 Office of General Education A-218C

160 Convent Avenue

New York, NY 10031

GENERAL EDUCATION ASSESSMENT REPORT

SPAN 12300

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| Date of report: | March 12, 2018 |
| Course: | Spanish 12300 |
| Date/semester of assessment: | Fall 2017 |
| Preliminary Assessment  Team Members: | Vanessa K. Valdés, Maxime Blanchard, Corinna Messina-Kociuba |
| Coordination / Oversight: | Vanessa K. Valdés |

**Overview of the course set up and how assessment was done:**

For this exercise, I use the findings of the first oral exam, which was taken midway through the semester; it is an interview, in which I ask students simple questions, and they respond accordingly. The conversation lasts 90 seconds per student. I distributed a list of possible questions to students several days beforehand, so that they have the opportunity to practice with each other. I record each conversation, and then grade using a sheet using the ACTFL (American Council on the Teaching of Foreign Languages Guidelines) The exam and the grading sheet accompany this form.

**Assessment Findings**

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| World  Learning outcomes | Learning outcome assessed this round? If yes, brief description of methodology | Brief description of findings | *Select one*  Exceeds Expectations  Above average Average  Below average  Below passing |
| Speak in simple terms about him/herself (nationality, date of birth, physical description, family members and friends, hobbies, routines). |  | Out of 36 students, all received a satisfactory score. | Most of the students were above average, with two exceeding my expectations. |
| Learn and apply basic principles of pronunciation. |  | Out of 36 students, all received a satisfactory score. | Most of the students were above average, with two exceeding my expectations. |
| Read and comprehend simple real-life texts that correspond to daily situations. | In this instance, the daily situation was an introductory conversation. |  |  |
| Write simple compositions involving topics related to one’s life (daily routine, birthdays, etc.) in the present tense. | N/A for this exercise | N/A for this exercise | N/A for this exercise |
| Study the different cultures of Spain and Latin America with texts about food, customs, music, history of the region. | N/A for this exercise | N/A for this exercise | N/A for this exercise |

**Conclusions**

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| *Briefly summarize overall findings by identifying strengths and challenges in students’ accomplishment of learning outcomes.*  In the first semester of the three-semester sequence, the challenge is convincing the students that all of our language classes are taught in the target language, and so the quicker they begin to give in to this idea, the easier the process. On the first day of class, we speak about best study tips, why they are there (beyond satisfying the requirement for graduation), and issues related to studying another language – often fear of getting things wrong, looking silly in front of new classmates, general uncertainty over all. There are two scheduled oral exams during the semester: I conduct this one on an individual basis because it is often the first time the student is alone with me speaking in the target language for a sustained period of time, and so I conduct the exam this way – often in the hallway, away from the other students – so as to allay fear. |
| *How useful are the text and other resources assigned to this course?*  The text, *Mosaicos*, 6th ed. and its accompanying website (myspanishlab.com) is very useful for the course. |
| Already implemented “Closing-the-loop” efforts to improve student learning/success: |
| *Since teaching this course, including this current semester, have you made changes in course content? If yes, please explain.* Depending on the strengths of my class overall, I may remove the second oral exam, but in general, I follow the syllabus; as we have so many students in the three-semester language sequences, particularly in Spanish, it is important to me that we hew closely so that all four sections are doing approximately the same thing at the same time. |
| *Since teaching this course, have you made changes in course delivery or other pedagogy? Please explain.* We’ve used *Mosaicos* for the last several years now – in addition to the wealth of material on the accompanying website, we use the one book for the three semesters for the non-heritage sequence, which in and of itself was a boon for our students, who often cited the cost of the textbook as a hindrance to their learning. |
| *How exactly have the changes that you have implemented impacted student learning/student success? Please provide specific examples.* More students bought their own copies of the text, and brought those texts to class itself, rather than borrowing books or making copies. Once it was clear to them that owning a copy of the book itself would be useful and was an investment in their own success, I saw student success grow. |
| Future “Closing-the-loop” plans to improve student learning/success |
| *Based on your assessment of student learning, what changes, do you plan to implement at instructional level to improve student learning? Specify topics and pedagogical changes, if applicable.*  More than anything, I have found making myself available to students improves student learning – getting them interested in the material so that it applies more to them than they realized, making it more real to them. I often speak about study abroad opportunities and deadlines, for example, so that I demonstrate that I want them to use this language again for more than just to satisfy the language requirement. |
| *Provide suggestions, if any, to be done on a departmental or institutional level to support student learning/success in this course.*  On an institutional level, we can absolutely have more funds to provide for more tutors for our students, as well as more opportunities for them to experience culture in the city. |
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**Sample Questions and related outcomes**

Para Español 123, el examen oral es una entrevista entre el/la profesor/a y el/la estudiante que debe durar un minuto treinta segundos.

¿Cómo te llamas?

¿Cuántos años tienes?

¿Cuándo es tu día de cumpleaños?

¿Dónde vives?

¿Cómo llegas a la universidad?

¿A qué hora llegas a la universidad? ¿A qué hora sales para la casa?

¿Qué estudias aquí? ¿Qué vas a hacer después de graduación?

¿Cuántos años estás en City?

¿Trabajas?

¿Qué haces?

¿Qué quieres hacer para tu profesión?

¿Con quién vives? ¿Cómo se llaman esas personas?

¿De dónde es tu familia?

¿Cuántos años tiene tu padre/madre/ etc.?

¿Qué te gusta hacer en tu tiempo libre?