

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2010-2011

Academic Unit: Spanish

Chair: Vilahomat

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” to a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=47328>.

Yes

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

Yes

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

Yes

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

Not explicitly.

They are partially articulated in Spanish language and interspersed throughout the blurb of the program that appears on the web page. Department members do have those goals spelled out in each class syllabus. Some of the syllabi are also in individual class or faculty pages with links in the departmental page.

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

Yes

6. Does your SAP include direct assessments? “Direct” refers to evaluated student work.

Yes. In general this includes randomly saved quizzes, exams, papers, electronic outgoing feedbacks of students presentations, record of comprehensive exams for

majors, and other evidence that reflect students' having reached the goals for the course.

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

Each course does student evaluations that are used in assessing the effectiveness, from a student perspective, of the course, and its goals.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

In the Spanish section, we keep a lively and continuous conversation about students' achievements; we identify continuing students and keep track of their progress through our curriculum. This allows us to gauge our learning goals in relationship with students' success in connection with their professors. In our conversation then, we talk about what practice is likely to render better results given particular goals.

Comprehensive exams also work as an assessment audit. As we share grammar, cultural, and literary goals across the section it is easy to determine what is working efficiently and what is not.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

To include course objective and goals in our syllabi. To review our texts books and update our courses.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

We have done a number of activities that amount to the discussion of our annual assessment. One of them includes the revision of the whole beginning sequence of Spanish and its text book. There was a thorough review of several text books in terms of how they approach and help us to achieve our learning goals. Besides this, we have exchanged ideas via email when doing the Assessment Plan for the Spanish program. Also, in the meeting with the new instructor we talked about our learning goals and how we achieve them. We discussed proficiency of all four language skills and included strategies to meet our learning goals with specific examples.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

There is no change to report. The conclusion is to update the text books for Spanish 110, 120, and 200. Upper level classes should continue as they are, with the idea in mind of continuing to expand the offerings and addressing in all of them the skills learned in previous courses.

4. What are the plans for improving student learning in your unit?

Although this has been always done in the Spanish section somehow, we have decided to create a database of materials and activities and to work towards a more coordinated and interconnected form of teaching across the sections in Spanish 110 and 120, thus enhancing the opportunities to meet the goals in a more consistent way. The idea of observing others' colleagues classes is also something that came about in order to refresh and exchange teaching methods. Also, the group approved the need to update the text books and adding relevant missing content to the new books that have worked in the past.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?

Next year we will take special care to gauge the effectiveness of the new texts books. We will also gauge the effectiveness of the material and activities database that we agreed to create for next year. In intermediate levels, we keep looking for the right mix between pure literary texts, films, and art. Some venues have more advantages and are more adequate for certain skills than others. For example, paintings are excellent for description and adjectival functions, while films are good venues for discussions. Calibrating the right amount of this realia in our intermediate classes is an ongoing process.

In upper level classes, we continue to evaluate the use of different meaningful texts and to shape our offerings (or the approaches to the material under study) in order to make the courses more effective, and, when appropriate, to include methods that move in the direction of greater experiential learning.