

Basic Program Information

Department Name:

Department of Spanish

Division Name:

Language Arts Division

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.

Please list all Program Review team members who participated in this Program Review:

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

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	1

Please list all existing Classified positions:

N/A

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
AA in Spanish		X	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
AA in Spanish	2	1	3	200%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate	N/A	N/A	N/A	N/A

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	951	879	883	0.5%
Productivity (College Goal 2013-14: 535)	438	393	351	-10.7%
Success	71%	69%	72%	3%
Full-time FTEF	76%	81%	71%	-12.7%
Part-time FTEF	21%	7%	16%	121.3%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status	PENDING
	State Approved	PENDING
	Submitted to State Chancellor's Office	NOT YET
	Submitted to Office of Instruction	YES
	In Progress with Articulation	YES
	Planning Stage with Department	
	Not Applicable	

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Our ADT has been approved by the Division committee and has been forwarded to the college-wide curriculum coordinator.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. 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.

The highest enrollment figure was achieved in 2010-2011 with 951 students. In the year 2011-12 there was an enrollment of 879 students and the year 2012-13 had 883. Even though the year 2012 saw a decline, last academic year there was a slight increase in enrollment of 68 students.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The ethnic and gender diversity within our program mimics and/or correlates to the trends present in our institution and does not divert from the campus wide enrollment patterns, except for a slight decrease on Spanish heritage speakers. We have not been able to offer Spanish for Heritage Speakers during the last three years.

It will be offered again on Spring 2014, when we expect an increase in Latino/Hispanic students in our program.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

In an effort to offer our students more enrollment choices at different times/days of the week we have opened more courses in the past. The end result has been a lower number of students per section. This explains any perceivable decrease in productivity. However, WISH is up 1.5%. The solution to this situation is to offer fewer sections this year.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Overall program enrollment this year has been hindered by the enforcement of pre-requisites without concrete and/or accessible steps for students to clear them during their enrollment process.

On the other hand, when courses are offered to part-time instructors, an overall –and sometimes noticeable– decrease in enrollment is perceived throughout our program. For the first time, we are offering elementary Spanish courses online to increase the accessibility of such program to students outside our demographic radius. Though a fresh effort, we anticipate a steady enrollment increase in the immediate and near future.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

Our SLOs have been updated this fall.

All our Course Outlines of Record are up to date. They have been reviewed and are in compliance with Title 5.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Each course level outcome follows the guidelines and standards established for the nation-wide teaching of foreign languages as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

All our beginner level courses have been approved for online delivery, including Spanish 25.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

In preparation for the increasing globalization of language teaching, and in order to prepare our students for an increasingly competitive job market, we are currently expanding our curriculum with the development of the following new courses:

1. Spanish for Health Care Workers: a basic course for the students in the health care fields.
2. Certificate in Creative Writing in Spanish.
3. Our department is also exploring the possibility of creating a Certificate Program for Medical Interpreters. This will be our workforce development certificate.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Our success rate for the academic year 2010-11 is 71%, for 2011-12 is 69% and for 2012-13 is 72%. The success rates for gender, age and ethnicity do not vary much except amongst African American students (2012-11: 44%; 2011-12: 43%; 2012-13: 54%) in which we have experienced a noticeable increase over other minority groups.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

It has held steady.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The Spanish Department does not offer Certificates.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

1. All our courses are transferable to UC and CSU>
2. Due to the small of amount of degrees granted (only three) we cannot provide any significant feedback.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

N/A

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

N/A

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

INFORMATION UNAVAILABLE.

- d. Please analyze and discuss Articulation data regarding this program.**

Our courses are fully articulated with CSU and UC systems.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

N/A

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

N/A

g. Discuss any job placement and/or salary data available for your students after graduation.

N/A

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

N/A

i. Program accreditation: If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

N/A

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

N/A

k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

N/A

l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

N/A

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

The assessment of our SLO's has provided us with a wealth of information about how the students respond to our teaching methodologies and testing procedures:

We have taken a critical look at our methodologies and implemented more student-centered activities to promote learning communities, as well as peer correction and oral communication activities to promote critical thinking and to further develop oral communication in students.

We have exploited online resources to bring our course materials to life with real life material (films, movies, Hispanic TV networks, etc.). In advanced courses we have assigned service activities in class, which have brought the outside world to our classrooms and have bridged our communities to our program.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

Our departmental courses are organized following a tiered language level sequence that brings the students proficiency from beginner to advanced. Our individual course SLO's are the building blocks that provide them with a road map to achieve our PLO's.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

Based on the three degrees offered, our department has not foreseen the need for critical curricular changes. However, and in alignment with the college's core mission, we have made it part of our PLO's to steer students to look beyond the academic classroom and approach the study of Spanish for its multiple practical applications in the real world, especially as a tool for professional improvement and job marketability. We want also to instill in them a desire for continuing learning beyond our program and to continue improving and sharpening their language skills on their own initiatives and to become life-long learners. Some life long learners from our community may have been discouraged by the lack of repeatability enforced in the recent years.

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

We schedule faculty meetings regularly. These meetings have been an important departmental routine in which we have exchanged ideas and created ongoing discussions about teaching methodologies, curricular changes and new trends in the field.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

An assessment of the SLO's pointed out to the need of group effort, student-centered activities. Our lesson planning has been geared in that direction over the last three years. As a result, we have observed in our courses, –especially at advance levels– an emergence of learning communities amongst our students as a way to recycle and use the material studied in class to produce language. These group-centered classrooms have been instrumental in helping students with previous knowledge of Spanish to further enhance their skills and for those with beginner level skills, to find the academic support to build up on those previously acquired skill levels in order to reach our SLOs.

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

This was discussed above.

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?
For the last cycle of our Program Assessment Finding/Reflections (Academic Year 2012-2013) our students reached the SLO and met their target.			
1. PLO#1: The students will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation.		Transfer/Workforce	Our students have met our PLO's to our great satisfaction and our program as a whole is focusing on strategizing ways to boost enrollment and enhance our program by creating new curricular offerings (see chart below: "New Goals")
2. PLO#2: The students will –by presenting researched material– demonstrate knowledge of Hispanic societies, cultures and politics.		Transfer/Workforce	

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Spanish 10A	Y		To be offered Spring 2014.
2. Spanish for Health Care Workers	Y		To be offered Summer 2014

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Basic conversation classes	Short-term	This course will be of great appeal to the community at large, since it is exclusively a basic conversation sequence (with no prerequisites) for beginners, parallel to our Spanish 1, 2, 3 general courses. This will be another way to boost enrollment.	Curriculum to be written/approved.
2. Creative Writing	Long-Term	This is another initiative to boost enrollment and to provide the students with creative tools that will enhance their knowledge and command of Spanish writing, but this time taken to an artistic level.	Curriculum is to be revised to make room for this new course sequence.
3. Certificate in Medical Interpretation	Long-term	This course will benefit students from a wide range of disciplines across campus: nursing, dental, veterinary sciences, etc. It will mean an enhancement on	This sequence will require teacher training and writing a new certificate

		workforce preparation for our bilingual population.	
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Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (Y/N)
N/A	N/A	N/A	N/A

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
N/A	N/A	N/A	N/A	N/A

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A	N/A	N/A	N/A

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A	N/A	N/A	N/A

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
N/A	N/A	N/A	N/A

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

N/A

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Reintroduce Spanish 1-2-3 as a requisite for the AA in Humanities (Area 1).	The Humanities Department eliminated Spanish from its support courses, which may have impacted our enrollment in some way.
2. Teaching Spanish at High Schools and/or Senior centers like Avenidas at non-conventional hours.	This is an idea that has been brought to our attention by the Dean of the Language Arts Division as well as the Vice President of Instruction. It constitutes another way to “move” our campus and to make our program more approachable to a different segment of the population, by approaching High Schools and senior centers, like Avenidas in Palo Alto, and by offering elementary courses at non-conventional hours (i.e. 2:00 – 3:00 pm., 3:00-6:00 pm., etc.)
3. Evening Spanish has been moved to Middlefield Campus in an effort to make our program more accessible by changing location.	
4. We are creating new curricular offerings to attract other segments of our population and from other academic programs (i.e. Spanish for Health Workers, Spanish Interpretation, etc.)	

a. After reviewing the data, what would you like to highlight about your program?

This Comprehensive Program Review has provided us with the space to take a critical look at what we have been doing over the last years, to look at our curriculum, our teaching methodologies and ourselves with openness and honesty. We are committed to the constantly evolving nature of our campus. We are committed as well, to adapt and enhance our curriculum with new course offerings to meet our college's core mission and institutional goals. Our department faculty is always open to fresh ideas and suggestions that can guarantee a thriving and attractive language program.

We are also in the process of meeting with Elaine Kuo whose duty is to research our surrounding communities and the students currently enrolled at Foothill to understand their needs and interests. We would like our meeting to result in more curricular, and/or schedule changes that can make our program more attractive and to boost enrollment in that way.

Likewise, Alex Duran, liaison with the Mountain View High School District, will be contacted to discuss academic relations with this educational institution.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Spanish faculty are engaged in their discipline and have made progress in addressing enrollment trends in the program. In particular the development of online courses has proven quite popular with students. And the programmatic and curricular initiatives the faculty are proposing show potential to reverse enrollment declines. I'm also impressed with the improvements in narrowing the achievement gap particularly for African American students

b. Areas of concern, if any:

Not captured in the program data is a dramatic decline in enrollment this fall and continuing this winter. In the short term enrollment in the program is quite volatile, classes are under enrolled and full-time load for three full-time faculty may not be tenable for the immediate future.

c. Recommendations for improvement:

While long-term curricular and programmatic proposals may result in reversing current enrollment patterns in the near term it appears likely that load for some faculty will need to be completed both at Foothill and De Anza.

This section is for the Vice President/President to provide feedback.

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

The faculty are engaged in broad based dialogue surrounding the student learning outcomes at the course and program level, and have implemented pedagogical and curricular changes in response to their assessments.

The new curriculum being proposed addresses a real need in the community, particularly the beginning conversation and the Spanish for health care.

e. Areas of concern, if any:

Although the faculty are working diligently on new curriculum and scheduling, as well as offering courses online, the decreased enrollment is a real concern.

f. Recommendations for improvement:

g. Recommended Next steps:

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

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College Department - Spanish (SPAN)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	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>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>10/18/2013 - The issue of conversation activities, has proven to be a very successful method to develop oral proficiency in the target language. The students consistently responded with a more accurate level of understanding of grammatical structures and their use in spoken Spanish.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<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>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>10/18/2013 - Written work done in class varied from written work turned in. Much of the written work done at home was proofread and/or corrected by the students, so it shows a higher degree of grammatical/linguistic accuracy when compared with written work collected in situ at the classroom. Therefore, compositions, multiple choice activities and homework activities showed a higher percentage of success than written exams in class.</p> <p>All testing in class showed a 90% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</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 conversation, with errors that do not interfere with comprehensibility.</p>	<p>05/17/2013 - Students reach the SLO, with various degrees of comfort. Students coming straight from Spanish 3 or who have just started Spanish 4 may find themselves a little overwhelmed at the beginning, since conversations are less guided in this class than in the previous ones.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
1. Communication (Created By Department - Spanish (SPAN))		Year This Assessment Occurred: <u>2012-2013</u>	
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.	05/17/2013 - In this cycle, I have given the students a list of topics they can choose from for their presentation. This has resulted in a better learning experience for them, as they have had to research their topic thoroughly. Result: Target Met	Year This Assessment Occurred: <u>2012-2013</u>
	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.	05/17/2013 - Students get ample time to practice what is going to be covered in the written and oral exams. As a result, they reach the SLO. With sufficient practice and input they incorporate this new knowledge and internalize it. Result: Target Met	Year This Assessment Occurred: <u>2012-2013</u>
	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 their responses, and will expand their cultural knowledge of the Spanish-speaking world.	05/23/2013 - The readings on this cycle have centered on legends from the Spanish speaking world. We have discussed not just the legends themselves but the history and culture where each legend takes place. Result: Target Met	Year This Assessment Occurred: <u>2012-2013</u>
		05/17/2013 - Students are exposed to news, blogs and podcasts from the Spanish-speaking world. Unprompted, they compare cultural practices and are enriched by the activities that are part of this assignment. As usual, some students put more effort into it than others, but since students always compare their findings in groups, and since conversation students are usually highly motivated, everybody gains from this activity. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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.</p> <p>Institutional Learning Outcome(s): 1. Communication (Created By Department - Spanish (SPAN))</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>05/23/2013 - For the most part, they self-correct some of their mistakes. Even when they are aware of it, pronunciation tends to become a secondary issue in favor of using the correct grammar and vocabulary.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</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.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (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 to guess meaning from context.</p> <p>Assessment Method: Students will enact dialogues and make presentations, and will answer questions about them.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>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.</p>	<p>05/23/2013 - As part of their grade, students have to choose a topic and prepare to lead a discussion in a small group. They have to open the discussion, make sure everyone participates and bring appropriate questions to move it forward.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</p>		<p>05/23/2013 - When the topics are selected from a list, students tend to do more research on them, and hence, their presentations are very well prepared, with appropriate, specific vocabulary. When the students enact dialogues from "telenovelas" or movies, they not only have fun but they feel adventurous about using new expressions they have learned.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Students will score a passing grade or higher on exams.</p> <p>Assessment Method: Weekly responses (orally or in writing) to 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>05/23/2013 - Students are generally more comfortable using new expressions in writing than in speaking, but, given enough opportunities and encouragement, they do incorporate them into their vocabulary.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>05/23/2013 - I have found that students need not just to encounter new words and bring them to class but also to be provided with more input as to its use. When that happens they incorporate new vocabulary naturally.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<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.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication (Created By Department - Spanish (SPAN))</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>05/23/2013 - Students are given analysis of their pronunciation after presentations. Some students are more keen on eliminating their common mistakes, but all are aware of them.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</p>	<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</p>	<p>05/23/2013 - Students meet the target. At this level they do not have comprehensibility or fluency issues. It is rather a matter of eliminating markers that make them sound foreign.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>their speech. Ability to self-correct.</p>		
<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>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</p>	<p>Assessment Method: Class presentations on a cultural topic.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: None of the students hesitate during their presentations. Topic is well researched and vocabulary is specific to the topic.</p>	<p>05/28/2013 - All students at this level meet the target. If they hesitate during presentations it is due to lack of experience talking before a large audience rather than to lack of preparation or knowledge.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Course-Level SLO Status: Active</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>05/28/2013 - Every week students are put in different groups of three. That way, they get to interact with students from different background and with various degrees of ability. Even when they lack the vocabulary needed for an unfamiliar topic they can get around it.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>05/28/2013 - Students at this level are very motivated. Every week we put on the board the words, expressions and topics that we consider important to memorize and incorporate. All students who regularly attend and do their assignments, work on those lists and pass the tests with high marks.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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:</p>	<p>05/28/2013 - Even though this is a conversation class, reading and writing are important ways to learn new material. Reading blogs that are important to them motivates them to learn new vocabulary. At this level, most students write and speak with grammatical accuracy. They need,</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>rather, to give their Spanish a more natural turn. I do not know that it can be accomplished in one quarter, but by pointing out to them the direction they should take (signalling expressions, common ways of arranging sentences that differ from English, fillers and connectors...) they start on their path.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<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.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication (Created By Department - Spanish (SPAN))</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>05/28/2013 - Students want to communicate. Most of their time learning Spanish in previous years has been devoted to grammar and vocabulary. When they reach this level they can communicate very effectively. That is why it may be hard for them to replace the "crutches" they use with other, more natural ways to pause and hesitate in conversation. But with insistence on the teacher's part, they start to use them.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<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>05/28/2013 - Since these presentations are prepared before class, the students do not have any problems using topic-specific vocabulary. They can edit and rehearse at home. When they present, most (ninety per cent or more) are easily understood. Students not presenting have to be active listeners and take notes that need to be sent to me. This also makes them aware of the need for clarity and preparedness.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 1 - React and hypothesize - React and hypothesize on a wide range of topics.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</p> <p>Course-Level SLO Status: Active</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>05/28/2013 - Students at this level are not only highly motivated but have been exposed to a wide range of Spanish. They are very well prepared. Error correction is a matter of individual work rather than a group lesson.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>05/28/2013 - Since the students have time to prepare at home, their presentations are thorough and specific. If anything, they tend to be longer than required because they want to present their topic at length. In terms of grammar, vocabulary and fluency, they reach the target without a problem.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>05/28/2013 - All students pass the exams. At this level, not only have they been exposed to a lot of Spanish, but they know how to learn.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: Weekly out of class writing assignments, ranging from summaries of news and blogs, to opinion pieces to narratives. Students</p>	<p>05/28/2013 - The option of having them record themselves is especially effective if a student has pronunciation problems. When they write they have time to edit and their errors are very minor.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes:</p> <p>1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</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>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>05/28/2013 - Since they get to talk to many different students, they learn from each other on how to sound more natural (what to avoid as well as what to do). Their motivation is high and so the target is easily met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>05/28/2013 - Their pronunciation and fluency are great at this level.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<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> <p>Course-Level SLO Status: Active</p>	<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>10/18/2013 - 80% of the students were able to sustain a short conversation in the target language using the main verb tenses studied in class with the preterite tense showing the higher degree of accuracy over the imperfect tense. Future plans and invitations were formed using the Ir + a + inf, which is an elementary construction that dates from Spanish 1 and showed 100% accuracy.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
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>Target for Success: 80-85% of students</p>	<p>10/18/2013 - Testing of the preterite tense as well as the imperfect tense stayed steady at 85% of the student body tallied. The imperfect tense proved to be the more difficult for the stuents for the students to conceptualize and it showed an 80% success rate.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
Course-Level SLO Status: Active			
Department - Spanish (SPAN) - SPAN 25A - 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))	<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.</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 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))	<p>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.</p> <p>Peer evaluations and text editing were</p>	<p>10/17/2013 - We do not have enough data to assess this course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>conducted regularly to address these issues and to further promote practice.</p> <p>Assessment Method Type: Discussion/Participation</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 - 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>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.). 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>10/17/2013 - We do not have data to assess this course. We did not teach this course during Fall 2012 – Winter 2013.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION & READING II - 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>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.). 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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>		
<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>Start Date: 04/22/2012</p> <p>End Date: 04/22/2013</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>10/18/2013 - The students consistently showed a clear understanding of the different uses of the subjunctive to express opinions and/or point of views. A minority of students had difficulty with conjugating the tense given the number of irregular forms.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>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>Target for Success: 85%</p>	<p>10/18/2013 - The students evaluated during the Spring Quarter 2013 showed a high degree of creativity and originality in the use of the grammar studied in class and their vast repertoire of vocabulary. Non-native speakers were better writers than Heritage speakers which required a lot of feedback and corrections to improve their writing skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Research projects to be delivered as oral presentations and written assignments.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/11/2013 - 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. In order for students to feel comfortable using linguistic patterns it is important that they practice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/11/2013 - The students should take turns directing the discussion, and be responsible for the small group conversation. Students should spend more time practicing the new vocabulary and grammar structures with partners who are stronger in a different skill.</p>
<p>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))</p> <p>Start Date: 04/04/2011</p> <p>End Date: 06/24/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Group discussions about specific topics related to the readings and ask comprehension check questions.</p> <p>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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success:</p>	<p>10/11/2013 - Students' needs are very different between students and in different groups. It is important to give the students more time to adjust to this level. That is to say make them feel comfortable, give them more time to work in small groups before asking them to address the whole class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/11/2013 - The students should take turns directing the discussion, and be responsible for the small group conversation. Students should spend more time practicing the new vocabulary and grammar structures with partners who are stronger in a different skill.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Students who finish the class with a C or better will reach the SLO.</p>		
<p>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))</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>10/11/2013 - The students were able to do the written assignments successfully when given enough time to correct. The class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors were very helpful.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/11/2013 - We need to put more emphasis on grammatical discussions stemmed from their written assignments and peer edited texts. The peer editing process must be structured in a way that the students must correct each other's assignments and provide both oral and written feedback to be used as part of the class activities.</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>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>10/11/2013 - The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling which can cause misunderstanding, and second language learners have more problems with vocabulary, verb conjugation and syntax.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/11/2013 - Extra homework should be tailored to the students' needs and more time should be given to practice specific grammar structures.</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>Course-Level SLO Status: Active</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>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<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>10/11/2013 - Students were able to use complex grammatical structures with fewer errors and also they were able to self correct at the end of the class.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: We requested from students 3-4 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>Target for Success: The students with a C or better should reached the SLO.</p> <p>Students will incorporate new vocabulary (gained from their readings) into their responses, and will expand their cultural knowledge of the Spanish-speaking world.</p>	<p>10/11/2013 - All the students who finished this class were very determined, self-motivated and interested in learning the language.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>10/11/2013 - Place more emphasis on grammatical discussions stemmed from their written assignments and peer-edited texts. The peer editing process must be structured in a way that the students must correct each other's assignments and provide both oral and written feedback to be used as part of the class activities</p>
		<p>10/11/2013 - The level of accuracy which they respond to assignments is varied. Heritage speakers have shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Unit Assessment Report - Four Column

Foothill College Program (LA-SPAN) - Spanish AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & 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>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>SLO Status: Active</p>	<p>Assessment Method: The students will be assigned oral presentations throughout the quarter.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All students will be able to communicate without errors that interfere with their message.</p>	<p>10/03/2012 - All students meet the target. They can have a spontaneous conversation on unfamiliar topics. They use the appropriate register for the situation. Their mistakes at this level have to do with the influence of their native language on their pronunciation but they are sufficiently aware of such influence as to pay extra attention to what they recognize as problematic sounds.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: All students will be given a final oral interview.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: All students will understand the questions and be able to answer accurately. All students will speak with fluency and will use a pronunciation that is understandable to native speakers not used to interacting with foreigners.</p>	<p>10/03/2012 - Students have no problem meeting the target. A final oral interview is, of course, a formal setting and students come prepared for it. They can use a wide range of functions, with different grammatical structures and tenses. Their Spanish is fluent and their pronunciation, although influenced by the patterns of their native language, is clear and does not interfere with communication.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Program (LA-SPAN) - Spanish AA - 2 - The student will, by presenting research, demonstrate knowledge of Hispanic society, culture, and politics.</p> <p>Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and</p>	<p>Assessment Method: The students will present their research during cultural presentations in class. The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B. We have a rubric with which we assess the students.</p> <p>Assessment Method Type: Presentation/Performance</p>	<p>10/03/2012 - Students at this level have been exposed to the wide differences within the Spanish-speaking world. Their breadth of knowledge includes (but it is not limited to) history, race and ethnicity, varieties of Spanish...Students at this level are particularly open to learning because they are at a point where they regard Spanish as a vehicle for other disciplines (more so</p>	

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<p>analytical thinking 4. Community/global consciousness and responsibility</p> <p>Start Date: 09/26/2011</p> <p>End Date: 06/28/2012</p> <p>SLO Status: Active</p>	<p>Target: All students reach the target. We have a rubric with which we assess the students. Reaching the target does not necessarily mean expert proficiency in Spanish but it does mean that, even with certain errors that are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.</p>	<p>than at earlier levels, when they are more focused on trying to master the grammar), and thus, the cultural and the language learning go more hand in hand.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	