

**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.)

The Spanish Department plans to focus on increasing enrollment in the upper-level courses where students are succeeding. We would like to have more visibility on campus and in the community by providing more extra curricular activities where students can use the target language. Some examples of these opportunities might include, the development of a Spanish club, community involvement through organizations that promote the culture. Finally we would like to revive the Study Abroad Program during the summers.

In the classroom, we intend to look at the assessment instruments used and formative activities that prepare students for these assessments in courses where multiple sections are offered. Currently, we have insufficient CLO data so we would need to start gathering it. We would 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.

**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

## Institutional 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 ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

<u>INSTITUTIONAL LEARNING OUTCOMES</u>	<u>Students Passed/Assessed TOTAL RATE</u>	
<b>Communication</b>		
1. <i>Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context.</i>	764/1147	67%
2. <i>Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork.</i>	764/1147	67%
3. <i>Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways.</i>	764/1147	67%
4. <i>Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.</i>	764/1147	67%
<b>Creative, Critical and Analytical Thinking</b>		
1. <i>Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study.</i>	764/1147	67%
2. <i>Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference.</i>	764/1147	67%
3. <i>Utilize the scientific method and solve problems using qualitative and quantitative data.</i>	764/1147	67%
4. <i>Demonstrate the ability to make well-considered aesthetic judgments.</i>	764/1147	67%
<b>Cultural Literacy and Social Responsibility</b>		
1. <i>Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms.</i>	764/1147	67%
2. <i>Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies.</i>	764/1147	67%
3. <i>Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds.</i>	764/1147	67%
4. <i>Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.</i>	764/1147	67%
<b>Information and Technology Literacy</b>		
1. <i>Effectively access information and critically evaluate sources of information.</i>	764/1147	67%
2. <i>Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts.</i>	764/1147	67%
3. <i>Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.</i>	764/1147	67%
<b>Personal and Professional Development</b>		
1. <i>Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals.</i>	764/1147	67%
2. <i>Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health.</i>	764/1147	67%
3. <i>Apply skills of cooperation, collaboration, negotiation, and group decision-making.</i>	764/1147	67%
4. <i>Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.</i>	764/1147	67%

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

The data indicates that overall, 67% of our students are achieving the ILOs. We need to revisit the lower-courses because the data indicates that in those levels, students are not achieving the CLOs.

- 2) 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. The average success rate for our upper- level courses (Spanish 110, 112, 173) for the academic year (Fall 2013-Summer 2014) is 85%. We don't have specific CLO data for these upper level courses to make qualitative observations, but we do know that these courses suffer from low enrollment.

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.

- 3) **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***

## **SPANISH**

### ***Institutional Learning Outcomes Assessment***

***Fall 2014***

***analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

The Spanish Department plans to focus on increasing enrollment in the upper-level courses where students are succeeding. We would like to have more visibility on campus and in the community. We would like to have more visibility on campus and in the community by providing more extra curricular activities where students can use the target language. Some examples of these opportunities might include, the development of a Spanish club, community involvement through organizations that promote the culture. Finally we would like to revive the Study Abroad Program during the summers.

In the classroom, we intend to look at the assessment instruments used and formative activities that prepare students for these assessments in courses where multiple sections are offered. 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.