Fall 2013 SLO/PLO ASSESSMENT REPORT – Foreign Languages

Date: 12/18/2014

Name of Person Reporting: Jolie Scheib
Name of Department and/or Discipline: Foreign Languages

1. What courses/certificates/programs have you assessed this past semester?

This past semester Spanish 1, Spanish 5 and the A.A. in Spanish were assessed.

2. Summarize the analysis of your assessment results for the fall semester course assessments in your area. Did the students achieve the established benchmarks (standards for student success)?

Spanish 1: “In general, students can use the elements to write sentences and questions that are appropriate to the level. Because of previous assessments, I learned alternate methods to assist students in the areas they have the most issues which are: verb conjugation and use of prepositions. Giving the students more practice orally as well as in writing allows the student to more effectively gain the knowledge necessary for success in Spanish. The problems I have seen in prior semesters were that students were having similar difficulties and I have modified my tactics this semester to enable the students to achieve a higher success rate.” Yes, the benchmark was achieved.

Spanish 5: “Students did achieve the outcomes and the benchmark was achieved.”

A.A. Spanish: A full-time professor retired and we need to hire a new full-time person in Spanish to raise the quality of instruction and help with the work of building and maintaining a program.

3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

Spanish 1: “Some modifications that can be made to ensure student growth and success would be to put students in groups to share writing. I have also created and laminated various words, question words, nouns, verbs and others so that students can form proper sentences and gain more practice with verbs and finding the verbs in each sentence and share them with other students. Since this is a language class, the oral and writing practice is constant and is the only way for the students to effectively learn the
material. The ultimate goal of the student at the end of the semester is to write short paragraphs, and to communicate verbally, and to be able to ask questions as well as understand the answers in a way that they can use in the classroom and outside of the classroom to make learning more productive.”

A.A. in Spanish: Hire a Full-time Professor.

4. Follow up on previous assessments: (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?

Yes, as above for Spanish 1.

(2) How have the findings led to improved student learning and the achievement of the college mission?
Students did better in class.

5. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence.)

Yes, during the Fall SLO summit.

6. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)? N/A

7. What resource requests are planned as a result of the assessments?

Spanish 1: “It would be very helpful for students to have tutoring, as well as a lab so that they can practice, and listen to audio and gain feedback from the tutor on the proper pronunciation and spelling. Also, if there were programs in the library that would allow students to listen to proper pronunciation and see the proper format of verbs, nouns, and action words. The percentage of students that are doing poorly compared to the ones that are striving, less than 5 percent seem to have a difficult time with the language; however, their difficulties can be solved if the students attended class more frequently and did the assignments.”

A.A. Spanish: Request for a full-time hire was submitted.
8. Have the assessment results been posted on the online system?
Yes.

Note: The following faculty will be asked to complete their assessment for 2015

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<th>Term</th>
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