**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

|  |  |  |
| --- | --- | --- |
| **Course:** **Spanish 100** | **Semester data collected: Fall 2012** | **Date this form was completed:** **12/06/2012** |
| **# of sections offered:****5** | **# of sections assessed:****5** | **Data Collected from: (Check all that apply)**FT Faculty \_\_\_**√**\_\_\_ PT Faculty \_\_√\_\_\_Day \_\_\_\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)** | José Ruiz, Javier Rangel and Romano Sánchez-Dominguez |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.**  | **Course outline of Record** 1. Research historical or cultural information about a Spanish-speaking country and prepare an oral and/or written presentation. (ILO1, ILO3, ILO4)
2. Organize information about a historical or cultural aspect of a Spanish-Speaking country for a written or oral assignment. (ILO1, ILO3, ILO5)
3. Successfully communicate at the novice/elementary level a personal event in the present tense. (ILO1, ILO2)
4. Describe basic daily life situations using correct grammatical structures, vocabulary and idiomatic expressions. (ILO1)
5. Assess the content and meaning of written Spanish both orally and in writing. (ILO1, ILO4, ILO5)
 |
| **3. Data results**Briefly summarize the data. (Please see instructions). | This semester we focused our attention in the communication skills outcome. Towards the end of the semester, students were asked to prepare an oral presentation on a cultural aspect of a Spanish Speaking country. Students were given a guide and an oral presentation rubric in order for them to be aware of the areas being assessed. The fact that this oral presentation was given towards the end of the semester had a positive impact in the assessment. There were five classes of five sections with a total of 84 students. This is a significant increase of students from the previous semester. The vast majority of students were able to orally communicate at the beginning level a cultural aspect of a Spanish Speaking country with a high degree of a correct usage of Spanish grammar. 20.2% of students passed the oral final with an A, 40.5% of students passed the oral final with an B, 30 % of the students passed the oral final with a C, 6% of students passed the oral final with a D, no students passed with a D and no students failed the final oral with an F.  |
| **4a. Course/Program Improvements****Please describe what change(s) you plan to implement based on the above results****4b**. **Will this include a change to the curriculum (i.e., course outline)?** Yes No √  | Since the results of this oral presentation were very positive, at this point there are no plans to change the course. However, we have added new SLOs communication skill (fluency) in order to focus our attention to other areas. After adding the new SLO’s the results reflected a change to a B and C range those give a more realistic performance of the students. We will attempt to implement a new mode of data gathering through online assessment activities for Spring. |
| **5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.**IVC’s 5 ILOs:** **ILO1 = Communication Skills** **ILO2 = Critical Thinking Skills** **ILO3 = Personal Responsibility** **ILO4 = Information Literacy****ILO5 = Global Awareness** | This course SLO is directly linked to the ILO 1 (Communication Skills) since we were trying to assess the correct usage of grammar albeit in the Spanish Language. Even if students were preparing their assignment in a language other than English, the very exercise of thinking and studying grammar has an impact in their communication skills in their mother language. |
| **6. Next Steps****Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?** **If so, how?** | The process was very effective. We believe the use of technology in the texts used in class, has contributed in their success.  |
| **7. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** | Is amazing how every semester we learn new things about our students’ needs. Assessing our SLO has been a positive experience in recent years.  |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/