

## BASIC PROGRAM INFORMATION

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.*

**Department Name:** SPANISH

**Division Name:** LANGUAGE ARTS

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

Name	Department	Position
ELVIRA COFFIN	SPANISH	FULL-TIME INSTRUCTOR
PATRICIA CRESPO-MARTIN	SPANISH	FULL-TIME INSTRUCTOR
JULIO RIVERA-MONTANEZ	SPANISH	FULL-TIME INSTRUCTOR

**Number of Full Time Faculty:**

3

**Number of Part Time Faculty:**

1

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**List all programs covered by this review and check the appropriate column for program type:**

1. AA SPANISH \_\_\_\_\_ Certificate AA / AS AD-T Pathway
2. \_\_\_\_\_ Certificate AA / AS AD-T Pathway

## SECTION 1: PROGRAM DATA & ENROLLMENT

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research's [website](#) 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 Program	2012-2013	2013-2014	2014-2015
AA IN SPANISH	3	2	2
AD-T IN SPANISH (OFFERED FOR THE FIRST TIME)			1

**1B. Non-Transcriptable Program Data:** 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	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

**1C. Department Level Data:**

	2012-2013	2013-2014	2014-2015
Enrollment	862	834	879
Productivity	343	403	368
Course Success	72	73	75
Full-Time FTEF	3	3	2.8
Part-Time FTEF	0.6	0.2	0.2

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

**1E. Enrollment Demographics:** Please describe enrollment data trends for the following student groups, comparing the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	X				X	
Asian	X					X
Decline to State (Unknown)			X			X
Filipino	X				X	

Latino/a	X				X		
Native American		X				X	
Pacific Islander	X					X	
White	X				X		
Male	X					X	
Female	X					X	
<25 Years Old		X			X		
>25 Years Old	X					X	
High School (Highest Degree)	X					X	
>High School (Highest Degree)			X			X	

**1F. Equity:** One of the goals of the College's Student Equity plan is to close the performance gap for traditionally underserved students, including African-American, Hispanic/Latino, and Filipino/Pacific Islander. If your enrollment of these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

**Our enrollment of these students is comparable to that of the college. In the case of Latino students, it is higher. We acknowledge, however, that there is a success gap when it comes to men, African-American, and Filipino students. The gap is present in our online classes as well, but in those classes the numbers of African-American and Filipino students are very small. We would like to request Institutional Research to look into the achievement gap for these three groups, so we can understand the reasons behind it and ways to address it.**

**1G. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

**Spanish 3 has been traditionally low-enrolled. As a result, we started to offer it only once a year, which has impacted negatively the enrollment in our second-year classes. It's important to note that these classes are necessary for the degree and the ADT.**

**Our Spanish 1 and 2 classes, however, have high enrollment, particularly online.**

**1H. Productivity:** Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: **Increase** Steady/No Change Decrease

Program Productivity (Compared to College Goal): Above Goal At Goal **Below Goal**

Please discuss what factors may be affecting your program's productivity.

We ran some low enrolled courses to ensure that students had the classes they needed to graduate.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

## SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

**2A. Institutional Standard:** This represents the lowest course completion rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: **Above Standard** At Standard Below Standard

Targeted Student Course Completion: **Above Standard** At Standard Below Standard

Online Student Course Completion: **Above Standard** At Standard Below Standard

In-Person/Hybrid Course Completion: **Above Standard** At Standard Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: **Above Goal** At Goal Below Goal

Targeted Student Course Completion: **Above Goal** At Goal Below Goal

Online Student Course Completion: **Above Goal** At Goal Below Goal

In-Person/Hybrid Course Completion: **Above Goal** At Goal Below Goal

Please comment on your program's efforts to continually improve course completion rates, especially for students with basic skills needs.

Last year we launched our Spanish Club. Part of the aim of the club is to help students feel connected to the program and be successful. We hope that this will increase our overall completion rates, especially for those students who are underserved, since the club serves as an unofficial tutoring center for our students. The tutors in the club generally come from our second-year classes. We can increase our pool of tutors, and achieve higher completion rates at all levels of the program, if we offer Spanish 3 more than once a year, because Spanish 3 largely determines the size of Spanish 4 and beyond, and thus, the likelihood of more candidates for the degree.

If interest is high among our second-year students, we would like to offer a Spanish Tutoring class, to be included in a future certificate.

If your program's course completion rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's student learning outcomes (SLOs)? Yes No

Does meaningful dialogue currently take place around equity and individual course success rates? Yes No

**Our weekly discussions revolve around closing our achievement gap and adapting our methodology to better serve underperforming students.**

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other: Weekly meetings to discuss departmental issues

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

**2D. Course-Level:** How has assessment and reflection of course-level student learning outcomes (CL-SLOs) and course completion data led to course-level changes?

At least one of the SLO's for *all our courses* targets oral proficiency. While we have achieved strong SLO success in that regard in our face-to-face classes, we are currently looking for tools to implement more oral activities online. We are taking full advantage of the VoiceThread college-wide license. But since we are in the process of migrating from Etudes to Canvas, we will have to revisit the question of how to implement more oral activities online (beyond what the online textbooks offer).

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

**2E. Program-Level:** How has assessment of program-level student learning outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

Our analysis of our PLO's supports the current sequencing of our course-level SLO's. We have confidence that students who graduate with our degree or ADT reflect positively on our program.

At this moment we are reviewing our Span 1-2-3 COR's for inclusion in the FH GE Pattern (Humanities). This has led to robust discussion about the breadth and depth of the cultural component of our elementary courses.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Last year we offered our Spanish ADT for the first time. We hope that the degree will attract more students into our program. It's important to note that offering Spanish 3 more than once a year can increase the number of degree completions, as it is the gateway class to our second year courses.

The club, with its sense of community and connectedness to the program, can also help increase our rate of graduates.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program improvements.

### SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

**3A. Past Program Objectives/Outcomes:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1. Elementary Conversation Classes Year Proposed: 2013-14 **Completed** Ongoing No Longer a Goal
2. Spanish for Health Care Workers Year Proposed: 2013-14 **Completed** Ongoing No Longer a Goal
3. Tutor base and Tutor Training Year Proposed: 2013-14 **Completed** **Ongoing** No Longer a Goal

4. Etudes Certification for All Faculty Year Proposed: 2013-14 **Completed** Ongoing No Longer a Goal
5. Spanish Club Year Proposed: 2013-14 **Completed** **Ongoing** No Longer a Goal
6. Certificate in Medical Interpreting Year Proposed: 2012 Completed **Ongoing** **No Longer a Goal**
7. Spanish for the Green Industry: Year Proposed: Winter 2015 **Ongoing** **No Longer a Goal**
8. **Inclusion of Spanish 1-2-3 in the AA GE Pattern for Humanities, Area 1**: Year Proposed: Fall 2015 **Ongoing**

Please comment on any challenges or obstacles with ongoing past objectives.

We are interested in offering these new classes (# 6 and 7) but the college needs to understand that enrollment may not be robust when these classes are first offered.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Stabilize the program		
Expand our class offerings:		
Spanish for the Green Industry	1-2 years	
Certificate in Spanish Tutoring	1-2 years	
Inclusion of Spanish 1-2-3 in AA GE Pattern, Humanities, Area 1	1-2 years	
Certificate in Medical Interpreting—this is tentative	3 years	

**3C. EMP Goals.** Please refer to the Educational Master Planning [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.

- ☑ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☑ Recognize and support a campus culture that values problem solving and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Dedicated classroom.		Will provide a hub for all things Spanish, as well as a meeting place for the club and the tutors.				X
Money for Tutors						
Institutional Research Request		Analyze gender gap, and African-American and Filipino success gap				



**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

NONE
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## SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee, etc.

Concern/Recommendation	Comments
Enrollment trends indicate some classes may have to be moved to De Anza	Enrollment trends have reversed thanks to new offerings. Data from Fall 15 indicate a strong increase, especially in our online classes. Our objectives are to explore certificate options and inclusion in the GE Pattern

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

**Good news:**

As part of our remediation program, all our instructors are Etudes certified and 20% of our courses are now online. We have seen a **39% increase in enrollment** Fall 2015 compared to Fall 2014. (One aside should be noted: most of the online students come from Cal Poly, and it would be beneficial not just for us but the college at large, to research other colleges from where we can draw more students.) We are very happy about the increase.

We are very proud of our program, and many community members and transferring students can attest to reaching the SLO's and succeeding in Berkeley, San Jose, UCLA upper-level Spanish classes easily.

There is a demand for Spanish online, and Spanish targeted to specific groups. We offered **Spanish for Health Care Workers** last Spring, which was a very successful class. Recently we were contacted about Spanish for the Green Industry but the possibility of opening a class hovering slightly over 20 (the estimated number given by the Horticulture Department) held us back, which leads to...

**Items to reflect on:**

Factors like repeatability, pre-requisite block, and the frequent schedule changes have affected our enrollment. Repeatability has kept the community at bay (which tended to participate in our upper level classes). The pre-requisite block continues to be confusing, mostly to Latinos who are first in the family to attend college. And the lack of Spanish 1-2-3 in the AA GE Pattern for Humanities has also kept students from enrolling. Most state community colleges include Spanish 1-2-3 as part of their GE Humanities pattern, but the process for inclusion is very stringent here at Foothill. We are in the process of modifying our course outlines so we can apply. This may take 1-2 years.

But, more importantly, we need to decide whether we want to have an academic program (an AD-T and AA degree) where the upper-level classes tend to have lower enrollment, or whether we prefer to have a program that focuses only on Spanish 1 and 2, plus stand-alone classes, like the Beginners Conversation Classes, Spanish for Health Care Workers, etc.

If the ADT and the degree are important to the college, then the college needs to be aware and support our lower-enrolled classes which are part of the sequence that leads to it. The club and the tutor base should provide visibility, support and encouragement to students to continue on to the degree, and higher numbers, of course. But, keep in mind that Spanish 3 is the gateway class to our second-year classes, and offering it only once a year has had an impact on our second-year enrollment.

The direction in which we go depends on the feedback we receive from the committee. We are very proud of the quality of our program, we are proud **that we serve more Latinos than the college average**, that we are appreciated by the community at large...Our online classes have given us an enrollment boost. With that extra help, we would like to continue our wide mission of serving graduating and transferring students, and community members.

## SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

**5A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

## SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

### 6A. Strengths and successes of the program as evidenced by the data and analysis:

Spanish faculty take the work of their program and the students it serves seriously. While the enrollment in prior years was declining, the enrollment last spring and this fall show a significant turnaround. This is due largely to the number of online courses we offer and the willingness of faculty to open new online sections to accommodate student demand. The faculty have also worked hard to expand course offerings, targeting specific student populations, as indicated by the Spanish for healthcare workers class which was quite popular last spring. I also commend the faculty for all getting certified to teach online.

### 6B. Areas of concern, if any:

I am optimistic that the program has turned a corner in terms of its enrollment crisis. The plans faculty have for improving the program should help to maintain this trend.

### 6C. Recommendations for improvement:

The faculty raise a number of questions about the direction of the program, including whether the program can be viable as a degree program or whether it needs to concentrate on the first-year sequence of classes. I do not see this as an either/or choice. It's a matter of adaptability. Clearly there is student demand for online and hybrid courses. The question is whether or not all of the Spanish faculty will participate in this modality for course delivery. For example, the hybrid Spanish 3 we ran this winter (2016) met target enrollment handily. If faculty are willing to continue to offer Spanish 3 in this modality, then the college could run more sections of it each academic year.

### 6D. Recommended Next Steps:

X Proceed as Planned on Program Review Schedule  
Further Review / Out-of-Cycle in-Depth Review

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

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

The Spanish program is an outstanding academic discipline serving the needs of both transfer and vocational and career-building students in our community. As documented in this program review, the program has made strides in the past few years to make several improvements to the program. These improvements include the addition of online courses, and the addition of new curriculum serving new student populations. This has helped stem an enrollment decline the program had experienced in prior years. The program should be commended for the high-quality dialogue that goes on among faculty regarding student success and how to improve outcomes for targeted populations.

**6F. Areas of concern, if any:**

The program does have an achievement gap that is similar to many transfer programs, for students in targeted populations. The department has asked the research office to investigate this. My recommendation is for the program faculty to think about what type of research questions need to be asked and what data we would need in order to make improvements in the classroom, prior to meeting with research. This will help move the conversation forward about how research can provide support to the department.

**6G. Recommendations for improvement:**

Because this program review has asked for more specific direction in certain areas, the Vice President will be scheduling a meeting with the faculty and the Dean to address these issues and provide an opportunity to collaborate on providing direction. The program has called out the need for offering Spanish 3 more frequently and I encourage the faculty to work with the Dean to create a plan for this.

**6H. Recommended Next Steps:**

☒ Proceed as Planned on Program Review Schedule  
☐ Further Review / Out-of-Cycle in-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

# 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> small group conversational activities in Spanish</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 75% of students will demonstrate competency at the novice level in conversation</p>	<p>04/27/2015 - Students in f2f classes continue to benefit from our group activities. This academic year we are using VoiceThread for our online oral activities. Students have responded well to it, but it's still hard to replicate on an online format the group interaction of a physical class. We have also developed low-unit basic conversation classes for those students who want some extra oral practice. Our brand new Spanish club has also been a source of support and practice for students to want some extra time to chat. Students who practice regularly in class have no problem reaching the SLO.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will take written exams, with multiple choice questions, short compositions, reading comprehension questions and grammar sections.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Eighty percent of the students who finish this class with a C or higher will reach the SLO.</p>	<p>04/27/2015 - Students both in the f2f and online classes reach the target. By its very nature, the online classes are more "writerly". Some of the activities that would be conversational in a physical class are written online. Native speakers particularly become aware of the impact of correct accents and spelling on their grade. A language that is mostly spoken for them becomes a written language so now it requires some careful attention to editing.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Spanish (SPAN) - SPAN 10A - SPANISH FOR HERITAGE SPEAKERS -</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Critical thinking about Latino identity, history and culture. - 1. The students will think critically about Latino identity, history and culture. They will examine their own identity in relation to their heritage and the mainstream culture.</p> <p>Institutional Learning Outcome(s): 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN))</p> <p><b>Course-Level SLO Status:</b> Inactive</p>			
<p>Department - Spanish (SPAN) - SPAN 10A - SPANISH FOR HERITAGE SPEAKERS - Writing complex Spanish, avoiding common mistakes. - 2. The students will be able to write using complex language, avoiding the most common errors which occur among Spanish speakers who have not had formal education in Spanish.</p> <p>Institutional Learning Outcome(s): 1. Communication (Created By Department - Spanish (SPAN))</p> <p><b>Course-Level SLO Status:</b> Inactive</p>			
<p>Department - Spanish (SPAN) - SPAN 110 - ELEMENTARY SPANISH CONVERSATION I - Elementary language functions - The students will be able to sustain short conversations with accurate pronunciation. (Created By Department - Spanish (SPAN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/28/2015</p> <p><b>End Date:</b> 06/27/2016</p>	<p><b>Assessment Method:</b> Oral Presentations</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Most students benefit from this kind activity when non-native students are paired up with native students who help them complete this activity.</p>	<p>11/19/2015 - The use of native students to assist non-native in monitoring their pronunciation was a very effective teaching methodology. In addition, the use of listening comprehension activities [aired with oral presentations what greatly beneficial.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p>10/08/2015 - This has been an excellent idea and students have shown considerable increase in</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active		vocabulary and much better command of grammar. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	10/08/2015 - The number of Oral Presentations or Individual Presentations has been increased, but peer review is part of their preparation.
	<b>Assessment Method:</b> The students will submit short summary of news, literary works and other material in which they will show their ability to synthesize information in the target language as well as their competency in spelling and grammar. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> This has been a great innovation in this courses since it allows the students to organize their ideas in written, before attempting to communicate them orally. It makes them think about grammar, spelling, accent marks, language idioms, etc.		
Department - Spanish (SPAN) - SPAN 110 - ELEMENTARY SPANISH CONVERSATION I - Basic Language Functions - The students will be able to sustain a short basic conversation in which they introduce themselves, describe themselves and exchange personal information such as age, phone numbers, etc. (Created By Department - Spanish (SPAN)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/28/2015 <b>End Date:</b> 06/27/2016 <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Skits and/or Oral Presentations (individual or in groups) <b>Assessment Method Type:</b> Presentation/Performance	11/19/2015 - The use of native students to assist non-native in monitoring their use of vocabulary and grammar was a very effective teaching methodology. In addition, the use of listening comprehension activities paired with oral presentations what greatly beneficial. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Spanish (SPAN) - SPAN 111 - ELEMENTARY SPANISH CONVERSATION II - Basic Language Functions-I - The students will be able to describe themselves and family members using the verb "to be" and adjectives. They will be able to use the present tense to describe daily routines and pastimes. (Created By Department - Spanish (SPAN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/28/2015</p> <p><b>End Date:</b> 06/27/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Oral Presentations and/or skits</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Most students benefit from this kind activity when non-native students are paired up with native students who help them complete this activity.</p>	<p>11/19/2015 - The use of native students to assist non-native in monitoring their pronunciation was a very effective teaching methodology. In addition, the use of listening comprehension activities [aired with oral presentations what greatly beneficial.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> The students will submit short summary of news, literary works and other material in which they will show their ability to synthesize information in the target language as well as their competency in spelling and grammar.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> This has been a great innovation in this courses since it allows the students to organize their ideas in written, before attempting to communicate them orally. It makes them think about grammar, spelling, accent marks, language idioms, etc.</p>	<p>10/09/2015 - The students who were teamed up with more advanced students, near-native or native students showed a considerable assimilation of language and much better command of grammar at the end of the course.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Spanish (SPAN) - SPAN 111 - ELEMENTARY SPANISH CONVERSATION II - Basic Language Functions-II - The</p>	<p><b>Assessment Method:</b> The students will engage in the analysis and discussions of issues pertaining to the</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>students will be able to discuss future plans as well as to make invitations using the verb "ir". (Created By Department - Spanish (SPAN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/28/2015</p> <p><b>End Date:</b> 06/27/2016</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Hispanic World.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Assessment Method:</b> The students will work on a series of Oral Presentations and/or Skits in which they will demonstrate the knowledge of the material and grammar studied in class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</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: 1. Communication (Created By Department - Spanish (SPAN))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Class discussions based on assignments.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students can start and participate in a conversation, with errors that do not interfere with comprehensibility.</p>	<p>10/09/2015 - When teamed up with more advanced and/or native-speaking classmates, the students who were lagging on vocabulary or grammatical accuracy, showed significant improvement.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>10/09/2015 - The students were able to show a deeper understanding of the topics that they were discussing when assigned in advance to research and prepare a written report to turn in the day of their discussion.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>
	<p><b>Assessment Method:</b> Students will enact dialogues and make presentations, and will answer questions about them.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The vocabulary will be specific to the topic and students should be able to answer questions on the spot.</p>	<p>11/19/2015 - The use of native students to assist non-native in monitoring their pronunciation was a very effective teaching methodology. In addition, the use of listening comprehension activities [aired with oral presentations what greatly beneficial.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will score a passing grade on exams.</p>		
	<p><b>Assessment Method:</b> Weekly responses (orally or in writing) to assignments, which may range from literary essays to news and articles, films, blogs, etc.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Successful 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>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):</p>	<p><b>Assessment Method:</b> Record or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students are aware of their pronunciation</p>	<p>11/19/2015 - An innovation added to this course this year was to team up non-native speakers with native or fluent speakers to work on their presentations. Non-native speakers were greatly benefited from this kind of teaching methodology.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></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))	habits and self-correct.	2014-2015	
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students present a cultural topic of their choice and / or are responsible for directing a conversation in a small group. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Comprehensibility and fluency for most of their speech.	10/09/2015 - Peer review before an oral presentation helped the students be aware of their pronunciation, accurate use of grammar and organization of material. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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.	<b>Assessment Method:</b> Class discussions based on assignments. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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.	11/17/2015 - The use of news and literary work to help the students to prepare a topic for a presentation is a great idea since makes them think about: cultural issues pertinent to their presentation, grammar needed to convey their message and vocabulary needed to produce an accurate presentation. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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))  <b>Course-Level SLO Status:</b> Active		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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> The students who were teamed up with more advanced students, near-native or native students showed a considerable assimilation of language and much better command of grammar at the end of the course. This has been a methodology that has worked greatly with all of our	10/28/2015 - The students who were teamed up with more advanced students, near-native or native students showed a considerable assimilation of language and much better command of grammar at the end of the course. This has been a methodology that has worked greatly with all of our Conversation Courses.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Conversation Courses.	
	<b>Assessment Method:</b> Students will enact dialogues and make presentations, and will answer questions about them. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Vocabulary used is specific to the topic and students are able to give expanded answers to questions posed on the spot, signaling good preparation.		
	<b>Assessment Method:</b> Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Students will score a passing grade or higher on exams.		
	<b>Assessment Method:</b> Weekly responses (orally or in writing) to assignments. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> 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.	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. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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.	<b>Assessment Method:</b> 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.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication (Created By Department - Spanish (SPAN))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Students are aware of their pronunciation habits and self-correct.		
	<b>Assessment Method:</b> Students present on a cultural topic of their choice and / or are responsible for directing a conversation in a small group. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Comprehensibility and fluency for most of their speech. Ability to self-correct.		
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.  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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Class presentations on a cultural topic. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> None of the students hesitate during their presentations. Topic is well researched and vocabulary is specific to the topic.		
	<b>Assessment Method:</b> Class discussion in small groups, based on out of class assignments. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> 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.		
	<b>Assessment Method:</b> Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics. <b>Assessment Method Type:</b> Exam - Course Test/Quiz	11/17/2015 - 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.	10/28/2015 - The students who were teamed up with more advanced students, near-native or native students showed a considerable assimilation of language and much better command of grammar at the end of

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Target for Success:</b> At this level, all the students should pass the tests.</p> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>the course. This has been a methodology that has worked greatly with all of our Conversation Courses.</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: 1. Communication (Created By Department - Spanish (SPAN))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In-class discussions.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.</p> <p><b>Assessment Method:</b> Presentations on cultural topics.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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>11/19/2015 - The use of native students to assist non-native in monitoring their pronunciation was a very effective teaching methodology. In addition, the use of listening comprehension activities [aired with oral presentations what greatly beneficial.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 1 -</p>	<p><b>Assessment Method:</b> The students will analyze a wide series of</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>React and hypothesize - React and hypothesize on a wide range of topics.</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><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 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> <hr/> <p><b>Assessment Method:</b> Class presentation on a cultural topic.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Most of the students (90%) are fluent during their presentations. Topic is well researched and vocabulary is specific to the topic.</p> <hr/> <p><b>Assessment Method:</b> Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> All students at this level pass the exams.</p> <hr/> <p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> All students write or speak consistently well: they do not confuse tenses. There are only minor errors in advanced grammatical points</p>	<p>10/28/2015 - The students who were teamed up with more advanced students, near-native or native students showed a considerable assimilation of language and much better command of grammar at the end of the course. This has been a methodology that has worked greatly with all of our Conversation Courses.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	(past subjunctive or preterite vs imperfect).		
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.  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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> In-class discussions <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.  <b>Assessment Method:</b> Presentations on cultural topics. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Most students (ninety per cent) use common expressions, fillers and a clear pronunciation (understandable to native speakers not used to interacting with foreigners).		
Department - Spanish (SPAN) - SPAN 192 - TRAINING FOR SPANISH TUTORS - Assessment of Academic Needs - The tutors will be able to assess the deficiencies as well as to recognize the academic needs of their tutees. (Created By Department - Spanish (SPAN))  <b>Assessment Cycles:</b> End of Academic Year  <b>Start Date:</b> 09/28/2015 <b>End Date:</b> 06/27/2016 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> The students will have to discuss the four basic principles of effective tutoring. <b>Assessment Method Type:</b> Discussion/Participation <b>Target for Success:</b> For each principle they must give prepare a lesson plan showing that specific objective.  <b>Assessment Method:</b> Each student will present a mock session in which they act as tutor of one of their classmates (acting as a tutee). <b>Assessment Method Type:</b> Presentation/Performance	10/09/2015 - This course has not been taught yet. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2014-2015	
Department - Spanish (SPAN) - SPAN 192 - TRAINING FOR SPANISH TUTORS - Development of Tutoring Objectives - The	<b>Assessment Method:</b> The tutors will be asked to developed a		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
tutors will be able to work in conjunction with their tutees to develop and action plan and a calendar of tutoring activities, so that the students can meet their course objectives. (Created By Department - Spanish (SPAN)) <b>Assessment Cycles:</b> End of Academic Year <b>Start Date:</b> 09/28/2015 <b>End Date:</b> 06/27/2016 <b>Course-Level SLO Status:</b> Active	detailed written action plan for a hypothetical tutee. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> A list of course objectives tailored to the academic needs and learning style of the tutee.		
Department - Spanish (SPAN) - SPAN 1S - ELEMENTARY SPANISH - SLO 1 - daily activities - Understand and maintain a conversation about daily activities. (Created By Department - Spanish (SPAN)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written exams, oral presentations and laboratory work. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written exams, oral presentations and laboratory work. <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written exams, oral presentations and laboratory work. <b>Assessment Method Type:</b> Exam - Standardized		
Department - Spanish (SPAN) - SPAN 1T - ELEMENTARY SPANISH - SLO 2 - daily routine - Understand and write 2-3	<b>Assessment Method:</b> Written exams, oral presentations and		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>paragraphs describing self and family and narrating daily routine, using the present and the periphrastic future. (Created By Department - Spanish (SPAN))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>laboratory work.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Small group conversational activities in Spanish 75% of students will demonstrate competency at the novice level in conversation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>04/27/2015 - Students in f2f classes continue to benefit from our group activities. This academic year we are using VoiceThread for our online oral activities. Students have responded well to it, but it's still hard to replicate on an online format the group interaction of a physical class, which is particularly important when the past is covered (since we need to talk about stories and anecdotes...). Online oral activities generally come preceded by extra preparation while they are more spontaneous in class. We have also developed low-unit basic conversation classes for those students who want some extra oral practice. Our brand new Spanish club has also been a source of support and practice for students to want some extra time to chat. Students who practice regularly in class have no problem reaching the SLO. The difficulty in combining the preterite and the imperfect is to be expected. This is covered in detail in the last quarter of the sequence (Spanish 3) and onwards.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<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>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>	<p>04/27/2015 - No significant differences between last year assessments and this year's. Native speakers continue to benefit from self-correction when writing in the past tenses (both the preterite and the imperfect are accent-heavy.) This is a side issue worth mentioning: One difference within the online classes with respect to last year is that</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	80-85% of students	<p>cultural conversations are taking place in English instead of Spanish. While teachers can guide students in class when we discuss a cultural topic (by modeling simple responses in Spanish, for example), cultural discussions online led to a lot of automatic translations. Now that issues like immigration, body language, stereotypes and humor (for example) are discussed in English, our cultural discussions have become much more active.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Spanish (SPAN) - SPAN 25A - ADVANCED COMPOSITION &amp; 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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students who get a C or better will reach the SLO.</p>	<p>10/14/2015 - The students were very understanding and open minded regarding the problems of the Hispanic people while doing the critical analysis. They discussed the readings from the Hispanic point of view and compared them with their own opinions. In terms of grammar, vocabulary and fluency, they reach the target without a problem. All students pass the exams, but they still make small errors in their writings</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p> <p>06/24/2015 - This year the students were very understanding and open minded regarding the problems of the Hispanic people while doing the critical analysis. They discussed the readings from the Hispanic point of view and compared them with their own opinions. In terms of grammar, vocabulary and fluency, they reach the target without a problem. All students pass the exams, but they still make small errors in their writings</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b></p>	<p>10/14/2015 - We want to offer Span 25 online.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2014-2015	
<p>Department - Spanish (SPAN) - SPAN 25A - ADVANCED COMPOSITION &amp; 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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students who get a C or better will reach the SLO.</p>		
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Students who get a C or better will reach the SLO.</p>	<p>10/14/2015 - Since the students have time to write at home, their assignments are thorough and specific. Even when writing about topics not particularly interesting to them, the students tend to write longer than required because they want to present their topic at length. All students pass the exams, but they still make errors in their writings.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Spanish (SPAN) - SPAN 25B - ADVANCED COMPOSITION &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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. 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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><b>Start Date:</b> 04/22/2012 <b>End Date:</b> 04/22/2013</p>	<p><b>Assessment Method:</b> Individual and group oral presentations in which the students will present their point of view regarding a pre-assigned topic of investigation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p>	<p>10/08/2015 - It has been a great idea to pair up students with less control over the grammar and vocabulary with students who are more advanced or are native speakers. Non-native speakers have shown considerable increase in vocabulary and improvements on overall use of grammar.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Written exams, compositions and small written reports in which the students will present their point of view regarding a pre-assigned topic of investigation. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 85%	10/09/2015 - Peer review prior to Oral Presentations has also help students understand the reason for their written errors. It has been a new teaching methodology that has proven to be very effective at this level. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 10/08/2015 - Whether in supervised or unsupervised written work, peer review and peer discussion of their topic has shown considerable improvement on their oral/written skills. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Start Date:</b> 04/04/2011 <b>End Date:</b> 06/24/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Research projects to be delivered as oral presentations and written assignments. <b>Assessment Method Type:</b> Presentation/Performance	05/05/2015 - Students perform better when feel they belong to the group. They speak with more fluency when they are comfortable thus lowering their affective filter is imperative. Student chemistry is very important. They bring the best from each other. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> The students can narrate using the correct grammar and vocabulary when they are not nervous. <b>GE/IL-SLO Reflection:</b> The students can narrate using the correct grammar and vocabulary when they are not nervous.	05/05/2015 - A. Change the class pace at the begging so that the students have more time to adjust. B. Do more peer editing. The students have to be aware of their language needs and focus on solving their problem areas. C. Practice the most difficult grammar structures (i.e. the subjunctive) in guided and controlled exercises. Specially for the native speakers.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> We request from students 2-3 page written assignments. Our exams include an extensive written component.</p> <p><b>Assessment Method Type:</b> Essay/Journal</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><b>Start Date:</b> 04/04/2011</p> <p><b>End Date:</b> 06/24/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Students who finish the class with a C or better will reach the SLO.</p>	<p>05/05/2015 - At the beginning the students had problems with the readings, some students with vocabulary whereas others had problems with grammar, but at the end of the course the students have reached the SLO's. It's important that the students do the summary without referring to the readings.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> The students should use a dictionary only after trying to understand the reading without one. A. Give the students more freedom to select their newspaper articles according to their levels for the first two weeks. B. Watch the news in Spanish and write a report. C. Watch short videos in class.</p> <p><b>GE/IL-SLO Reflection:</b> The students should use a dictionary only after trying to understand the reading without one. This SLO helps the student to communicate better among themselves.</p>	<p>05/05/2015 - A. Give the students more freedom to select their newspaper articles according to their levels for the first two weeks. B. Watch the news in Spanish and write a report. C. Watch short videos in class. D. Watch a music video at the start of the class session.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Start Date:</b> 01/05/2015</p> <p><b>End Date:</b> 04/24/2015</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <hr/> <p><b>Assessment Method:</b> We requested from students 2-3 page written assignments. Our exams include an extensive written component.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <hr/> <p><b>Assessment Method:</b> 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.</p>	<p>05/05/2015 - Since the students have time to write at home, their assignments are thorough and specific. Even when writing about topics not particularly interesting to them, the students tend to write 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. All students pass the exams, but they still make errors in their writings. Self-correction has to be encouraged.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> 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. Discussing their writings increases their analytical skills and problem solving.</p>	<p>05/05/2015 - Dedicate more time to writing a rough draft, rewriting, and doing peer review. Extra homework should be tailored to the students' needs and more time should be given to practice specific grammar structures.</p> <hr/>



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>short stories, essays, poems, etc.). We requested from students 2-3 page written assignments. Our exams include an extensive written component.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p>	<p>05/06/2015 - The level of accuracy with which they respond to assignments varies. Heritage speakers shown difficulties with spelling and second language learners have more problems with verb conjugation and syntax.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> The students are able to communicate their ideas in a concise manner. They also help each other to clarify their thoughts.</p>	<p>05/06/2015 - Assigned a series of readings with an increasing level of difficulty. Engage the students in the editing of newspaper articles and literary texts provided by the instructor. These articles are modified by the instructor to focus the student's attention on key grammatical items.</p>
<p>Department - Spanish (SPAN) - SPAN 51 - SPANISH FOR HEALTH CARE WORKERS - Communication skills in medical settings - The student will be able to communicate in basic Spanish to obtain and provide information about a patient's medical history and condition. (Created By Department - Spanish (SPAN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The students will take a series of exams dealing with vocabulary, grammar and pronunciation.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> The importance of these exams is two fold: to show their understanding of the grammar studied in class and their use of medical vocabulary in different situations. The students showed a surprising deal of creativity and sophistication in combining grammar and vocabulary to produce language.</p>	<p>10/09/2015 - The students used basic vocabulary within a medical context to check-in a patient and collect personal information, assess symptoms and give medical recommendations, in written and orally. Very well done.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p><b>Assessment Method:</b> The students will do a role play presentation in which they will act as nurse, patient and doctor using the vocabulary and grammar used during a medical examination.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Each student/character must show that they know how to express symptoms, provide medical diagnostic/assessment and give health recommendations.</p>		
<p>Department - Spanish (SPAN) - SPAN 51 - SPANISH FOR HEALTH CARE WORKERS - Cultural awareness - The student will demonstrate understanding of cultural differences as they relate to health in the Latino community. (Created By Department - Spanish (SPAN))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Skits and re-enactments of medical situations will be assigned in which the students will have to show their understanding of the grammar and considerable use of medical vocabulary pertinent to the situation that they are assigned.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> The students had to present skits on three areas: patient check-in, patient evaluation and diagnostic, patient treatment/check out. The students were extremely creative in recycling the vocabulary to create a plethora of different situations with different vocabulary (body parts, symptoms and course of treatment, etc.)</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><b>Assessment Method:</b> 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</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	grammatical errors. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> The target is that 100% of the students who get a C or better will reach the SLO.		
	<b>Assessment Method:</b> Exam with grammar exercises and passages to edit and correct. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 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.		
	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Essay/Journal <b>Target for Success:</b> The target is that 100% of the students who get a C or better will reach the SLO.		
	<b>Assessment Method:</b> Exam with grammar exercises and passages to edit and correct. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 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.	06/24/2015 - Students are able to edit letters from the newspaper. However, it's difficult for them to answer the letters appropriately with unfamiliar or controversial topics. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> We should read and write letters to different newspapers <b>GE/IL-SLO Reflection:</b>	06/24/2015 - We need to read and write letters to different newspapers and discuss more controversial topics. <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students should have the opportunity to read and write letters to different newspapers in class.	
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> The students with a C or better should reached the SLO. 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>06/24/2015 - At the end of the quarter the students were able to engage in class discussions with a more sophisticated usage of the language. They were able to justify their opinions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Student chemistry is very important. The students speak with more fluency when they are comfortable. They bring the best from each other.</p>	<p>06/24/2015 - We will continue with student centered activities. Since these make the students feel more comfortable.</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 students 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><b>Start Date:</b> 11/18/2015 <b>End Date:</b> 09/27/2016 <b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> The students will be assigned oral presentations throughout the quarter. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> All students will be able to communicate without errors that interfere with their message.</p>	<p>11/19/2015 - Non-native speakers have shown a remarkable improvement in grammar accuracy and volume of vocabulary used for oral communication by sharpening their presentation skills with students who are native or heritage speakers. That has the major improvement across levels and courses. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
	<p><b>Assessment Method:</b> All students will be given a final oral interview. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 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>Program (LA-SPAN) - Spanish AA - 2 - The students will, by presenting research, demonstrate knowledge of Hispanic societies, cultures, and politics.</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><b>Start Date:</b> 11/18/2015</p>	<p><b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> All students reach the target. We have a rubric with which we assess the students. Reaching the target does not necessarily</p>		

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>End Date:</b> 09/27/2016 <b>SLO Status:</b> Active	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.		
	<b>Assessment Method:</b> The student will write at-home essays and short cultural analysis during exams (pertaining to literature, the arts, contemporary issues, etc). The assessment will take place during the Spring quarter in Spanish 6 / 14A / 14 B. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> All students will 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.	11/19/2015 - The students have managed to organize their research always co-relating with the topic and format of their Oral presentations and reports. In doing that, they have managed to produce thoughtful presentations that show an advanced level depth and breadth with regards to the topic/material that they have been assigned to discussed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	