

Introduction to The Program Review Process for Instructional Programs

DEPARTMENT OF SPANISH

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Department of Spanish

Program Mission(s):

Our mission is to prepare students to be active participants in the socio-economic reality of the United States, by giving them the language skills and the cultural awareness necessary for the pursuit of advanced degrees in the humanities and/or for employment as bilingual workers in any field.

Program review team:

Name	Department	Position
Elvira Coffin	Spanish	Full-Time Instructor
Patricia Crespo-Martín	Spanish	Full-Time Instructor
Julio C. Rivera-Montañez	Spanish	Full-Time Instructor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
A.A. in Spanish		30
Career Certificate in Spanish Language		25
Certificate of Proficiency in Spanish Language		16
Certificate of Specialization in Spanish Language		15

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

PLEASE REFER TO APPENDIX #1:

"PROGRAM REVIEW DATA SHEET" FOR THE SPANISH DEPARTMENT

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
AA Degree				
Above 27 units.				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data:

PLEASE REFER TO APPENDIX #2:
“FOOTHILL COLLEGE PROGRAM REVIEW DATA: SPANISH”

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Over the last three years enrollment figures have been stable with minimum statistical difference regardless of the economic crisis and cuts in funding. According to the Review Data for our department, enrollment reached its peak on 2008-09 with a total enrollment of 869 students and a decrease of 1% (five students!) on 2010-11.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

Between 2009-10 and 2010-11 an average of 72% of students enrolled passed our courses. Our goal is to increase this figure to an 80% success rate in the forthcoming years.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

Our enrollment figures reflect Foothill College’s institutional goals: when our college’s focus is on growth, we have offered more classes with lower enrollment. That has resulted in lower productivity, since our seat count limits our productivity. On the other hand, when the institutional focus is on productivity, we have classes with many more students and the numbers increase.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

Budgetary cuts have reduced our department's course offerings to the very basic course requirements for GE and/or transfer; hence first year Spanish (Spanish 1, 2, 3), second year intermediate Spanish (Spanish 4, 5, 6) and Conversation Courses.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

Our program is in compliance with Title 5.

- b. Comment on program mapping and how it ties to the college Mission(s).

Our program provides students with the language skills that they need to join the workforce in a state where Spanish coexists with English and in a job market where bilingualism is an asset and a highly sought after skill.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

None.

- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

N/A.

- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

All SLO's have been completed for our program.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

N/A

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

Our courses are all transferable.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Our program is not aligned with any CTE program, however, many students from those programs enroll in Spanish because they recognize it as a skill that will enable them to be more competitive in the job market.

Section 2. Learning Outcomes Assessment Summary

**PLEASE REFER TO APPENDIX #3:
FOUR COLUMN REPORT FROM TRAcDat ATTACHED.**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

An 80% of the students who successfully complete our courses do meet our SLO's.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

More emphasis should be placed on listening/aural comprehension and conversation.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The SLO's are based on the national proficiency standards established by the American Council on the Teaching of Foreign Languages (ACTFL). They emphasize the four major language skills (reading, writing, speaking, listening) needed for successful communication.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

1. Our faculty discussions about SLO's and this program review have fostered a more critical approach to our curriculum. It has afforded us the opportunity to exchange ideas on teaching methodologies, course development, etc.; which in turn has further helped us reach our program mission.
2. The use of the SLO's to gauge the students' success in our courses has lead to the realization that oral proficiency should be a primary instructional focus of our program. Course textbooks, materials and activities have been selected to meet this new focus.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

The students who have completed our program have advanced from one language level to another successfully within our program and, more importantly, across campuses and colleges, which testifies to the effectiveness and excellence of our program.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Our certificate and degree programs have not been modified because it has not been necessary.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. To lower seat count from 35 to 30 in order to create a small student-professor ratio.	See SLOs reflections.	Transfer and workforce related.	More student-to-professor ratio and more attention placed on students' individual needs.
2. To offer more 10:00 am courses.	See SLOs reflections.	Transfer and workforce related.	We will serve a larger number of students at a very popular class hour.
3. Dedicated classroom.	See SLOs reflections.	Transfer and workforce related.	<ul style="list-style-type: none"> a. Will increase our visibility on campus. b. Will create a resource hub for students and a sense of community. c. Will provide a space for storage

			and exhibition of class materials, cultural regalia, etc.
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Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Our mission is to prepare students to be active participants in the socio-economic reality of the United States, by giving them the language skills and the cultural awareness necessary for the pursuit of advanced degrees in the humanities and/or for employment as bilingual workers in any field.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<p>We would like to expand our program by:</p> <p>a. Offering more courses at elementary and intermediate levels.</p> <p>b. Spanish 10 (Spanish for Heritage Speakers) has been revised and is pending curriculum approval. It will be offered on Fall 2012.</p>	2010-11	None because of the budgetary crisis.	The same.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Medical Spanish	<p>This is a long term goal, that will benefit a wide range of disciplines across campus: Nursing, Dental Hygiene, Veterinary Sciences, etc. and is already offered at other institutions. However, as a stand-alone course it may not be approved due to the current emphasis on transfer curriculum.</p>		<p>An additional skill that the students will bring forward to the job market.</p>

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Reassigned time is a great tool to get the extra time needed to meet division and college deadlines like Program Reviews, SLO development, curriculum development, etc. specially during the Fall Quarter when many deadlines seem to pile up.			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Dedicated classroom for Spanish only.	Like expressed above (See Sec. 2.4) a dedicated classroom will afford our program a) an increase in our visibility on campus, b) it will create a resource hub for students and a sense of community, c) will provide a space for storage and exhibition of class materials, cultural regalia, etc.		

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Draft Annual Program Review Template for 2011-2012

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Regardless of the economic crisis and the campus-wide budgetary reductions, our department has managed to keep a success rate comparable to other departments within our institution. This issue still needs to be addressed since our goal is to increase such rate and we are currently focusing our attention on it.	The community at large is quite interested in our courses. Since the community itself approves bond measures and college funding, with our program they can see their money invested in action: they benefit Foothill and we benefit them. This is a wide range of individuals interested in Spanish, not for transfer requirements, but for self-improvement, professional advancement and travel, amongst other reasons.
Weaknesses	Overcrowded course sections had an impact on our students' opportunities to get individual attention when needed. If this trend continues we will be in need of more course openings, since one key factor that determines our students' success is having smaller classes where their learning styles can be addressed.	1. Course reduction has lead to overcrowded classroom and less student-professor attention ratio. 2. Course cancelation of stand-alone courses like Spanish 1S/T and 2S/T series.
Opportunities	Smart classrooms have been provided, however we lack a dedicated classroom where we can store, share and use course materials and regalia related to our courses.	We can still re-open Spanish 1S-T sequences with only one section, to test its popularity. Spanish for Heritage Speakers should be offered/listed at least once a year. The Spanish speaking population of our area provide more enrollment in courses intended for heritage speakers and demonstrated in the past.
Threats	Our evening program is the most threatened at this moment. Short-range, stand-alone, courses like	As criteria like repeatability is eliminated and more emphasis is placed on degrees and transfers, the

Draft Annual Program Review Template for 2011-2012

	Spanish 1S-1T and 2S-2T have been canceled and they may not be offered and/or activated in a near future, according to new state-wide re-emphasis on program-based courses. With the elimination of these courses we are losing a segment of the student population who is enrolling not for transfer requirements but for their own enrichment, professional training, etc.	community at large will not feel inclined to enroll in our courses. If we lose touch with this particular segment of the population we will lose visibility and their long-term interest and support.
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5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

- 1. Budget cuts.**
- 2. Course reductions.**
- 3. Course cancelations.**

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Regardless of the budgetary crisis our program has maintained its same enrollment figures, success rates and its overall standards of quality and commitment to our students.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Our Spanish program is well staffed by professional and dedicated faculty, and the education students receive in our Spanish classes is top notch. The program typically produces 4 or 5 degree earners every year, which is higher than most other programs in the Language Arts division.

Enrollment growth in Spanish 1 and 2 is gratifying, and what appears to be declining enrollment in Spanish 4, 5, 6, can be explained by the fact that the classes are disaggregated in the data, but in fact are taught together in practice. So really all three levels should be looked at together to get a real picture of what's taking place in this part of the sequence. I have also been

Draft Annual Program Review Template for 2011-2012

impressed with how the Spanish program has leveraged local, native speaking populations to support the upper level classes in the program.

6.2 Areas of concern, if any:

The enrollments in the conversation classes have been erratic and generally trended downward in the past few years. I have noted that enrollments rise in these classes when full-time faculty teach them and decline when part-time faculty teach them.

I am also concerned by the discontinuance of our S & T classes. Declining enrollments make these classes unsustainable.

6.3 Recommendations for improvement:

I would like to work with the Spanish faculty to address the enrollment issues in the conversation classes. It might be necessary to offer the classes only once a year. Also more advocacy for the conversation classes in Spanish 3 and higher might boost enrollments.

To turn around enrollments in the S & T sequence of classes will be a challenge. This could be a matter of marketing the classes more aggressively to the community or it may be that the courses are no longer attracting the students they once did. We might then try to offer the classes during the day or in the evening on the main campus.

6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Unit Assessment Report - Four Column

Foothill College Program (LA-SPAN) - Spanish AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (LA-SPAN) - Spanish AA - 1 - The student will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation.</p> <p>Year PL-SLO implemented: 2011-2012</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: THE STUDENTS WILL BE ASSIGNED A SERIES OF ORAL PRESENTATIONS AS WELL AS A FINAL ORAL INTERVIEW.</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Program (LA-SPAN) - Spanish AA - 2 - The student will, by presenting research, demonstrate knowledge of Hispanic society, culture, and politics.</p> <p>Year PL-SLO implemented: 2011-2012</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: THE STUDENTS WILL PRESENT SHORT RESEARCH PAPERS ON TOPICS RELATED TO HISPANIC CULTURES. IN ADDITION, THEY WILL MAKE SHORT PRESENTATIONS, IN THE FORM OF SKITS, MINI DIALOGUES OR DISCUSSION PANELS RELATED TO THE TOPICS STUDIED IN CLASS.</p> <p>Assessment Method Type: Presentation/Performance</p>		

Unit Course Assessment Report - Four Column

Foothill College Department - Spanish (SPAN)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 1 - ELEMENTARY SPANISH I - SLO 1 - Simple sentences - Understand and maintain a conversation about daily activities and upcoming plans using simple sentences. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: small group conversational activities in Spanish</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 75% of students will demonstrate competency at the novice level in conversation</p>	<p>09/23/2011 - 70% of the students were successful</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>09/21/2011 - 70% of students demonstrated competency.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Assign class to a classroom that has video recording equipment so that students can tape and review conversations.</p>	<p>09/21/2011 - Increase conversational assignments and assessment opportunities during the quarter to provide more practice for students.</p> <hr/>
<p>Department - Spanish (SPAN) - SPAN 1 - ELEMENTARY SPANISH I - SLO 2 - descriptions - Understand and write 1-2 paragraphs describing self and family and narrating daily routine, using the present and the periphrastic future. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will take written exams, with multiple choice questions, short compositions, reading comprehension questions and grammar sections.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Eighty percent of the students who finish this class with a C or higher will reach the SLO.</p>		
<p>Department - Spanish (SPAN) - SPAN 13A - INTERMEDIATE CONVERSATION I - SLO 1 - Simple conversations - Initiate and maintain simple conversations in the present, past and future, on familiar topics. (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: Class discussions based on assignments.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students can start and participate in a</p>	<p>12/16/2011 - Students are ready to participate. They are able to self-correct their grammar errors when pointed to them. Sometimes the obstacle is one of vocabulary rather than grammar.</p> <p>Result: Target Met</p>	<p>12/16/2011 - Give students more choices in the range of topics they can cover, but make sure that what they are reading or listening to is a little higher than their current level. During class conversations, it's very</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013	conversation, with errors that do not interfere with comprehensibility.	Year This Assessment Occurred: 2010-2011	important that they help each other and that, if they are in large groups, nobody monopolizes the conversation.
Course-Level SLO Status: Active	Assessment Method: Students will enact dialogues and make presentations, and will answer questions about them. Assessment Method Type: Presentation/Performance Target for Success: The vocabulary will be specific to the topic and students should be able to answer questions on the spot.	12/16/2011 - Students are able to meet the SLO without major problems, since enacting dialogues and making presentations are activities controlled and directed by them. Result: Target Met Year This Assessment Occurred: 2010-2011	12/16/2011 - There is a delicate balance between helping the students deepen and practice what they already know and pushing them to a higher level without frustrating them. More role-play activities which are not designed or controlled by them would be helpful.
	Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score a passing grade on exams.	12/16/2011 - Students are able to meet the target when given enough practice, feedback and models. They are able to incorporate some expressions more easily than others. That is, they can recognize and understand them more often than they will use them. In order for students to feel comfortable using linguistic patterns so different from their own, it is essential to give them ample opportunity for practice. Result: Target Met Year This Assessment Occurred: 2010-2011	12/16/2011 - As I said in the findings, what's important for this in particular is repeated exposure to models, and enough opportunity for practice, until students are comfortable.
	Assessment Method: Weekly responses (orally or in writing) to assignments, which may range from literary essays to news and articles, films, blogs, etc. Assessment Method Type: Essay/Journal Target for Success: Successful students will incorporate new vocabulary (gained from their readings) into	12/16/2011 - Students meet the target. They can summarize and react to what they have read with various degrees of sophistication. At this level, summarizing comes more easily to them than reacting. Result: Target Met Year This Assessment Occurred: 2010-2011	12/16/2011 - Students will naturally engage more easily to topics that are relevant to them. With such different kinds of students (from high-school students to retirees, for example) sometimes it's hard. It's important to design a menu of offerings that will appeal to such diverse students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>their responses, and will expand their cultural knowledge of the Spanish-speaking world.</p>		
<p>Department - Spanish (SPAN) - SPAN 13A - INTERMEDIATE CONVERSATION I - SLO 2 - Speaking with fluency - Speak with some fluency, and a pronunciation that is understandable to natives used to interacting with foreigners. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Record or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are aware of their pronunciation habits and self-correct.</p>	<p>12/16/2011 - Most students are aware of their common pronunciation errors but since they don't interfere with communication, they tend not to spend a lot of energy correcting them.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/16/2011 - Students want to communicate, so getting grammatical constructions right and finding the correct word is often more important to them than linking sounds and avoiding common mistakes. That said, they are very responsive to pronunciation exercises and are curious about the different accents in the Spanish-speaking world. More and constant practice is needed, ideally on an individual basis.</p>
	<p>Assessment Method: Students present a cultural topic of their choice and / or are responsible for directing a conversation in a small group.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Comprehensibility and fluency for most of their speech.</p>		
<p>Department - Spanish (SPAN) - SPAN 13B - INTERMEDIATE CONVERSATION II - SLO 1 - intermediate language usage - Initiate and maintain conversations on topics beyond the most immediate needs, tailoring the language to formal and informal situations. (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: Class discussions based on assignments.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students will start and participate in conversations with a few hesitations and some errors, but they will not interfere with communication. All students should be able</p>	<p>12/16/2011 - Students can meet the target. What the findings reveal is the students reach the target through different routes and with various degrees of ability: some have a better ability to speak (even with basic grammar) and others have better grammar but less ability to put it into practice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>12/16/2011 - Students have to be encouraged to venture beyond their comfort zone. If a student can communicate well but is avoiding the subjunctive, for example, make them aware of it and encourage them to use it. While the topic of these class discussions is not</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	to guess meaning from context.	2010-2011 Resource Request: Dedicated smart classroom.	controlled by them, their actual class discussion is, so it is important to have the students be on target and push them to incorporate new vocabulary and practice the grammar they already know but do not use.
	Assessment Method: Students will enact dialogues and make presentations, and will answer questions about them. Assessment Method Type: Presentation/Performance Target for Success: Vocabulary used is specific to the topic and students are able to give expanded answers to questions posed on the spot, signaling good preparation.	12/16/2011 - Students are able to meet the SLO without major problems, since enacting dialogues and making presentations are activities controlled and directed by them. At this level, they are able to answer questions beyond what they have prepared without major problems. During performances, it is a good idea to give the students guided instructions so that they have to employ more complicated constructions. Students in the audience show a great response to cultural presentations and ask questions often. Result: Target Met Year This Assessment Occurred: 2010-2011	11/23/2011 - During performances, it is a good idea to give the students guided instructions so that they have to employ more complicated constructions. Students in the audience show a great response to cultural presentations and ask questions often.
	Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students will score a passing grade or higher on exams.	12/16/2011 - Most students are able to understand a given expression in context rather than use it. Sometimes they are uncomfortable incorporating conversation fillers that are so different from their native language and writing them first (as in an exam) gives them some opportunity to "test it out". What's more important is to give students plenty of input, through reading, listening to dialogues, watching movies, etc. and a lot of opportunities to practice. Result: Target Met Year This Assessment Occurred: 2010-2011	12/16/2011 - Encourage students to explore beyond what is suggested in class, to be aware of expressions they have seen in class when they listen or watch Spanish.
	Assessment Method: Weekly responses (orally or in writing) to	12/16/2011 - Students sometimes use in writing	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>assignments.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students will incorporate new vocabulary into their responses (learned from their readings and class discussions). If in writing, their responses will reflect a higher degree of formality.</p>	<p>expressions or constructions that are better suited to oral communication. This is not necessarily bad. It means that, at this level, they feel confident enough to use new and unusual strategies without fear of being wrong or corrected.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/16/2011 - With enough feedback and input, students learn easily what they can use in writing and what is better for speaking. Perhaps more comparison of the two registers is needed.</p> <hr/>
<p>Department - Spanish (SPAN) - SPAN 13B - INTERMEDIATE CONVERSATION II - SLO 2 - Speaking with fluency - Speak with increased fluency, and a pronunciation that is understandable to native speakers used to interacting with foreigners. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Record and /or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place. Care is taken to identify individual problems and work on them.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are aware of their pronunciation habits and self-correct.</p>	<p>12/16/2011 - Almost all students meet the target. That is, they become aware of their habits and self-correct. It is more difficult, however, to change those habits.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/23/2011 - It is very important to incorporate pronunciation exercises in almost every class. They can be tied into a cultural lesson on accents. Students should be able to reflect on their own pronunciation and make a commitment to work on what they need to correct.</p> <hr/>
	<p>Assessment Method: Students present on a cultural topic of their choice and / or are responsible for directing a conversation in a small group.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Comprehensibility and fluency for most of their speech. Ability to self-correct.</p>	<p>12/16/2011 - Students can meet the target. At this level, sometimes a grammatical construction or a topic they are not too familiar with stumps their fluency but they are at least aware of possible oral resources to get out of difficult situations.</p> <p>Presentations are controlled situations so students who are well prepared can present fluently.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/23/2011 - At this level, it is important to emphasize preparedness and awareness of the most common errors in fluency, but too much correction can frustrate students.</p> <hr/>
<p>Department - Spanish (SPAN) - SPAN 14A - ADVANCED CONVERSATION I - SLO 1 - Oral summary skill - Express agreement and disagreement on various topics and orally summarize previous discussions or readings.</p>	<p>Assessment Method: Class presentations on a cultural topic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p>	<p>12/16/2011 - Students are very motivated at this level. They reach the target without problems.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>12/16/2011 - During presentations students get naturally nervous and may forget to self-correct errors that they would normally be aware of. This is natural and does not</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>None of the students hesitate during their presentations. Topic is well researched and vocabulary is specific to the topic.</p>	<p>2010-2011</p> <p>Resource Request: Dedicated smart classroom.</p>	<p>interfere with communication. Maybe it would be useful to remind them during the rehearsing stage of their individual common errors, so as to avoid them.</p>
	<p>Assessment Method: Class discussion in small groups, based on out of class assignments.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are well prepared but can talk about unfamiliar topics easily. They can express agreement and disagreement, and know various ways of expressing an idea.</p>	<p>01/17/2012 - Students are very motivated at this level. They have no problem reaching the target. They know how to express complex ideas in several different ways. That is, they think of communication as a set of functions that can be expressed with different grammatical expressions. In general, students at this level do not lack motivation, but sometimes disparities in age, for example, mean that it's hard to find topics that will appeal to all of them to the same degree.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/17/2012 - Encourage shy students to be more active. Include a wide variety of topics or, at the beginning of the quarter, let the students themselves select the topics they want to cover.</p>
	<p>Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: At this level, all the students should pass the tests.</p>	<p>01/17/2012 - All students pass the tests, although some need more work in some areas than others.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/17/2012 - When the class is large, it's hard to organize individual oral exams. It takes time with each student if we want to cover complex topics using a variety of expressions, grammar and vocabulary. Written exams seem to work better when the groups are bigger.</p>
	<p>Assessment Method: Weekly out of class writing assignments, ranging from summaries of news and blogs, to opinion pieces to narratives. Students have the option to record themselves.</p> <p>Assessment Method Type: Essay/Journal</p>	<p>01/17/2012 - Most students (ninety per cent) meet the target. Since these assignments are done out of class, students have time to edit and review before presenting them.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>01/17/2012 - While it is important to let the students follow what is of interest to them, it is equally important that they follow something whose level is right, not too low, not too high. For the sake of class cohesion and discussion, it is also a</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Target for Success: All students write or speak consistently well: they do not confuse tenses. There are only minor errors in advanced grammatical points (past subjunctive or preterite vs imperfect).</p>	2010-2011	good idea to offer them a limited variety of material to follow so that a some students in every class have read the same thing and can contrast their opinions.
<p>Department - Spanish (SPAN) - SPAN 14A - ADVANCED CONVERSATION I - SLO 2- Interacting with native speakers - Speak with fluency and pronunciation that is understandable to native speakers not used to interacting with foreigners. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class discussions.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.</p>	<p>01/17/2012 - Students at this level are easily understood. They reach the target without a problem. It is hard sometimes to interfere with their communication in order to correct pronunciation. As with complex grammar, they know their pronunciation theory but since an error here or there doesn't interfere with getting their point across, it's hard for them to work hard to correct entrenched errors. Also, errors at this level change a lot from student to student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	01/17/2012 - Have a few classes throughout the quarter in which the focus is pronunciation.
	<p>Assessment Method: Presentations on cultural topics.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Most students (ninety per cent) use common expressions, fillers and a clear pronunciation (understandable to native speakers not used to interacting with foreigners).</p>	<p>01/17/2012 - Students learn a lot from this exercise. Usually they comment on new expressions they have learned. They get to hear students with whom they may not have worked often, and learn from their pronunciation.</p> <p>Result: Target Met</p>	01/17/2012 - Write a clear assignment so that students know that, apart from content and excellent grammar, excellent pronunciation and intonation are also expected of them.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2010-2011</p>	
<p>Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 1 - React and hypothesize - React and hypothesize on a wide range of topics. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: The students will analyze a wide series of real-life material about the Hispanic world (newspaper, newsreels, literary works, etc) and will be required to express their opinions through class discussions, presentations or written papers.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Students are well prepared but can talk about unfamiliar topics easily. They can express agreement and disagreement, can react and hypothesize, and know various ways of expressing an idea.</p>	<p>01/19/2012 - Students reach the target. They are fluent and comfortable. Even when discussing topics not personally interesting to them, they make an effort to contribute and practice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/19/2012 - Encourage shy students to be more active. Include a wide variety of topics or, at the beginning of the quarter, let the students themselves select the topics they want to cover.</p>
	<p>Assessment Method: Class presentation on a cultural topic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Most of the students (90%) are fluent during their presentations. Topic is well researched and vocabulary is specific to the topic.</p>	<p>01/19/2012 - Students tend to make more mistakes during their presentations than during class discussions, which is to be expected.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/19/2012 - Review common errors prior to the presentations. If time permits, go over their common mistakes individually.</p>
	<p>Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: All students at this level pass the exams.</p>	<p>01/19/2012 - All students pass the exams. The kinds of mistakes they make range widely, although they are small.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/19/2012 - When the class is large, it's hard to organize individual oral exams. It takes time with each student if we want to cover complex topics using a variety of expressions, grammar and vocabulary. Written exams seem to work better when the groups are bigger. Also, grammar (despite what the students believe) is not a problem as much as common expressions. Therefore, short quizzes based on vocabulary and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Assessment Method: Weekly out of class writing assignments, ranging from summaries of news and blogs, to opinion pieces to narratives. Students have the option to record themselves.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: All students write or speak consistently well: they do not confuse tenses. There are only minor errors in advanced grammatical points (past subjunctive or preterite vs imperfect).</p>	<p>01/19/2012 - Most students (ninety per cent) meet the target. Since these assignments are done out of class, students have time to edit and review before presenting them.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/19/2012 - While it is important to let the students follow what is of interest to them, it is equally important that they follow something whose level is right, not too low, not too high. For the sake of class cohesion and discussion, it is also a good idea to offer them a limited variety of material to follow so that some students in every class have read the same thing and can contrast their opinions.</p>
<p>Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 2 - Speaking with fluency - Speak with fluency and pronunciation that is understandable to native speakers not used to interacting with foreigners. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class discussions</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.</p> <p>Assessment Method: Presentations on cultural topics.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>01/19/2012 - Students at this level are easily understood. They reach the target without a problem. It is hard sometimes for me as a teacher to interfere with their communication in order to correct pronunciation. As with complex grammar, they know their pronunciation theory but since an error here or there doesn't interfere with getting their point across, they don't have a strong incentive to work hard to correct entrenched errors. Also, errors at this level change a lot from student to student.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>01/19/2012 - Have a few classes throughout the quarter in which the focus is pronunciation. Include common errors and exercises on intonation.</p> <p>01/19/2012 - Write a clear assignment so that students know that, apart from content and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Target for Success: Most students (ninety per cent) use common expressions, fillers and a clear pronunciation (understandable to native speakers not used to interacting with foreigners).</p>	often, and learn from their pronunciation. Result: Target Met Year This Assessment Occurred: 2010-2011	excellent grammar, excellent pronunciation and intonation are also expected of them.
Department - Spanish (SPAN) - SPAN 1S - ELEMENTARY SPANISH - SLO 1 - daily activities - Understand and maintain a conversation about daily activities. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Written exams, oral presentations and laboratory work.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Spanish (SPAN) - SPAN 1S - ELEMENTARY SPANISH - SLO 2 - descriptions - Understand and write 2 paragraphs describing self and family and narrating daily routine, using the present. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Written exams, oral presentations and laboratory work.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status: Active			
Department - Spanish (SPAN) - SPAN 1T - ELEMENTARY SPANISH - SLO 1 - Simple sentences - Understand and maintain a conversation about daily activities and upcoming plans using simple sentences. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Written exams, oral presentations and laboratory work.</p> <p>Assessment Method Type: Exam - Standardized</p>		
Assessment Cycles: 2011-2012 2012-2013			
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active			
Department - Spanish (SPAN) - SPAN 1T - ELEMENTARY SPANISH - SLO 2 - daily routine - Understand and write 2-3 paragraphs describing self and family and narrating daily routine, using the present and the periphrastic future. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Written exams, oral presentations and laboratory work.</p> <p>Assessment Method Type: Exam - Standardized</p>		
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
Department - Spanish (SPAN) - SPAN 2 - ELEMENTARY SPANISH II - SLO 1 - short conversations - Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Small group conversational activities in Spanish 75% of students will demonstrate competency at the novice level in conversation.</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
Department - Spanish (SPAN) - SPAN 2 - ELEMENTARY SPANISH II - SLO 2 - expressing the past - Understand and produce paragraphs and shorts narrations about past experiences including childhood, youth and recent personal events, using the past + present and future. (Created By Department - Spanish (SPAN))	<p>Assessment Method: Written exams and listening comprehension activities in Spanish 75% of students will demonstrate competency at the novice level in conversation using the simple past tense.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Assessment Cycles: 2011-2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
Course-Level SLO Status: Active	Assessment Method: ADVANCED COMPOSITION & READING I - SLO 1 - Writing with precision and detail - Demonstrates a developed ability to write with some precision and in some detail about a wide range of literary and non-literary topics. (Created By Department - Spanish (SPAN))	Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). We requested from students (5) 3-4 page written assignments.	10/15/2011 - Dedicate more time to writing a rough draft, rewriting, and doing peer review in class. Result: Target Met Year This Assessment Occurred: 2010-2011
Assessment Cycles: 2010-2011	Assessment Method Type: Essay/Journal Target for Success: Students who get a C or better will reach the SLO.		
Course-Level SLO Status: Active			
Department - Spanish (SPAN) - SPAN 25A - ADVANCED COMPOSITION & READING I - SLO 2 - critical analysis of texts - Demonstrates a developed ability to edit and criticize literary, non-literary and peer-written texts. (Created By Department - Spanish (SPAN))	Assessment Method: The students conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice.	10/15/2011 - The class should have more specific sections with each of these sections focusing on a specific type of writing, such as description and point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing. Dedicate more time to writing a rough draft, rewriting, and doing peer review	Result: Target Met Year This Assessment Occurred: 2010-2011
Assessment Cycles: 2011-2012 2012-2013	Assessment Method Type: Discussion/Participation Target for Success: Students who get a C or better will reach the SLO.		
Course-Level SLO Status: Active			
Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION & READING II	Assessment Method: The students were assigned a series of		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>- SLO 1 - Comprehension of formal and informal writing - Able to understand the written language effectively in most formal and informal written exchanges to produce literary and non-literary texts. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).</p> <p>We requested from students (5) 3-4 page written assignments. Our exams include an extensive written component.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>		
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION & READING II</p> <p>- SLO 2 - advanced comprehension of written Spanish - Ability to understand the written language in a wider range of literary genres and in a variety of self developed styles. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).</p> <p>We requested from students (5) 3-4 page written assignments. Our exams include an extensive written component.</p> <p>The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors.</p> <p>Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who get a C or better will reach the SLO.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 3 - ELEMENTARY SPANISH III - SLO 1 - Conversations about opinions and differing viewpoints - Understand and maintain brief conversations with different point of views, expressing suggestions and opinions with familiar language and simple sentences with some repetition and errors. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Individual and group oral presentations in which the students will present their point of view regarding a pre-assigned topic of investigation.</p> <p>Assessment Method Type: Presentation/Performance</p>		
<p>Department - Spanish (SPAN) - SPAN 3 - ELEMENTARY SPANISH III - SLO 2 - Express written opinions - Express written opinions, identify key points of a short narration and react to them using supporting arguments. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written exams, compositions and small written reports in which the students will present their point of view regarding a pre-assigned topic of investigation.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 1 - Narrate cultural and historical events - Narrate events related to culture as well as historical events in the past, using the correct verb tenses, in the indicative and subjunctive mood. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2010-2011</p>	<p>Assessment Method: Research projects to be delivered as oral presentations and written assignments.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Assessment Method: We request from students 2-3 page written assignments. Our exams include an extensive written component.</p>	<p>10/14/2011 - The students who got a C or better reached the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>10/14/2011 - 80% of the students who took the Final exam passed the course with a C or higher.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Start Date: 04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active	Assessment Method Type: Essay/Journal		
Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 2 - oral and written summary - Identify the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them. (Created By Department - Spanish (SPAN)) Assessment Cycles: 2010-2011 Start Date: 04/04/2011 End Date: 06/24/2011 Course-Level SLO Status: Active	Assessment Method: Group discussions about specific topics related to the readings and ask comprehension check questions. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice. Assessment Method Type: Discussion/Participation Target for Success: Students who finish the class with a C or better will reach the SLO.	10/14/2011 - The students who got a C or better reached the SLO. Result: Target Met Year This Assessment Occurred: 2010-2011	
Department - Spanish (SPAN) - SPAN 5 - INTERMEDIATE SPANISH II - SLO 1 - Written compositions with multiple verb tenses - Write two-page compositions with the appropriate forms of all verb tenses with a greater level of grammatical accuracy. (Created By Department - Spanish (SPAN)) Assessment Cycles: 2010-2011 Course-Level SLO Status: Active	Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course. Assessment Method Type: Essay/Journal Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course. Assessment Method Type: Exam - Standardized		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). We requested from students 2-3 page written assignments. Our exams include an extensive written component.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: Students who finish with a C or better will reach the SLO.</p>		
<p>Department - Spanish (SPAN) - SPAN 5 - INTERMEDIATE SPANISH II - SLO 2 - Varied written responses - Respond in writing to a wide range of genres of variable length and difficulty level. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course.</p> <p>Assessment Method Type: Essay/Journal</p>		
<p>Department - Spanish (SPAN) - SPAN 6 - INTERMEDIATE SPANISH III - SLO 1 - Complex grammatical structure - Express and justify ideas and points of view using extended language with complex grammatical structures. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>The target is that 100% of the students who get a C or better will reach the SLO.</p> <p>Assessment Method: Exam with grammar exercises and passages to edit and correct.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Our target is that students will use complex grammatical structures with fewer errors at the end of the class, and that they will be able to apply self-correction.</p>		
<p>Department - Spanish (SPAN) - SPAN 6 - INTERMEDIATE SPANISH III - SLO 2 - Extended texts - Write, criticize and edit extended texts on a wide range of subjects and genres. (Created By Department - Spanish (SPAN))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			