Course Prefix, Number and Title: SPAN 112 - First Year Spanish II  
Division/Unit: Liberal Arts  
Submitted by: Gabriela Brochu  
Contributing Faculty:  
Academic Year: 2013-2014

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Assessment Measures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
<th>Effect on Course</th>
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<tbody>
<tr>
<td>In the boxes below, summarize the outcomes assessed in your course during the year.</td>
<td>In the boxes below, summarize the methods used to assess course outcomes during the last year.</td>
<td>In the boxes below, summarize the results of your assessment activities during the last year.</td>
<td>In the boxes below, summarize how you are or how you plan to use the results to improve student learning.</td>
<td>Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below:</td>
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**Outcome #1**  
Students will read, understand, interpret, and communicate spoken and/or written Spanish at an advanced beginner’s level.

Demonstrate acquired Knowledge through examination evaluated by established standards which will measure their ability to read, write, speak, and/or comprehend at an advanced beginner’s level.

In spring 2013, we decided to assess the following core indicators: saber y conocer, preterite tense, reflexive verbs, gustar and verbs like gustar, double object pronouns, comparisons, and imperfect tense.

These are the core indicators numbers one through nine targeted:  
1) Saber y conocer,  
2) Preterite (regular verbs),

Fifty five (55) assessments were completed by four (4) sections of SPAN 112 in spring 2013. The class average was 7.6 correct answers out of 10. Five (5) sections of SPAN 112 were offered in spring 2013. One instructor did not turn in the assessment. Two (2) online sections were not assessed since they are in a different cycle of assessment.

The following indicates the number of times out of fifty five an incorrect answer was chosen for items 1-9:  
18 1) Saber y conocer,  
10 2) Preterite (regular verbs),  
8 3) Indirect object pronouns,  
18 4) Reflexive verbs,  
9 5) Gustar and verbs like

The assessment indicates that two core indicators fell below 70% accuracy: 1) Saber y conocer (67.27% accuracy) and 9) Preterite vs. imperfect tenses (52.73% accuracy). The rest of the indicators show accuracy between 70.91% and 90.91%.

The previous assessment of SPAN 112 performed in 2009 showed that the same two core indicators fell below 70% accuracy: 1) Saber y conocer (61.29% accuracy) and 10) Preterite vs. imperfect tenses (66.13% accuracy). The present assessment of 2013 shows very similar results. Saber y conocer and Preterite vs. imperfect tenses are areas to be reinforced in SPAN 112. We will discuss these results during our coordination meeting with all instructors to make sure they address those subjects more extensively and to come up with strategies to help students better understand those subjects.
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<td>3) Indirect object pronouns, 4) Reflexive verbs, 5) Gustar and verbs like gustar, 6) Double object pronouns, 7) Comparisons and superlatives, 8) Preterite (stem changing verbs), and 9) Preterite vs. imperfect tenses.</td>
<td>gustar, 6) Double object pronouns, 5) Comparisons and superlatives, 10) Preterite (stem changing verbs), and 26) Preterite vs. imperfect tenses.</td>
<td>The following indicates the number of times out of fifty five an incorrect answer was chosen for items 10: 16) Usted vs. Tú.</td>
<td>The assessment indicates that the accuracy is above 70% for formal vs. informal. Students were able to accurately identify and use a cultural more different than their own. This course will continue to reinforce the students' ability.</td>
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<td>Outcome #2 Students will identify personal values and cultural mores associated with Hispanic Iberian and Latin American cultures.</td>
<td>Demonstrate global and cultural awareness using a cultural-comparative approach through structured activities such as research projects, presentations, examinations, and discussions, etc., evaluated by established standards.</td>
<td>We assessed the following core indicator: formal vs. informal way to address people. The core indicator targeted is: 10) Usted vs. Tú.</td>
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Please enter your name and date below to confirm you have reviewed this report:

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<tr>
<td>Department Chair/Coordinator/Director</td>
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<tr>
<td>Dean</td>
<td>Armida Fruzzetti</td>
<td>6/13/2014</td>
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<td>Vice President of Academic Affairs</td>
<td>Jane Nichols</td>
<td>6/26/2014</td>
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