

Executive Summary

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

We see there is a need for more collaboration between the FTTT and Adjunct instructors when it comes to improving student success in our classes. We lack the infrastructure to create more opportunities for adjunct instructors to get involved with the development of assessment tools in a meaningful way and at all stages of the process. Given the 67% overall success rate, we look at our CLO assessment tools, especially in courses that have multiple sections. Perhaps a common assessment tool can be used to assess those CLOs. We would like to include adjunct faculty in this process early on and have them involved throughout the process for one semester, and once new data is gathered, we would like to go through a reflection process on what the data is indicating so we can develop a more informed plan of action.

Faculty Included in the Preparation and Sharing of this Report:

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Marcos Contreras

Laura Manzo

Tony Pacheco

SPANISH

General Education Learning Outcomes Assessment

Fall 2014

Please provide a brief and cogent narrative in response to each of the following questions.

- 1) Provide a quantitative analysis for each GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

<u>GENERAL EDUCATION LEARNING OUTCOMES</u>	<u>Students Passed/Assessed</u>	<u>TOTAL RATE</u>
Humanities		
Demonstrate proficiency in the Humanities by:		
1. <i>Demonstrating the awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.</i>	764/1147	67%
2. <i>Demonstrating the ability to make well considered aesthetic judgments.</i>	764/1147	67%

- 2) Reflect on, consider and analyze the data you have. **What does your CLO data tell you about how your students are achieving GELOs? Be detailed, descriptive and analytical in this qualitative assessment of each GELO in relation to your CLO data. Are your results satisfactory?**

At the lower level courses, students are introduced to different cultures and traditions of Spanish Speaking countries as well as the grammatical structures and pronunciation practice that will enable them to communicate in Spanish. At the higher level courses, students continue to learn about the grammatical structures, as well as cultural traditions of Spanish Speaking countries through Latin American and Chicano literature.

The data shows that students, overall, are close to achieving GELOs at 67%. We are obviously not satisfied with this percentage. However, we isolated the success rate for our upper- level courses (Spanish 110, 112, 173), and in those courses our average success rate for the academic year (Fall 2013-Summer 2014) is 85%. Students typically go through the sequence to reach these upper-level courses and upon completing them, they are successfully achieving both GELOs. We don't have specific CLO data for these upper level courses to make qualitative observations. We do however, have data for Spanish 101, Spring 2014 and the average success rate for all three CLOs was 93%. This is not reflected in the data from the Crystal Reports.

We have insufficient course-level (CLO) data to reflect and analyze the 67% overall success rate; we have solid CLO statements, but would start by evaluating our CLO assessment tools.

- 3) Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

No changes have been made to CLOs in the last four years. No direct funding or training has been received to improve assessments results. The Spanish Department feels the CLOs are solid; but would start by evaluating our CLO assessment tools in courses where multiple sections are offered. Adjunct instructors would need to be involved in these discussions since the majority of our lower-level courses are taught by them.

One of our accomplishments has been to improve and expand our Distance Education (DE) course offerings. We started offering hybrid-online courses, but in the recent year, these courses were suffering from high attrition and/or low enrollment. We piloted our first fully online course in the Summer of 2013 and started offering it every semester as of Spring 2014. These fully online courses are very popular. We are meeting the demand of our working student population that is not able to attend a physical class. Professor Manzo is working in conjunction with LLC tutoring to be able to offer DE students tutoring services via Skype.

- 4) **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

The Spanish Department plans to look at the assessment instruments used and formative activities that prepare students for these assessments. We need to include adjunct faculty in this process early on and have them involved throughout the process for one semester. Once data is gathered, we would like to go through a reflection process on what the data is indicating so we can develop a more informed plan of action to improve our success rates.