

# Assessment: Course Four Column



## Courses (A&L) - Spanish

### SPAN 111:First Year Spanish I

Course Outcomes	Assessment Measures	Results	Actions																														
<p><b>Written Communication</b> - +memorize and use vocabulary +show mastery of grammar concepts as per lesson</p> <p>L1 nouns &amp; articles #0-30 ser: present tense Telling time</p> <p>L2 -ar: present tense forming questions estar: present #31 +</p> <p>L3 descriptive adjectives possessive adjectives -ar, -ir: present tener, venir: present</p> <p>L4 -ir: present stem-changing: e&gt;ie, o&gt;oe verbs with irregular "yo"</p> <p>L5 estar: conditions &amp; emotions present progressive tense ser &amp; estar direct object nouns/pronouns</p>	<p><b>Exam</b> - Actividades &amp; Pruebas: (activities &amp; exams) L1-5 Contextos: vocabulary in context Ortografía: rules of spelling &amp; accents Estructura: directed communicative practice of vocabulary, grammar &amp; verbs Recapitulacion: grammar review with short quiz Adelante: develops reading skills in context of the lesson theme <b>Criterion:</b> +C (70%) grade or better +demonstrable understanding and reproduction of concepts</p>	<p><b>Reporting Period:</b> 2016-2017 <b>Criterion Met:</b> N/A Results:</p> <p>Written &amp; Oral Communication: L1-5= semester</p> <p>Of 58 remaining studentes (4 dropped)</p> <table> <tr> <td>12</td> <td>90-98%</td> </tr> <tr> <td>16</td> <td>80-88%</td> </tr> <tr> <td>5</td> <td>70-78%</td> </tr> <tr> <td>4</td> <td>60-68%</td> </tr> <tr> <td>21</td> <td>59-0 %</td> </tr> </table> <p>16/21 Fs = 0 no grades Average= 64%</p> <table> <tr> <td>L1: Activities=</td> <td>86%</td> <td>Exams=</td> <td>64%</td> </tr> <tr> <td>L2</td> <td>78%</td> <td></td> <td>56</td> </tr> <tr> <td>L3</td> <td>63</td> <td></td> <td>54</td> </tr> <tr> <td>L4</td> <td>62</td> <td></td> <td>57</td> </tr> <tr> <td>L5</td> <td>63</td> <td></td> <td>52</td> </tr> </table> <p>Criterion Met: Yes, for A-Cs who continue completing assignments. No for 16/21 Fs accounted are 0, no completed assignments by L2. This increases by L3 by 50%. Very few true failures. Most stop doing all or most of the work by L3. Due to difficulty of language learning, personal mismanagement, or amount of material cannot be</p>	12	90-98%	16	80-88%	5	70-78%	4	60-68%	21	59-0 %	L1: Activities=	86%	Exams=	64%	L2	78%		56	L3	63		54	L4	62		57	L5	63		52	<p><b>Action:</b> Written Communication 1) Identify Fs(/s) by L2 (3 weeks into the semester)</p> <p>a. generate Red Alert b. email as a group reminder of Review Request &amp; Instructor Review features</p> <p>2) By L3 (week 5) notify F/Os</p> <p>a. offer late extra credit on L3 actividades b. 1 day extension to grasp the cumulative material (10/19/2017)</p>
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L5 estar: conditions & emotions present progressive tense ser & estar direct object nouns/pronouns		<p>determined. Ds are few and varied. Of the four, two went from a C to a D because of low achievement and/or missing exams.</p>	
<p><b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2020-2021  <b>Start Date:</b> 10/18/2017</p>		<p>Analysis            Actividades</p>	
		<p>This typically very large sample of 65-70 initially enrolled students is largely skewed by two factors: native speakers mixed with dual enrollment high school students and non-native speakers; and more significantly, the large % of F failures and Os which account for 75% of the F total. Spanish ,specifically and language learning in general, are typically perceived by students as being “fun” and “easy”. The beginning levels of 111-112 are more typically similar to math: Algebra I &amp; II as incrementally sequential skill-based disciplines which require a lot of academic discipline.</p>	
		<p>What I notice this year in SPAN 111 is that the A students remain consistent as do the Fs by L2. The mid-range Cs in the bell curve should be larger but it is unclear whether it is the rigor of the discipline itself or the lack of maturity or application by students which is the cause.</p>	
		<p>Pruebas/Exams</p>	
		<p>Final lesson exams of which there are five each semester are typically at least one grade lower than the homework/actividades. By L2 the class average remained in the 50-58% throughout the rest of the semester; however, by this time 15 students were not even completing assessment activities. By L3 this increased to 18 and by L5 21 students were not completing exams. This is commensurate with their lack of participation in homework/actividades.</p>	
		<p>As for the As-Cs, which was the target, their grades were basically and predictably one grade lower on Pruebas which is standard.            (10/19/2017)</p>	

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>on-one ASC tutor session to develop mastery of spoken language +use videoSkype and Video Partner in conversation groups to develop mastery of oral Spanish</p> <p><b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2021-2022 <b>Start Date:</b> 10/18/2017</p>	<p><b>Exam</b> - Actividades &amp; Pruebas (activities and exams) L1-5 Fotonovela: video “novel” Pronunciacion: rules of pron Adelante (Escuchar): additional reading with listening passages <b>Criterion:</b> +C (70%) or better +demonstrable oral communication</p>	<p><b>Reporting Period:</b> 2016-2017 <b>Criterion Met:</b> Yes and No Oral</p> <p>Students do well on and enjoy Partner Chat and Recording if they do it. Skype through the ASC was eliminated this 2016-17 year due to lack of participation (3/65 students). Partner Chat is generally good but students complain about the inconvenience of setting up synchronous appointments with each other. Students only “listen” to recorded Instructor Comments 50% of the time. No students availed themselves of ASC Spanish tutor which was reassigned by Ping Wang by the 4th week of the semester. Students do not generally participate in live, synchronous tutoring or conversation. In 2015-2016 there would be 1-2 regular ASC tutees out of 65-68 Beginning Spanish students.</p> <p>Criterion Met: Yes for students who participate. No for those who don’t (10/19/2017)</p>	<p><b>Action:</b> Oral Communication</p> <ol style="list-style-type: none"> <li>1) Consider reinstating Skype live chat conversation through ASC tutor (native speaker) for F’17</li> <li>2) Identify bilingual native speakers in the class and pair them with non-natives on Partner Chat.</li> <li>3) Consider 10 points extra credit for Partner Chat and/or Skype conversation participation (10/19/2017)</li> </ol>
<p><b>Listening Skills</b> - +process Fotonovela &amp; Cultura for understanding + effectively reproduce sounds in Pronunciaion, Record &amp; Video Chat +demonstrable comprehension &amp; response</p> <p><b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2021-2022 <b>Start Date:</b> 10/18/2017</p>	<p><b>Internal Tracking</b> - Fotonovela Pronunciacion Cultura <b>Criterion:</b> +C (70%) or better</p>	<p><b>Reporting Period:</b> 2016-2017 <b>Criterion Met:</b> Yes and No</p> <p>Students do well on and enjoy Partner Chat and Recording if they do it. Skype through the ASC was eliminated this 2016-17 year due to lack of participation (3/65 students). Partner Chat is generally good but students complain about the inconvenience of setting up synchronous appointments with each other. Students only “listen” to recorded Instructor Comments 50% of the time. No students availed themselves of ASC Spanish tutor which was reassigned by Ping Wang by the 4th week of the semester. Students do not generally participate in live, synchronous tutoring or conversation. In 2015-2016 there would be 1-2 regular ASC tutees out of 65-68 Beginning Spanish students.</p> <p>Criterion Met: Yes for students who participate. No for those who don’t (10/19/2017)</p>	<p><b>Action:</b> Retain 2 attempts on Listening Skills assignments, and for non-native speakers allow a “redo” if requested through Instructor Review. (10/19/2017)</p>
<p><b>Cultural Awareness</b> - +Learn about Hispanic culture and society through</p>	<p><b>Internal Tracking</b> - Actividades: Cultura: exposure to Hispanic culture</p>	<p><b>Reporting Period:</b> 2016-2017</p>	<p><b>Action:</b> Will stick with this</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Lectura, Cultura and Adelante</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 10/18/2017</p>	<p>through the lesson theme</p> <p>Adelante: additional video: listening and reading according to lesson theme</p> <p><b>Criterion:</b> C (70%) or better</p>	<p><b>Criterion Met:</b> Yes</p> <p>Excluding the 21 F/0s in the class who are largely failing due to lack of participation and completion (16-18/21 =0), students enjoy and engage in the Cultural Awareness activities. Many bilingual students chose to complete ungraded assignments and read additional Lectura on their own.</p> <p>The VHL learning platform is up-to-date and quite good on culture. It adequately provides an aural/written exposure to Hispanic culture which enhances appreciation and awareness. (10/19/2017)</p>	<p>audiovisual reading balance of Cultura and Adelante. (Flash-Cultura deleted F'16) (10/19/2017)</p>