PRESENCE**

Since 2012, the Dept. of Spanish has made a conscientious effort to engage with the greater Finger Lakes community by offering programming and events to all. There have even been outreach efforts to area high schools, in order to draw them to our campus activities and/or to offer our services for presentations relating to Hispanic Heritage Month, but our efforts have proven unsuccessful up to the writing of this periodic report.

The efforts to increase the Spanish presence in the community have been a collaboration between the Spanish faculty, the Wells College Spanish Club, and David Foote, Communications Associate. Mr. Foote has been instrumental in helping the Spanish program have a presence in the Wells College website over the past two years. Most of what he has published online has contained information related to Hispanic Heritage Month events. Mr. Foote is also instrumental in producing press releases. The latest Spanish press release was published in online version of *The Citizen*, Auburn's (NY) only newspaper. That publication appeared on Friday May 23, 2014, and the link is:

[http://auburnpub.com/news/local/wells-college-professors-to-score-spanish-ap-tests/article\\_452d05e9-c435-5df8-90c8-52feb9db778a.html](http://auburnpub.com/news/local/wells-college-professors-to-score-spanish-ap-tests/article_452d05e9-c435-5df8-90c8-52feb9db778a.html)

The following are press releases/links in our Wells College website that feature Spanish and demonstrate our on-going efforts to increase our visibility in the campus and the community:

From 05/02/2014

<http://www.wells.edu/news/2014/languages-for-your-senses.aspx>

From 04/09/2014

<http://www.wells.edu/events/2014/cse-spring-2014.aspx>

From 10/20/2013

<http://www.wells.edu/events/2013/day-of-the-dead.aspx>

From 10/03/2013

<http://www.wells.edu/news/2013/hispanic-heritage-month.aspx>

From 10/13/2012

<http://www.wells.edu/news/2012/hispanicheritagemonth.aspx>

From 10/11/2012

<http://www.wells.edu/events/2012/hhmfs-whichwayhome.aspx>

From 10/02/2012

<http://www.wells.edu/events/2012/hhmfs-abetterlife.aspx>

Lastly, the Spanish area has embraced the various traditions at Wells College, whether accepting the invitation to present at the Faculty Club in October of 2012, or participating in the past edition (April 2014) of Scholarship & Engagement Day. It is our hope that our engaging with the institutional and neighboring community only grows and expands, resulting in a positive and enriching relationship.

## X. PROPOSED MODERN LANGUAGES BUDGET 2014-2015

While discussing expenses—present in the 04/30/14 “General Ledger”—with David Salico, he informed me that during the 2011-2012 academic year, the budget for Modern Languages—or whatever its name was in that incarnation—was approximately \$2,300 dollars. The 2013-2014 budget for Modern Languages was only \$775. It is my estimation that this latest amount is insufficient because of the evident expenses related to photocopying, telephone service and office supplies by faculty members of the Modern Languages department.

The budget we propose for 2014-2014 is not as restrictive, yet allows for expenses incurred in the 2013-2014 academic year to be covered in the 2014-2015 year if they were to occur again.

The proposed budget is as follows:

Telephone Service	\$100
Entertainment on Campus	\$150
Office Supplies	\$300
Books	\$200
Stationery Supplies	\$100
Photocopying	\$500
Honorariums	\$200
The total is.....	\$1,550

The proposed budget is exactly double that of the 2013-2014 one (i.e. \$775) but less than previous budgets (i.e. \$2,300). This proposed budget allows us to maintain our photocopying standards—done with the student in mind—and also all other standards while giving us an opportunity to have a more equitable division in honorariums—were faculty interested in brining guests to the college—or in organizing events around campus that require expenses to attract the public.

## APPENDIX

### I. Letter submitted to Dr. Cindy Speaker and Dr. Jaclyn Schnurr on 3/16/2014

Dear Assessment Committee:

March 16, 2014

The faculty members of the Spanish area—currently comprised of Mrs. Elizabeth Juarez-Cummings (Visiting Instructor of Spanish) and yours truly—discussed at length points #15 and #16 from your e-mail dated February 17, 2014. We also pondered your invitation to discuss what we believe are the college’s greatest challenges and/or opportunities in the next five years. We initially wanted to prepare a report, but we felt that much of our findings would echo or reiterate many points included in a 2008 document we found on The Globe titled “Draft: FLLC Major Assessment of Graduating Seniors.” In the end, we chose to draft this document so that it serves as our input and help you, in the end, to complete your important work. Our responses below will be organized in chronological order as they were laid out in your 2/17 e-mail.

Regarding point #15 (i.e. “articulating clear assessment measures for the essential skills”), we must echo what was already presented in the 2008 document aforementioned, vis-à-vis the guidelines offered by ACTFL (the American Council on The Teaching of Foreign Languages). We in the Spanish area are familiar with the ACTFL guidelines from our time at previous institutions. To briefly summarize, ACTFL clearly delineates the levels of mastery that foreign language students must demonstrate through assessment of four key areas: Speaking, Writing, Listening and Reading. ACTFL further proposes rubrics by which students should be assessed, with the most basic categorizing students into basic, intermediate and advanced learners of the foreign language. While we have been at Wells College, we can state emphatically that all students are assessed in the aforementioned areas, and these ‘assessment measures’ are clearly offered in our syllabi. Moreover, we also assess students in grammar, vocabulary and cultural awareness. ACTFL recently made available a document they call “21 Century Skills Map” and they have included a rubric they call ‘The Five C’s.’ The Spanish area is proud to say that we actively engage our students in the first two (Communication, Cultures) and the fourth (Comparisons). We are, currently, trying to integrate the third and fifth ‘C’s’ (Connections and Communities) into the Spanish program curriculum we are currently revising. Moreover, the faculty of the Spanish Program at Wells College have been trained for the past decade on drafting essay questions and grading student essay based on a fair rubric system. Prof. Juarez-Cummings, in particular, has been trained in the continuing education and assessment of Spanish oral skills. We are also, currently, integrating this training into the Spanish Program at Wells College. Please let us know if you need samples of our syllabi, our writing/oral skills rubrics or whether you need us to further explain our ideas for articulating clear assessment measures.

In relation to point #16, (*Have faculty evaluate the appropriateness of the comprehensive evaluation and thesis requirements in the major and determine what should be considered standard expectations. Discuss whether other assessment means such as career portfolios or a moderation process for entry into majors would be beneficial*) we must state that the Spanish major does not have a comprehensive evaluation, at least not since I joined Wells College in 2012. The way that we evaluate our Spanish majors is simple: 1) students register for SPAN 402 and meet with the Spanish faculty to prepare their Senior Thesis Project; 2) students give a presentation of their project to the public; and 3) students meet with the Spanish faculty to discuss their senior thesis project. The Spanish area believes that the thesis requirement is appropriate, although we have also discussed whether we should propose implementing new comprehensive evaluations for Spanish majors. Nevertheless, proposing this may be a moot point after reading that at the next faculty meeting (scheduled for Tuesday March 18, 2014) there is a motion by EPC to eliminate comprehensive evaluations. We in the Spanish area are interested in learning of the data that has produced the aforementioned motion. Lastly, we in the Spanish area are familiar with “Career Portfolios” as they were one of the ways in which Spanish majors at Bowling Green State University were evaluated: they would produce a “Career Portfolio” that faculty had to evaluate and then there was a meeting where the Spanish faculty assessed the student’s conversational and listening skills in the target language (i.e. Spanish).

The last point in your e-mail from 2/17 requests that we “address the College’s major challenges and/or opportunities in the next five years.” We feel the need to address this point from the perspective of the Spanish Program at Wells College, and truthfully, we believe that growing the Spanish program is both a challenge and an opportunity. We believe that the modifications we are currently proposing for our Spanish program is an opportunity to grow it, make it competitive with others and to make it “matter”. We are cognizant that there are challenges ahead and we are fully engaged in the work that will produce, hopefully, a growing interest in the Spanish major allowing us to strengthen our program and, in the end, affecting positively the overall economic stability of our college.

Respectfully submitted,

Gerardo T. Cummings  
Chair of the Spanish Program  
gcummings@wells.edu

**II. Sample Rubric Used in SPAN 203**

**Individual Oral Presentation Evaluation SPAN 203**

Name \_\_\_\_\_ Grade \_\_\_\_\_

Speech time:

Topic: \_\_\_\_\_

**I. The Presentation: 15 points**

A. Evidence of preparation-organized, creative, no need for reading.	5	4	3	2	1
B. Visuals: Quality & integration into presentation	5	4	3	2	1
C. Eye contact with audience, energy, enthusiasm	5	4	3	2	1
D. Fulfillment of time requirement		yes		No (-3pts)	

**II. Use of Language and vocabulary: 20 points**

A. Grammatical accuracy. Use of basic structures, control of complex structures. Notes:	5	4	3	2	1
B. Impressive vocabulary (variety and accuracy); no use of English	5	4	3	2	1
C. Sentence complexity. Use of simple/complex sentences	5	4	3	2	1
D. Pronunciation. Comprehensibility not affected by errors.	5	4	3	2	1

**III. Content: 20 points**

<b>A.</b> Knowledge demonstrated/Quality of research	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>B.</b> Major points addressed. The presentation is clear. The information presented is relevant to the topic. Relevant and original information; ideas developed via multiple sentences	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>C.</b> Organization of the presentation is cohesive. Does the presentation follow a logical thread?	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>D.</b> Was a handout turned in to the class? Is it clear and organized?	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**NOTAS:**