

Assessment Report - Comprehensive Review

Program Assessment

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| Department: | Foreign Language and ASL |
| Program: | Spanish |
| Submitter: | David Neville |
| Date Submitted: | 9/18/2017 |

A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Speaking: Students will demonstrate the ability to speak using appropriate grammatical forms as
2. Comprehension: Students will demonstrate the ability to understand spoken Spanish as evident in
3. Writing: Students will demonstrate the ability to write using appropriate grammatical forms as well
4. Reading: Students will exhibit reading comprehension of informal and formal written texts

B. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points below to organize your response.

During the last three years the Spanish Program has assessed one SLO for Spanish B35, all SLOs for Spanish B36 and all SLOs for Spanish B3. All SLOs are aligned to our Program SLOs. The results showed that our program is effective in working with students with results being at 75% or higher for all SLOs. Many of our SLOs were at 100% achievement.

C. Describe how the program monitors and evaluates its effectiveness.

The faculty of the Foreign Language Program, particularly Spanish, has decided that courses can only effectively be assessed if all SLOs are assessed during a single semester. Rather than doing one SLO for each course, we believe that we achieve better understanding of what our students are learning by assessing the entire course and reflecting and adopting efforts to improve student learning. After we reflect and adopt changes to our teaching and curriculum, we reassess to see if there have been

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

All members of our department are involved in assessing those courses that they normally teach. The instructors typically get together to decide on the assessment instrument. They assess and then discuss the results and possible interventions. If only one instructor is assessing, he/she will include other instructors to get feedback about the method of assessment as well as taking time to discuss the results and potential interventions.

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

Most SLOs that were assessed showed that students were achieving at 100%. One SLO showed an achievement of 86% and one at 75%. The assumption is that students did well mainly because in these upper level classes they are motivated as well as being prepared through in class assignments that focused students on achieving the various SLOs.

F. How do you engage in collegial dialog about student learning outcomes?

The instructors met with colleagues to discuss the assessment tool before the actual assessment and then had a post assessment discussion to discuss the results. This was beneficial to the process because in the classes that were assessed, the instructors were often the only ones teaching a particular level. Having another set of eyes as well as a sounding board was generally helpful in creating the assessment as well as the post assessment evaluation.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

The SLO evaluation revealed that these capstone courses have students that are prepared and motivated to achieve the learning outcomes that the program requires for successful completion of the Spanish ADT.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

NA

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). how do the program learning outcomes align with Institutional Learning Outcomes?

All SLOs/PLOs/ and ILO/s have been mapped accurately and show directly and indirectly the achievement of all le

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

1. Languages are difficult and need additional instruction - We will be encouraging and requiring either SI attendance or regular weekly group sessions outside of class with or without a tutor.
2. We will introduce a class for students with no background in Spanish.
3. We will introduce a class that will effectively divide the current Spanish 1 into two parts to be taken over two consecutive Semesters.

