Arapahoe Community College
2016-2017 Foreign Languages Assessment Plan Data

Discipline Outcome
Written Communication

Assessment Author(s)
Veronica Chavez

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
During the first half of the Spanish I semester, students will write a 150-word composition in Spanish. Communication, completeness, grammatical accuracy, vocabulary, formta, and punctuation will be graded.

Measure 1 Sample Size:
20

1) Describe the benchmark for this measure.
Will track students obtaining A, B, C, or D in their exam.

2) What is the rationale for choosing this benchmark?
To observe and compare the percentage of students obtaining A, B, C, or D for the following situations: Beginning of semester and end of semester, and comparison between traditional and online classes.

Measure 2 Type:
Measure 2 Description:

During the second half of the Spanish I semester, students will write a 150-word composition in Spanish. Communication, completeness, grammatical accuracy, vocabulary, formta, and punctuation will be graded.

Measure 2 Sample Size:
15

1) Describe the benchmark for this measure.

Will track students obtaining A, B, C, or D in their exam.

2) What is the rationale for choosing this benchmark?

To observe and compare the percentage of students obtaining A, B, C, or D for the following situations: Beginning of semester and end of semester, and comparison between traditional and online classes.

This discipline outcome was

Surpassed benchmark

Measure 1 Results:

Composition 1
SPA 1 traditional 16 students 12 A 4B
SPA 1 online 9 students 4 A 3B 2F

75% of the students in the traditional class obtained A in comparison with 45% in the online class. 25% of the students obtained B in the traditional class in comparison with 35% in the online class. The failing grades are for those students who did not turn in the assignment.

Measure 2 Results:

Composition 2
SPA 1 traditional 16 students 12 A 3B 1F
SPA 1 online 9 students 4 A 3B 2F

75% of the students in the traditional class obtained A in comparison with 45% in the online class. 20% of the students obtained B in the traditional class in comparison with 35% in the online class. The failing grades are for those students who did not turn in the assignment.

1) How did unit/department performance compare to the benchmark?

2015-2016 There is no benchmark. The following is established:
Traditional: 39% obtained A and 56% obtained B
Online: 33% obtained A, 6% obtained B, 6% obtained C
2016-2017
Traditional: 70-75% obtained A and 20-25% obtained B
Online: 45% obtained A and 35% obtained B

2) How does the data compare to the previous year, if applicable?

In comparison with last year where 39% of the traditional class obtained A and 56% obtained B, the class this year did a lot better overall, where 75% obtained A and 20-25% obtained B.
The same occurred with the online class, where 33% obtained A, and 6% obtained B last year. The online class this year reached a 45% for A and 35% for B.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Overall, the students in the traditional class obtained better grades. They had the opportunity to work on their composition and consult with their peers during class. The students online worked on their own. Although the instructor is available to help both classes in their writing, very few students seek out help. However, as time was spent in class for writing, students felt more comfortable asking questions and asking for advice to the instructor. Results didn’t vary much between assignments. The process and expectations set this year will be emulated for next year.

Further Action:

Further Action Unnecessary

Discipline Outcome

Oral Communication

Assessment Author(s)
Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Students will have an oral exam during the first half of the semester. The topics of the exam will be those covered in class. Communication, completeness, grammatical accuracy, fluency, and pronunciation will be graded.

Measure 1 Sample Size:
25

1) Describe the benchmark for this measure.
Will track students obtaining A, B, C, or D in their exam

2) What is the rationale for choosing this benchmark?
To observe and compare the percentage of students obtaining A, B, C, or D for the following situations: Beginning and end of the semester, and comparison between traditional and online classes

Measure 2 Type:
Direct

Rubric-graded report

Measure 2 Description:
Students will have an oral exam during the second half of the semester. The topics of the exam will be those covered in class. Communication, completeness, grammatical accuracy, fluency, and pronunciation will be graded.

Measure 2 Sample Size:
15

1) Describe the benchmark for this measure.
Will track students obtaining A, B, C, or D in their exam
2) What is the rationale for choosing this benchmark?

To observe and compare the percentage of students obtaining A, B, C, or D for the following situations:
Beginning and end of the semester, and comparison between traditional and online classes

Measure 1 Results:

The results for the first oral exam were 100% A’s. Students in the traditional class paired up to prepare for the exam and to present it. They were given four situations to prepare for. The day of the exam, they were assigned randomly one of the situations. The teams had 10 minutes to prepare. Students were graded on fluency, pronunciation, grammar, vocabulary, and completeness. They exhibited oral skills for a language level 1. Students in the online class did not have oral exams.

Measure 2 Results:

The results for the second oral exam were 91% A’s and 8% F’s. Students in the traditional class paired up to prepare for the exam and also to present it. They were given four situations to prepare for. The day of the exam, they were assigned randomly one of the situations. The teams had 10 minutes to prepare. Those who obtained F did not present the oral exam. Students were graded on fluency, pronunciation, grammar, vocabulary, and completeness. They exhibited oral skills for a language level 1. Students in the online class did not have oral exams.

1) How did unit/department performance compare to the benchmark?

This is the first year. There is no benchmark. The following is established:

Between 91% and 100% of the students obtained A’s in their oral exams

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Results didn’t vary much between assignments. The process and expectations set this year will be emulated for next year.

Further Action:

Further Action Unnecessary

Learning Outcome

Cultural Awareness
Assessment Author(s)
Veronica Chavez

Measure 1 Type:
Indirect

Measure 1 Description:
Students will give an oral presentation on an aspect of the Hispanic Culture

Measure 1 Sample Size:
25

1) Describe the benchmark for this measure.
Students will receive written feedback from their peers.

2) What is the rationale for choosing this benchmark?
Feedback from peers do not count toward the student grade. The comments on the feedback will be collected to show how the audience reacted to the topic presented.

Measure 2 Type:
Direct

Measure 2 Description:
Students will give an oral presentation on an aspect of the Hispanic Culture

Measure 2 Sample Size:
25

1) Describe the benchmark for this measure.
Students obtaining A, B, C, or D in their presentation

2) What is the rationale for choosing this benchmark?
To observe and compare the number of students obtaining A, B, C, or D in their presentation.

This learning outcome was Met benchmark

Measure 1 Results:

Comments were collected from a class of 16 students. The rubric given to the students included completeness, interest created toward the cultural aspect, and creativity. Those aspects were given a scale of 0 to 5. In summarizing the students response, 100% of them obtained a grading of 4.5. The presentations were well received by the students. Students also commented on the benefits they obtained by preparing the presentations (were able do research, used the target language, learned presentation skills)

Measure 2 Results:

90% of the students obtained A, and 10% obtained B. The grade was given based on completeness, correct use of vocabulary, power point presentation, fluency, pronunciation, and oral skills (reading from notes and use of English was not allowed).

1) How did unit/department performance compare to the benchmark?

This is the first year we use this benchmark

2) How does the data compare to the previous year, if applicable?

This is the first year we use this benchmark

3) If multiple measures were used, how do they compare to each other?

The two measures used (students feedback, grade) are consistent in the overall results. Students achieved 90% or above on the objectives of the presentation.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?
The process proved to be useful in helping students enhance their cultural awareness of the Hispanic culture. I will keep it in place as it is.

Further Action:
Further Action Unnecessary