

**Core Curriculum Annual Assessment  
Annual Program Report**

<b>Year:</b>	2022/2023
<b>Course number and name</b>	SPAN 2312 Intermediate Spanish II
<b>Component Area:</b>	Language, Philosophy & Culture
<b>Number of sections offered:</b>	<b>Fall 2022: 1</b> (2312: 1 face to face); <b>Spring 2023: 1</b> (2312-47F: 1 online) <b>Total sections: 2</b>
<b>Number of students enrolled:</b>	<b>Fall 2022: 7; Spring 2023: 28</b> <b>Total enrollment: 35</b>
<b>Contact Person (include email &amp; phone#)</b>	Damián Robles Garcia <a href="mailto:droblesgarci@lamar.edu">droblesgarci@lamar.edu</a> X 8593

**Table 1. Assessment Results and Analyses for Current Cycle.**

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal Required Core Objectives to assess	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
<b>1. Critical Thinking</b>	<b>Critical Thinking Skills</b>  (To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information)	Essay	The students' essays (research) will be evaluated using the ML critical thinking skills rubric.	70% of students will perform at acceptable or proficient level (capstone 3 & 4) ; and 25% will perform at the marginal level (capstone 2), and 5% will score at the developing level (capstone 1) on the ML Critical Thinking Rubric.	26 (74%) out of 35 (100%) students evaluated attained capstones 3 and 4; 5 students (15%) attained capstone 2; and 4 students (11%) were at the capstone 1 in their final presentation.  TARGET MET	Provide clear guidelines about the essay expectations for students to achieve a higher capstone number.
<b>2. Communication</b>	<b>ORAL/Written Communication Skill</b>  (To include effective development, interpretation, and expression of ideas through written, oral, and visual communication)	Final Oral presentation  "The use of the subjunctive in my personal and professional life"	The Final Oral Presentations of all the students enrolled will be evaluated using the ML-Oral/written communication rubric to measure the student's ability to apply the use of the subjunctive mood in their personal and professional life.	75% of students will perform at acceptable or better at the Intermediate Mid/High-range of performance (in accord with ACTFL-Proficiency Guidelines -Speaking 2012) or capstone 3-4 on the rubric; and 25% at the Intermediate Low/Mid-range of performance or	28 (80%) out of 35 (100%) students evaluated attained capstones 3 and 4, 5 students (14%) attained capstone 2 and 2 students (6%) were at the capstone 1 in their final presentation.	

				capstone 2 and 1 on the rubric.		ways to help more students to attain capstone 3 and 4
3.Social Responsibility -	<p><b>Social Responsibility Skills</b></p> <p>(Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)</p>	Module 3 test Open-ended questions	Module 3 test questions will challenge students to demonstrate social responsibility skills, their responses will be evaluated using the social responsibility rubric.	It is expected that 70% of students will present social responsibility on their responses at the capstones 3 and 4; and 30% will perform at the capstone 2 or 1 on their dialogues responses as stated on the ML Social Responsibility Rubric	27 (77%) out of 35 (100%) students evaluated presented social responsibility behavior at the capstones 3 and 4, 7 (20%) students at a capstone 2, and 1 (3%) presented social responsibility behavior at the capstone 1 as stated in the rubric.	Next faculty meeting, we will discuss adding similar questions on module 4 test also
4. Personal Responsibility	<p><b>Personal Responsibility ability</b></p> <p>(To connect choices, actions, and consequences to ethical decision-making)</p>	Dialogues with responses in writing	Students will watch a series of videos of native speakers from Spanish Speaking countries addressing socio-cultural issues, students will be prompted to reply in writing expressing their thoughts about the situation. Dialogues will be evaluated using the ML Personal Responsibility Rubric.	It is expected that 70% of students will present personal responsibility behavior on their responses at the capstones 3 and 4; and 30% will perform at the capstone 2 or 1 on their dialogues responses as stated on the ML Personal Responsibility Rubric.	26 (74%) out of 35 (100%) students evaluated presented personal responsibility behavior at the capstones 3 and 4, 8 (23%) students at a capstone 2, and 1 (3%) presented personal responsibility behavior at the capstone 1 as stated in the rubric.	More than 70% of students scored at the capstone 3 and 4. We will discuss in the next meeting finding ways for students to meet at least capstone 2.

**Table 2. Continuous Improvement Results Since Last Report**

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on the here.</i>	<b>Status</b> C=Complete P=Progressing N=No Action Taken	<b>Discussion of Status</b> If C, describe efforts that led to accomplishment actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain. If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.

# RUBRICS

## 1. Critical Thinking Rubric

**Outcome:** In an essay written out-of-class or an in-class essay written with preparation and previous study or in presentation, students will analyze or assess

1. a literary or artistic work,
2. a political, sociological, philosophical, psychological, cultural, or historical movement, event, idea, argument, policy, belief, etc.

<b>Rubric: Critical Thinking</b>					
<b>Criteria</b>	<b>1 developing</b>	<b>2 marginal</b>	<b>3 acceptable</b>	<b>4 proficient</b>	<b>score</b>
<b>Explanation of Issues (Inquiry)</b>	Problem was stated without clarification or description	Problem was stated, but some boundaries were undetermined	Problem was stated and described	Demonstrated the ability to use inquiry by clearly stating and comprehensively describing the problem.	
<b>Creative Thinking, Innovation, Analysis, Evaluation, Synthesis</b>	The essay or presentation summarizes the plot, main idea, or problem or describes a literary work(s), but does not critically analyze a literary or artistic work(s) or an idea, movement, epoch, event, etc. .	The essay or presentation reveals a familiarity with a literary or artistic work(s) or an idea, movement, epoch, event, etc.	An essay or presentation shows a firm understanding and exemplification in critically analyzing and evaluating a literary or artistic work(s) or an idea, movement, process, epoch, event, etc.	The essay or presentation shows in-depth thought in critically analyzing literary or artistic work(s) or an idea, movement, process, epoch, event, etc. Conclusions are synthesized and reflect originality and creativity.	

## 2. Communication - Oral or Written Rubric

**Outcome:** Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or students will discuss group or class topics.

<b>Rubric: Communication - Oral/visual Presentation</b>					
<b>Criteria</b>	<b>1 developing</b>	<b>2 marginal</b>	<b>3 acceptable</b>	<b>4 proficient</b>	<b>Score</b>
<b>Clear thesis, introduction, main body, and conclusion. Development)</b>	The student does not establish or maintain a clear and specific thesis.	In a presentation, student presents a fuzzy thesis, offers, minimum support, and gives a reasonable conclusion.	In presentation, student articulates a clear, specific thesis and conclusion but does adequately support that thesis	In presentation, student articulates a clear, specific thesis and then distinctly introduces points to support that thesis and follows with a clear and logical conclusion.	
<b>Performance (Oral)</b>	Student is nervous, inarticulate, and	While showing evidence of a firm idea, the student does not adequately present the argument.	Student stumbles with some points.	Student is relaxed, articulate, and confident and integrates any visual or oral elements.	

	seemingly lacks confidence.				
<b>Audience, Purpose</b>	The presentation seems to disregard audience and purpose.	The presentation needs work to sustain a consistent and appropriate persona and style for the intended audience and purpose	Overall, but with a few lapses, the presentation sustains a consistent and appropriate persona.93 472.06 In:		

**Outcome:** In written responses (preferably complete essays), presentations, discussions (online or face to face), and potentially in the same response used to measure “social responsibility,” students will illustrate an understanding of the complexities of personal choice or the role of the individual within his or her social and cultural environment—as evidenced in at least one literary work.

<b>Rubric: Personal Responsibility</b>					
<b>Criteria</b>	Developing 1	Marginal 2	Acceptable 3	Proficient 4	score
Personal Responsibility.	The student reveals no awareness of the individual’s place within his or her environment and the place of the “self” within that social, historical, technological or cultural environment.				