

Assessment: Course Four Column



Courses (A&L) - Spanish

SPAN 112:First Yr Spanish II

Course Outcomes	Assessment Measures	Results	Actions
<p>Written Communication - +memorize and use vocabulary +show mastery of grammar concepts as per lesson</p>	<p>Actividades & Pruebas: (activities and exams) L6-10</p> <p>Contextos: vocab in context</p> <p>Ortografia: rules of spelling and accents</p> <p>Estructura: directed communicative practice of vocabulary, grammar & verbs</p> <p>Recapitulation: grammar review with short quiz</p> <p>Adelante: develops reading skills in context of the lesson theme</p> <p>Criterion: +C (70%) grade or better + demonstrable understanding and reproduction of concepts</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Written & Oral Communication.</p> <p>L6: Of 5 remaining students (2 dropped) 2 90-95% 2 80-85% 1 16% low engagement</p> <p>L7: 2 90-95% 2 80-85% 1 0</p> <p>L8: 3 90-95% 1 80-85% 1 0</p> <p>L9: 4 90-95% 1 0</p> <p>L10: 2 90-95% 2 80-89% 1 0</p> <p>Results for Outcomes #1 & #2:</p> <p>Written & Oral Communication.</p> <p>L6: Of 5 remaining students (2 dropped)</p>	<p>Action: 1) High school dual enrollment vs. traditional students</p> <p>+anticipate lower HS engagement and scores after April</p> <p>+add Grammar Quizzes Wed. before Sun. assignments/exams deadline for all</p> <p>+strongly encourage HS students to participate in Skype (ASC tutor), Instructor Review before Sun. Exams</p> <p>2) Traditional (bilingual heritage speakers). All 3 As were bilingual students. To help with: problems with disjunctive pronouns & indirect + direct object pronouns (typical) I will use Instructor/Student Partner Chat to orally determine their use and mastery.</p> <p>3) General: Consider shifting Sunday exam to</p>
<p>L6 saber vs. conocer indirect object pronouns preterite tense (regular) demo adj & pronouns</p>			
<p>L7 reflexive verbs indefinite & negative words preterite: ser & ir verbs like gustar</p>			
<p>L8 preterite: stem-changing double object pronouns comparisons superlatives</p>			
<p>L9 preterites: irregular change meaning que vs. cual pronouns after prepositions</p>			
<p>L10 imperfect tense preterite vs. imperfect</p>			
<p>L10 constructions with se</p>			

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adverbs Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/18/2017		2 90-95% 2 80-85% 1 16% low engagement	Monday because of high school student trips & activities. Non-weekend assessment/crunch time.
		L7: 2 90-95% 2 80-85% 1 0	Institute Wed. review Grammar Quizzes.
		L8: 3 90-95% 1 80-85% 1 0	Allot 2 attempts on Repaso & Recapitulacion.
		L9: 4 90-95% 1 0	Reinstitute Skype ASC tutoring F' 17 (deleted due to lack of F'16 participation)
		L10: 2 90-95% 2 80-89% 1 0	4) Oral Communication & Interaction:
		Analysis: Actividades:	Investigate through GBC Distance Ed (Lisa Frazier) and VHL techs and regional rep best practices to encourage and implement
		The change from L6>L7 is due to the reflexive and gustar verbs which are always lower achievement. The low engagement student did not drop, but stopped completing assignments. 2 of the students are dual credit high school. They both have lower scores than non dual-enrollment. Overall good 90-95% achievement over all on preterite: ser & ir and gustar. High school dual enrollment students were more prone to late assignments and organizational challenges (extra-curriculars etc) as the semester progressed. The two bilingual traditional students maintained As throughout with few below 70% assignments.	synchronous oral communication online. (10/19/2017)
		Also Repasos (reviews) and Recapitulacion (lesson practice test) were more comprehensive and predictably lower. L10 assignment grades were one grade lower (A>B) for dual enrollment only. 2 traditional bilingual students maintained A. This is due more to spring activities and end of semester management than content or program inadequacies. The high school students again rallied at L10 and inquired about "extra credit"/improving their grades in a B+ vs. A- final grade crunch.	

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Analysis Pruebas/Exams:

Traditional bilingual students maintained consistent A 90-96% average on all exams.
 High school dual enrollment students often had a lower B average on Sun. exams vs. A average on assignments, but in general in SPAN 111—112 class grades are consistently 1 grade lower as an average. One dual enrollment student consistently submitted assignments late (1-2 every lesson), the other along with traditional students did not.

This very small sample of 5 students is largely skewed in that it comes from a feeder population of 65 students in SPAN 112. Of students who continued throughout the semester 2 were bilingual, native speakers and 2 dual enrollment high school students. In addition, both high school students were prospective class valedictorians and their grades were much higher (88-95%) than a bigger sample of dual enrollment (SPAN 112) who run about a C 75% average with many more drops.

Oral Communication:

It is a decided struggle to get language students to avail themselves of ASC Skype tutor, Instructor Oral Review & Record (Partner Chat and Comunicacion). (10/19/2017)

Oral Communication - attend one-on-one ASC tutor sessions to develop mastery of spoken language + use videoSkype and Video Partner in conversation groups to develop mastery of oral Beginning Spanish
Course Outcome Status: Active
Next Assessment: 2021-2022
Start Date: 10/18/2017

Exam - Actividades & Pruebas (activities and exams) L6-10
 Fotonovela: video “novel”
 Pronunciacion: rules of pron
 Adelante: (Escuchar):
Criterion: +C (70%) or better +demonstrable communication

Reporting Period: 2016-2017
Criterion Met: Yes
 Results for Outcomes #1 & #2:

Written & Oral Communication.
 L6: Of 5 remaining students (2 dropped)
 2 90-95%
 2 80-85%
 1 16% low engagement
 L7: 2 90-95%
 2 80-85%

Action: 1) Think about the combined native speaker vs. traditional vs. dual enrollment nature of the course. Explore other options through colleagues at TMCC and/or UNR. (10/19/2017)

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		1 0	
		L8: 3 90-95%	
		1 80-85%	
		1 0	
		L9: 4 90-95%	
		1 0	
		L10: 2 90-95%	
		2 80-89%	
		1 0	
		Analysis: Actividades:	
		<p>The change from L6>L7 is due to the reflexive and gustar verbs which are always lower achievement. The low engagement student did not drop, but stopped completing assignments. 2 of the students are dual credit high school. They both have lower scores than non dual-enrollment. Overall good 90-95% achievement over all on preterite: ser & ir and gustar. High school dual enrollment students were more prone to late assignments and organizational challenges (extra-curriculars etc) as the semester progressed. The two bilingual traditional students maintained As throughout with few below 70% assignments.</p> <p>Also Repasos (reviews) and Recapitulacion (lesson practice test) were more comprehensive and predictably lower. L10 assignment grades were one grade lower (A>B) for dual enrollment only. 2 traditional bilingual students maintained A. This is due more to spring activities and end of semester management than content or program inadequacies. The high school students again rallied at L10 and inquired about "extra credit"/improving their grades in a B+ vs. A- final grade crunch.</p>	
		Analysis Pruebas/Exams:	
		<p>Traditional bilingual students maintained consistent A 90-96% average on all exams.</p> <p>High school dual enrollment students often had a lower B</p>	

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		<p>average on Sun. exams vs. A average on assignments, but in general in SPAN 111—112 class grades are consistently 1 grade lower as an average. One dual enrollment student consistently submitted assignments late (1-2 every lesson), the other along with traditional students did not.</p> <p>This very small sample of 5 students is largely skewed in that it comes from a feeder population of 65 students in SPAN 112. Of students who continued throughout the semester 2 were bilingual, native speakers and 2 dual enrollment high school students. In addition, both high school students were prospective class valedictorians and their grades were much higher (88-95%) than a bigger sample of dual enrollment (SPAN 112) who run about a C 75% average with many more drops.</p> <p>Oral Communication: It is a decided struggle to get language students to avail themselves of ASC Skype tutor, Instructor Oral Review & Record (Partner Chat and Comunicacion).</p> <p>Seriously skewed due to 50% native speakers 50% non-native and dual credit students who could not act as conversation partners through Partner Chat. (10/19/2017)</p>	
<p>Listening Skills: - +process Fotonovela & Cultura for understanding +effectively reproduce sounds in Pronunciacion, Record & Video Partner Chat Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 10/18/2017</p>	<p>Internal Tracking - Fotonovela: Pronunciaion: Cultura: Criterion: +C (70%) or better +demonstrable comprehension & response</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes See above (10/19/2017)</p>	<p>Action: 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>Cultural Awareness: - Cultural Awareness Course Outcome Status: Active Next Assessment: 2021-2022 Start Date: 10/18/2017</p>	<p>Actividades: Cultura: exposure to Hispanic culture through the lesson theme Adelante: additional video and reading according to lesson theme Criterion: C (70%) or better</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes Of the 5 students all achieved 90% or above on all Cultura and Adelante ancillary assignments. When asked, they said they enjoyed the Foto/Telenovela and Cultura the most of anything and one student did many assignments unassigned for credit.</p>	<p>Action: None. Will stick with this audiovisual and reading balance of Cultura and Adelante. (10/19/2017) Follow-Up: Complete corollary</p>

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
		Since deleting the FlashCultura I think I have managed a good balance since all are enjoying the Hispanic culture assignments and high achieving. (10/19/2017)	SPAN 111 for evaluation 2017-2018; SPAN 211 for evaluation 2018-2019; SPAN 212 for evaluation 2019-2020. Cross-compare and coordinate Action Plans throughout program. Analyze for native speakers and Spanish Interpreter Translator Certificate program enrollees. (10/19/2017)