

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

SPANISH

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
SPAN G160	x	x	x	x
SPAN G165		x	x	
SPAN G180	x	x	x	x
SPAN G185	x	x	x	x
SPAN G200	x	x	x	
SPAN G280	x	x	x	x
SPAN G285	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status		Last Term Offered
SPAN G160	4	4 out of 4	Fully Assessed	↑	Fall 2018
SPAN G180	4	4 out of 4	Fully Assessed	↑	Spring 2019
SPAN G185	4	4 out of 4	Fully Assessed	↑	Spring 2019
SPAN G200	4	0 out of 4	No Assessment	↓	Fall 2015
SPAN G280	4	4 out of 4	Fully Assessed	↑	Spring 2019
SPAN G285	4	3 out of 4	Partially Assessed	↔	Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
SPAN G200	cSLO 1	Demonstrate clear understanding of grammar, vocabulary, and idiomatic expressions and apply it to communicate Mexican culture and history orally at advanced- intermediate level in public and in interpersonal situations.
SPAN G200	cSLO 2	Integrate grammar, vocabulary, and idiomatic expressions to communicate Mexican culture and history in writing at the advanced-intermediate level.
SPAN G200	cSLO 3	Apply knowledge of vocabulary, grammar, idiomatic expressions, and culture to synthesize, analyze, evaluate and derive meaning of implicit and explicit

communication in written material dealing with Mexican civilization and culture at the advanced-intermediate level.

SPAN G200 cSLO 4

Recognize and analyze lectures and dialogues dealing with Mexican culture and civilization in Spanish at the advanced-intermediate level.

SPAN G285 cSLO 4

Recognize and comprehend spoken messages in Spanish at the advanced-intermediate level.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
SPAN G160	cSLO 1	Fall 2017	Since this is a pre/post assessment, the number of students who first took the assessment at the beginning of the semester was 21, and those who took the assessment again at the end of the semester were 19. The results of the nineteen students are a true measure of SLO#2, Speaking because I was able to compare if there was any growth in the area of speaking or not. The results were as follows: students averaged 4.42 points on their pre-test (a class percentage of 88%) and students averaged 4.63 points on their post-test (a class percentage of 93%). Overall, the class showed an improvement of 0.21 points or a 5% improvement in speaking.
SPAN G160	cSLO 2	Spring 2016	Overall, students fared well in the writing assessment with an average of 80%. The results of the Pre/Post Writing test showed the average score increasing by 17 points. In terms of percentage, students achieved growth of 30% from the original pre-test. As a faculty member teaching the class, this is a positive result; students demonstrated SLO#4 at an acceptable level.
SPAN G160	cSLO 2	Spring 2018	The result from the assessment was a 96% overall. This is a very high percentage, but as the faculty teaching this course, it is an acceptable level and it is expected to be a high percentage. This is a Spanish for Spanish Speakers course and reading comprehension is a strength for the majority of Spanish native speakers. The students are definitely achieving and demonstrating SLO 3.
SPAN G160	cSLO 3	Fall 2015	The class results was 97%.
SPAN G160	cSLO 4	Fall 2016	The pre quiz had a class average of 47.5%. The post quiz had a class average of 85%. We saw 56.6% improvement from the pre quiz to the post quiz.
SPAN G180	cSLO 1	Fall 2017	<ul style="list-style-type: none"> • In the pre-assessment all students satisfactorily completed the assessment. 2 were in the seventieth percentile, 3 were in the eightieth percentile, and 5 were in the ninetieth percentile. • In the post-assessment only one student did not satisfactorily completed the assessment. One student was in the sixtieth percentile, two students were in the eightieth percentile and 5 students were in the ninetieth percentile. • Taking the percent difference, there was an improvement of 1.12 percent from the pre-test to the post-test.
SPAN G180	cSLO 1	Fall 2017	The student's percentage for the Pre-Quiz was a 47%. The percentage for the Post-Quiz is 78%. The students could of had score better on the last two questions of the quiz but the material had not been covered.
SPAN G180	cSLO 1	Fall 2017	A total of 18 students were evaluated in the pre-quiz. Their results average was very low, 30.35%. On the Post-Quiz, a total of 10 students completed the evaluation, and their results showed a good improvement (all of them had taken the Pre-Quiz); they averaged a total of 70.35%. These results show how the students were able to recognize basic questions and expressions after reviewing more of the course material.
SPAN G180	cSLO 1	Fall 2017	For the pre test, students were evaluated with an average of 54%. For the post test, 10 out of 10 studentes were successful with a 99.4% average. The

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			comparison of averages for the pre test and post test scores indicates the overall success rate of improvement which increased by 45.6%.
SPAN G180	cSLO 1	Fall 2017	For the pre test, students were evaluated with an average of 52%. For the post test, 12 out of 12 students were successful with a 91% average. The comparison of averages for the pre test and post test scores indicates the overall success rate of improvement which increased by 54.5%.
SPAN G180	cSLO 1	Fall 2017	The class average for this portion of the quiz was 54 percent on the pre-quiz and 87 percent on the post-quiz, which is higher than the passing grade. Such percentage shows mastery of the subject matter by those students who attempted this section. The results of this examination show that the course is successful in teaching reading comprehension skill.
SPAN G180	cSLO 2	Spring 2016	The majority, 82 out of 88 students demonstrated mastery of the described assessment. Our passing grade is 70%, and 93.2% of the students who took this exam scored higher. This data proves that the program as a whole is doing well teaching this skill set.
SPAN G180	cSLO 2	Spring 2018	The pretest had an average of 48%, and the post test had an average of 75%. This shows a growth of 56% over the course of the semester.
SPAN G180	cSLO 2	Spring 2018	This assessment considers the pre and post SLO results. In the pre-SLO the class average was 36%. In the post-SLO the class average was 96%. This means that the overall improvement for the class was 87%.
SPAN G180	cSLO 2	Spring 2018	Class Total Points= 142 Total Possible Points=160 Class Average (%)= 88,75%
SPAN G180	cSLO 2	Spring 2018	14/15 students completed the Post- written assessment with a 74% overall score. In this case, students achieved growth of 29.4% from the original (pre-test) score.
SPAN G180	cSLO 2	Spring 2018	As per the class average percentage score formula established by the department: In the pre-slo assessment, class'percentage score was 48%. In the post-slo the percentage score was 81%. The course achieved a positive growth of 69%. This improvement is attributed to my students resolve to improve on their Spanish, in this regard they took advantage of the powerpoints, discussions and tutorial videos that I facilitated to them via Canvas.
SPAN G180	cSLO 2	Spring 2018	The pre-slo avg was 76%, and the post-slo avg was 89%. This indicates that the students achieved a positive growth of 17%. .
SPAN G180	cSLO 2	Spring 2018	The class average for the pre-test was 45% and the average for the post-test was 80%, which shows a growth of 78%. This positive growth shows that students were successful in improving their written expression.
SPAN G180	cSLO 2	Spring 2018	The pre-test given on 2/06/18 had a class average of 23%. The post-test given on 5/01/18 had an average of 70%. This shows a growth of 47% over the course of the semester.
SPAN G180	cSLO 3	Fall 2015	The majority, 88 out of 98 students demonstrated mastery of the described assessment. Our passing grade is 70%, and 89.8% of the students who took this exam scored higher. This data proves that the program as a whole is doing well teaching this skill set.
SPAN G180	cSLO 3	Fall 2016	no data entered
SPAN G180	cSLO 3	Spring 2017	The pre-test had an 84% pass rate with an average of 91%. It was taken by 19 students. The post-test has a 100% pass rate with an average of 94% on the exam. It was taken by 13 students. This shows that their ability to synthesize, analyze, evaluate, and derive meaning of implicit and explicit written material improved enormously throughout the course. This score reflects the high quality teaching throughout the department. We literally couldn't do better on this assessment.
SPAN G180	cSLO 3	Spring 2017	Initially 21 students took the Pre-Quiz. Their average score was 94.2%. Students had reviewed interrogative words and were mostly able to get the correct

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			answer. By week 14, 16 students took the Post-Quiz. Students demonstrated improvement when looking for descriptions of a place and the reasons why an activity was completed. Their scores improved to 97.6%. Overall students demonstrated an understanding of the material used on their assessment.
SPAN G180	cSLO 3	Spring 2017	The evaluations show an improvement of 10%. The pre-test class average percentage shows an 86% (13 students assessed), while the post-test class average shows a 96% (14 students assessed), therefore, the students seem to have developed a better understanding of vocabulary and culture.
SPAN G180	cSLO 3	Spring 2017	Twenty students were evaluated resulting in a 100% success rate demonstrating an outstanding performance in reading comprehension. This is a 20% improvement from the pretest score. The results indicates that the method employed for student improvement was successful.
SPAN G180	cSLO 3	Spring 2017	On week four, students were given a quiz, multiple choice, to assess their reading and comprehension. They read a passage, then choose the right answer. On week four, 12 students took the quiz, they earned an average of 62%. The same quiz was given on week 14; 8 students took it; their average was 93%. Although less students took the quiz, the percentage clearly shows an improvement.
SPAN G180	cSLO 3	Spring 2017	The results of this examination show that the course is successful in teaching reading comprehension skill. The class average for this portion of the exam was 86 percent on the pre-quiz and 98 percent on the post-quiz, which is higher than the passing grade. Such percentage shows mastery of the subject matter by those students who attempted this section.
SPAN G180	cSLO 3	Spring 2017	The results of the data shows that the students were able to achieve a high level of reading comprehension in Spanish. What these numbers mean to me as the faculty member teaching the class is that I am allocating an appropriate amount of time and providing suitable practice for students to develop their reading comprehension skills at a level essential for the next level of Spanish.
SPAN G180	cSLO 4	Fall 2016	The listening assessment (SLO-1) for this semester as a pre/post average. 15 students took the pre-assessment. The students were very successful in the pre-assessment attaining a 99%. All students were successful. 14 student took the post-assessment. The students were successful attaining an 85%. 5 students earned a 100% on the assessment; 8 earned an 80% and 1 earned a 60%. The post assessment is not an accurate reflection of the student's listening ability because it is only 5 questions. If a student misses one questions he/she will lose 20% of the possible points. The combined average for the pre and post assessment is 96%.
SPAN G180	cSLO 4	Fall 2016	The results of this examination show that the course is successful in teaching listening comprehension skill. The class average for this portion was 99 percent on the pre-test and 79 percent on the pro-test, which is higher than the passing grade. Such percentage shows mastery of the subject matter by those students who attempted this section.
SPAN G180	cSLO 4	Fall 2016	In the pre-test students scored a class average of 82%. Afterwards, after measuring their listening deficiencies, I implemented more listening based activities, with the end to improve their listening skills. In the post-test, the students scored a class average of 100%. These results, are consistent with effective teaching methods that both stimulated and challenged my students' listening perceptions.
SPAN G180	cSLO 4	Fall 2016	I am very happy about the results since there was an improvement in the overall grade at the second assessment. This shows that students improve and that the time spend in the classroom was a positive one for learning.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
SPAN G180	cSLO 4	Fall 2016	In the pre-test students scored a class average of 72%. Afterwards, after measuring their listening deficiencies, I implemented more listening based activities, with the goal to improve their listening skills. In the post-test, the students scored a class average of 82%. These results, are consistent with effective teaching methods that both stimulated and challenged my students' listening perceptions.
SPAN G180	cSLO 4	Fall 2016	Class pre-test results were 98% at the beginning of the semester, and the class post-test results were 62% at the end of the semester. The pre-test was a most basic listening comprehension which explains the higher results than the post-test results which were given later in the semester and was a more advanced listening comprehension test.
SPAN G180	cSLO 4	Fall 2016	The results of this examination show that the course is successful in teaching listening comprehension skill. The class average for this portion of the exam was 77 percent on the prequiz and 87 percent on the postquiz, which is higher than the passing grade. Such percentage shows mastery of the subject matter by those students who attempted this section.
SPAN G180	cSLO 4	Fall 2016	While students are achieving the listening skill at an acceptable level, comparing the pre test to the post- test there is a two percent drop. Since the students measured high in the 80 percentile, this is not severe, but an increase, not a decrease would be what is expected.
SPAN G180	cSLO 4	Spring 2018	Students demonstrates an 89% (Class average) understanding of the writing topic and the grammar requested in his/her responses. Student's use specified grammar (reflexive verbs, vocabulary used in the chapters, etc) and student demonstrates adequate understanding of sentences structure and spelling, writing a complete paragraph, at least 10 sentences in length.
SPAN G185	cSLO 1	Fall 2017	The results of this examination show that the course is successful in teaching basic speaking skills. Our passing grade is 70%, and all the students who took this exam scored higher, showing mastery of the subject matter. This data proves that the program as a whole is doing well teaching this skill. In the Pre-Quiz, students results showed a 37% success; in the Post-Quiz, on the other hand, the average was an 88%. There is a 50% improvement, which demonstrates that through the teaching method used in class, the goal of having students communicate in different scenarios has being achieved. I will continue applying the methods applied in this course and I am, also, taking in consideration the advised of my Chair, Veronica Pizano.
SPAN G185	cSLO 1	Fall 2017	Since this is a pre/post assessment, the number of students who first took the assessment at the beginning of the semester was 21, and those who took the assessment again at the end of the semester was 12. The results of the twelve students are a true measure of SLO#2, Speaking because I was able to compare if there was any growth in the area of speaking or not. The results were as follows: students averaged 21.2 points on their pre-test (a class percentage of 76%) and students averaged 23.0 points on their post-test (a class percentage of 82%). Overall, the class showed an improvement of 1.88 points or a 6.6% improvement in speaking.
SPAN G185	cSLO 2	Spring 2016	All 8 students that were assessed this semester demonstrated mastery of the described assessment. Our passing grade is 70%, and 100% of the students who took this exam scored higher. This data proves that the program as a whole is doing well teaching this skill set.
SPAN G185	cSLO 2	Spring 2018	I am very pleased with the results of the class as a whole. From the 17 students who took the exam, 11 passed with a score higher than 60% (3, perfect score, 1, 90%, 4, 80%, and 3, 60%). Although, the improvement for the class as a

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
SPAN G185	cSLO 2	Spring 2018	<p>whole is 40%, I will try to increase this percentage. For future classes, I will continue using the same or similar activities, but will, also, include new ones.</p> <p>The results of the Pre/Post Writing test showed the average score increasing by 20 points. In terms of percentage, students achieved growth of 36% from the original pre-test. As a faculty member teaching the class, this is a positive result; students demonstrated SLO#4 at an acceptable level.</p>
SPAN G185	cSLO 3	Fall 2015	<p>I am very pleased with the results of this assessment. All of the students completed it successfully. 3 out of the 11 students scored 91% or higher, and the rest of the students' scores ranged from 84% to 89%. All of the students demonstrated competence in the grammar, listening, comprehension, reading and writing skills, as well as oral skills. Throughout the semester we performed a variety of activities to help the students reinforce what was learned in class, which included grammar rules, vocabulary, reading and listening comprehension, writing and speaking, as well as culture. The students were asked to work in groups to practice their speaking, they also played games to practice vocabulary, they did several writing activities which included compositions, and they were also asked to do a presentation about a Hispanic country and to perform a skit.</p>
SPAN G185	cSLO 3	Spring 2017	<p>The results of the pre-test indicated that 74.6% of the class were demonstrating reading comprehension in Spanish at the start of the semester and improved their reading comprehension by 4.2% at the end of the semester as indicated in the post-quiz with a class average of 78.8%. This is an acceptable percentage for this second semester of Spanish course. Students are continuing to expand their vocabulary and grammar in Spanish and therefore, advance their understanding of written material in Spanish.</p>
SPAN G185	cSLO 4	Fall 2016	<p>The results of both tests show a significant improvement in the students' listening and comprehension skills (21%). Therefore, these results show that the continuous use of the language lab and the inclusion of a variety of interactive classroom activities can greatly benefit the students' learning experience.</p>
SPAN G185	cSLO 4	Fall 2016	<p>Class pre-test results were 75% at the beginning of the semester, and the class post-test results were 87% at the end of the semester.</p>
SPAN G185	cSLO 4	Fall 2016	<p>Class pre-test results were 75% at the beginning of the semester, and the class post-test results were 87% at the end of the semester.</p>
SPAN G280	cSLO 1	Fall 2017	<ul style="list-style-type: none"> • In the pre-assessment all students satisfactorily completed the assessment. 3 were in the seventieth percentile, 3 were in the eightieth percentile, and 10 were in the ninetieth percentile. • In the post-assessment all 16 students were in the ninetieth percentile. • Taking the percent difference, there was an improvement of 3.28 percent from the pre-test to the post-test.
SPAN G280	cSLO 2	Spring 2016	<p>Out of the 10 students that received the assessment 9 were successful in the results of the assessment. One student did not follow directions; hence, he earned a below average result. The students that successfully completed the assessment received a 75% or higher for SLO4. This means that students are performing at an average level when asked to derive meaning of implicit and explicit communication in a written response at the beginning-intermediate level. This is an acceptable percentage since the average performance for the class in the assessed SLO is 84%. One of the possible factors that influenced the student's results is the fact that students were encouraged to contact the instructor whenever they needed clarification on vocabulary, grammar, idiomatic expressions and/or culture. In addition, I had the opportunity to meet with the students during office hours.</p>

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
SPAN G280	cSLO 2	Spring 2018	Students completed a pre-assessment and a post-assessment. The overall class percentage on the pre-assessment was 89%. The overall class assessment for the post-assessment was 100%. The overall student improvement for the semester was 11.64%.
SPAN G280	cSLO 3	Fall 2015	Out of the 4 students that received the assessment 4 were successful in the assessment. The students that successfully completed the assessment received a 75% or higher for SLO3. This means that students are performing at an average level when asked to derive meaning of implicit and explicit communication in a reading material at the beginning-intermediate level. This is an acceptable percentage since the average performance for the class in the assessed SLO is 80%. One of the possible factors that influenced the student's results is the fact that students were encouraged to contact the instructor whenever they needed clarification on vocabulary, grammar, idiomatic expressions and/or culture.
SPAN G280	cSLO 4	Fall 2016	The student average for the assessment was 88%. The students with the lower scores had trouble understanding specific words.
SPAN G285	cSLO 1	Fall 2017	<ul style="list-style-type: none"> • In the pre-assessment all students satisfactorily completed the assessment in the ninetieth percentile. • In the post-assessment all satisfactorily completed the assessment in the ninetieth percentile. • Taking the percent difference, there was an improvement of 6.25 percent from the pre-test to the post-test.
SPAN G285	cSLO 2	Spring 2016	Out of the 8 students that received the assessment 8 were successful in the assessment. The students that successfully completed the assessment received a 85% or higher for SLO3. This means that students are performing at an average level when asked to derive meaning of implicit and explicit communication in a written response material at the intermediate-advanced level. This is an acceptable percentage since the average performance for the class in the assessed SLO is a 96%. One of the possible factors that influenced the student's results is the fact that students were encouraged to contact the instructor whenever they needed clarification on vocabulary, grammar, idiomatic expressions and/or culture. In addition, I had an opportunity to meet with students during office hours.
SPAN G285	cSLO 2	Spring 2018	I was impressed with the quality of the work the students provided. The overall class pre-assessment evaluation was 98. The overall post-assessment evaluation was 99%. Students demonstrated a 1% improvement. This percent might seem very low, however given that there was not much room for improvement 1% is 50% of the possible growth.
SPAN G285	cSLO 3	Fall 2015	Out of the 9 students that received the assessment 9 were successful in the assessment. The students that successfully completed the assessment received a 75% or higher for SLO3. This means that students are performing at an average level when asked to derive meaning of implicit and explicit communication in a reading material at the beginning-intermediate level. This is an acceptable percentage since the average performance for the class in the assessed SLO is a 94%. One of the possible factors that influenced the student's results is the fact that students were encouraged to contact the instructor whenever they needed clarification on vocabulary, grammar, idiomatic expressions and/or culture.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
SPAN G160	cSLO 1	Fall 2017	Because this is a native speaker course, this is the student learning outcome (speaking) that historically, native speakers excel in, and this class was no exception initially scoring high (native speaker level) and showing positive growth at the end of the semester. Students therefore have achieved an acceptable rate, and I will now move on to the next SLO.
SPAN G160	cSLO 2	Spring 2016	Students showed improvement in their writing compared to the beginning of the semester. This is an acceptable rate because typically, in this native speaker course, students tend to be strong in listening and speaking, and have a more difficult time with the writing. While this is an acceptable rate, the results show me that the additions I have made in the course to improve students' writing, are working, and I plan to continue to develop lessons that will strengthen student's writing skills further.
SPAN G160	cSLO 2	Spring 2018	Students demonstrated SLO#4 at an acceptable level. The methods used to teach this skill proved to be effective, and I will continue to provide the various writing activities done throughout the semester in future classes.
SPAN G160	cSLO 3	Fall 2015	Students have achieved an acceptable rate, and I feel confident moving on to the next SLO.
SPAN G160	cSLO 4	Fall 2016	Students in Spanish G160 do very well in listening assessments because they are native speakers of the language.
SPAN G180	cSLO 1	Fall 2017	Students have shown success in this SLO, and we can move onto the next one.
SPAN G180	cSLO 1	Fall 2017	Because the class I teach is online, I will include more activities similar to the one used for this assessment. Students get an opportunity to hear spoken Spanish. I would create multiple listening comprehension activities with people from various countries so that they can hear the differences in pronunciation.
SPAN G180	cSLO 1	Fall 2017	Students have shown success in this part of the SLO. I will continue doing class exercises where the students are motivated to speak and participate using the Spanish language.
SPAN G180	cSLO 1	Fall 2017	Since this was an online course, the students were given exercises to practice their oral and auditive skills. Based on the data provided by this assessment, I would continue to give the students these type of assignments and perhaps, provide future students with more resources that would enhance their auditive and oral comprehension abilities in the target language.
SPAN G180	cSLO 1	Fall 2017	I will continue with classroom speaking activities such as conversations between students, and oral presentations with strong emphasis on vocabulary and grammar.
SPAN G180	cSLO 1	Fall 2017	I will continue with classroom speaking exercises, and oral presentations.
SPAN G180	cSLO 1	Fall 2017	I will continue to provide oral exercises on a daily basis to ensure that students are able to communicate orally at the beginning level by the end of the semester. As for this semester, I believe that students have achieved at an acceptable rate and we should be ready to move on to the next SLO.
SPAN G180	cSLO 2	Spring 2016	The World Languages department employs a proficiency-oriented, task- based approach, designed to develop basic oral language competencies. In order to support these abilities the student is introduced to beginning grammar as well as speaking, listening, reading, and writing skills. This approach has proven to be highly successful in the department and it is corroborated by the SLO results.
SPAN G180	cSLO 2	Spring 2018	The students have shown acceptable growth in this SLO, and we can move on to assessing the next one.
SPAN G180	cSLO 2	Spring 2018	Students will continue to improve if they are assigned more collaborative and individual activities where they can practice their writing skills. Their overall language development will grow as they continue building on the vocabulary, grammar and cultural aspects of the language.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
SPAN G180	cSLO 2	Spring 2018	For the next semester, I will do more dynamic activities in class. I will incorporate group activities where students can practice listening, speaking, writing and reading skills in all class sessions.
SPAN G180	cSLO 2	Spring 2018	I will continue teaching the basics of beginning writing in activities and in exams. Also, I will continue to integrate grammar, vocabulary, idiomatic expressions, and culture to communicate in writing at the beginning level.
SPAN G180	cSLO 2	Spring 2018	The results of this SLO indicates progressive learning of specific and on target grammar structures; the reflexive in this case. In the future, I will implement more code-switching writing activities to stimulate my students' writing aptitude prior to any Pre-SLO; to obtain higher Pre-Slo scores.
SPAN G180	cSLO 2	Spring 2018	The results show progressive learning along with positive writing skills. Since this an online course, students were encouraged to view the power-points and tutorial videos relating to the use of the reflexive. Students were also given relevant MySpanishLab homework that targeted the use of the reflexive sentence structure. In terms of improving the pre-slo scores, I would produce my own tutorial videos, which will simplify and amplify the grammar rules of the reflexives and other grammar units to the students.
SPAN G180	cSLO 2	Spring 2018	Although the positive growth shows that students improved their writing skills over the course of the term, such growth could have been higher if all the assessed students would have written the 10 sentence minimum implemented by the department. I will continue to provide daily writing exercises, but I will make sure that students write the minimum required sentences.
SPAN G180	cSLO 2	Spring 2018	For next semester, I will continue assigning collaborative and individual writing in class assignments for students to practice their vocabulary and grammar. I will also continue to have oral presentations in class. I will incorporate more reading material in class to enhance their interpretive communication skills.
SPAN G180	cSLO 3	Fall 2015	The World Languages department employs a proficiency-oriented, task- based approach, designed to develop basic oral language competencies. In order to support these abilities the student is introduced to beginning grammar as well as speaking, listening, reading, and writing skills. This approach has proven to be highly successful in the department and it is corroborated by the SLO results.
SPAN G180	cSLO 3	Fall 2016	no data entered
SPAN G180	cSLO 3	Spring 2017	With the scores that we had on this assessment, I think that we can now safely move onto to the next SLO knowing that we are providing quality instruction on this one, and that it is well assimilated by the students.
SPAN G180	cSLO 3	Spring 2017	I believe students need a more challenging passage as a Pre-quiz so that their Post-quiz may reflect the material they have learned and the progress they have made in a concise manner.
SPAN G180	cSLO 3	Spring 2017	As a result of this evaluation, I plan to continue assigning reading exercises that help the students develop reading comprehension skills, the usage of vocabulary and expand their knowledge about the Spanish language and culture.
SPAN G180	cSLO 3	Spring 2017	This class will use word association with images along with handwriting and reading drills to improve reading comprehension.
SPAN G180	cSLO 3	Spring 2017	The results show that the activities performed in class are working. Perhaps, by comparing only the results of students who stay in the course, we will have a clearer idea of students' improvement.
SPAN G180	cSLO 3	Spring 2017	The test average reflect mastery of the subject matter, since there was evident improvement compared to the beginning of the semester. I will continue to provide reading comprehension activities that allow students to practice and master the skill.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
SPAN G180	cSLO 3	Spring 2017	As a result of this assessment, I will now move on to assess the next SLO since the students have achieved an acceptable rate in SLO 3 - Reading.
SPAN G180	cSLO 4	Fall 2016	For future SLO1- activities should be equal in number and difficulty for the pre/post activity. Students will continue practicing the listening activities throughout the semester. Students will be encouraged to listen to music, watch films in the language and watch television in the target language.
SPAN G180	cSLO 4	Fall 2016	The results for both pre-test and pro-test reflect difficulty of the material. After chapter 5, course material becomes more advanced and students are challenge with activities, quizzes and exams. I will prepared the students with verb charts and activities in class to have better results.
SPAN G180	cSLO 4	Fall 2016	I will continue to find innovative methods to improve my students listening skills.
SPAN G180	cSLO 4	Fall 2016	I will continue to provide more exercises for the students with emphasis on Listening and Speaking so that they continue to improve even more. With the results that I have, it is certain that the students were able to benefit by the exercises I provided for them. This also has to do with the fact that the text provides good exercises also for such skill.
SPAN G180	cSLO 4	Fall 2016	Using the data of these results, I will keep implementing some of the listening activities; in addition, I will try activities used by my colleagues to try to improve students' listening and comprehension skills.
SPAN G180	cSLO 4	Fall 2016	I am going to use the results of the SLO 1 - Listening assessment to try to improve the skills of the students by providing more listening opportunities so that students improve this ability.
SPAN G180	cSLO 4	Fall 2016	The test average reflect mastery of the subject matter, since there was evident improvement compared to the beginning of the semester. I will continue to provide listening comprehension activities that allow students to practice and master the skill.
SPAN G180	cSLO 4	Fall 2016	As a result of this assessment, my goal is to improve student's listening skills by providing additional listening activities throughout the semester. This is the first semester using a pre-post test which has been beneficial and insightful in comparing student progress.
SPAN G180	cSLO 4	Spring 2018	For the next semester, my action plan will include more dynamic activities during class time, where through group activities students can practice Spanish in a fun way. I will incorporate group activities where students can practice listening, speaking, writing and reading skills in all class sessions.
SPAN G185	cSLO 1	Fall 2017	Our World Languages department has been using a combination of the communicative and eclectic approaches which has proved to be highly successful method for Second Language Acquisition, as demonstrated in our SLOs results. The combination of these two approaches effectively meets the needs of the diverse learning styles of the student body. Such guidelines include: Language acquisition activities in pair and groups, listening comprehension, use of visuals, real artifacts, technology and cultural readings. Students are also encouraged to use activities outside of the classroom to continue their language acquisition. Our first language lab is not limited to the classroom; it is the world around us.
SPAN G185	cSLO 1	Fall 2017	The planning that has occurred as a result of the assessment is to continue to test out various ways to assess speaking in an online class. While it took a lot of planning an effort to achieve an oral assessment for the online courses, it proved to be very valuable; the results were positive showing students achieving the speaking outcome. The improvement needed in this assessment would be to have the same or close to the same amount of students, who took the assessment at the start of the semester, take it at the end of the semester.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			One factor that causes less participation by the end of the semester is that students drop during the semester and therefore, post assessment is not completed by those students so a true comparison from pre to post cannot be made. Since the results were acceptable showing a 1.88 point growth (6.6% growth), I will move on to assess the next SLO while continuing to look into other ways to test SLO#2 for the next time it is assessed.
SPAN G185	cSLO 2	Spring 2016	I will continue giving students various written activities and have them engage in more essay writing, and have their peers correct and critique their work.
SPAN G185	cSLO 2	Spring 2018	Although, the improvement for the class as a whole is 40%, I will try to increase this percentage. For future classes, I will continue using the same or similar activities, but will, also, include new ones.
SPAN G185	cSLO 2	Spring 2018	Students demonstrated SLO#4 at an acceptable level. Students receive plenty of writing exercises that focused on specific grammar points covered throughout the semester. These focused writing activities help students learn the grammar and vocabulary well. I will continue to provide these focused writing activities in future classes.
SPAN G185	cSLO 3	Fall 2015	For future planning, I would like to incorporate more activities that expose the student more to the Hispanic culture and that aid the student to improve their speaking and writing skills in order to achieve better results.
SPAN G185	cSLO 3	Spring 2017	Comparing the students reading comprehension knowledge in Spanish at the beginning of the semester to their reading comprehension of Spanish at the end of the semester revealed an ascending progress and continued development of the language. The 78.8% class average that the students achieved is an acceptable rate, and I will now move on to assess the next SLO.
SPAN G185	cSLO 4	Fall 2016	For the future, the majority of the same teaching techniques will be used since the students seemed to have demonstrated a great improvement throughout the semester.
SPAN G185	cSLO 4	Fall 2016	Because the students showed an improvement in their listening skills with this pre-post test that contained two different listening tests, the first being at an intermediate level and the second being at an advanced level, this demonstrates that student's listening skills progressed along with the level of difficulty that gradually increases per chapter meeting the expectations of SLO 1.
SPAN G185	cSLO 4	Fall 2016	The data shows great improvement comparing student's listening skill from the start of the semester to their listening skills at the end of the semester. The end result rate is acceptable and students deserve kudos because the listening portion was more advanced at the end of the semester as opposed to the one provided at the beginning of the semester.
SPAN G280	cSLO 1	Fall 2017	Because the class I teach is online, I will include more activities similar to the one used for this assessment. Students get an opportunity to hear spoken Spanish. I would create multiple listening comprehension activities based on stories, articles or content being discussed in the class. People from different countries would ask the recorded questions so that students can hear the different pronunciation in various Latin American countries.
SPAN G280	cSLO 2	Spring 2016	In order to improve student learning I will create activities that are analogous to those presented on the exam. Furthermore, I will continue to utilize interactive activities that focus on the practice of writing and reading in Spanish. I will continue to encourage students to contact me via email, before or after class, or to set-up an appointment if they feel the material is too difficult. I will constantly remind students about the importance of reading instructions carefully.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
SPAN G280	cSLO 2	Spring 2018	In order to continue student improvement in the course, I will continue providing students with an opportunity to engage in a meaningful way. They will be asked to express their opinions in a written format (group/pair/individual) on various topics covered in class.
SPAN G280	cSLO 3	Fall 2015	In order to improve student learning I will create activities that are analogous to those presented on the exam. Furthermore, I will continue to utilize interactive activities that focus on the practice of writing and reading in Spanish. I will continue to encourage students to contact me via email, before or after class, or to set-up an appointment if they feel the material is too difficult.
SPAN G280	cSLO 4	Fall 2016	Some of the changes that will take place in my course is to add more listening comprehension assessments/activities. Students will listen to real-life situation scenarios and respond to specific comprehension questions. Also, students will be encouraged to continue listening to music, watching television or movies in the target language.
SPAN G285	cSLO 1	Fall 2017	Because the class I teach is online, I will include more activities similar to the one used for this assessment. Students get an opportunity to hear spoken Spanish. I would create multiple listening comprehension activities based on stories, articles or content being discussed in the class. People from different countries would ask the recorded questions so that students can hear the different pronunciation in various Latin American countries.
SPAN G285	cSLO 2	Spring 2016	In order to improve student learning I will create activities that are analogous to those presented on the exam. Furthermore, I will continue to utilize interactive activities that focus on the practice of writing and reading in Spanish. I will continue to encourage students to contact me via email, before or after class, or to set-up an appointment if they feel the material is too difficult.
SPAN G285	cSLO 2	Spring 2018	My action plan is to continue incorporating writing activities (individual, group, pair) throughout the semester.
SPAN G285	cSLO 3	Fall 2015	In order to improve student learning I will create activities that are analogous to those presented on the exam. Furthermore, I will continue to utilize interactive activities that focus on the practice of writing and reading in Spanish. I will continue to encourage students to contact me via email, before or after class, or to set-up an appointment if they feel the material is too difficult.