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 resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Spanish Department

Division Name: Language Arts Division

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 C. 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*

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

1. Last year we launched the Spanish Club as a departmental initiative to create a resource for: a) extra conversation practice for our intermediate level students; and b) a tutoring resource for our beginner-level students. It turned out to be a great success.
2. We developed a course on Spanish Tutoring (Spanish 192), which was approved at state level.
3. Spanish 51 (Spanish for Health Care Workers),was expanded from a 3-unit course to a 5-unit. The change was aproved by the state and this Spring Quarter 2017 will be the first year in which the course will be taught two times per week.
4. The inclusion of Spanish 1-2-3 COR in the FH GE Pattern (Humanities, Area 1), is still pending.
5. For the first time we offered Spanish 3 as an hybrid course on Winter Quarter 2016 and it was an enrollment success. Spanish 3 was also offered two times last year.
6. Spanish 110 (Spanish for the Green Industry) was approved at state level and will be offered for the first time on Winter Quarter 2017.
7. Our student success rate is still high at 74%.
8. We are open to new suggestions for the development of future content-based courses.
9. Last year we awarded six AA in Spanish and one of them was for transfer.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

1. We are still in need of a steady flow of tutors, especially paid tutors with a determined schedule at the Tutorial Center. We will try to recruit students from our intermediate courses. We are cooperating with Kathy Ha on this matter.
2. We are above the standards set by the ACCJC on: Program Level Course Completion, Targeted Course Completion, Online Student Course Completion and In-Person/Hybrid Course Completion.
3. Our Institutional Effectiveness (IEPI) goal is also "Above goal" on: Program Level COurse Completion, Targeted Student Course Completion, Online Student Course Completion and In-Person/Hybrid Course Completion.
4. Spanish 110-11 is being offered at the new Sunnyvale Center. We are planning to continue offering courses at that new facility with the intent of attacting students fromt that area, who would not like to commute to Foothill. This is an effort to increase enrollment numbers.
5. A faculty (Elivira Coffin) has devoted a sabbatical to enhance her training on online teaching and the teaching of reading skills for intermediate/advance students.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

1. The use of our SLO's data. For example, Our most recent SLO's assessment shows effective development of oral proficiency skills amongst face-to-face students.
2. Retention data increases, especially in intermediate courses (Spanish 4, 5, 6, 25A/B, etc.)
2. Last year we reported an achievement gap amongst African-Americans and Filipino students. On the African-American population it has further declined from 4% (2014-2015) to 3% (2015-16). However, the Filipino population has increased to a 6% (2015-16) compared to the previous year (3%, 2014-15)

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We wish to increase the success rate of African-American students, but it must be kept in mind that the enrollment of these students into our courses is very low. The positive note is that the success rate amongst Filipino and Latino students is the same as the college.
The Credit-by-examination option is an effective way to help minority (especially Latino students) to fulfill credit transfer requirements. We are helping them to be aware that they already possess language skills that are useful in their academic advancement. The use of this option help also clear students to filter them into our advanced courses.
The Pre-Requisite block continues to be an obstacle that deters students from enrolling in our courses since they either do not understand how to get unblocked or would rather take other courses that do not pose that obstacle during the course enrollment period. This issue should be addressed at division and college level.
The students who enroll in Spanish 2 and above or courses leading to the AA, end up developing a working relationship with the faculty of our department and creating a strong sense of a learning community. These are the students that have cooperated with the Spanish club or worked as volunteer

tutors..

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1.Increase enrollment to strengthen our Spanish 3 and second year program	Winter 2017 Term	
2. Test the enrollment success of Spanish 51 when it is offered as a 5 unit/two-days a week course.	Spring 2017 Term	
3. Offer more evening courses (i.e. Spanish 2) at the Sunnyvale Campus in an effort to bring back to life our evening program.	Spring 2017	

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Paid Tutor	LA Div. Budget	To help elementary students.	☐	☐	☒	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Spanish faculty continue to work hard on their program, exploring course options and varieties for students and reaching out to students to get them involved in the program, as they have done with the Spanish club. Certainly the online courses have proven to be both popular and successful and in many ways they have buoyed the program and helped to mitigate declines in enrollment in face-to-face classes. I also want to comment the faculty for developing courses that are tailored to student populations that are not necessarily Spanish majors, like the introductory conversation class and the conversation for green workers class.

4B. Areas of concern, if any:

Enrollment declines have reemerged as a concern for the Spanish program. Declines in the fall 2016 and the winter 2017 have reversed a trend of increasing enrollment. The only classes with solid enrollments are the online Spanish 1 and 2 classes, and since the online students do not appear to continue into the more advanced classes, the declines in face-to-face enrollments are having an impact on the more advanced courses where the Spanish majors emerge from.

4C. Recommendations for improvement:

For the upcoming year, I'd like to Spanish faculty to consider ways that we might encourage more students to matriculate to the higher level classes. It's great that we had six degrees awarded but could we double that? Providing tutors for classes is expensive. We will need to show that tutoring is leading to increased course success.

4D. Recommended Next Steps:
      ☒ Proceed as Planned on Program Review Schedule
      ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 4</u>, 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.

Foothill College
Department - Spanish (SPAN)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** small group conversational activities in Spanish **Assessment Method Type:** Presentation/Performance **Target for Success:** 75% of students will demonstrate competency at the novice level in conversation	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/08/2014 - This last year we added online versions of our classes. Students in the online classes regularly participate in partner chat activities, but the issue of group activities is still pending a good technology tool. Students in the f2f classes carry out group work regularly, and have no problem meeting the target at this level. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2012-2013	
		04/22/2012 - As with the SLO above the students have shown a 90% increase in their competency level since Online Workbook activities have been introduced. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Assign class to a classroom that has video recording equipment so that students can tape and review conversations. **GE/IL-SLO Reflection:** The SLO's for Spanish 1 are closely interrelated, which means that the means of assessment is similar if not the same. The Online Language Lab. has made a great difference in increasing the students success rate within these SLO's	09/21/2011 - Increase conversational assignments and assessment opportunities during the quarter to provide more practice for students.
		04/22/2012 - The students have shown an 89% increase in their competency level since Online Workbook activities have been introduced. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The increase in the student success rate within this SLO is due in great part to the increase in the importante of the Online activities that form part of the Language Lab requirement for this course.	
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	**Assessment Method:** Students will take written exams, with multiple choice questions, short compositions, reading comprehension	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
the periphrastic future. (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	questions and grammar sections. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Eighty percent of the students who finish this class with a C or higher will reach the SLO.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/08/2014 - There were no significant differences between the students in the online classes and the f2f classes regarding this SLO. There is, perhaps, a gap in some students' previous knowledge of grammar and / or experience taking language tests, but given enough practice, students reach the target by the end of the quarter. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. All testing in class showed a 90% success rate. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Spanish (SPAN) - SPAN 110 - ELEMENTARY SPANISH CONVERSATION I - Elementary language functions - The	**Assessment Method:** Oral Presentations **Assessment Method Type:**	11/19/2015 - The use of native students to assist non-native in monitoring their pronunciation was a very effective teaching methodology. In addition,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
students will be able to sustain short conversations with accurate pronunciation. (Created By Department - Spanish (SPAN)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active	Presentation/Performance **Target for Success:** Most students benefit from this kind activity when non-native students are paired up with native students who help them complete this activity.	the use of listening comprehension activities [aired with oral presentations what greatly beneficial. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/08/2015 - This has been an excellent idea and students have shown considerable increase in vocabulary and much better command of grammar. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/08/2015 - The number of Oral Presentations or Individual Presentations has been increased, but peer review is part of their preparation.
	Assessment Method: 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. **Assessment Method Type:** Essay/Journal **Target for Success:** 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))	**Assessment Method:** Skits and/or Oral Presentations (individual or in groups) **Assessment Method Type:** 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. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active		2014-2015	
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))	**Assessment Method:** Oral Presentations and/or skits **Assessment Method Type:** Presentation/Performance **Target for Success:** Most students benefit from this kind activity when non-native students are paired up with native students who help them complete this activity.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Assessment Cycles: End of Academic Year **Start Date:** 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method: 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. **Assessment Method Type:** Essay/Journal **Target for Success:** 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		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	makes them think about grammar, spelling, accent marks, language idioms, etc.		
Department - Spanish (SPAN) - SPAN 111 - ELEMENTARY SPANISH CONVERSATION II - Basic Language Functions-II - The students will be able to discuss future plans as well as to make invitations using the verb "ir". (Created By Department - Spanish (SPAN))	**Assessment Method:** The students will engage in the analysis and discussions of issues pertaining to the Hispanic World. **Assessment Method Type:** Discussion/Participation		
Assessment Cycles: End of Academic Year **Start Date:** 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Presentation/Performance		
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. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	**Assessment Method:** Class discussions based on assignments. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students can start and participate in a conversation, with errors that do not interfere with comprehensibility.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		beginning, since conversations are less guided in this class than in the previous ones. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Students are ready to participate. They are able to self-correct their grammar errors when pointed to them. Sometimes the obstacle is one of vocabulary rather than grammar. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	12/16/2011 - Give students more choices in the range of topics they can cover, but make sure that what they are reading or listening to is a little higher than their current level. During class conversations, it's very important that they help each other and that, if they are in large groups, nobody monopolizes the conversation.
	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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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:** 2014-2015	
		12/16/2011 - Students are able to meet the SLO without major problems, since enacting dialogues and making presentations are activities controlled and directed by them.	12/16/2011 - There is a delicate balance between helping the students deepen and practice what they already know and pushing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012	them to a higher level without frustrating them. More role-play activities which are not designed or controlled by them would be helpful.
	Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a passing grade on exams.	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:** 2012-2013	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.
			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.
		12/16/2011 - Students are able to meet the target when given enough practice, feedback and models. They are able to incorporate some expressions more easily than others. That is, they can recognize and understand them more often than they will use them. In order for students to feel comfortable using linguistic patterns so different from their own, it is essential to give them	12/16/2011 - As I said in the findings, what's important for this in particular is repeated exposure to models, and enough opportunity for practice, until students are comfortable.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	ample opportunity for practice. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012		
	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:** 2012-2013	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. 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. 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			greatly with all of our Conversation Courses.
			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.
		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:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Students meet the target. They can summarize and react to what they have read with various degrees of sophistication. At this level, summarizing comes more easily to them than reacting. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	12/16/2011 - Students will naturally engage more easily to topics that are relevant to them. With such different kinds of students (from high -school students to retirees, for example) sometimes it's hard. It's important to design a menu of offerings that will appeal to such diverse students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. Institutional Learning Outcome(s): 1. Communication (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	**Assessment Method:** Record or interview students, making sure common pronunciation errors are avoided and linking of sounds is taking place. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students are aware of their pronunciation habits and self-correct.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Most students are aware of their common pronunciation errors but since they don't interfere with communication, they tend not to spend a lot of energy correcting them. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	12/16/2011 - Students want to communicate, so getting grammatical constructions right and finding the correct word is often more important to them than linking sounds and avoiding common mistakes. That said, they are very responsive to pronunciation exercises and are curious about the different accents in the Spanish-speaking world. More and constant practice is needed, ideally on an individual basis.
	Assessment Method: Students present a cultural topic of their choice and / or are responsible for directing a conversation in a small group.	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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Presentation/Performance **Target for Success:** Comprehensibility and fluency for most of their speech.	**Result:** Target Met **Year This Assessment Occurred:** 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. 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Class discussions based on assignments. **Assessment Method Type:** Discussion/Participation **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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** 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.	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.
		12/16/2011 - Students can meet the target. What the findings reveal is the students reach the target through different routes and with various degrees of ability: some have a better ability to speak (even	12/16/2011 - Students have to be encouraged to venture beyond their comfort zone. If a student can communicate well but is avoiding

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		with basic grammar) and others have better grammar but less ability to put it into practice. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Dedicated smart classroom.	the subjunctive, for example, make them aware of it and encourage them to use it. While the topic of these class discussions is not controlled by them, their actual class discussion is, so it is important to have the students be on target and push them to incorporate new vocabulary and practice the grammar they already know but do not use.
	Assessment Method: Students will enact dialogues and make presentations, and will answer questions about them. **Assessment Method Type:** Presentation/Performance **Target for Success:** Vocabulary used is specific to the topic and students are able to give expanded answers to questions posed on the spot, signaling good preparation.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Students are able to meet the SLO without major problems, since enacting dialogues and making presentations are activities controlled and directed by them. At this level, they are able to answer questions beyond what they have prepared without major problems. During performances, it is a good idea to give the students guided instructions so that they have to employ more complicated constructions. Students in the audience show a great response to cultural presentations and ask questions often. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	11/23/2011 - During performances, it is a good idea to give the students guided instructions so that they have to employ more complicated constructions. Students in the audience show a great response to cultural presentations and ask questions often.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: Students will be tested on knowledge of expressions, common conversation fillers, grammar and vocabulary. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will score a passing grade or higher on exams.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Most students are able to understand a given expression in context rather than use it. Sometimes they are uncomfortable incorporating conversation fillers that are so different from their native language and writing them first (as in an exam) gives them some opportunity to "test it out". What's more important is to give students plenty of input, through reading, listening to dialogues, watching movies, etc. and a lot of opportunities to practice. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	12/16/2011 - Encourage students to explore beyond what is suggested in class, to be aware of expressions they have seen in class when they listen or watch Spanish.
	Assessment Method: Weekly responses (orally or in writing) to assignments. **Assessment Method Type:** Essay/Journal **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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		12/16/2011 - Students sometimes use in writing expressions or constructions that are better suited to oral communication. This is not necessarily bad. It means that, at this level, they feel confident enough to use new and unusual strategies without fear of being wrong or corrected. **Result:**	12/16/2011 - With enough feedback and input, students learn easily what they can use in writing and what is better for speaking. Perhaps more comparison of the two registers is needed.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2011-2012	
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. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students are aware of their pronunciation habits and self-correct.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Almost all students meet the target. That is, they become aware of their habits and self-correct. It is more difficult, however, to change those habits. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	11/23/2011 - It is very important to incorporate pronunciation exercises in almost every class. They can be tied into a cultural lesson on accents. Students should be able to reflect on their own pronunciation and make a commitment to work on what they need to correct.
	Assessment Method: Students present on a cultural topic of their choice and / or are responsible for directing a conversation in a small group. **Assessment Method Type:** Presentation/Performance **Target for Success:** Comprehensibility and fluency for most of their speech. Ability to self-correct.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		12/16/2011 - Students can meet the target. At this level, sometimes a grammatical construction or a topic they are not too familiar with stumps their fluency but they are at least aware of possible oral resources to get out of difficult situations. Presentations are controlled situations so students who are well prepared can present fluently. **Result:** Target Met	11/23/2011 - At this level, it is important to emphasize preparedness and awareness of the most common errors in fluency, but too much correction can frustrate students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Class presentations on a cultural topic. **Assessment Method Type:** Presentation/Performance **Target for Success:** None of the students hesitate during their presentations. Topic is well researched and vocabulary is specific to the topic.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** 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.	
		12/16/2011 - Students are very motivated at this level. They reach the target without problems. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** Dedicated smart classroom.	12/16/2011 - During presentations students get naturally nervous and may forget to self-correct errors that they would normally be aware of. This is natural and does not interfere with communication. Maybe it would be useful to remind them during the rehearsing stage of their individual common errors, so as to avoid them.
	Assessment Method: Class discussion in small groups, based on out of class assignments. **Assessment Method Type:** Discussion/Participation **Target for Success:**	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.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/17/2012 - Students are very motivated at this level. They have no problem reaching the target. They know how to express complex ideas in several different ways. That is, they think of communication as a set of functions that can be expressed with different grammatical expressions. In general, students at this level do not lack motivation, but sometimes disparities in age, for example, mean that it's hard to find topics that will appeal to all of them to the same degree. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/17/2012 - Encourage shy students to be more active. Include a wide variety of topics or, at the beginning of the quarter, let the students themselves select the topics they want to cover.
	Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** At this level, all the students should pass the tests.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	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.
		01/17/2012 - All students pass the tests, although some need more work in some areas than others. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/17/2012 - When the class is large, it's hard to organize individual oral exams. It takes time with each student if we want to cover complex topics using a variety of expressions, grammar and vocabulary. Written exams seem to work better when the groups are bigger.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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. **Assessment Method Type:** Essay/Journal **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).	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, 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/17/2012 - Most students (ninety per cent) meet the target. Since these assignments are done out of class, students have time to edit and review before presenting them. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/17/2012 - While it is important to let the students follow what is of interest to them, it is equally important that they follow something whose level is right, not too low, not too high. For the sake of class cohesion and discussion, it is also a good idea to offer them a limited variety of material to follow so that a some students in every class have read the same thing and can contrast their opinions.
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.	**Assessment Method:** In-class discussions. **Assessment Method Type:** Discussion/Participation **Target for Success:** Ninety per cent of the students use common	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 effectivley. That is why it may be hard for them to replace the "crutches" they use	

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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)) **Course-Level SLO Status:** Active	fillers and expressions. Their pauses do not sound unnatural.	with other, more natural ways to pause and hesitate in conversation. But with insistence on the teacher's part, they start to use them. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/17/2012 - Students at this level are easily understood. They reach the target without a problem. It is hard sometimes to interfere with their communication in order to correct pronunciation. As with complex grammar, they know their pronunciation theory but since en error here or there doesn't interfere with getting their point across, it's hard for them to work hard to correct entrenched errors. Also, errors at this level change a lot from student to student. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/17/2012 - Have a few classes throughout the quarter in which the focus is pronunciation.
	Assessment Method: Presentations on cultural topics. **Assessment Method Type:** Presentation/Performance **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).	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2012-2013	
		01/17/2012 - Students learn a lot from this exercise. Usually they comment on new expressions they have learned. They get to hear students with whom they may not have worked often, and learn from their pronunciation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/17/2012 - Write a clear assignment so that students know that, apart from content and excellent grammar, excellent pronunciation and intonation are also expected of them.
Department - Spanish (SPAN) - SPAN 14B - ADVANCED CONVERSATION II - SLO 1 - React and hypothesize - React and hypothesize on a wide range of topics. 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)) **Course-Level SLO Status:** Active	**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 opinons through class discussions, presentations or written papers. **Assessment Method Type:** Discussion/Participation **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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/19/2012 - Students reach the target. They are fluent and comfortable. Even when discussing topics not personally interesting to them, they make an effort to contribute and practice. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - Encourage shy students to be more active. Include a wide variety of topics or, at the beginning of the quarter, let the students themselves select the topics they want to cover.
	Assessment Method: Class presentation on a cultural topic. **Assessment Method Type:** Presentation/Performance **Target for Success:** Most of the students (90%) are fluent during their presentations. Topic is well researched and vocabulary is specific to the topic.	10/28/2015 - Since the students have time to prepare at home, their presentations are through 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. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2012-2013 **GE/IL-SLO Reflection:** 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.	
		01/19/2012 - Students tend to make more mistakes during their presentations than during class discussions, which is to be expected. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - Review common errors prior to the presentations. If time permits, go over their common mistakes individually.
	Assessment Method: Written or oral exams based on the topics covered in class. They may include common expressions, vocabulary, grammar and cultural topics. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** All students at this level pass the exams.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/19/2012 - All students pass the exams. The kinds of mistakes they make range widely, although they are small. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - When the class is large, it's hard to organize individual oral exams. It takes time with each student if we want to cover complex topics using a variety of expressions, grammar and vocabulary. Written exams seem to work better when the groups are bigger. Also, grammar (despite what the students believe) is not a problem as much as common expressions. Therefore, short quizzes based on vocabulary and common expressions are an incentive to memorize and use

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		them.	
	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. **Assessment Method Type:** Essay/Journal **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).	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		01/19/2012 - Most students (ninety per cent) meet the target. Since these assignments are done out of class, students have time to edit and review before presenting them. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - While it is important to let the students follow what is of interest to them, it is equally important that they follow something whose level is right, not too low, not too high. For the sake of class cohesion and discussion, it is also a good idea to offer them a limited variety of material to follow so that some students in every class have read the same thing and can contrast their opinions.
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	**Assessment Method:** In-class discussions **Assessment Method Type:** Discussion/Participation **Target for Success:** Ninety per cent of the students use common fillers and expressions. Their pauses do not sound unnatural.	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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
analytical thinking 4. Community/global consciousness and responsibility (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active		01/19/2012 - Students at this level are easily understood. They reach the target without a problem. It is hard sometimes for me as a teacher to interfere with their communication in order to correct pronunciation. As with complex grammar, they know their pronunciation theory but since en error here or there doesn't interfere with getting their point across, they don't have a strong incentive to work hard to correct entrenched errors. Also, errors at this level change a lot from student to student. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - Have a few classes throughout the quarter in which the focus is pronunciation. Include common errors and exercises on intonation.
	Assessment Method: Presentations on cultural topics. **Assessment Method Type:** Presentation/Performance **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).	05/28/2013 - Their pronunciation and fluency are great at this level. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		01/19/2012 - Students learn a lot from this exercise. Usually they comment on new expressions they have learned. They get to hear students with whom they may not have worked often, and learn from their pronunciation. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	01/19/2012 - Write a clear assignment so that students know that, apart from content and excellent grammar, excellent pronunciation and intonation are also expected of them.
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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** The students will have to discuss the four basic principles of effective tutoring. **Assessment Method Type:** Discussion/Participation **Target for Success:** For each principle they must give prepare a lesson plan showing that specific objective.	10/09/2015 - This course has not been taught yet. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active	**Assessment Method:** Each student will present a mock session in which they act as tutor of one of their classmates (acting as a tutee). **Assessment Method Type:** Presentation/Performance		
Department - Spanish (SPAN) - SPAN 192 - TRAINING FOR SPANISH TUTORS - Development of Tutoring Objectives - The 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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** The tutors will be asked to developed a detailed written action plan for a hypothetical tutee. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** A list of course objectives tailored to the academic needs and learning style of the tutee.		
Start Date: 09/28/2015 **End Date:** 06/27/2016 **Course-Level SLO Status:** Active			
Department - Spanish (SPAN) - SPAN 1S - ELEMENTARY SPANISH - SLO 1 - daily activities - Understand and maintain a conversation about daily activities. (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	**Assessment Method:** Written exams, oral presentations and laboratory work. **Assessment Method Type:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Written exams, oral presentations and laboratory work. **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Written exams, oral presentations and laboratory work. **Assessment Method Type:** Exam - Standardized		
Department - Spanish (SPAN) - SPAN 1T - ELEMENTARY SPANISH - SLO 2 - daily routine - Understand and write 2-3 paragraphs describing self and family and narrating daily routine, using the present and the periphrastic future. (Created By Department - Spanish (SPAN)) **Course-Level SLO Status:** Active	**Assessment Method:** Written exams, oral presentations and laboratory work. **Assessment Method Type:** Exam - Standardized		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Small group conversational activities in Spanish 75% of students will demonstrate competency at the novice level in conversation. **Assessment Method Type:** Presentation/Performance	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. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
		10/08/2014 - As the grammar gets more complicated students have more difficulty memorizing the new verb forms. However, the past tenses are introduced early on in the quarter so that there is ample time for practice. In the two online classes last year, we felt student needed more exposure to the past tenses used together. However, if assessed separately (asked to talk about what happened at a given time using the preterite and then asked to talk about what used to happen at a point in their past using the imperfect), the students had no problem meeting the target. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		10/18/2013 - 80% of the students where 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/22/2012 - An 80% of the students reached an SLO which accounts for a 5% increase. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Listening comprehension and conversation activities based on the Online Lab. have steadily improved the students	04/27/2012 - More attention should be placed on oral communication activities aligned with the Online Laboratory. 04/27/2012 - We will continue placing extra focus on the online laboratory as well as designing

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication skills at this level.	lesson plans that address the need for an increase in the oral communication skills of students.
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80-85% of students	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 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/08/2014 - Written activities are not spontaneous. Students can edit and revise. This means that with enough exposure and practice, they have no problem producing narrations in the preterite and / or the imperfect. Narrations that combine both tenses are a little trickier, and are introduced now, to be practiced at length in Spanish 3. Native speakers generally have problems with accents in both tenses. Specific exercises are used so they can identify the tenses and use accents in the verb forms that require them. Native speakers who took the class online	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		benefitted in particular from that format, as the computer automatically marked them as incorrect whenever they missed an accent on a computer-graded exercise. Since they get several attempts per activity, they self corrected often enough to make a difference. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Essay/Journal **Target for Success:** Students who get a C or better will reach the SLO.	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 **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/14/2015 - We want to offer Span 25 online.
		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,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		vocabulary and fluency, they reach the target without a problem. All students pass the exams, but they still make small errors in their writings **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/15/2014 - The students were more 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Self-correction has to be encouraged.	10/15/2014 - The students should have time every class to discuss topics not personally interesting to them, and peer and self-correct their writings.
		10/15/2011 - The class should have more specific sections with each of these sections focusing on a specific type of writing, such as description and point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing. writing a rough draft, rewriting, and doing peer review. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** We should dedicate more time to writing a rough draft, rewriting, and doing peer review in class.	04/25/2012 - The students should be given more time discuss their ideas of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they should conduct literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** The students conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students who get a C or better will reach the SLO.	10/13/2014 - Students who feel they belong to the group do so much better. In second year Spanish where 90% of activities are student centered. Student chemistry is very important. The group has been together for three quarters. They bring the best from each other. Students perform better when feel they belong to the group. They speak with more fluency when they are comfortable. They also feel more comfortable having their peers to review their writings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Peer evaluations and text editing need to be conducted regularly.	10/13/2014 - Give the students the opportunity to get to know each other outside the classroom. Form a Spanish Club.
		10/17/2013 - We do not have enough data to assess this course. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/25/2012 - Students are able to meet the target when given enough time to review and correct their errors. They are able to incorporate new vocabulary, grammar and expressions in their writings more easily than in their discussions. They can also recognize and understand vocabulary and grammar more often than they will use them. Students who finish this course are self-motivated, responsible and have strong goals for taking the class. If they do not have the time necessary for all the assignments, they leave the class. **Result:** Target Met	04/25/2012 - The class should have engage the students in the editing of newspaper articles and literary texts provided by the instructor before editing papers written by classmates.Students should have more practice editing their own work so that they will be able to self-correct. Dedicate more time to writing, rewriting, and doing peer review in class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **GE/IL-SLO Reflection:** Students should have ample time at the beginning of the course to be comfortable with their classmates before doing peer review.	
		10/15/2011 - The class should have more specific sections with each of these sections focusing on a specific type of writing, such as description and point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing. Dedicate more time to writing a rough draft, rewriting, and doing peer review **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	
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)) **Course-Level SLO Status:** Active	**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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method Type: Essay/Journal **Target for Success:** Students who get a C or better will reach the SLO.	10/13/2014 - 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.	10/15/2014 - The teacher should let the students discussed the reading by themselves most of the time. They should be encouraged to discuss topics not personally interesting to them and self-correct.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Self-correction is very important. It has to be encouraged.	10/15/2014 - Self-correction has to be encouraged.
		10/17/2013 - We do not have data to assess this course. We did not teach this course during Fall 2012 – Winter 2013. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**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. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice. **Assessment Method Type:** Essay/Journal **Target for Success:** Students who get a C or better will reach the SLO.	10/15/2014 - The students at this level are independent learners. They are very interested in the hispanic culture and language. In terms of grammar, vocabulary and fluency, they reach the target without a problem and they understand all the readings. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		04/25/2012 - We do not have enough data to assess this course. We had a very small sample, but all the students who finished the class this year reached the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** We do not have enough data to asses this course. We had a very small sample, but all the	04/25/2012 - Continue gathering data. 04/25/2012 - Continue gathering data.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students who finished the class this year reached the SLO.	
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)) **Start Date:** 04/22/2012 **End Date:** 04/22/2013 **Course-Level SLO Status:** Active	**Assessment Method:** Individual and group oral presentations in which the students will present their point of view regarding a pre-assigned topic of investigation. **Assessment Method Type:** Presentation/Performance	10/01/2016 - 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.After two courses taught, we have come to the coclusion that students need more practice with -if clauses and subordinate clases since this is the area where they seem to have more difficulty understanding their uses. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/02/2016 - The students will be exposed to more exercises and activities using -If clauses and subordinate classes, since it seems to be the area where they need more practice
		09/19/2014 - When students present to the class, they are well prepared. Their grammar has been revised and edited, and show only expected errors in the use of the preterite vs imperfect, and the subjunctive. When we do group discussions and they have strong opinions, it's hard for them to remember to use the subjunctive if the sentence requires it. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	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. 09/19/2014 - A good solution would be to have a handout that limits the sentences that can precede their opinions, and make clear which ones are always followed by the subjunctive.
		10/18/2013 - The students consistently showed a clear understanding of the different uses of the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/27/2012 - The students still need extra time and practice to understand the different uses of the subjunctive tense. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Although oral communication has improved since the use of the Oral Laboratory as a teaching tool, the students proficiency level has slowed down due to the extra time and effort that takes them to conceptualize the different uses of the subjunctive. Verb conjugation is also an issue due to the many irregular verbs within this tense.	04/27/2012 - More written/grammatical activities should be assigned to assess the students' understanding of the subjunctive conjugation. 04/27/2012 - It is imperative to add more activities: written and oral communication to practice the subjunctive tense in more depth.
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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. **Result:** Target Met **Year This Assessment Occurred:** 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. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
		09/19/2014 - It's easier for students to meet the goal and reduce the number of errors the more controlled the situation is. For example, in an exam, fill in the blank sentences under a section on the subjunctive will have fewer errors than a composition on when should countries intervene in the affairs of other countries (just to mention an example from a test). That is to be expected. Talking about the past using the preterite and the imperfect together, and using the subjunctive for a variety of situations are hard concepts that are explained and practiced in Spanish 3 but take time to acquire and feel natural. Students at this level feel much more confident about their ability to communicate, even as they become aware of the more complicated grammar they are expected to use. It is a great level to teach. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	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. _____
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 1 - Narrate cultural and historical events - Narrate events related to culture as well as	**Assessment Method:** Research projects to be delivered as oral presentations and written assignments. **Assessment Method Type:**	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	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
historical events in the past, using the correct verb tenses, in the indicative and subjunctive mood. (Created By Department - Spanish (SPAN)) **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	Presentation/Performance	chemistry is very important. They bring the best from each other. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** The students can narrate using the correct grammar and vocabulary when they are not nervous. **GE/IL-SLO Reflection:** The students can narrate using the correct grammar and vocabulary when they are not nervous.	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.
		10/13/2014 - the students use structures they are comfortable with and avoid the subjunctive mood structures sometimes. (even if they have previously practice them.) **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** The students need to give a summary of all the readings in small group until they can use all the verb tenses.	10/13/2014 - The students should work in small groups and explain the reading. The reading about cultural and historical events should be given for homework.
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.
		09/27/2013 - Students are able to meet the target when given enough practice, feedback and	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		models. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students' needs are very different between students and in different groups. it is important to addressed those needs to help the students to reach a higher proficiency level.	09/27/2013 - 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.
		10/14/2011 - The students who got a C or better reached the SLO. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011	04/25/2012 - 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. A student who has strong vocabulary should work with a student who understands better grammar. **Follow-Up:** 09/27/2013 - We should do needs analysis at least twice in a quarter. The members of the groups should be rotated every two weeks. 10/14/2011 - 80% of the students who took the Final exam passed the course with a C or higher.
	Assessment Method: We request from students 2-3 page written assignments. Our exams include an		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	extensive written component. **Assessment Method Type:** Essay/Journal		
Department - Spanish (SPAN) - SPAN 4 - INTERMEDIATE SPANISH I - SLO 2 - oral and written summary - Identify the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them. (Created By Department - Spanish (SPAN)) **Start Date:** 04/04/2011 **End Date:** 06/24/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Group discussions about specific topics related to the readings and ask comprehension check questions. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their grammatical errors. Peer evaluations and text editing were conducted regularly to address these issues and to further promote practice. **Assessment Method Type:** Discussion/Participation **Target for Success:** Students who finish the class with a C or better will reach the SLO.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** 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. **GE/IL-SLO Reflection:** 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.	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.
		10/10/2014 - Students perform better when they feel they belong to the group. They speak with more fluency when they are comfortable. They perform better in small group activities. **Result:** Target Met **Year This Assessment Occurred:**	10/10/2014 - Self and peer correction will be encouraged. The students need to correct their papers in class once a week. The students will do oral and written reports of the news in class after

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			reading the newspaper.
		2013-2014 **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication **GE/IL-SLO Reflection:** Institutional Learning Outcome(s): 1. Communication	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.
		10/14/2011 - The students who got a C or better reached the SLO. The students come from a diverse background. Some have taken Spanish for native speakers or AP in High School while others took Span 1 2 3 at Foothill. I have observed that at the begging of Span 4 the students usually have problems handling the class since all the activities are in Spanish and most of the activities are student centered. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The students should have more time for group discussions, and take turns directing the conversation.The class should dedicate more time to writing a rough draft, rewriting, and doing peer review.	04/25/2012 - The students in Span 4 come from a diverse background. Some have taken Spanish for native speakers or AP in High School while others took Span 1 2 3 at Foothill. I have observed that at the begging of Span 4 the students usually have problems handling the class since all the activities are in Spanish and most of the activities are student centered. We should : A. Change the class pace at the begging so that the students have more time to adjust. The students should read the texts at home and summarize the readings in class. 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. diverse backgrounds and different language proficiency levels.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Start Date:** 01/05/2015 **End Date:** 04/24/2015 **Course-Level SLO Status:** Active	**Assessment Method:** We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course. **Assessment Method Type:** Essay/Journal	10/13/2014 - All the students perform better with at home assignments than in class tests. The students were able to do the written assignments successfully when given enough time to correct. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We should have shorter tests or take home tests.	10/13/2014 - The students should have more time for self corrections.
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.
		04/25/2012 - The most difficult aspect of the course was to achieve an understanding of the imperfect subjunctive and present subjunctive to write in a more abstract way to express opinions and hypothesize. The use of the perfect tenses also posed a challenge. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The students who got a C or better reached the SLO. Students are able to meet the target when	04/25/2012 - We should 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 assignments and provide both oral and written feedback to be used as part of the class activities.

		given enough practice, feedback and time.	
	Assessment Method: We requested from students 2-3 page written assignments. Our exams include an extensive written component. **Assessment Method Type:** Exam - Standardized	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** 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.	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.
	Assessment Method: The students were assigned a series of readings on a broad range of topics related with the Hispanic world to be used as a starting point for their compositions. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.). We requested from students 2-3 page written assignments. Our exams include an extensive written component. **Assessment Method Type:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Essay/Journal **Target for Success:** Students who finish with a C or better will reach the SLO.		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** We requested from students 2-3 page written assignments. Our exams include an extensive written component and the workbook's written assignments are required throughout the course. **Assessment Method Type:** Essay/Journal	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** The students are able to communicate their ideas in a concise manner. They also help each other to clarify their thoughts.	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.
		10/13/2014 - The students were able to respond questions on a series of readings on a broad range of topics related with the Hispanic world. 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 vocabulary. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** We should read more news articles selected by the students.	10/13/2014 - The students should be given the opportunity to select some of the news articles that they need to read.
		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.	10/11/2013 - Extra homework should be tailored to the students' needs and more time should be given to practice specific grammar structures.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013	
		04/25/2012 - The students were able to respond questions on a series of readings on a broad range of topics related with the Hispanic world. In addition, they conducted literary analysis of the main genres of Spanish literature (i.e. short stories, essays, poems, etc.).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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Students are able to meet the SLO when given enough time to practice and compare their answers. They can incorporate the new information in their responses the more they exchange their ideas with their classmates.	04/25/2012 - We should do more in class peer editing on the written assignments, compositions and essays.The students should keep record of their errors and corrections throughout the course to chart their progress.
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** The students will take a series of exams dealing with vocabulary, grammar and pronunciation. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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.	10/02/2016 - 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. However, the format of this course (one-day/week) did not allow for enough time to practice and expand the material covered in class. As a result, this course has been turned into a 5 unit, two-times a week course. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: 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. **Assessment Method Type:** Presentation/Performance **Target for Success:** Each student/character must show that they know how to express symptoms, provide medical diagnostic/assessment and give health recommendations.		
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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Presentation/Performance **Target for Success:** The students had to present skits on three areas: patient check-in, patient evaluation and diagnostic, patient treatment/check out. The students were extremely created in recycling the vocabulary to create a plethora of different situations with different vocabulary (body parts, symptoms and course of treatment, etc.)		
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))	**Assessment Method:** We requested from students 2-3 page written assignments. Our exams include an extensive written component. The course included class discussions on the subject of grammatical accuracy to create awareness amongst students of their		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	grammatical errors. **Assessment Method Type:** Essay/Journal **Target for Success:** The target is that 100% of the students who get a C or better will reach the SLO.		
	Assessment Method: Exam with grammar exercises and passages to edit and correct. **Assessment Method Type:** Exam - Course Test/Quiz **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.	10/13/2014 - The students at this level had been studying grammar for almost two years and as a result their understanding was very high. All students passed the exams. The kinds of mistakes they made ranged widely, although they were small. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Their communication skills improved since they were able to explained their ideas with fewer errors.	10/13/2014 - Students should have more practice with complex grammatical structures. They do not need to practice with the present and past indicative.
		04/25/2012 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Students are able to meet the target when given enough time to practice the specific grammar they need to correct their errors. The students are able to express their opinion using the correct grammar more easily when they are relaxed and comfortable with their peers.	04/25/2012 - Grammar exercises should be tailored to the students? needs. The students should be given more time to practice the specific grammar structures they need in order to correct their errors. Students should should take turns being responsible for directing the discussion in which the students can express and support their point of view.
	Assessment Method: We requested from students 2-3 page		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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. **Assessment Method Type:** Essay/Journal **Target for Success:** The target is that 100% of the students who get a C or better will reach the SLO.		
	Assessment Method: Exam with grammar exercises and passages to edit and correct. **Assessment Method Type:** Exam - Course Test/Quiz **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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** We should read and write letters to different newspapers **GE/IL-SLO Reflection:** Students should have the opportunity to read and write letters to different newspapers in class.	06/24/2015 - We need to read and write letters to different newspapers and discuss more controversial topics.
		10/15/2014 - Students who do all the grammar exercises do better in the grammar tests. Not necessarily in the composition part of the test. All the students perform better with at home assignments than in class tests. The students were able to do the written assignments successfully when given enough time to correct. We need to do a better selection of the parts that the students need to do. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	10/15/2014 - Make a list of web sites where the students can do grammar exercises at their level. Identify the students grammar needs and practice those grammatical structures in context.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: We should do a better selection of the grammar exercises the students need to do. Self-correction has to be encouraged. The students need to correct their papers. We should have shorter tests or take home tests.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Essay/Journal **Target for Success:** 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.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Student chemistry is very important. The students speak with more fluency when they are comfortable. They bring the best from each other.	06/24/2015 - We will continue with student centered activities. Since these make the students feel more comfortable.
		10/13/2014 - The students learn from each other since they read and correct each others writings. Their motivation is high and so the target is easily met. Their writings at this level are easily understood. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	10/13/2014 - Students should do self and peer correction every class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: The students can do all the tasks in the target language thus improving their communication skills.	
		10/11/2013 - All the students who finished this class were very determined, self-motivated and interested in learning the language. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		04/25/2012 - Students are able to meet the target when given enough practice, feedback and time. In order for students to feel comfortable using linguistic patterns so different from their own, it is essential to give them more opportunities for practice. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** The students who finish this class are very determined, self-motivated and interested in learning the language. It is important to monitor the students' responses to peer	04/25/2012 - The students should have the opportunity to give their opinions on different historical, cultural and political texts. We should give more emphasis to grammatical discussions on the students' written assignments. The peer editing process should be organized in a way that the students feel comfortable when correcting each others assignments and providing feedback as part of the class activities. Engage the students in the editing of newspaper articles and literary

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		editing and the ways in which they have incorporated those changes in their language skills. Student-centered activities with class discussions, oral presentations and written assignments.	texts provided by the instructor. These articles are modified by the instructor to focus the student's attention on key grammatical items.

Foothill College
Program (LA-SPAN) - Spanish AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility	**Assessment Method:** The students will be assigned oral presentations throughout the quarter. **Assessment Method Type:** Presentation/Performance **Target:** All students will be able to communicate without errors that interfere with their message.	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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Start Date: 11/18/2015 **End Date:** 09/27/2016 **SLO Status:** Active		11/18/2015 - Students who graduate from the program have been doing presentations throughout their intermediate classes. They are well versed on a range of cultural topics from the Spanish-speaking world. Presentations are edited and revised at home, but this does not mean that students cannot answer or ask questions spontaneously using sophisticated vocabulary. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method: All students will be given a final oral interview. **Assessment Method Type:** Exam - Course Test/Quiz **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.	10/02/2014 - At this level students are aware about conversation fillers, periphrasis, and pronunciation pitfalls to avoid. This does not mean that they use them all the time, but their speech is accurate and understandable. They have confidence that they can be exposed to different accents and different topics, and they will be able to carry a conversation. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Program (LA-SPAN) - Spanish AA - 2 - The students will, by presenting research, demonstrate knowledge of Hispanic societies, cultures, and politics. Institutional Learning Outcome(s) / General Education Learning Outcomes: 1. Communication 2. Creative, critical and analytical thinking 4. Community/global consciousness and responsibility **Start Date:** 11/18/2015 **End Date:** 09/27/2016	**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. **Assessment Method Type:** Presentation/Performance **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	10/02/2014 - Students who have gone through the intermediate and advanced classes have been exposed to a wide range of cultural topics. At the early intermediate classes they may present on a topic they are familiar with, but as they progress through the levels, their research gains in depth and breath. All students who graduate are highly curious and motivated, but not uncritical. In our advanced classes students are exposed to history, geography, literature, politics, human rights..., while advancing their communication skills in Spanish. **Result:** Target Met	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO Status: Active	are to be expected, students have an advanced level of Spanish and a deep cultural, global understanding of the Spanish-speaking world.	**Year This Assessment Occurred:** 2013-2014 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 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: 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. **Assessment Method Type:** Research Paper **Target:** 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. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 10/02/2014 - Students met the target. Students who reach this level are highly motivated. Their research demonstrates cultural sensitivity and an advanced command of Spanish. By peer editing they learn about cultural aspects that may be outside their immediate interest. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up