

STUDENT ASSESSMENT REPORT, AY 2019-2020

I- Spanish Program Assessment (Seniors)

Table in blue shows cumulative average of all Spanish courses above Span 120.

Table in pink shows Comprehensive Exam results. Green columns show elective courses in Comprehensive exams

Bowie, Emily	4	4	4	4	4					4	3							X	3.85
Fish, Samantha	4	4	4	4	4				4	4								X	4.00
Hardick, Olivia	4	4	4	4						4	4							X	4.00
Huitt, Kiersten	4	3	3	4					4	4	4			4		4	4		3.80
Mazzaro, Sophie	4	3	2	4		4			4		4	4	3						3.55
Nester, Mattie	4	4	4	4							4		4	4				X	4.00
Reynolds, Kennedy		4	4	4	4						4	4			4			X	4.00
Romero Flores, Ana			4	4	4	4		4	4	4	4	4					4	X	4.00
Settles, Nugget	4	4	2	3			3	1	3			4	4						3.11
Ticer, Jennifer	4	4	3	4			4		3	4			4				4		3.77
Wilson, Sarah	3	3	3	4			4	2	4			4	4						3.44

Senior comprehensive	310	320	330	4	5	avg	letter	4	5										
Bowie, Emily	100	95	100	100	98	98.6	A+	340	473										
Fish, Samantha	94	90	100	100	97	96.2	A	335	375										
Hardick, Olivia	98	95	97	93	92	95	A	410	480										
Huitt, Kiersten	92	85	98	95	83	90.6	A-	410	488										
Mazzaro, Sophie	92	83	100	92	100	93.4	A	410	473										
Nester, Mattie	99	97	100	99	100	99	A+	410	480										
Reynolds, Kennedy	95	95	100	97	95	96.4	A	380	410										
Romero Flores, Ana	95	82	95	97	89	91.6	A-	335	380										
Settles, Nugget	98	93	98	95	99	96.6	A	451	473										
Ticer, Jennifer	98	85	97	85	98	92.6	A	351	370										
Wilson, Sarah	97	80	100	95	100	94.4	A	375	473										

** los cursos que usaron en el examen están en verde

RUBRIC FOR THE LEARNING GOALS OF SPAN 310, 320 AND 330 ASSESSED THIS YEAR

Learning Goals Spanish Majors (310, 320, 330)			Oustanding	Very good	Good	Needs improvement
Acquire an overview of Spanish literature from late medieval period to 17th century.						
subcomponents						
I. Show knowledge of basic terminology for the study of literature of that era.			10	1		
II. Recognize important authors or genres (Berceo, Arcipreste, Romancero)						
III. Recognize characters, literary types and plot elements of major works			10	1		
IV. Give a detailed description of at least one major work.			9	2		
Acquire an overview of Spanish literature from the neoclassic movement of the 18th century to contemporary works.						
subcomponents						
I. Recognize major works and their authors.			10	1		
II. Give an analysis of a major poem.			10	1		
III. Give examples and definitions of common literary devices of the time.			10	1		
Acquire an overview of Spanish-language Latin-American literature from pre-Columbian times to the present.						
subcomponents						
I. Identify major works and authors of Latin America.			11			
II. Provide historical, social, and political context to these works.			11			
III. Give a description of some major works.			11			

The Tables below are based on the Major's Survey for Spring of 2020.

TABLE 1. Spanish Majors Survey Results (Spring 2020):

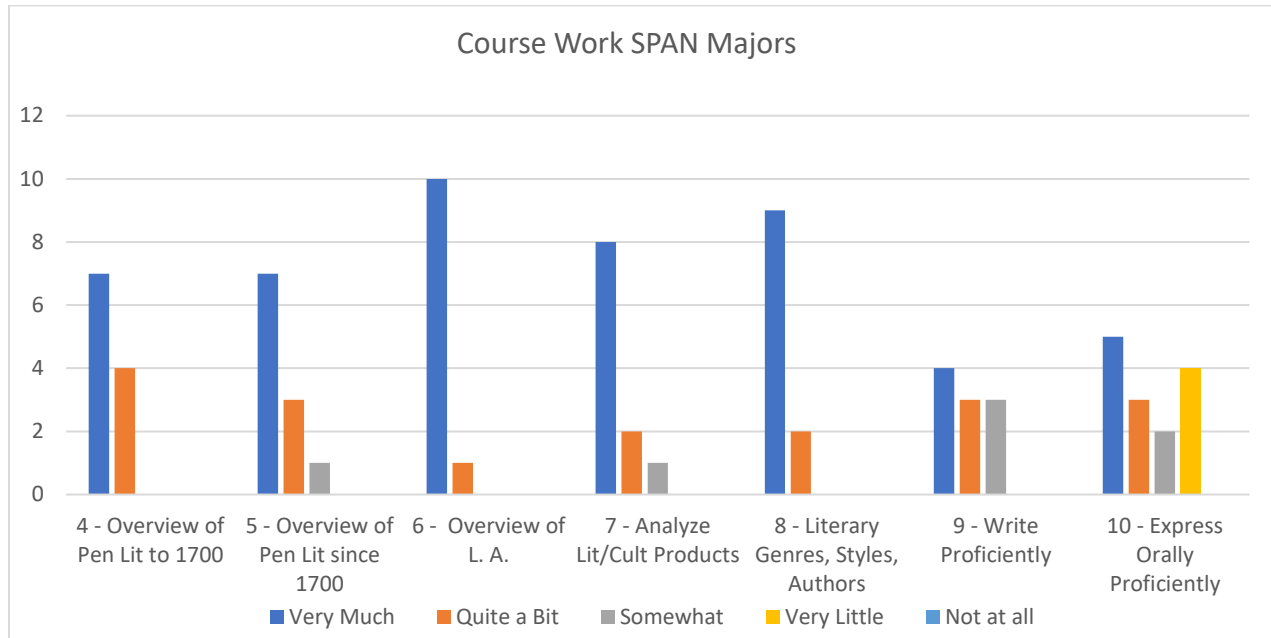
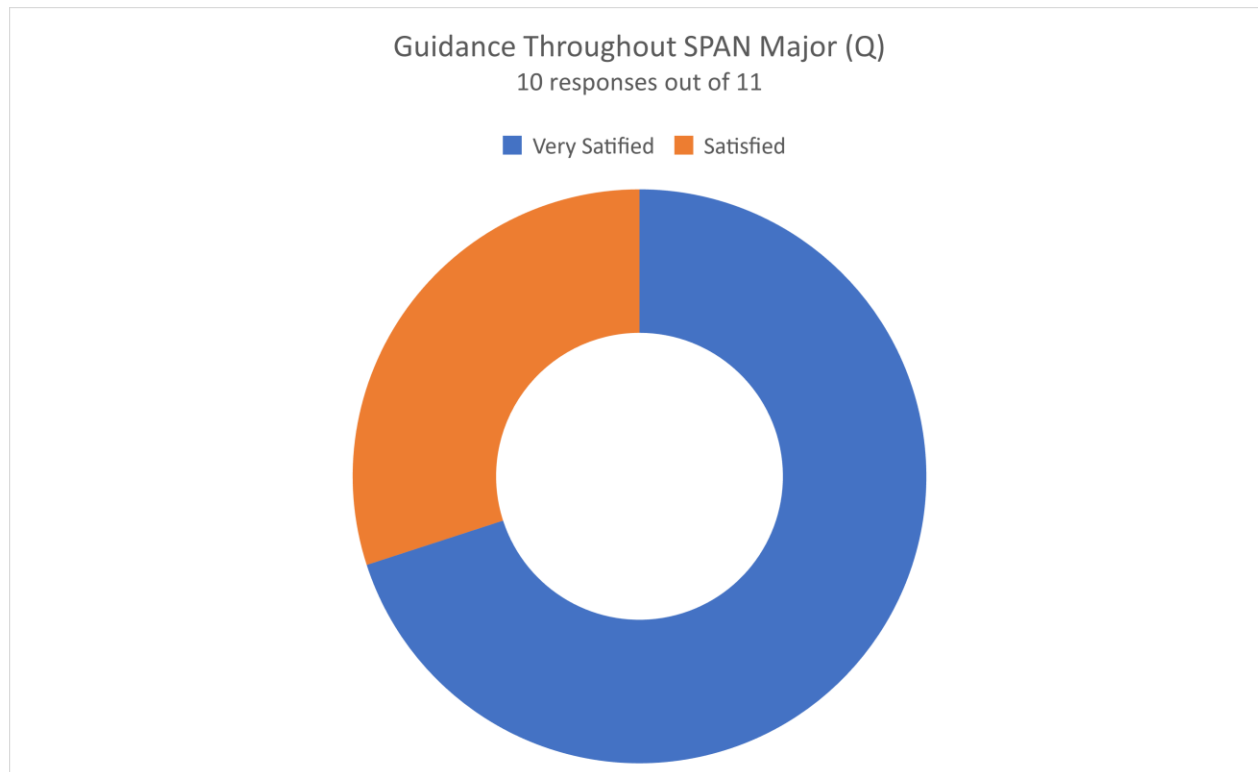


TABLE 2. Spanish Majors Survey Results (Spring 2020):



Spanish Major's Region/Numbers' Rules and Courses' Key

General Surveys 310, 320, 330

- New upper-level courses rules since Catalog of 2017-2018:

- at least one must be Peninsular (Spanish) in focus
- at least one must be Latin American in focus
- at least two must be at the 400 level

Courses since catalog of 2013-2014

(Some independent studies and topic courses are not listed, although are counted in the tables below)

Latin America (L.A.)

Peninsular (Pen.)

300

400

300

400

335, 340, 350, 351, 375, 410, 473, 474, 475, 480, 485

360, 370, 390, 399, 430, 450, 460 471, 488

-----Batch of 2020 -----

11 Students:

Emily Bowie
Samantha Fish
Olivia Hardick
Kiersten Huitt
Sophie Mazzaro
Mattie Nester
Kennedy Reynolds
Ana Romero
Nugget Settles
Jennifer Ticer
Sarah Wilson

SPANISH MAJOR'S RULES (REGION AND NUMBER)											
	Emily	Fish	Olivia	Kiersten	Sophie	Mattie	Kennedy	Ana	Nugget	Jennifer	Sara
400	2	1	2	2	2	2	1	2	2	2	2
L.A.	3	2	2	3	4	2	2	2	3	4	4
Pen.	0	0	0	2	1	1	1	5	2	1	1
Reg.								Bd=0.86			

-----Batch of 2019 -----

7 (8) Students:

Joshua Beggs
*Sandy Burks (Fall 2019)
Brett Daiger
Julianne Darden
Brianna Kelly
Kaersti McLellan
Jon Dale Nichols
Roddy Everett *(1 Linguistics)

SPANISH MAJOR'S RULES (REGION AND NUMBER)							
	Joshua	Brett	Julianne	Brianna	Kaersti	J.D.	Everett
400	2	1	2	2	2	2	3*
L.A.	3	2	2	3	1	4	1
Pen.	2	1	3	1	1	2	1
Reg.						Bd=1	

-----Batch of 2018 -----

5 Students:

William Berry
Zoë Corwyn
William Matheson
Jordan May
Sarah Walker

SPANISH MAJOR'S RULES (REGION AND NUMBER)					
	Will B.	Zoë	Will M.	Jordan	Sarah
400	1	1	4	2	2
L.A.	1	2	2	3	2
Pen.	1	0	1	1	1
Reg.					Bd=0.8

-----Batch of 2017-----

10 Students:

Erica Benoit
Sadie Bullard
Claire De Pree
Katie Dobbins
Anna King
Kevin Krajcir
Erin Marshbur *(Linguistics)
Elizabeth Phelps
Krys Stetler
Tori Walters *(Studied in Murcia)

SPANISH MAJOR'S RULES (REGION AND NUMBER)										
	Erica	Sadie	Claire	Katie	Anna	Kevin	Erin	Elizabeth	Krys	Tori
400	1	3	1	2	2	2	1*	1	2	0*
L.A.	2	2	2	3	2	2	2	2	4	1
Pen.	0	0	1	1	2	0	1	0	2	0*
Reg. Bd=0.5										

-----Batch of 2016-----

8 Students:

Shannon Clark
Alyssa Curry
Gretchen McCarthy
Anna McConaghie
Justin Murdock
Abby Shea
Eric Walker
Sybil Watkins

SPANISH MAJOR'S RULES (REGION AND NUMBER)								
	Shannon	Alyssa	Gretchen	Anna	Justin	Abby	Eric	Sybil
400	1	1	3	2	1	2	3	2
L.A.	2	2	4	1	2	2	4	2
Pen.	1	2	2	3	1	3	1	2
Reg. Bd=1								

-----Batch of 2015-----

15 Students:

Kelsey Atwood
Barton Zoe
Susie Burton
Matthew Christie
CeCe Collins
Ben Dardas
Lindsay Drillette
Meaghan Epperson
Jesse Gavin
Hannah Hill
Caroline Nester
Victoria Resendez
Blair Schneider
Ples Spradley
Joelle Tackett

SPANISH MAJOR'S RULES (REGION AND NUMBER)									
	Kelsey	Zoe	Susie	Matthew	CeCe	Ben	Lindsay	Meaghan	Jesse
400	2	2	1	2	3	2	2	3	2
L.A.	3	3	3	3	3	3	2	4	3
Pen.	1	1	0	2	1	1	1	1	2

SPANISH MAJOR'S RULES (REGION AND NUMBER)						
	Hannah	Caroline	Victoria	Blair	Ples	Joelle
400	1	1	2	3	1	1
L.A.	3	2	4	3	2	5
Pen.	2	0	1	2	1	1
Reg. Bd=0.86						

-----Batch of 2014-----

14 Students:

Katherine; Barlow
 Marc; Brick
 Zoe; Calhoun
 Mimi; Carlin
 Mary Casey
 Rachel; Collins
 Mike; Ehrenburg
 Jenna; Gottschalk
 Catherine; Jarrel
 Sasha; Keck
 Maria; Mendez
 Kaki; Pipes
 Erin; Shaw-Meadow
 Telchi; Ricardo

SPANISH MAJOR'S RULES (REGION AND NUMBER)										
	Kather	Marc	Zoe	Mimi	Mary	Rachel	Mike	Jenna	Cather	Sasha
400	2	4	2	2	3	1	4	1	3	0
L.A.	3	3	1	2	3	2	3	3	4	4
Pen.	2	2	2	2	2	2	2	1	1	0

SPANISH MAJOR'S RULES (REGION AND NUMBER)				
	Maria	Kaki	Erin	Telchi
400	2	3	2	2
L.A.	3	2	3	4
Pen.	2	1	1	0
Reg. Bd=0.857				

The Spanish program created new rules (Since catalog of 2017-2018) to better distribute Spanish majors among upper level courses and to expose students to all regions, periods and teaching faculty. This way students increase their understanding of the Spanish speaking world and are exposed to difference teaching styles, perspectives, and accent, thus enhancing their linguistic skills and cultural scope. Although the new rules were implemented in academic year 2017-2018 and do not apply to previous students, or current students graduating under previous versions of the catalog, the tables help the Spanish program understand the effectiveness and viability of the rules.

Based on the previous tables for years 2014 through 2020 the two graphs below represent how Spanish majors fulfil the requirements of region (Table 1) and of 400 level courses (Table 2). These are extra requirements for majors besides general number of courses, and the General Survey Courses (310, 320, 330). There is an inflexion point coinciding with the retirement of our peninsularist. With the addition of the new professor the availability of 400 level courses was greater as shown in table 2.

Table 1 represents the factorization of yes/no (1 or 0) averages of region courses for Peninsular and Latin America. Table 2 represents a yes/no (1 or 0) average of at least two 400-level courses.

TABLE 1

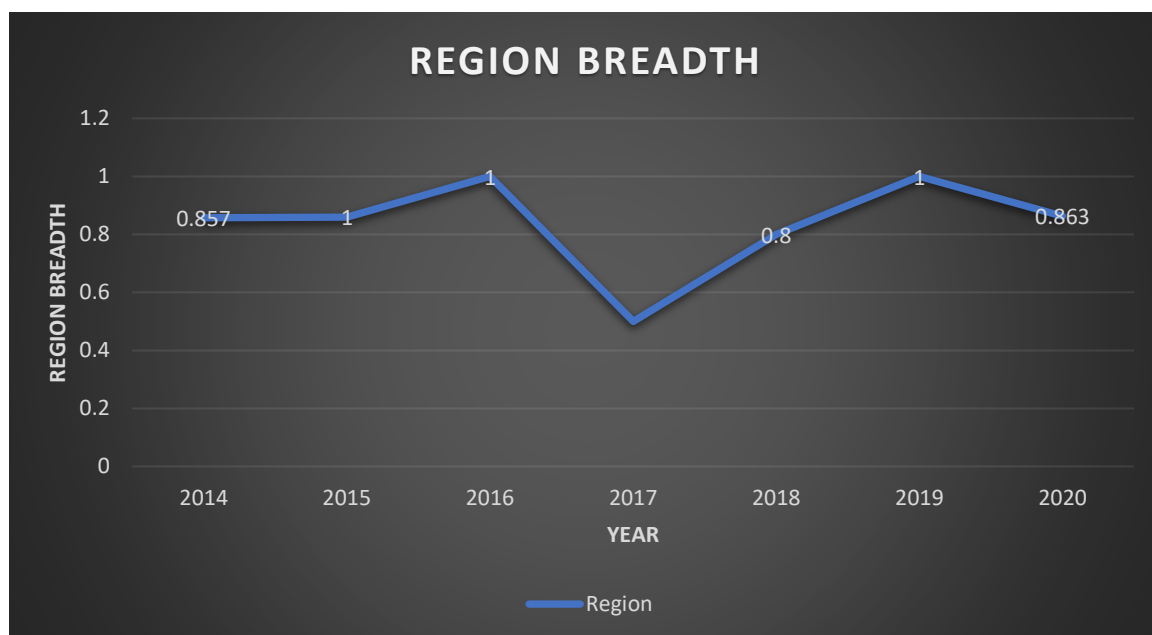
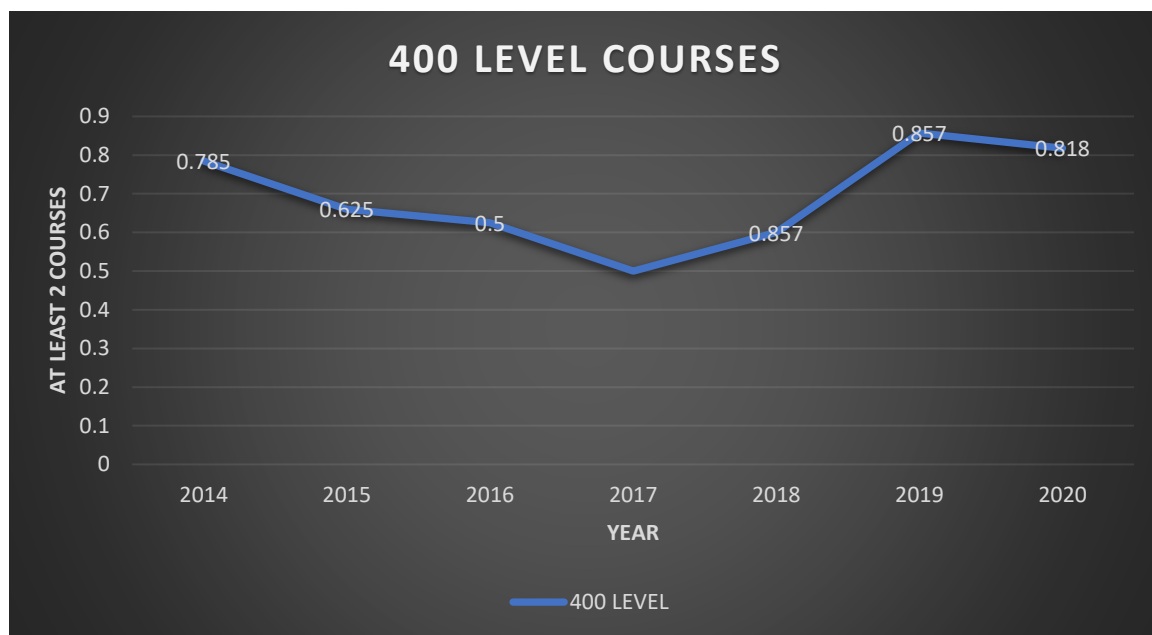


TABLE 2



Senior Assessment Discussion, looking forward:

In response to the Assessment Committee's most recent Student Assessment Plan review, the Spanish Program has undertaken several tasks during the 2019-2020 academic year. We have paid close attention to those points identified as needing improvements under the Action Plan for Improvements to make our Action Plan clear and have devised ways to effectively measure it. We have also developed strategies to clarify how evidence collected can be used in decision making, which will be an ongoing process in the near future.

1- The Spanish program restructured the capstone Experience

- a- Comprehensive exam results show seniors are well prepared in written examination
- b- The new learning goals for the major explain and describe well the overall objectives of the major, including the learning goal for each of the required core sequence courses SPAN 310 (Survey of Spanish Literature to 1700), SPAN 320 (Survey of Spanish Literature since 1700), and SPAN 330 (Survey of Latin-American Literature).
- c- Assessment of Spanish 310, 320 and 330 indicate students performed well in all three subcomponents of the Rubric (See Rubric for the Learning Goals of Span 310, 320 and 330).
- d- The Spanish program has created new questions for each section of the capstone-to correlate responses and Learning Goals, and has created rubrics to assess the respective answers and collect data. This made easier the assessment of the LG
- e- Major requirements in the catalog adds an oral component to the Capstone consistent with the results of the survey that indicate the need for a stronger preparation in oral expression (See table 1)
- f- The senior survey was adjusted to incorporate questions that elicit student feedback for each LG. The revised survey shows relevant data as a means of indirect assessment.

II- LA Capacity Assessment (Spanish)

READING RUBRIC SPANISH 120 (Rubric for Literal Comprehension)

Table 1. Average of all 5 questions

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
Word Recognition Multiple Choice	Identifies all key words appropriately within context of the text. NO ERROR	Identifies majority of key words appropriately within context of the text. ONE ERRORS	Identifies half of key words appropriately within the context of the text. THREE ERRORS	Identifies a few key words appropriately within the context of the text. FOUR ERRORS
# of Students	→ 101	0	0	5
Main Idea Detection Comprehension Questions	No major errors in grammar or content	Identifies the key parts main idea(s) of the text but misses some elements. Good responses with grammar and syntactic mistakes. Or one bad response with good grammar.	Identifies some part of the main idea(s) of the text. Two bad responses with few mistakes Or one bad response with few mistakes	May identifies some idea(s) from the text but they do not represent the main idea(s). No good responses
# of Students	→ 101	0	0	0

Table 2. Responses for question 2. Question 2 is an outlier.

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
Word Recognition Multiple Choice	Identifies all key words appropriately within context of the text. NO ERROR	Identifies majority of key words appropriately within context of the text. ONE ERRORS	Identifies half of key words appropriately within the context of the text. THREE ERRORS	Identifies a few key words appropriately within the context of the text. FOUR ERRORS
# of Students	→ 88	0	0	18
Main Idea Detection Comprehension Questions	No major errors in grammar or content	Identifies the key parts main idea(s) of the text but misses some elements. Good responses with grammar and syntactic mistakes. Or one bad response with good grammar.	Identifies some part of the main idea(s) of the text. Two bad responses with few mistakes Or one bad response with few mistakes	May identifies some idea(s) from the text but they do not represent the main idea(s). No good responses
# of Students	→ 88	0	0	18

Brief summary of responses by questions. Details of correct answers can be seen in a separate PDF file.

Question 1: 104 of 108 answered this question correctly (96% of respondents)

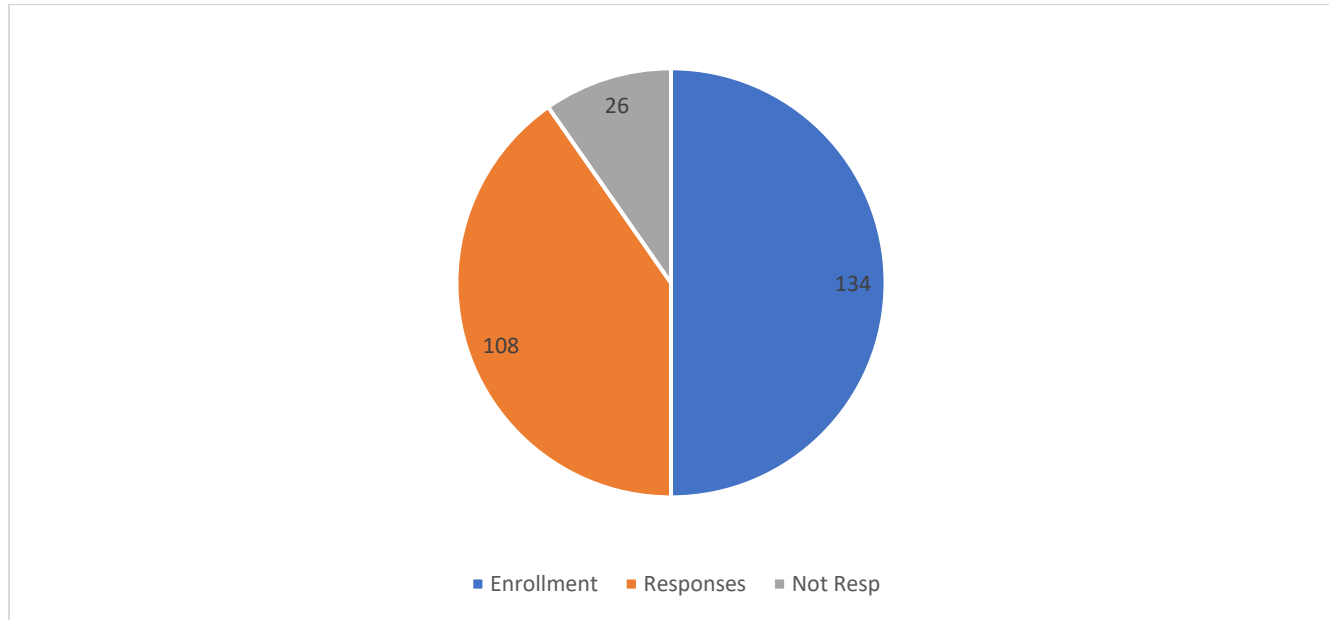
Question 2: 88 of 106 answered this question correctly (83% of respondents)

Question 3: 102 of 106 answered this question correctly (96% of respondents)

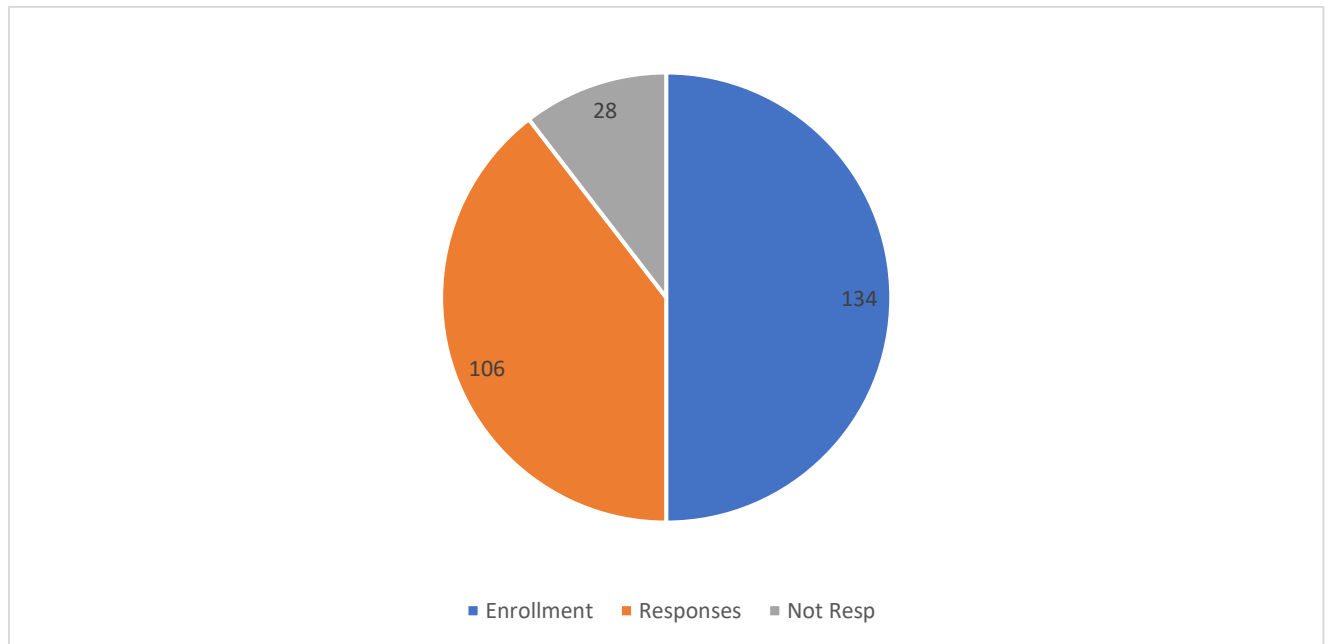
Question 4: 105 of 106 answered this question correctly (99% of respondents)

Question 5: 105 of 106 answered this question correctly (99% of respondents)

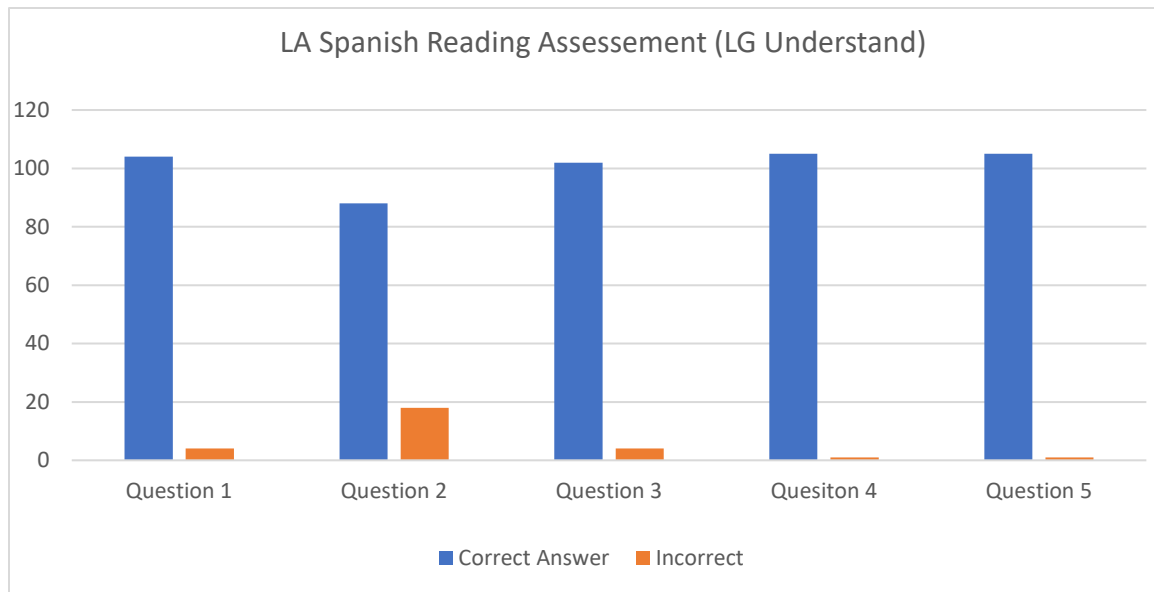
Participation Compare to Enrollment (Question 1):



Participation Compare to Enrollment (Question 2-5):



Correct Responses per Question:



Indirect Assessment of Spanish 120

LA Learning goals

Students should achieve the capacity to:

- analyze the language
- understand the language
- use the language
- apply their language skills to encounter cultures.

Spring 2020 Spanish Language Indirect Assessment (Total enrollment 133 students)

1. Students should achieve the capacity to analyze the language

109 Strongly Agree **18** Agree **6** Neither Agree nor Disagree
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

2. Students should achieve the capacity to understand the language

110 Strongly Agree **17** Agree **6** Neither Agree nor Disagree
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

3. Students should achieve the capacity to use the language

100 Strongly Agree **26** Agree **7** Neither Agree nor Disagree
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

4. Students should achieve the capacity to apply their language skills to encounter cultures

104 Strongly Agree **21** Agree **8** Neither Agree nor Disagree
☐ Disagree ☐ Strongly Disagree ☐ Not Applicable

- | |
|---|
| <ol style="list-style-type: none">1- Discussion of the data collected. Looking forward2- Summary of the conversation and the decisions made. |
|---|

Discussion and looking forward to the future

- 1- The Spanish program cooperatively created a text for the Reading Exercise, with a leveled vocabulary and difficulty according to Spanish 120 and with its corresponding Learning Goal of “Demonstrate the Ability to Understand the Language”
- 2- The Spanish program cooperatively created a rubric to assess the above-mentioned LG through a Reading Exercise
- 3- The exercise shows that the reading assessment was effectively responded by 88 to 96 percent of participating Span 120 students depending on the question. Question 2 was an outlier
- 4- Participation was affected by distance learning
- 5- The student in Span 120 who participated in the exercise understood present tense, past tense and contextual nuances of the text
- 6- Question 2 shows that the relevance of word selection in the formulation of the question has an influence on the quality of the response. (We need to rephrase questions)
- 7- Questions 1, 3, 4 and 5 indicates that we might need to devise a more difficult text to obtain better data
- 8- The program decided to fine-tune the vocabulary and lexile level according to the textbook
- 9- We have this test that shows us that the students can indeed analyze and understand a text that they have no previous contact with.
- 10- The questions range from both asking about the general meaning of the text as well as the details. So we can assess how well they can gather both gist.