

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: **SPN 111**
 Course Title: **First Year Spanish I**
 Division/Department Codes: **FLG**

2. Semester assessment was conducted (check one):

- ☒ **Fall 2006**
☐ Winter 20__
☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- ☐ Portfolio
☐ Standardized test
☐ Other external certification/licensure exam (specify):
☐ Survey
☐ Prompt
☒ Departmental exam
☐ Capstone experience (specify):
☐ Other (specify):

4. Have these tools been used before?

- ☐ Yes
☒ No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made. N/A

5. Indicate the number of students assessed/total number of students enrolled in the course.

Five sections of SPN111 were assessed, for a total of 84 students. However, one instructor did not follow assessment instructions, thereby invalidating the assessment tool for her entire class. The data from this particular section are not included in the summary statistics. Accordingly, the results below account for the performance of 68 students.

The total number of students enrolled at the time of assessment administration was 241. As planned, the assessment was to have included at least 35% of the SPN111 student population. However, given the aforementioned administrative error in one section, the valid student sample is somewhat smaller than intended.

6. Describe how students were selected for the assessment.

Sections to be assessed were randomly selected at a department meeting. One faculty member wrote all section numbers, which totaled 13, on small slips of paper. These papers were placed in a hat and 5 were blindly selected for assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 N/A

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

1. Comprehend and communicate in Spanish at the elementary level.
2. Express information, thoughts, and feelings using a variety of verb forms, vocabulary and grammatical structures.

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Approved by the Assessment Committee 10/10/06

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3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
- a. 78% of students assessed (53 students) demonstrated achievement of course outcomes.
 - b. 22% of students (15 total students) did not achieve course outcomes.
 - c. Of those students demonstrating success, 53% of students (36 students) received an 85% or higher on the assessment tool.

See attachments for: Assessment administered, copy of actual student assessment, scoring rubric, graphs showing detailed assessment data.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The same assessment tool and rubric was used to simultaneously measure both course outcomes.
(See attached rubric).

Standard of success: 70% or more of students receiving a 70% or higher on the assessment.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: a. Our success criteria were met, with 80% of students achieving course outcomes.

b. Comprehension skills were particularly strong across all sections.

c. The majority of students also communicated effectively by properly applying a variety of vocabulary items and grammatical structures.

d. The majority of students demonstrating achievement of course outcomes (53%) actually earned an 85% or higher on the assessment tool.

Weaknesses: Overall the assessment results were strong. However, areas for consideration include:

a. In one particular section, only 63% of students successfully completed the assessment, falling below our 70% success minimum. This may be explained by the proportionately smaller number of students in this section, only 15. Furthermore, the number of successful assessments was just 7% below our success criteria. As such, no action will be taken.

b. Analysis of data across sections may indicate statistically meaningful variation. The assessment results of those sections taught by fulltime instructors were significantly stronger than those taught by part-time faculty. It could be coincidental but it is a trend we should be mindful of in the future.

c. The individual questions/item numbers that earned the lowest scores by students contained grammatical structures taught toward the end of the semester, such as the preterit tense and direct object pronouns. These results are not surprising given that students have had less practice with these grammatical elements.

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III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

No action will be taken for items II 5a. and 5c., listed under *weakness* (see previous page).

With respect to item II 5b., possible statistically relevant variation between section numbers, the following action will be taken: The department chair should clearly communicate to all instructors the pace and rigor necessary to successfully achieve outcomes for this course. All instructors should also be encouraged to practice the type of comprehension questions used on the assessment tool throughout the semester, in order to familiarize students to this format.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Please see section III above.

- a. ☐ Outcomes/Assessments on the Master Syllabus
Change/rationale:

- b. ☐ Objectives/Evaluation on the Master Syllabus
Change/rationale:

- c. ☐ Course pre-requisites on the Master Syllabus
Change/rationale:

- d. ☐ 1st Day Handouts
Change/rationale:

- e. ☐ Course assignments
Change/rationale:

- f. ☐ Course materials (check all that apply)
☐ Textbook
☐ Handouts
☐ Other:

- g. ☐ Instructional methods
Change/rationale:

- h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? Before the start of FA07.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

This assessment tool effectively measured student achievement of course outcomes due to its format and content. Students were required to comprehend questions in the target language and communicate logical responses by expressing information, thoughts, and feelings. The questions chosen were a synthesis of the grammatical structures, vocabulary, and verb forms taught throughout the semester. A successful student response required initial comprehension of the question then proper application of course elements in order to achieve communicative competence.

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2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A

3. Which outcomes from the master syllabus have been addressed in this report?

All ☒ Selected ☐

If "All", provide the report date for the next full review: FA09.

"Selected", provide the report date for remaining outcomes: N/A

Submitted by:

Name: Michelle Garey Michelle Garey Date: 3-12-2007
Print/Signature

Department Chair: Michelle Garey Michelle Garey Date: 3-19-2007
Print/Signature

Dean: [Signature] Date: MAR 20 2007
Print/Signature