

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Spanish (new)	122	SPN 122 08/18/2019-First Year Spanish II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Michelle Garey
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

The first assessment report for SPN 122 was submitted in June 2006, and a second assessment report was submitted in May 2010.

2. Briefly describe the results of previous assessment report(s).

The standard of success (SOS) was met for both previous assessments. In 2006, 82% of students met the SOS and in 2010, 86% of students met the SOS for the course.

Note that both student learning outcomes (SLOs) were assessed using the same tool, as well as the same rubric, in these previous assessments. In other words, the SLOs were not evaluated independently, as they should have been. That error has been corrected in this assessment cycle.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Based on previous assessment results, instructors were encouraged to spend more class time on particularly challenging course objectives, including the subjunctive mood and pronoun system. They were also asked to identify more effective teaching methodologies and assignments to foster student success in these areas. Unfortunately, there were numerous class cancellations this past winter semester, six cancellations in all, for certain sections. As such, there was no additional time to spend on these topics.

More importantly, we redesigned our assessment plan so that each SLO would be assessed independently. We revised our assessment tools and created more robust rubrics in order to easily identify areas of strength and areas to target for improvement.

II. Assessment Results per Student Learning Outcome

Outcome 1: Comprehend and write Spanish with increased proficiency at the elementary level.

- Assessment Plan
 - Assessment Tool: Departmentally-developed and graded test in the form of comprehension questions. Half of the questions will be asked in written format and the other half will be asked orally.
 - Assessment Date: Winter 2011
 - Course section(s)/other population: A random sample of one third of students.
 - Number students to be assessed: 50
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% or more of students receive 70% or higher (see rubric for specifics).
 - Who will score and analyze the data: Full-time instructors.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	53

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Enrollment data was not available from Curriconet due to department reorganization.

According to a section status report from W '19, there were four sections of SPN 122 offered, with a total of 80 enrolled students. Of these, 53 students were assessed. Rather than assessing a random sample of 1/3 of students, as was stated in the original assessment plan, all students that were present when the assessment was administered were assessed.

Unfortunately, one instructor failed to administer the assessment. As a consequence, the 11 students enrolled in that particular section were not included.

The other three sections, which had an enrollment of 69 students, were assessed. All students present the day the assessment was administered, 53 of 69 students, were included in the assessment. Students that were absent on assessment day or had stopped attending class all together were not included.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is not offered in MM or DL format - it is only offered face-to-face.

There were three daytime sections (one morning, one mid-afternoon, one late afternoon) and one evening section, which included 11 students. As mentioned previously, the instructor of the evening section failed to administer the assessment. All other sections were assessed. The department chair has communicated that failure to comply with future assessment activities is unacceptable and cannot occur again.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A departmental quiz, consisting of five short answer questions, was used to assess outcome one. Instructors asked these questions orally. Students dictated the questions, in order to evaluate spelling and orthography and then responded with complete sentences. Each response was scored using a rubric that evaluated the following:

1. Student Comprehension (3 points): Did they respond appropriately and completely? Did their response show that they understood all aspects of the question?
2. Appropriate Use of Elementary-level Vocabulary and Grammar (3 points): Did they respond using appropriate vocabulary and correct sentence structure?

3. Spelling, Punctuation, & Diacritics (2 points): Was Spanish punctuation and spelling accurate?

Each question was evaluated using the above criteria and given a score out of eight possible points. Since there were five questions for this outcome, there were 40 points total. (See attached spreadsheet and rubric.)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

88.7% of students (47/53) scored 70% or higher on the assessment questions and met the SOS for outcome one. **11.3%** of students (6/53) scored less than 70% and did not achieve the SOS. The results break down as follows:

45.3% of students, 24/53, scored between 90-100% on outcome one questions.

32.1% of students, 17/53, scored between 80-89%.

11.3% of students, 6/53, scored between 70-79%.

11.3% of students, 6/53, scored between 60-69%.

We also analyzed how well students scored on each individual question. It was striking how well students performed on questions one and two versus how they struggled with questions three and five. Students demonstrated a high level of comprehension for all questions, but they struggled to properly apply more challenging and complex structures, as reflected in their scores for questions three and five.

Question 1: 96.2% of students (51/53) met SOS.

Question 2: 94.3% of students (50/53) met SOS.

Question 3: 75.5% of students (40/53) met SOS (more complex structures).

Question 4: 83% of students (44/53) met SOS.

Question 5: 69.8% of students (37/53) met SOS (more complex structures).

(See attached spreadsheet for breakdown of data.)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated a very high level of listening comprehension skills! Comprehension skills are generally easier for students than the productive language skills but even so, we were impressed that they demonstrated such a high level of comprehension, even with the more challenging questions.

Students also did a good job overall with Spanish spelling.

In general, students did a remarkable job understanding the questions and attempting to formulate an appropriate response. They did particularly well when responding to questions that targeted content from the first half of the semester, including the preterit and imperfect conjugations.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students generally demonstrated strong Spanish spelling skills, punctuation and accent marks were not applied consistently. Accent marks are particularly important when their use, or lack thereof, can change the meaning of a word. Instructors will be reminded to stress the importance of accent marks on verbs and homophones.

Some students struggled with more complex applications of the verb system, including the subjunctive mood. In addition, while they were able to correctly conjugate the preterit and imperfect forms, they had more difficulty distinguishing their applications.

Outcome 2: Express information, thoughts and feelings by using a variety of verb forms, vocabulary and grammatical structures.

- Assessment Plan
 - Assessment Tool: Departmentally-developed and graded test in the form of comprehension questions. Half of the questions are written and half will be asked orally.
 - Assessment Date: Winter 2011
 - Course section(s)/other population: A random sample of one third of students.
 - Number students to be assessed: 50

- How the assessment will be scored: Departmentally-developed rubric.
- Standard of success to be used for this assessment: 70% or more of students receive 70% or higher (see rubric for specifics).
- Who will score and analyze the data: Full-time instructors.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	52

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Enrollment data was not available from Curriconet due to department reorganization.

According to a section status report from W '19, there were four sections of SPN 122 offered, with a total of 80 enrolled students. Of these, 52 students were assessed for outcome two. Rather than assessing a random sample of 1/3 of students, as was stated in the original assessment plan, all students that were present when the assessment was administered were assessed.

Unfortunately, one instructor failed to administer the assessment. As a consequence, the 11 students enrolled in that particular section were not included.

The other three sections, which had an enrollment of 69 students, were assessed. All students present the day the assessment was administered, 52 of 69 students, were included in the assessment. Students that were either absent on assessment day or had stopped attending class all together were not included in this assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is not offered in MM or DL format - it is only offered face-to-face.

There were three daytime sections (one morning, one mid-afternoon, one late afternoon) and one evening section, which included 11 students. As mentioned previously, the instructor of the evening section failed to administer the assessment. All other sections were assessed. The department chair has communicated that failure to comply with future assessment activities is unacceptable and cannot occur again.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

For outcome two, students were required to relay information and communicate their thoughts and feelings by responding to five open-ended questions on a departmental test. They were required to use a variety of verb forms, grammatical structures, and vocabulary in order to achieve effective communication. Their responses were evaluated using the criteria below:

1. Command of Sentence Structure, Verb Forms, & Pronoun System (10 points)
2. Effective and Clear Communication of Ideas, Complete Response (5 points)
3. Accurate and Effective Use of Vocabulary & Word Choice (5 points)

(See attached rubric.)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

80.8% of students (42/52) scored 70% or higher on the assessment tool for outcome two and thus met the SOS. **19.2%** of students (10/52) scored less than 70% and did not meet the SOS for outcome two. The results break down as follows:

32.7% of students (17/52) scored 90% or higher on outcome two.

23.1% of students (12/52) scored between 80-89%.

25% of students (13/52) scored between 70-79%.

19.2% of students (10/52) scored below 70% on outcome 2 and did not meet the SOS.

We also analyzed how well students scored on each individual criterion of the rubric.

1. Command of Sentence Structure, Verb Forms, & Pronoun System: Average score **7.29/10**

2. Effective, Clear, & Complete Communication of Ideas: Average score **4.38/5**

3. Accurate and Effective Use of Vocabulary & Word Choice: Average score **4.30/5**

(See attached spreadsheet.)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students' ability to effectively communicate factual information, as well as their thoughts and feelings, was impressive. Clear and effective communication was achieved, despite structural errors, and students achieved an average score of 4.30/5 on this metric.

In addition, students' use of Spanish vocabulary and word choice was strong, which further elevated their level of communicative competence.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students undeniably met the SOS for outcome two, drilling down into the individual performance indicators reveals that several students struggled with various elements of complex sentence structure. In particular, students made mistakes when trying to apply Spanish object pronouns. Furthermore, although students were able to respond with grammatically sound simple structures, they were not as successful when utilizing more complex structures, particularly in dependent clauses that required use of the subjunctive mood.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Unfortunately, weaknesses that were identified in previous assessments were also identified in this report. One reason is likely due to the large number of class cancellations this past winter. Some sections experienced six class cancellations, and as a consequence, we were forced to gloss over certain learning objectives

toward the end of the term. Our goal was to build in additional practice and instructional time for complex structures, but due to time constraints, that was not possible this term.

The biggest change we made was to assess each outcome independently. In previous assessments, we had (mistakenly) assessed both SLOs as a unit, rather than independently. We corrected that problem this time around and also used more robust rubrics to better target areas for improvement. We will begin implementing our action plan this fall.

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students demonstrated impressive comprehension skills, as well as the ability to effectively communicate their thoughts and feelings. I was surprised that clear communication was often achieved despite grammatical errors.

SPN 122 is an academically demanding course that requires students to memorize and apply numerous grammatical structures, in addition to newly acquired vocabulary. Upon completion of this course, the vast majority of students possess the ability to comprehend and communicate effectively in Spanish at the upper elementary level.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The results of this assessment have already been shared with full-time faculty and will be discussed with part-time instructors during fall in-service.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Create more opportunities for students to integrate and apply the discrete syntactic and vocab. Items they are studying in high interest, communicative	Students will be able to synthesize previously studied material while at the same time, integrating newly acquired structures. Too often, grammatical forms are taught in isolation, and	2019

	<p>activities and assignments.</p> <p>Give more examples and guided practice with the subjunctive mood.</p> <p>Also stress to instructors the importance of teaching and requiring proper application of Spanish diacritics.</p>	<p>students aren't allowed enough opportunities to transfer and apply them in new contexts.</p> <p>Application of the subjunctive mood was the weakest area identified in the assessment.</p> <p>Some words change meaning when required accent marks (tildes) are left off and can lead to confusion. Students must be overtly taught how to apply them.</p>	
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5. Is there anything that you would like to mention that was not already captured?

No thank you.

III. Attached Files

[SPN 122 Assessment Data Spreadsheet](#)

[SPN 122 - Rubric for Outcome 2](#)

[SPN122 - Rubric for Outcome 1](#)

Faculty/Preparer: Michelle Garey **Date:** 08/19/2019

Department Chair: Jill Jepsen **Date:** 08/20/2019

Dean: Scott Britten **Date:** 09/25/2019

Assessment Committee Chair: Shawn Deron **Date:** 10/16/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:

Course Discipline Code and Number: **SPN 122**

Course Title: **First Year Spanish II**

Division/Department Codes: **FL**

2. Semester assessment was conducted (check one):

- Fall 20__
 Winter 2009
 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.

Yes, some of the questions were revised to better target specific course objectives.

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

The assessment was administered to 96 students; of these 57 assessments were scored.

According to a section status report, printed during the 10th week of class, a total of 123 students were enrolled in SPN 122.

6. Describe how students were selected for the assessment.

The assessment was given to all SPN 122 students that were in attendance on the day it was administered. One third of the assessments were chosen at random, with section numbers blinded. After they were scored, we revealed the section numbers and realized that certain sections were underrepresented. As such, we randomly chose additional assessments until we had scored at least one third of the assessments from each section.

II. Results

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

None.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

a. Comprehend and write Spanish with increased proficiency at the elementary level.

b. Express information, thoughts and feelings by using a variety of verb forms, vocabulary and grammatical structures.

COURSE ASSESSMENT REPORT

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. 86% of students assessed demonstrated achievement of course outcomes.
 - b. 14% of students assessed did not demonstrate achievement of course outcomes.
 - c. A subgroup of students, whose assessments demonstrated achievement of course outcomes, scored an 85% or higher. According to our rubric, this subgroup "highly achieved" course outcomes.
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.*

Standard of success: 70% of students achieving 70% or higher on the assessment tool.

The same assessment tool and rubric were used to simultaneously assess both course outcomes.

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 86% of students demonstrating achievement of course outcomes. The majority of these successful assessments demonstrated a high achievement of course outcomes, scoring 85% or higher. The vast majority of assessments demonstrated strong Spanish comprehension skills, as well as the ability to communicate and express oneself in the target language.
- b. The assessment tool itself is rigorous, as it is broad in scope and synthesizes several course objectives into a question/answer format. This format requires students to first process the question, then respond appropriately by successfully applying the discrete language elements presented in class. There is very little wiggle room to guess or to fake an answer, which validates the effectiveness and accuracy of the tool.

Weaknesses:

- a. The items (questions) on the assessment tool that earned the lowest scores logically contained the most challenging course objectives, such as direct and indirect object pronouns. While the assessment was successful in achieving course outcomes, it did shed light on particular course objectives that pose a challenge for students across all sections.
- b. Analysis of data across sections appears to indicate statistically meaningful variation. While overall the assessment is successful, two of the six sections did not demonstrate achievement of course outcomes. Although our success criteria is 70% of total students achieving a 70% or higher on the assessment, our results would be much stronger if each individual section had met this target as well.

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.
 - a. Instructors will be encouraged to spend more class time on particularly challenging course objectives and to explore the most effective methodologies for such items.
 - b. The course outcomes and objectives will be clearly communicated to all instructors before the semester commences. Likewise, instructors will be notified of the upcoming assessment and will be given examples of assessment questions in order to familiarize themselves with the format. They will also be encouraged to use this format to practice course objectives throughout the semester and in so doing, will allow all students to practice questions in the same format and with the same rigor as those on the upcoming assessment.

COURSE ASSESSMENT REPORT

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.

- a. Outcomes/Assessments on the Master Syllabus
b. Objectives/Evaluation on the Master Syllabus
c. Course pre-requisites on the Master Syllabus
d. 1st Day Handouts
e. Course assignments
f. Course materials (check all that apply)
g. Instructional methods
h. Individual lessons & activities

3. What is the timeline for implementing these actions?

FA 2010.

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.

Overall, the assessment tool effectively measured student achievement of learning outcomes. Building on first semester language skills, the assessment tool synthesized the wide variety of verb forms, vocabulary, and grammatical structures covered in SPN 122.

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

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

All [checked] Selected

If "All", provide the report date for the next full review: WI 2012.

If "Selected", provide the report date for remaining outcomes:

Submitted by:

Print: Michelle Carey Faculty/Preparer Signature: [Signature] Date: 05-20-2010
Print: [Signature] Department Chair Signature: [Signature] Date: 05/20/2010
Print: 1 [Signature] Dean/Administrator Signature: Bill Abernethy Date: 5.26.10

Approved by the Assessment Committee 11//08

logged 5/27/10 sjv

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:

Course Discipline Code and Number: SPN 122

Course Title: FIRST YEAR SPANISH II

Division/Department Codes: HSS/FLGD

2. Semester assessment was conducted (check one):

Fall 20__

Winter 2006

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): DEPARTMENTAL PORTION OF FINAL EXAM

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.

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

66

6. Describe how students were selected for the assessment.

THIS ASSESSMENT WAS ADMINISTERED TO ALL STUDENTS IN EVERY SECTION TAUGHT BY FULL TIME INSTRUCTORS. SINCE THIS WAS OUR FIRST TIME ADMINISTERING AN ASSESSMENT IN SPN 122, WE WANTED TO GET A BASELINE AND VERIFY THE VALIDITY OF THE PROMPTS AND RUBRIC BEFORE ADMINISTERING IT DEPARTMENT WIDE. IN THE FUTURE, WE PLAN TO USE A RANDOM STUDENT SAMPLE, WHICH WOULD INCLUDE SECTIONS TAUGHT BY BOTH FULLTIME AND PART-TIME FACULTY.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
FIRST ASSESSMENT OF SPN 122

2. State each outcome from the master syllabus that was assessed.

1. COMPREHEND AND WRITE SPANISH AT THE ELEMENTARY LEVEL WITH INCREASED PROFICIENCY.

2. EXPRESS INFORMATION, THOUGHTS AND FEELINGS USING A VARIETY OF VERB FORMS, VOCABULARY AND GRAMMATICAL STRUCTURES.

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.

82% OF STUDENTS ACHIEVED SUCCES ON THE ASSESSMENT.

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

COURSE ASSESSMENT REPORT

- 30% - Outcome highly achieved, receiving an 85% or higher
- 52% - Outcome achieved, receiving between 70% & 84%
- 18% - Outcome not achieved, receiving below 70%

THE ASSESSMENT TOOL DEMONSTRATED THAT A HIGH PERCENTAGE OF SPN 122 STUDENTS WERE ABLE TO COMPREHEND SPOKEN SPANISH AND WRITE LOGICAL AND GRAMMATICALLY CORRECT RESPONSES TO ORAL QUESTIONS. FURTHERMORE, THEY EXPRESSED THEIR THOUGHTS AND FEELINGS USING A VARIETY OF VERB FORMS, VOCABULARY AND GRAMMATICAL STRUCTURES.

SEE ATTACHMENTS FOR: ASSESSMENT ADMINISTERED, 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.

STANDARD OF SUCCESS: 70% of STUDENTS RECEIVING A 70% OR HIGHER.

PERCENTAGE OF STUDENTS WHO ACHIEVED SUCCESS: 82%

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

Strengths: ABILITY TO COMPREHEND AND APPLY A VERY COMPLEX VERB SYSTEM AND VARIETY OF VOCABULARY AND GRAMMATICAL STRUCTURES.

Weaknesses: OVERALL THE ASSESSMENT RESULTS WERE STRONG AND 82% OF STUDENTS MET OR EXCEEDED EXPECTATIONS. AREAS OF IMPROVEMENT INCLUDE: USE OF PROPER VERB FORM, INCLUDING PERSON, TENSE AND MOOD.

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, along with a timeline for these actions.
STUDENTS MET EXPECTATIONS; NO ACTION WILL BE TAKEN.
- 2. Identify any other 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.

Master syllabus

Change/rationale:

Curriculum

Change/rationale:

Course syllabus

Change/rationale:

Course assignments

Change/rationale:

Course materials (check all that apply)

Textbook

Handouts

Other:

Change/rationale:

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

COURSE ASSESSMENT REPORT

Instructional methods
Change/rationale:

Other:
Change/rationale:

Future plans

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

THE ASSESSMENT TOOL WAS AN EFFECTIVE WAY TO MEASURE STUDENT ACHIEVEMENT OF LEARNING OUTCOMES. THE RESULTS DEMONSTRATED THAT A HIGH PERCENTAGE OF SPN 122 STUDENTS WERE ABLE TO COMPREHEND SPOKEN SPANISH AND EXPRESS INFORMATION, THOUGHTS AND FEELINGS, UTILIZING A VARIETY OF VERB FORMS, VOCABULARY AND GRAMMATICAL STRUCTURES.

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

Submitted by:

Name: Michelle Waney Date: 06-14-06

Department Chair: R. Biederman Date: 6/14/06

Dean: [Signature] Date: JUN 15 2006