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| **Literary Arts & Language**  **2022-2023 Spanish 102 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year.  On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students who are proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, you’ll complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). |
| **Course or Program Assessment Details Due Oct. 13, 2022** |
| **1. Program name or course name and number**:  Spanish 102 |
| **2. Division in which the program or course is located**:  Literary Arts and Languages |
| **3. Date form completed**:  10/13/2022 |
| **4. Name of person completing report**:  Michael Owens |
| **5. Semester and year in which the assessment was conducted**:  Fall 2022 / Spring 2023 |
| **6. Number of student participants**:  26 for Fall 2022 / Unknown for Spring 2023 |
| **7. Number of faculty/staff participants**:  3 faculty (all faculty teaching Spanish 102) |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  MSLO - Demonstrate an ability to listen in Spanish from a speaker who uses moderately measured and deliberate speech and somewhat careful articulation, aurally comprehend the gist and a few details. |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  Will give a quiz that will be comprised of 8 audio prompts. Each audio selection will touch on a different topic and have speakers of different genders representing different dialects/nationalities. There will be 3 questions about each prompt that will test comprehension of the content in each selection.  A success rate of 20 out of 24 would be a successful achievement for the learning outcome.  We would use the following rubric:  20-24: Represents sufficient listening comprehension and proficiency at the 102 level.  15-19: Shows functional comprehension at the 102 level but has gaps that still need to be filled.  10-14: Basic comprehension at the 102 level has gaps even at the 101 level.  5-9: Low comprehension does not show the representative proficiency for Spanish 102  0-4: Almost no listening comprehension – did not gain any proficiency in their 101 course or prior experience in Spanish. |
| **Course or Program Assessment Results & Evaluation Due December 10, 2022** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student must answer 70% of the questions correctly to be considered proficient.)**  26 total students participated in the assessment.  15% (4 students) were in the 20-24 range of the rubric. 54% (14 students) were in the 15-19 range. 31% (8 students) were in the 10-14 range.  For the purposes of the assessment 20-24 correct responses are considered to be proficient. |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**  For the next semester I will be adding 2 additional listening comprehension exercises per week to the course load that reflects vocabulary and structures introduced in each lesson. I will ask that the other professors teaching 102 add the same exercises to their courses. |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***  SPA102.MSLO.04: (Analysis Level) Demonstrate an ability to listen in Spanish from a speaker who uses moderately measured and deliberate speech and somewhat careful articulation, aurally comprehend the gist and a few details  PA102.MSLO.05: (Synthesis Level) In regard to cultures, recognize and describe simple cultural norms, beliefs and regional variations within areas where Spanish is spoken/used. |

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| **Feedback Rubric** | | | | | |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs |  | **For question #8, MSLO #4 is identified, and in the last box, MSLO’s #4 and #5 were identified, so we weren’t sure if both were assessed or just #4.** |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. |  |  |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). |  | **The rubric looks good.** |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth |  | **Only 15% of the students are proficient. Beyond needing more practice with listening comprehension exercises, are there other gaps in instruction that need to be addressed?** |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | The reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. |  | **Currently proficiency is in the 20 – 24 range which would be 83% + to be proficienct. You might consider adjusting the proficiency at 75% (for example).**  **Also, are you going to set a goal to increase the level of proficiency for students from 15%?** |
| **Additional Comments:**  **Overall, a good job. Just a few notes:**   * **For question #9 – The proficiency could be adjusted – maybe it is too high at 83%+. Be sure to use a percentage such as 75%+ is considered proficient. (Just a suggestion)** * **Are some of the audio prompts too difficult? Maybe a few of them use too high of a level of vocabulary.** * **Have you set a goal for the Follow-Up Assessment Report such as “Increase students who are proficient from 15% to 70%”?** * **I will be anxious to see if the extra practice each week for listening comprehension results in more students being proficient.** * **You could add this rubric to Blackboard and align it to the MSLO’s using EAC. Then it would print a nice report that shows the proficiency level in each area.** | | | | | |



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| **Course or Program Assessment Details Due May 18, 2023** |
| **1. Program name or course name and number**:  Spanish 102 |
| **2. Division in which the program or course is located**:  Literary Arts and Languages |
| **2. Date form completed**:  **5/16/2023** |
| **3. Name of person completing report**:  Michael Owens |
| **4. Semester and year in which the assessment was conducted**:  Fall and Spring 2023 |
| **5. Number of student participants**:  26 in the Fall / 31 in the Spring = Total of 57 |
| **6. Number of faculty/staff participants**:  1 |
| **7. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**  SPA102.MSLO.04: (Analysis Level) Demonstrate an ability to listen in Spanish from a speaker who uses moderately measured and deliberate speech and careful articulation, aurally comprehend the gist and a few details  PA102.MSLO.05: (Synthesis Level) In regard to cultures, recognize and describe simple cultural norms, beliefs, and regional variations within areas where Spanish is spoken/used. |
| **8. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**  Will give a quiz that will be comprised of 8 audio prompts. Each audio selection will touch on a different topic and have speakers of different genders representing different dialects/nationalities. There will be 3 questions about each prompt that will test comprehension of the content in each selection.  A success rate of 20 out of 24 would be a successful achievement for the learning outcome.  We would use the following rubric:  20-24: Represents sufficient listening comprehension and proficiency at the 102 level.  15-19: Shows functional comprehension at the 102 level but has gaps that still need to be filled.  10-14: Basic comprehension at the 102 level has gaps even at the 101 level.  5-9: Low comprehension does not show the representative proficiency for Spanish 102  0-4: Almost no listening comprehension – did not gain any proficiency in their 101 course or prior experience in Spanish.  **The goal for this part of the assessment was to see an improvement over last semester. I wanted to see fewer students in the 0-14 range and an increase in the upper two tiers.** |
| **9. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**  31 total students participated in the assessment in the Spring after the adjustments.  39% (12 students) were in the 20-24 range of the rubric.  61% (19 students) were in the 15-19 range.  0 students were in the lower ranges.  For the assessment's purposes, 20-24 correct responses are considered proficient. |
| **10. What changes/improvements were made or will be made in response to the assessment process's outcomes?**  I added additional listening comprehension exercises each week to the course load that reflected the vocabulary and culture introduced in each lesson. |
| **Additional Comments or feedback on the Assessment Process (Optional):**  **The improvement from the Fall to the Spring shows that with further focus on listening comprehension we can improve this even further. This will facilitate teaching in the target language not only in the higher levels of Spanish but in102 as well.** |