

Evaluation Summaries, SIS Spanish, Spring 2018

Course Evaluations

There were relatively low numbers of respondents; often but a few from each semester, and with extremely few comments – wherein extensive culling from reviews is not easy to do. However, noticeable points were as follows:

- The amount of course material was near-universally identified as appropriate (neither too much nor too little)
- In instances where comments were made about teaching – across all semesters – students were complimentary of the instructors. In a single instance, where a course was executed over a few weeks with multiple meetings per week instead of the more usual, once a week schedule, students felt the course was too compacted. **The course in question, in future semesters, will be stretched out over a number of weeks instead of concentrated into two.**
- Students identified themselves as active in courses, and clear on course goals. There appeared to be good articulation of teaching and exam goals
- Students typically identified themselves as using 7-9 per week on most courses.

Project Supervision

There were also relatively few respondents here (12 across all semesters in the education). In all cases except one, supervisors were identified as highly easy to contact or acceptably easy to contact. In the one instance where that was not the case, it was noted that the quality of the supervision was high. However, it was thought that too much of the supervision was done via Skype as opposed to face to face. We presume that is an outlier and won't be repeated.

Semester Evaluations

Again, the number of respondents was low (10). However, salient points were:

- While some students saw themselves as using 30-40 or more hours per week on the study, 50% saw themselves as using 20-30 hours; potentially too low (though that does not match with the number of hours identified as used for classes on course evaluations; there, more is indicated)
- All students saw the total amount of teaching and supervision on offer as either “middle” or “large”
- There was concern about sufficient information regarding the run of the semester at the start of the semester. **It was not specified in what areas students felt information was missing. The program will consult with students on the studyboard as to what specific areas might be lacking.**
- There was concern from one or two students not using media such as Facebook as to whether they were *de facto* excluded from the larger communications between students in the class

Education Evaluations

There were again *minimal* numbers of respondents (3). However, a few points were noticeably. Those who responded were universally convinced that they had greatly advanced their skills to work “problem based”: to work out, analyze, and draw conclusions about social, cultural, political and linguistic problems. Two of the three also saw good progression and coordination between the education’s modules. A single review saw problems with progression, however.