Executive Summary

During the fall 2009, our department took the appropriate steps in moving forward with the goal of meeting our next program review due in spring 2010. Some of these steps included the revision of course outlines, the drafting of three important documents: An Environmental Scan, an Internal Scan, and one that presents the department's strengths and weaknesses. These were part of a series of documents which were given to the validation team for their viewing and analysis. The validation team met at Los Angeles Harbor College on February 23, 2010 to discuss our program. A report from the validation team is due by the end of March 2010 and a response by the Department of Foreign Languages will immediately follow. In addition, in fall 2008, we began a process of SLO assessments in all Spanish courses. This process will continue through 2012. In fall 2008, for example, we assessed one SLO pertaining to Spanish 001 in all sections of the course. In Spring 2009 we assessed three SLOs pertaining to all course sections of Spanish 002. In fall 2009, we assessed three SLOs pertaining to all course sections of Spanish 035, two pertaining to Spanish 003, and two pertaining to Spanish 101 (at the Spanish 2 and Spanish 3 levels). For more information, please see the attached assessment reports. This semester, spring 2010, we are assessing two SLOs pertaining to Spanish 101 (at the Spanish 1 level) and two pertaining to Spanish 036. The data related to these assessments will be gathered and will result in the drafting of final reports at the end of the spring 2010 semester that will be submitted to the assessment coordinator. In addition, we are researching vital information and logistics tied to our proposed unit initiatives that are also part of our overall final plan of action. As specified in our program review, we must develop a technologically advanced and well-equipped language laboratory comprised of computers in response to the fact that we currently lack one and to keep up with new language learning programs and software that are a requirement and a vital educational component in foreign language learning and teaching. As new emerging needs, we are also requesting two new hires (two additional full-time foreign language instructors) to work toward meeting our goals and challenges of the future. Also, we will be requesting an increase in course offerings in foreign languages through the outreach program at our service area schools. Additionally, we will be seeking an increase in courses offerings in Japanese, including the creation of an AA Degree in Japanese; there is a strong demand for such courses and said degree. Furthermore, in order to keep up with future employment demands, we are also requesting the addition of courses in Italian and Chinese. Moreover, we will be requesting materials such as a well-structured video/DVD and foreign language dictionary library intended for classroom use as supplemental resources. Lastly, we developed an Associate of Arts Degree in Spanish in Spring...
2008 that received approval from the Curriculum Committee as well as the Academic Senate and that is currently in its final stages for approval. The creation of this new degree added new course offerings in Spanish along with the task of revising them. These initiatives are extremely beneficial to our students at LACH, the employment trends of the future, our department, and institution; they all support the goals and strategies to achieve student success under the LACH 2008-2012 Strategic Plan.

Activities Description Narrative: please describe suggested activities, including grant proposals to be written, new course or program initiatives, or program viability studies in priority order.

1. Develop a language laboratory for foreign languages. This is an idea that is supported by World Café Portfolio Idea # 21-Develop "Real" Computer Labs (not just computers in a room). A designated room for supplemental language instruction. This will involve the purchase of 40 computers and will provide students with state of the art equipment that can handle the latest available language programs that foster additional support in learning a language. For example, a technologically advanced language lab can allow instructors to create assignments and activities that will help students deal with spelling inaccuracies like the ones seen in the SLO assessment done in fall 2008. For information on this assessment, please see the attached assessment report. Furthermore, the use of technology in teaching is a perspective that is in line with Academic Affairs' and Division Council's Vision 2 and is supported by World Café Portfolio Idea # 4. Please see Vision 2 Notes on Environmental Scan and Portfolio Idea # 4 in the attachments section. This language laboratory will be also used by students taking speech and ESL courses. Some of the numbers listed in the LACH Fact Book indicate a decline or slight gain in foreign language course enrollment numbers. We believe that one of the main causes is the fact that there is currently no foreign language laboratory at LACH. Therefore, students will enroll at other institutions that offer a "Real" language laboratory. Having such a facility will encourage students to continue their foreign language studies at LACH. For WSCCH information from the LACH Fact Book, please see below under attachments.

2. Enhance Foreign Language Department by hiring two full-time foreign language instructors to facilitate student learning and to aid in the workload involving curricula development and revision, textbook selection, and other related departmental duties. The current full-time to part-time faculty ratio is one to fourteen (1-13). That is, there is currently one (1) full-time Spanish instructor and thirteen (13) adjunct instructors. Ten (10) of the thirteen (13) instructors teach Spanish, one (1) teaches Japanese, and two (2) teach French.
3. Enhance Foreign Language Department by offering more courses in foreign languages through the outreach program at our service area schools. This is supported by Vision 4 of Academic Affairs' and Division Council's Notes on Environmental Scan. Outreach is a way to extend our services and offerings to our communities. Currently, our foreign language course offerings via the outreach program have been reduced substantially. By expanding foreign language courses with high enrollment, we involve people in the studies of foreign languages and at the same time attract a large number of people in our service area who are future potential full-time students at LAHC.

4. Enhance Foreign Language Department by expanding course offerings in Japanese and the creation of an AA Degree in Japanese, along with the addition of Italian and Chinese to existing foreign language course offerings. This will expand foreign language course offerings at LAHC that are currently available at other colleges in neighboring cities. After the White-Non Hispanic population, the Asian population will also be a large population within the LAHC service area, as stated in the LAHC Fact Book 2009. As pointed out by the Japanese consulate in our meeting at LAHC in November 2008, the growing number of Japanese companies and increase in population of Japanese and Japanese American who live and work in our service area is driving the demand for more course offerings in Japanese as well as an AA Degree in Japanese. The Japanese consulate supported his statements with statistics from the Japan Business Association of Southern California. For example, in the Los Angeles County, there are a total of 781 Japanese companies; this accounts for 65.9% of Japanese companies in Southern California. In the City of Torrance alone, there are 254 Japanese companies; this constitutes 21.4% of Japanese companies in Southern California. Another important factor to consider is the increase in the numbers reflected in the Class Size Summary in the LAHC Fact Book 2009 for Japanese classes from 2006-2008. Class sizes have increased from 33.1 in 2006, to 33.7 in 2007, to 37.9 in 2008. Also refer to the Weekly Student Contact Hours 2004-2008 from the LAHC Fact Book 2009 in the attachments page. Although projections that reflect the recession are currently unavailable, the 2008-2018 economic trends still show some growth in government related jobs, jobs in education, and in the health care industry. Please see the chart on the attachments page entitled Percent change in employment from Feb '08 to Feb. '09 by industry provide by the LAHC Office of Research. These are areas in the world of employment in which bilingualism is undoubtedly crucial. Furthermore, the need for language specialists will continue to be in high demand. For example, according to the Bureau of Labor Statistics, employment of interpreters and translators is projected to increase by 24 percent over the 2006-16 decade. "Demand will remain strong in languages referred to as "PRIGS"-Portuguese, French, Italian, German, and Spanish; other languages in
demand will be the principle Asian languages-Chinese, Japanese, and Korean". Also, according to the Bureau of Labor Statistics, "[t]his growth will be driven partly by strong demand in healthcare settings and work related to homeland security. Additionally, higher demand for interpreters and translators results directly from the broadening of international ties and the increase number of foreign language speakers in the United States. Both of these trends are expected to continue, contributing to relatively rapid growth in the number of jobs for interpreters". With expanded and new course offerings, our foreign language program will provide students with an ample amount of knowledge that will formally and accurately train them, paving the way for continuing studies as a translator or interpreter. At the same time, this will provide students with more choices in degree offerings at LACH to meet their needs, thus increasing student success and at the same time allowing them to seek employment in specialized fields if they do not wish to continue to pursue a BA Degree. It is also worth mentioning that bilingualism has become almost a requirement in other occupations that show projected growth such as teachers of languages, preschool teachers, kindergarten teachers, elementary level teachers, middle school teachers, secondary and post secondary teachers, special education teachers, tour guides and escorts, and in the food industry. For information on the statistics by the Bureau of Labor Statistics and demographic and economic trends, from the LAHC Fact Book, please see below under attachments.

5. Foreign Language Video/DVD and foreign language dictionary Library. As a way to provide additional support in learning a language and thus promote teaching excellence under the LAHC Strategic Plan, we are requesting a well structured Video/DVD and foreign language dictionary library. This will also help instructors tackle issues dealing with spelling inaccuracies as seen in the SLO assessment done in fall 2008 by creating assignments or supplemental learning materials. For information on this assessment, please see the attached assessment report.

6. Development and revision of course outlines for Spanish courses will be required for updating the curriculum related to the Associate of Arts Degree in Spanish. Development and revision of course outlines will require the hiring of two additional full-time faculty members.

SLO Assessment Results Narrative: please describe assessment activities that support proposed unit initiatives.

1. In the fall 2008 semester, a writing exercise was embedded in the second exam of all sections of Spanish 001. The students were required to write a short descriptive letter
consisting of five sentences in which they imagined that they were writing to a pen pal in Madrid, Spain. 70% of students were to score a 60% on this activity. The assessment committee arrived at 60% as the passing score by using the same scoring system used in the Advanced Placement Exam in Spanish. A passing score in the Advanced Placement Exam in Spanish is a 3 out of 5, a 60%. The writing exercises were graded by all instructors who participated in the assessment and by the Foreign Language Department SLO Assessment Committee using a rubric developed by the said committee. The overall scores told us that the comprehensive achievement of 70% of the students was 81%, a score that surpassed the required 60%. However, even though the overall score told us that students had good writing skills when composing this type of narrative, we also concluded that some students scored higher in some categories over others (Vocabulary Skills, Grammar Skills, Syntax, and Spelling). The data shows that students need extra attention when it comes to spelling. This is an area in which they did well but at the same time did the poorest. Based on these results and the input from members of the SLO Assessment Committee and the instructors who participated in the assessment, additional assignments will help strengthen spelling skills and increase the student's success in the learning of a foreign language.

2. In the spring 2009 semester, a writing exercise and a cultural reading assignment was embedded in the third exam of all sections of Spanish 2. The students were required to write a short descriptive paragraph consisting of five sentences in which they described their last shopping trip. 70% of students were to score a 60% on this activity. The assessment committee arrived at 60% as the passing score by using the same scoring system used in the Advanced Placement Exam in Spanish. A passing score in the Advanced Placement Exam in Spanish is a 3 out of 5, a 60%. A rubric was developed by the Department of Foreign Language SLO Committee. The writing exercises were graded by all instructors who participated in the assessment and by the Foreign Language Department SLO Assessment Committee using a rubric developed by the said committee. The overall scores told us that the comprehensive achievement of 70% of the students was 89%, a score that surpassed the required 60%. The data also told us that students demonstrated high to average skills in almost all categories (Vocabulary Skills, Grammar Skills, Syntax, and Vocabulary). Students scored the highest in syntax, followed by vocabulary, grammar, and spelling but still showed a slight level of deficiency and incomprehensibility in spelling, despite a high number of them meeting expectations in this category. Based on these results and the input from members of the SLO Assessment Committee and the instructors who participated in the assessment, additional assignments and testing will help strengthen spelling skills and increase the student’s success in the learning of a foreign language. The same can be said regarding the second assessment. The second assessment consisted of a cultural reading assignment from the textbook that students would complete prior to taking the fourth exam. On the said exam (exam 4), students were required to answer reading comprehension check questions developed by the committee related to the reading assignment previously mentioned. A scoring rubric was also developed by the Department of Foreign Language SLO Assessment Committee. 70% of students were to earn a score of 60% in order to pass. Again, the committee approved 60% as passing by following the scoring model used to grade the Advanced Placement Exam in Spanish. Although the overall score told us that students overwhelmingly surpassed the required 60% by earning an overall percentage of 82%, we also concluded that some students scored substantially lower.
better in one of the two areas of the exercise. The data told us that the section of the exercise in which students demonstrated the highest competency was in the one that required the identification of facts. 29 of the 44 students assessed (66% of the population assessed) answered all of the identification questions correctly. However, only seven students out of the total population assessed (44) answered all questions that required the naming of facts and providing short answers correctly. This is 16% of the total population of students assessed. In fact, there were even eight students (18% of the total population of students assessed) who scored below sixty percent in this section of the exercise. Based on these results, and the input from the members of the SLO Assessment Committee, and the instructors who participated in the assessment, instructors should be encouraged to give more reading assignments and activities by integrating them in their lessons and assigning them as homework. Another recommendation was to encourage instructors to incorporate reading exercises more often in their exams or quizzes. The more students read, the less intimidated they will feel when they read texts in Spanish.

3. In fall 2009, three Spanish classes went through the assessment process: Spanish 003, Spanish 035, and Spanish 101. Two SLOs were assessed in Spanish 003. One consisted of a writing exercise embedded in the second exam of the semester of the only course section of Spanish 003 in which students would write a ten sentence letter in which they would describe what they would do with a million dollars by using the conditional tense. The Department of Foreign Languages SLO Assessment Committee created a scoring rubric for the assessment. Since students did well on the previous assessments, we, the Department of Foreign Languages SLO Assessment Committee, decided to increase the minimum score for achievement. This time, 70% of students were to score a 70% or higher. The result was that 70% of the assessed population scored an 82%. However, there was still room for improvement in accentuation skills, slightly in spelling skills, grammar skills, and punctuation skills. The second assessment consisted of a listening comprehension exercise in which students were to answer questions comprised of vocabulary words or phrases from the chapter by writing their answers. The exercise was embedded in their first exam of the semester. Like in the previous assessment, 70% of the students assessed were to score a 70% on the exercise. The result was that 70% of the assessed population scored an 87%. However, the data also showed a slight deficiency in punctuation skills.

Three SLOs were assessed in Spanish 035. One consisted of an analysis of a poem and the second consisted of a cultural reading exercise in which students would read a couple of paragraphs on the history of Mambo and answer comprehension check questions. Both exercises were embedded in the first exam of the semester in both sections of Spanish 035 and the Department of Foreign Languages SLO Assessment Committee created scoring rubrics for assessing both exercises. Like in the case of the Spanish 003 assessments, 70% of the assessed student population was to score a 70% or higher to pass. The results of the first assessment, the one on the poetry analysis, told us that although students scored a 73%, there was a need for improving students’ organizational and poetry analytical skills. The second assessment, the cultural reading comprehension exercise, resulted in a 90% achievement score, a score overwhelmingly higher than the required 70%. Nevertheless, we also concluded that some
students scored substantially better in one of the two areas of the exercise. The data told us
that the section of the exercise in which students demonstrated the highest competency was in
the one that required naming of facts. 33 of the 33 students assessed (100% of the population
assessed) answered all of the naming of facts or short answer questions correctly. However,
looking at the table labeled identification skills, the same students did not do as well. Only nine
students out of the total population assessed (33) answered all questions that required the
naming of facts and providing short answers correctly. This is 27% of the total population of
students assessed. There were even nine students (27% of the total population of students
assessed) who scored below seventy percent in this section of the exercise. The plan of action
consisted of Encouraging instructors to give more reading assignments and activities by
integrating them in their lessons and assigning them as homework in-class assignments.

Two SLOs were assessed in Spanish 101. These SLOs were assessed at two different levels:
Spanish 2 students and Spanish 3 students. One of the two SLOs dealt with the assessment of
students' listening comprehension skills. Spanish 2 and Spanish 3 students were required to
listen to dialogs and answer comprehension check questions. The exercises and check question
were taken form the students' class laboratory manual but the scoring rubric was created by the
Department of Foreign Languages SLO Assessment Committee. The criteria was that 70% of the
assessed student population was to score a 70% or higher. The Spanish 2 students scored an
88%. The Spanish 3 students scored an 83%. No recommendations were made. The second
Spanish 101 assessment applied to Spanish 2 and Spanish 3 students consisted of students being
able to demonstrate the ability to create new and novel sentences or paragraphs with fluency
and accuracy in the target language by using the vocabulary and/or grammar structures
learned. Spanish 2 students were given an exercise taken from the course laboratory manual in
which they would need to answer six questions by writing complete sentences. The exercise
was scored with a rubric developed by the Department of Foreign Languages SLO Assessment
Committee. Students were required to answer the questions affirmatively using both direct and
indirect object pronouns. Like the previously mentioned assessments, 70% of students were to
achieve a 70%. The result was an achievement score of 84%. However, the data also showed
the need for improvement in accentuation and punctuation skills. Like Spanish 2 students,
Spanish 3 students were required to compose new and novel sentences but using a grammar
structure that was at the Spanish 3 level: the present subjunctive mood. They were asked to
create five original sentences using the cues provide and the subjunctive mood. Students would
also need to score a 70% on this exercise to pass. Like the previous results, the achievement
score was higher than the one required; this time students achieved an 82% but the data also
called for an improvement in punctuation skills.

For more details regarding these assessments, please refer to the assessment reports on the
attachments page.
**Staffing Implications:** If any request will require additional classified support or training, please describe its extent.

1. Development of a language laboratory will require the training of staff and faculty in the software being used and in the use of equipment that will run the software.

2. Addition of two full-time foreign language instructors, the expansion of course offerings in Japanese, the creation of an AA Degree in Japanese, and the addition of Chinese and Italian to the existing foreign language course offerings will require the hiring of two full-time foreign language instructors.

3. Development of course outlines for Spanish 4 and Spanish 12, and revise the one for Spanish 8 will require the hiring of additional full-time faculty to aid in the process of researching textbooks that are appropriate for the courses, the creation and assessments of SLOS, and other vital components that are part of writing course outlines and the curriculum as a whole.

**Technology Implications:** If any request involves technology, please describe its impact on the network, licensing, repair, training and support.

1. Addition of 40 new computers will require set up and installation. Purchase price must include an on-site maintenance agreement, so there should be no impact on ITS.

2. Installation of new software on 40 computers in the language lab will be done by ITS staff. The Director of IT will provide an estimate that will outline the amount of hours needed to complete the installation within the regular workweek of ITS staff.
Notes on Environmental Scan Academic Affairs/Division Council

Vision 2: Develop Harbor as a "technology destination" for students who are increasingly technologically savvy. Competition for our students is coming increasingly from for-profit colleges like Phoenix University, which charge significantly more money for tuition but offer far more of their curriculum online so that students can take classes at their own time and choosing. Harbor needs to incorporate more fully the many new developments referred to as Web 2.0. Divisions should encourage more faculty to attend the LACCD Faculty Teaching and Learning Academy. More courses will need to be put online or offer hybrids and increase the number of degrees offered online. To completely support these developments Harbor must fully deploy all its student services online and create a significant helpdesk program for its online students.

"Students are not just using technology differently today that are approaching their lives in their daily activities differently because of the technology. The access point for technology use, particularly for older students, is home focused, not school focused" (Slide 25). That is, they expect us to deliver education at home. There is, perhaps, an opportunity to develop more contract distance learning training (as in the Phoenix model). Harbor should also look at more flexibility of delivery in terms of length of course (Phoenix can deliver a course in five weeks).

Vision 4: Each division should be exploring ways to attract the large number of people in our service area in the older age brackets 45 and above. People in this demographic, while often thought to be interested only in personal enrichment courses like music and art, may very well in this economy need retraining or up-training or career re-ignition to be competitive in their fields. A significant interest to people in this demographic would be offering credit for life experience.

World Café Portfolio Idea # 4 SOW – Educate Faculty/Staff in Current and New Technologies (twitter, web2.0, second life)

Desired End Result

Faculty members incorporate web technologies into classroom activities to engage students and improve learning and retention.

World Café Portfolio Idea # 21 SOW--Develop "Real" Computers Labs (not just computers in rooms)

Desired End Result
Have enough qualified staff to keep computer labs open for student use.

LAHC FACT BOOK

2007-2017 DEMOGRAPHIC TRENDS—Ethnicity

In our Service Area, current trends continue

Source: DHS Complete Employment - November 2017
Percent change in employees from Feb. '08 to Feb '09
By Industry

PLANNING AND ENVIRONMENTAL TRENDS
THE SOUTH BAY - ECONOMIC TRENDS

Changes in Industry, 2007-2017

2007-2017 ECONOMIC TRENDS - Changes in Industry

What's Hot

Source: [Data Source] (Employment - September 2017)
## PLANNING AND ENVIRONMENTAL TRENDS
### THE SOUTH BAY

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<tr>
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<tr>
<td>Information</td>
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<tr>
<td>Financial Activities</td>
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<td>0.0%</td>
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<td>Professional, Scientific, and Technical Services</td>
<td>1,500</td>
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<tr>
<td>Management of Companies and Enterprises</td>
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<td>Management of Companies and Enterprises</td>
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*Note: All data is in thousands.*

**Source:** Bureau of Labor Statistics, 2007-2017

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**Note:** This table shows the number of employees in various industries in the South Bay region for the years 2007 and 2017, with the percentage change between the two years.
## FALL 2004-2008 EFFICIENCY
### COMMUNICATIONS

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Division Total: 13,372


### Projections data from the National Employment Matrix

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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreters and translators</td>
<td>27-3091</td>
<td>41,000</td>
<td>51,000</td>
<td>9,700</td>
<td>24</td>
</tr>
</tbody>
</table>

**NOTE:** Data in this table are rounded. See the discussion of the employment projections table in the...
### Projections Data from the National Employment Matrix

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>SOC Code</th>
<th>Employment, 2006</th>
<th>Projected employment, 2016</th>
<th>Change, 2006-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers—preschool, kindergarten, elementary, middle, and secondary</td>
<td></td>
<td>3,954,000</td>
<td>4,433,000</td>
<td>479,000</td>
</tr>
<tr>
<td>Preschool and kindergarten teachers</td>
<td>25-2010</td>
<td>607,000</td>
<td>750,000</td>
<td>143,000</td>
</tr>
<tr>
<td>Preschool teachers, except special education</td>
<td>25-2011</td>
<td>437,000</td>
<td>552,000</td>
<td>115,000</td>
</tr>
<tr>
<td>Kindergarten teachers, except special education</td>
<td>25-2012</td>
<td>170,000</td>
<td>190,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Elementary and middle school teachers</td>
<td>25-2020</td>
<td>2,214,000</td>
<td>2,496,000</td>
<td>282,000</td>
</tr>
<tr>
<td>Elementary school</td>
<td>25-2021</td>
<td>1,540,000</td>
<td>1,749,000</td>
<td>209,000</td>
</tr>
</tbody>
</table>

Handbook introductory chapter on Occupational Information Included in the Handbook.
### Projections data from the National Employment Matrix

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers, except special education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle school teachers, except special and vocational education</td>
<td>25-2022</td>
<td>658,000</td>
<td>732,000</td>
<td>74,000</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational education teachers, middle school</td>
<td>25-2023</td>
<td>16,000</td>
<td>15,000</td>
<td>-800</td>
<td>-5</td>
</tr>
<tr>
<td>Secondary school teachers</td>
<td>25-2030</td>
<td>1,133,000</td>
<td>1,187,000</td>
<td>54,000</td>
<td>5</td>
</tr>
<tr>
<td>Secondary school teachers, except special and vocational education</td>
<td>25-2031</td>
<td>1,038,000</td>
<td>1,096,000</td>
<td>59,000</td>
<td>6</td>
</tr>
<tr>
<td>Vocational education teachers, secondary school</td>
<td>25-2012</td>
<td>96,000</td>
<td>91,000</td>
<td>-400</td>
<td>-5</td>
</tr>
</tbody>
</table>
PLANNING AND ENVIRONMENTAL TRENDS
COLLEGE STRATEGIC PLAN, 2008-2012

Goals & Strategies to Achieve Student Success
with Accountability Measures

Learning & Instruction
Vice President Academic Affairs

GOAL 1
To offer innovative, state-of-the-art, learner-centered instruction in all Harbor College programs to promote effective learning.

Strategies:

1.1 Develop an Educational Master Plan that addresses emerging and ongoing instructional priorities.
1.2 Use program review as a means to evaluate the relevance, content, and methodology of institutional programs and adjust, revise, and develop accordingly to improve student learning.
1.3 Ensure a technological infrastructure that supports academic and administrative needs and functions.
1.4 Promote teaching excellence and innovation that results in an effective teaching/learning environment.
1.5 Provide sufficient staff, supplies, space, and equipment for an optimal teaching/learning environment.

Accountability Measures

Curriculum Quality
How does the College determine curriculum quality?

Measures:

a. Program review up-to-date:
   1. Course outlines current with measurable student learning outcomes (SLOs) and exit/eval competencies
   2. Course and specific course syllabi
   3. Consistency of materials

b. Appropriateness of learning experience measured against needs to perform in that domain (e.g., Nursing Board pass rate)
c. External standards met (Health and Safety, student assessment validation, prerequisite validation including accreditation and certification)
d. Articulation of courses and programs
e. Ongoing and/or quantitative measures to assure technological support is current and relevant for instruction.
Spanish 001 Assessment Report

Fall 2008

BACKGROUND

In fall 2008, the Spanish 001 SLO Assessment committee developed an assessment project for Spanish 001. The committee met for the first time on September 6, 2008 from 1pm-4pm at Harbor in Drama Speech 102 (DS 102). The members of the committee are William Hernández, Chair, Kenneth Luna, Co-Chair, Delia Rentería, Co-Chair, Marlene Koven, and Edith Dimo. During this initial meeting, we discussed the following topics.

- Examination and any modifications of SLOs (Modifications were made and Lauren McKenzie, Chair of Curriculum Committee was notified)
- Selection of the SLO to be assessed
- The exercise or assignment that was to be used to assess the SLO
- The scoring rubric that was to be used in the assessment
- The final report due at the end of Fall 2008 semester

As a committee we chose to assess the third Student Learning Outcome (found below) for the course; it represents one of the four principle skills that students are expected to develop in the target language.

1. Reproduce simple patterns of speech based on classroom model with acceptable pronunciation.
2. Respond orally or in written form to simple questions on various topics and situations using basic elementary grammar and vocabulary.

3. Write simple sentences in Spanish that demonstrate appropriate use of first level elementary grammar structures, syntax, and vocabulary.

4. Demonstrate the ability to read, comprehend, and interpret simple narratives.

5. Identify and name some of the unique characteristics of Hispanic people, their countries, and cultures.

As a committee, we divided the SLO into four areas to be assessed:

- Vocabulary
- Grammar
- Syntax
- Spelling

MEANS

We created a question for students in all eight sections of Spanish 001 to answer. The question was to be given in the second exam of the semester. All Spanish 001 instructors were contacted by e-mail and were provided with a copy of the scoring rubric and test question for the assessment. The second exam in Spanish 001 courses is given in mid October. By that time, students will have been exposed to basic sentence structure, subject pronouns, the verb ser (to be), subject verb agreement, and various descriptive adjectives. The test question was as follows.

Ecritura. Imagine that you're Andrea, a Spanish 1 student like yourselves, who decides to say hello to a pen pal in Madrid. Write a five-sentence letter to tell her about your life at the university. Make sure to include the following:

- Introduce and describe yourself (minimum 2 adjectives)
• Describe your classes (minimum 2 adjectives)
• Describe your professors (minimum 2 adjectives)
• Describe a friend (minimum 2 adjectives)

You must use different adjectives in your descriptions.

Querida amiga:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Abrazos,

Andrea

CRITERIA
All 8 Spanish 001 instructors in all 8 sections of Spanish 001 were asked to give the test question to all students in their classes and randomly select a sampling comprising of 70% of their class population. The student population was based on class enrollments as of mid October 2008. Students who were formally enrolled but stopped attending were excluded from the assessment as well as students who audited the classes. In addition, 70% of each class population was to score a minimum of 60%. The committee approved 60% as the passing score by following other similar scoring systems, like, for example, the one used in the Advanced Placement Exam in Spanish. A passing score in the Advanced Placement Exam in Spanish is 3 out of 5, a 60%.

Table 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Section#</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 001</td>
<td>0263</td>
<td>W. Hernandez</td>
<td>33 Students</td>
<td>23 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>0264</td>
<td>E. Dimo</td>
<td>35 Students</td>
<td>24 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>0261</td>
<td>C.P. Garay</td>
<td>28 Students</td>
<td>20 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>3200</td>
<td>E. Heredia</td>
<td>25 Students</td>
<td>18 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>3202</td>
<td>D. Renteria</td>
<td>25 Students</td>
<td>17 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>6013</td>
<td>M.E. Vilegas</td>
<td>15 Students</td>
<td>10 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>3201</td>
<td>M. Keven</td>
<td>26 Students</td>
<td>18 Test Questions</td>
</tr>
<tr>
<td>Spanish 001</td>
<td>6026</td>
<td>M. Barrio De Mendoza</td>
<td>24 Students</td>
<td>17 Test Questions</td>
</tr>
</tbody>
</table>

Total Students= 211
70% of 211= 147 Test Questions
Furthermore, all instructors were asked to grade the test questions using the scoring rubric developed by the committee. Please refer to the next page. All 8 instructors read and graded the test questions. By November 5, 2008, they handed them in to the Chair of the assessment committee in sealed envelopes. On November 7, 2008, we, the assessment committee, met again in Office Village 8 (OV 8) from 4pm-9pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We first normed ourselves to the rubric, as all 8 instructors did, but we made necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructors and the committee was very close. We read the test questions only looking for how well the students met the criteria in the four areas: Vocabulary Skills, Grammar Skills, Syntax, and Spelling.

**SCORING RUBRIC**

**Vocabulary Skills**

5 – Excellent
   
   Student exceeds expectations

4 – Good
   
   Student meets expectations (missing half of a criteria)

3 – Average
   
   Student conveys message (missing one whole criteria)

2 – Deficient
   
   Student demonstrates some problems in conveying message (missing two criteria)

1 – Incomprehensible
   
   Student demonstrates unsatisfactory work (missing more than two criteria)

**Grammar Skills**
5 – Excellent
Student exceeds expectations; knows proper usage of grammar structures with zero errors

4 – Good
Student meets expectations with minimal errors (up to two errors)

3 – Average
Student conveys message with some errors (up to four errors)

2 – Deficient
Grammar structure usage impedes communication (more than four errors)

1 – Incomprehensible
Student demonstrates unsatisfactory work; student does not convey message

Syntax

5 – Excellent
Student uses proper word order

4 – Good
Student displays knowledge of word order with minimal errors (up to two errors)

3 – Average
Student displays knowledge of word order with some errors (up to four errors)

2 – Deficient
Word order impedes communication (more than four errors)

1 – Incomprehensible
Word order inhibits communication
Spelling

5 – Excellent
No errors
4 – Good
Up to 3 errors
3 – Average
Up to 4 errors
2 – Deficient
Up to 5 errors
1 – Incomprehensible
More than 5 errors

RESULTS AND CONCLUSIONS

Assessment Data Breakdown

Overall Scores

Table 3

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>20</td>
<td>6</td>
<td>120</td>
</tr>
<tr>
<td>95%</td>
<td>19</td>
<td>16</td>
<td>304</td>
</tr>
<tr>
<td>90%</td>
<td>18</td>
<td>20</td>
<td>360</td>
</tr>
<tr>
<td>85%</td>
<td>17</td>
<td>28</td>
<td>476</td>
</tr>
<tr>
<td>80%</td>
<td>16</td>
<td>25</td>
<td>400</td>
</tr>
<tr>
<td>75%</td>
<td>15</td>
<td>14</td>
<td>210</td>
</tr>
<tr>
<td>70%</td>
<td>14</td>
<td>25</td>
<td>350</td>
</tr>
<tr>
<td>Percentage</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Total Points Earned</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>65%</td>
<td>13</td>
<td>6</td>
<td>78</td>
</tr>
<tr>
<td>60%</td>
<td>12</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>55%</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50%</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>45%</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40%</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35%</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30%</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25%</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20%</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

$2,372 \div 2,940 = 81\%$

Scores By Criteria

Table 4

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (5)</th>
<th>Student Meets Expectations (4)</th>
<th>Average (3)</th>
<th>Deficient (2)</th>
<th>Incomprehensible (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Skills</td>
<td>147</td>
<td>60</td>
<td>40</td>
<td>32</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (5)</th>
<th>Student Meets Expectations (4)</th>
<th>Average (3)</th>
<th>Deficient (2)</th>
<th>Incomprehensible (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
</table>
### Grammar Skills

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (5)</th>
<th>Student Meets Expectations (4)</th>
<th>Average (3)</th>
<th>Deficient (2)</th>
<th>Incomprehensible (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>147</td>
<td>122</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>99%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 81%, a percentage that surpassed the required 60%. We arrived at this conclusion by taking the number of students assessed (147) multiplied by the maximum score that each one of them could achieve (20). This gives us a total amount of 2,940 overall maximum points. The population of students assessed (147) earned a total of 2,372 points (Please see Table 2). By dividing 2,372 by the total overall 2,940 possible points we get an 81%.

Although the overall score told us that students overwhelmingly surpassed the required goal of 60% by earning an overall 81%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Vocabulary Skills, Grammar Skills, Syntax, and Spelling) and not achieving the same consistent score in all categories. Please see Table 4. Analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data tells us that students demonstrated high to average skills in all categories (vocabulary skills, grammar skills, syntax, and vocabulary). Students scored the highest in syntax, followed by vocabulary but still show the highest level of
deficiency and incomprehensibility in spelling, despite showing a high number of them meeting expectations in this category.

RECOMMENDATIONS

Based on the results of the assessment and the input from the members of the committee and instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

- We need to encourage instructors to require additional assignments that will help students strengthen their spelling skills.
- We need to encourage more testing in which a large focus is placed on spelling.

SAMPLE STUDENT TEST QUESTIONS AND SCORES

The following test questions are samples in which the students earned the same or very close to the same consistent score on all four criteria. Included are also samples in which students earned inconsistent scores across all four categories. For example, the 20 score paragraph received a "5" on providing clear evidence in relation to vocabulary skills, grammar skills, syntax, and spelling.

Spanish 001 Assessment Paragraph/Test Question- 20 Score

Vocabulary- 5 Score
Grammar- 5 Score
Syntax- 5 Score
Spelling- 5 Score
Me llamo Andrea. Soy alta y rubia. Mis clases son interesantes y difíciles. Mis profesores son excelentes y fascinantes. Mi amiga es rica y bonita.

hola yo me llamo andrea. yo soy baja, delgada y morena. yo tengo una clase de español y dos clases de arte. a mi me gustan mis clases. los profesores son muy inteligentes y chistosos. cada uno tiene diferente personalidad. mi amigo roberto esta en casi todas mis clases. el es inteligente y me ayuda con mi tarea.
Yo me llamo Andrea y soy rubia y alta. Soy muy simpático y tengo que hacer tres clases. Yo estudio biología, inglés y español. Mis profesores son muy inteligentes. Tengo una amiga y ella es muy simpática, extrovertida y interesante.


Mi nombre es Andrea. Soy fea y alta. Mis clases es geografía, musica, y español. Mi profesor de la clases de español es interesante y bueno. Mi clase de español es no aburrida o mala. Mi amiga es bonita y baja.


Me llamo Andrea. El negro. Soy de tall
Spanish 002 Assessment Report
Spring 2009

BACKGROUND

In spring 2009, the Spanish 002 SLO Assessment committee developed an assessment project for Spanish 002. The committee met for the first time on February 10, 2009 from 1pm-4pm at Harbor in Northeast Academic Hall, Suite 295 (Division Shared Conference Room). The members of the committee are William Hernández and Delia Renteria, Co-Chair. During this initial meeting, we discussed the following topics.

- Examination and any modifications of SLOs (Modifications were made and Lauren McKenzie, Chair of Curriculum Committee was notified)
- Selection of the SLOs to be assessed
- The exercises or assignments that were to be used to assess the SLOs
- The scoring rubrics that were to be used in the assessments
- The final report due at the end of spring 2009 semester

As a committee we chose to assess the third, fourth, and sixth Student Learning Outcome (found below) for the course; they represent some of the principle skills that students are expected to develop in the target language.

1. Employ high-elementary level patterns of speech based on classroom models with acceptable pronunciation.

2. Speak in Spanish with novice-high fluency and accuracy (as stated in the ACTFL proficiency guidelines) using high-elementary level grammar structures, vocabulary and syntax.

3. Write in Spanish with novice-high fluency and accuracy (as stated in the ACTFL proficiency guidelines) using high-elementary level grammar structures, vocabulary, and syntax.

4. Demonstrate high-elementary fluency and accuracy in reading, comprehension, and interpretation of narratives.
5. Demonstrate high-elementary fluency and accuracy in listening comprehension skills.

6. Identify, name, and discuss basic facts pertaining to important people of Spanish speaking countries as well as the culture, customs, geography, and principle historical facts about the regions presented. (beyond those learned in Spanish 1)

**ASSESSMENT NUMBER 1** The first assessment project consisted of assessing SLO number 3. As a committee, we divided the SLO into four areas to be assessed:

- Vocabulary
- Grammar
- Syntax
- Spelling

**MEANS**

We created a question for students in all three sections of Spanish 002 to answer. The question was embedded in the third exam of the semester. All Spanish instructors were contacted by e-mail and were provided with a copy of the scoring rubric and test question for the assessment. The third exam in Spanish 002 was given in the third week of April. By that time, students were exposed to a variety of vocabulary words and phrases, words and phrases related to different food types, cooking, kitchen appliances, sports and sports equipment, shopping at a department store, clothing and accessories. Furthermore, students were taught the preterit and the imperfect tenses. The test question was as follows:

**Ecritura.** Use the preterit tense to write a paragraph in Spanish describing your last shopping trip. You are welcomed to use vocabulary from chapter 8 or previous chapters. Your paragraph should be five sentences long. Be as detailed as possible and make sure to include the following information:

- When you went
- With whom you went (mention at least two people)
• What stores you visited  (mention at least two stores)
• What you bought and for whom  (mention at least two items)
• How you paid for your purchases
All 3 Spanish 002 instructors in all 3 sections of Spanish 002 were asked to give the test question to all students in their classes and randomly select a sampling comprising of 70% of their class population. The student population was based on the class enrollments as of the third week of April 2009. Students who were formally enrolled but stopped attending classes as well as students who audited the classes were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 60%. The committee approved 60% as the passing score by following other similar scoring systems, like for example, the one used in the Advanced Placement Exam in Spanish. A passing score in the Advanced Placement Exam in Spanish is 3 out of 5, a 60%.

**TABLE 1**

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 002</td>
<td>0263</td>
<td>W. Hernandez</td>
<td>29 Students</td>
<td>20 Test Questions</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>0264</td>
<td>N. Bustamante</td>
<td>14 Students</td>
<td>10 Test Questions</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>3205</td>
<td>M.E. Villegas</td>
<td>22 Students</td>
<td>16 Test Questions</td>
</tr>
</tbody>
</table>

| Total Students= 65 | 70% of 65= 46 Test Questions |

Furthermore, all instructors were asked to grade the test questions using the scoring rubric developed by the committee. Please refer to the next page. All three instructors read and graded the test questions. By May 5, 2009, they handed them in to the Chair of the assessment committee in sealed envelopes. On June 19, 2009, we, the assessment committee, met again in Northeast Academic Hall, Suite 205 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We first normed ourselves to the rubric, as all 3 instructors did, but we made
necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructors and the committee was very close. We read the test question only looking for how well students met the criteria in the four areas: Vocabulary Skills, Grammar Skills, Syntax, and Spelling.

**SCORING RUBRIC**

**Vocabulary Skills**

5 – Excellent  
Student exceeds expectations

4 – Good  
Student meets expectations (missing half of a criteria)

3 – Average  
Student conveys message (missing one whole criteria)

2 – Deficient  
Student demonstrates some problems in conveying message (missing two criteria)

1 – Incomprehensible  
Student demonstrates unsatisfactory work (missing more than two criteria)

**Grammar Skills**

5 – Excellent  
Student exceeds expectations; knows proper usage of grammar structures with zero errors

4 – Good  
Student meets expectations with minimal errors (up to two errors)

3 – Average
Student conveys message with some errors (up to four errors)

2 – Deficient

Grammar structure usage impedes communication (more than four errors)

1 – Incomprehensible

Student demonstrates unsatisfactory work; student does not convey message

Syntax

5 – Excellent

Student uses proper word order

4 – Good

Student displays knowledge of word order with minimal errors (up to two errors)

3 – Average

Student displays knowledge of word order with some errors (up to four errors)

2 – Deficient

Word order impedes communication (more than four errors)

1 – Incomprehensible

Word order inhibits communication

Spelling

5 – Excellent

No errors

4 – Good

Up to 3 errors

3 – Average
Up to 4 errors
2 – Deficient
Up to 5 errors
1 – Incomprehensible
More than 5 errors

RESULTS AND CONCLUSIONS

Assessment Data Breakdown

Overall Scores

TABLE 2

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>95%</td>
<td>19</td>
<td>13</td>
<td>247</td>
</tr>
<tr>
<td>90%</td>
<td>18</td>
<td>17</td>
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</tr>
<tr>
<td>85%</td>
<td>17</td>
<td>11</td>
<td>187</td>
</tr>
<tr>
<td>80%</td>
<td>16</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>75%</td>
<td>15</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>70%</td>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>65%</td>
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<tr>
<td>60%</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>55%</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>Total Points Earned: 820</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45%</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35%</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>6</td>
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<td>25%</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
820 \div 920 = 89\%
\]

**SCORES BY CRITERIA**

**TABLE 3**

<table>
<thead>
<tr>
<th></th>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (5)</th>
<th>Student Meets Expectations (4)</th>
<th>Average (3)</th>
<th>Deficient (2)</th>
<th>Incomprehensible (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Skills</td>
<td>46</td>
<td>43</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar Skills</td>
<td>46</td>
<td>13</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Test Questions Read</td>
<td>Student Exceeds Expectations (5)</td>
<td>Student Meets Expectations (4)</td>
<td>Average (3)</td>
<td>Deficient (2)</td>
<td>Incomprehensible (1)</td>
<td>Percentage Demonstrating Competency</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Syntax</td>
<td>46</td>
<td>44</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (5)</th>
<th>Student Meets Expectations (4)</th>
<th>Average (3)</th>
<th>Deficient (2)</th>
<th>Incomprehensible (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>46</td>
<td>13</td>
<td>24</td>
<td>5</td>
<td>1</td>
<td>91%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 89%, a percentage that surpassed the required 60%. We arrived at this conclusion by taking the number of students assessed (46) multiplied by the maximum score that each one of them could achieve (20). This gave us a total of 920 overall maximum points. The population of students assessed (46) earned a total of 820 points (Please see Table 2 on pages 5-6). By dividing 820 by the total overall 920 possible points we get an 89%.

Although the overall score told us that students overwhelmingly surpassed the required goal of 60% by earning an overall 89%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Vocabulary Skills, Grammar Skills, Syntax, and Spelling) and did not achieve the same consistent score in all categories. Please see Table 3 on page 6. Analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data told us that students demonstrated high to average skills in almost all categories (Vocabulary Skills, Grammar Skills, Syntax, and Vocabulary). Students scored the highest in syntax, followed by vocabulary, grammar, and spelling but still showed a slight level of deficiency and incomprehensibility in spelling, despite a high number of them meeting expectations in this category.
RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

- We need to encourage instructors to require additional assignments (homework or in class) that will help students strengthen their spelling skills, particularly knowing how to write irregular verb forms correctly and the utilization of the written accent. Most of the spelling errors detected were due to not knowing how to spell irregular verb forms, not using the written accent at all or the inappropriate use of the written accent.
- We need to encourage more testing in which a large focus is placed on spelling. Again, placing a large emphasis on the correct spelling of irregular verb forms and accentuation.

SAMPLE STUDENT TEST QUESTIONS AND SCORES

The following test questions are samples in which students earned the same or very close to the same consistent score on all four criteria. Included are also samples in which students earned inconsistent scores across all four categories. For example, the 20 score paragraph received a "5" on providing clear evidence in relation to vocabulary skills, grammar skills, syntax, and spelling.

Spanish 002 Assessment Paragraph/Test Question-20 Score

- Vocabulary- 5 Score
- Grammar-5 Score
- Syntax-5 Score
- Spelling-5 Score

Spanish 002 Assessment Paragraph/Test Question-19 Score

Vocabulary: 5 Score
Grammar: 5 Score
Syntax: 5 Score
Spelling: 4 Score


Spanish 002 Assessment Paragraph/Test Question-18 Score

Vocabulary: 5 Score
Grammar: 3 Score
Syntax: 5 Score
Spelling: 5 Score

Yo fui a una almacén el año pasado con mis amigas Lauren y Angela. Yo visité una tienda para zapatos y también visité la tienda Macy’s. Nosotros caminamos en el restaurante El Red Robin. Yo compré una camisa rosada y unas sandalias negras. Yo pagué con una tarjeta de crédito.
El sábado pasado fui de compras con mi hermana y hermano chico. Fuimos a la Target y a la Ross. Compré dos camisetas y un pantalón corto. Pague al contado.

Yo fui a Macy's la semana pasada. Yo y mi familia fuimos, también fue mi mejor amiga María. También fuimos a la JCPenny y compramos trajes de baño y pantalones cortos para ir a la playa. Después fuimos a comer a las hamburguesas. Todos comimos hamburguesas y tomamos jugo de naranja. Todo fue divertido. No fue muy caro, pagamos con tarjeta de crédito.
Yo fui a la tienda y el almacén. Yo fui con mi hermana y mi madre. Nosotros primero fuimos a Payless Foods para comprar plátano, uvas, y leche por que ya no teníamos Fruta o leche. También fuimos a JCPenny y compramos camisetas para mi papa. También compramos pantalones de mezclilla para mi hermano. Al fin compramos con la carta de crédito de mi mamá.

ASSESSMENT NUMBER 2  The second assessment project consisted of assessing SLO number four and SLO number six. Please see pages 1-2. By assigning a reading exercise, and being one pertaining to Hispanic culture, it enabled us to assess two SLOs simultaneously.

MEANS

As a committee, we decided to recommend a cultural reading assignment from the textbook that students would complete prior to taking the fourth exam. On the said exam (exam 4), students were required to answer reading comprehension questions developed by the committee related to the reading assignment previously mentioned. Also, as a committee, we developed a reading comprehension check rubric that was used by all Spanish 002 instructors to grade the test questions. The test questions were as follows:

Cultura: Los países caribeños de Sudamérica: Venezuela y Colombia. Using the information you learned in the panoramas section of this chapter, answer the following questions by providing short answers, filling in the blanks or circling Cierzo (true) or Falso (false). (10 puntos)

1. La capital de Venezuela es ________________________

2. La capital de Colombia es ________________________
3. _________________ es un país importante por su petróleo.

4. Cierto o Falso Venezuela tiene costas en el mar Caribe y en Océano Pacífico.

5. ¿Cuál es el salto más alto del mundo?

6. Un mineral brillante que se mina en Colombia es ________________.

7. Cierto o Falso La profesión de Shakira es de política.

8. ¿Quién escribió la novela Cien años de soledad?

9. Una bebida popular colombiana es ________________.

10. Cierto o Falso Cartagena de Indias fue fundada en 1531 y está en Colombia.
CRITERIA

All 3 Spanish 002 instructors in all 3 sections of Spanish 002 were asked to give the test questions to all students in their classes and randomly select a sampling of 70% of their class population. All 3 Spanish instructors were contacted by e-mail and were provided with copies of the test questions. Like the first assessment, the student population was based on realistic class enrollments. In this case, the assessment was given to active students enrolled in all three sections of Spanish 002 as of mid May 2009. Students who were formally enrolled but stopped attending classes as well as students who audited the classes were excluded from the assessment. Also, like the first assessment, 70% of students were to earn a score of 60% in order to pass. Again, the committee approved 60% as passing by following the scoring model used to grade the Advanced Placement Exam in Spanish.

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 002</td>
<td>0263</td>
<td>W. Hernandez</td>
<td>28 Students</td>
<td>20 Test Questions</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>0264</td>
<td>N. Bustamante</td>
<td>14 Students</td>
<td>10 Test Questions</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>3205</td>
<td>M.E. Villegas</td>
<td>20 Students</td>
<td>14 Test Questions</td>
</tr>
</tbody>
</table>

Total Students= 62

70% of 62= 44 Test Questions
All instructors were asked to grade the questions using the scoring rubric developed by the committee that was also e-mailed to them. Please see the next page. All 3 instructors read and graded the test questions. By May 26, 2009, they handed them in to the Chair of the assessment committee in sealed envelopes. On June 19, 2009, we, the committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am-3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We normed ourselves to the rubric and made no changes to it. The scoring done by the instructors and the committee was very close. We read the questions looking for how many questions the students answered correctly out of the total possible number of questions asked. In addition, we focused on how many identification questions versus how many questions that required the naming of facts and providing short discussion answers the students answered correctly.

ASSESSMENT 2
SCORING RUBRIC

TABLE 5

<table>
<thead>
<tr>
<th>0-5 points</th>
<th>6 points</th>
<th>7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension check questions</td>
<td>After reading paragraphs that include learned active vocabulary and/or recognizable cognates, along with cultural information in the Panoramas section of chapter 9, student cannot respond to check questions with more than 50% accuracy.</td>
<td>After reading paragraphs that include learned active vocabulary and/or recognizable cognates, along with cultural information in the Panoramas section of chapter 9, student can respond to check questions with 50%-59% accuracy.</td>
</tr>
<tr>
<td>Points</td>
<td>Description</td>
<td>Points</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>8</td>
<td>After reading paragraphs that include learned active vocabulary and/or recognizable cognates, along with cultural information in the Panoramas section of chapter 9, student can respond to check questions with 80% accuracy.</td>
<td>9</td>
</tr>
</tbody>
</table>

**RESULTS AND CONCLUSIONS**

**Assessment Data Breakdown**

**TABLE 6 OVERALL SCORE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>Number of Questions</td>
<td>Identification Skills</td>
<td>100%</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>------</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>70%</td>
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<td>60%</td>
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<td>6</td>
</tr>
<tr>
<td>0-50%</td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

**Total Points Earned= 360**

\[
360 \div 440 = 82\%
\]

**TABLE 7 SCORES BY CRITERIA**

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Number of students who answered all 3 questions correctly.</th>
<th>Number of students who answered 2 of the 3 questions correctly.</th>
<th>Number of students who answered 1 of the 3 questions correctly.</th>
<th>Number of students who answered 0 of the 3 questions correctly.</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification Skills</td>
<td>44</td>
<td>29</td>
<td>15</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Number of students who answered all 7 questions correctly.</th>
<th>Number of students who answered 6 of the 7 questions correctly.</th>
<th>Number of students who answered 5 of the 7 questions correctly.</th>
<th>Number of students who answered less than 5 of the 7 questions</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification Skills</td>
<td>44</td>
<td>29</td>
<td>15</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Naming/Short Answer Skills</td>
<td>86% correctly</td>
<td>71% questions correctly</td>
<td>0-57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------</td>
<td>------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>7</td>
<td>20</td>
<td>8</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 82%, a percentage that surpassed the required 60%. We arrived at this conclusion by taking the number of students assessed (44) multiplied by the maximum score that each one of them could achieve (10). This gave us a total of 440 overall maximum points. The population of students assessed (44) earned a total of 360 points. Please see table 6 on page 13. By dividing 360 by the overall total 440 possible points, we arrived at 82%.

Although the overall score told us that students overwhelmingly surpassed the required 60% by earning an overall percentage of 82%, we also concluded that some students scored substantially better in one of the two areas of the exercise. The data told us that the section of the exercise in which students demonstrated the highest competency was in the one that required the identification of facts. 29 of the 44 students assessed (66% of the population assessed) answered all of the identification questions correctly. However, looking at the table labeled naming/short answers skills, the same students did not do as well. Only seven students out of the total population assessed (44) answered all questions that required the naming of facts and providing short answers correctly. This is 16% of the total population of students assessed. In fact, there were even eight students (18% of the total population of students assessed) who scored below sixty percent in this section of the exercise. Please see table 7 on page 13.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from the instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.
• Encourage instructors to give more reading assignments and activities by integrating them in their lessons and assigning them as homework.
• Encourage instructors to incorporate reading exercises more often in their exams or quizzes. The more students read, the less intimidated they will feel when they read texts in Spanish.
• Encourage instructors to require more naming and short answer type questions in their reading assignments or exercises. Students should not only be able to identify facts; they should also be able to express facts in the target language. This will help students experience other important and fundamental aspects of the target language that are invaluable in the communication process such as correct spelling, intonation, appropriate use of the learned grammar and vocabulary, and the proper use of punctuation.

Spanish 003 Assessment Report
Fall 2009

BACKGROUND

In fall 2009, the Spanish 003 SLO Assessment committee developed an assessment project for Spanish 003. The committee met for the first time on September 18, 2009 from 1pm-4pm at Harbor in Northeast Academic Hall, Suite 295 (Division Shared Conference Room). The members of the committee are William Hernández, Chair, and Delia Rentería, Co-Chair. During this initial meeting, we discussed the following topics.

• Examination and any modifications of SLOs (Modifications were made in an updated Spanish 003 course outline and Lauren McKenzie, Chair of Curriculum Committee, was notified)
• Selection of the SLOs to be assessed
• The exercises or assignments that were to be used to assess the SLOs
• The scoring rubrics that were to be used in the assessments
• The final report due at the end of January 2010
As a committee, we chose to assess the third and fifth Student Learning Outcome (found below) for the course; they represent some of the principle skills that students are expected to develop in the target language.

1. Employ intermediate level patterns of speech with reasonably accurate pronunciation.

2. Demonstrate oral expression with intermediate fluency and accuracy (as stated in the ACTFL proficiency guidelines) using intermediate level grammar structures, vocabulary, and syntax.

3. Demonstrate intermediate fluency and accuracy in listening comprehension skills.

4. Demonstrate the ability to read, comprehend, compare, contrast, criticize, and assess literary texts, short cultural readings and or videos that are at the intermediate level.

5. Write in Spanish with intermediate fluency and accuracy (as stated in the ACTFL proficiency guidelines) by using intermediate-level grammar structures, vocabulary, syntax, and accentuation.

6. Identify, name, and discuss facts pertaining to important people of Spanish speaking countries as well as the culture, customs, geography, and principle historical facts about the regions presented. (beyond those learned in Spanish 2)

**ASSESSMENT NUMBER 1** The first assessment project consisted of assessing SLO number 5. As a committee, we divided the SLO into eight areas to be assessed:

- Vocabulary
- Grammar
- Syntax
- Spelling
- Punctuation
- Capitalization
- Accentuation
- Message Content
MEANS

We created a question for students in the one section of Spanish 003 to answer. The question was embedded in the second exam of the semester. The Spanish instructor teaching Spanish 003 was contacted by e-mail and was provided with a copy of the scoring rubric and test question for the assessment. The second exam in Spanish 003 was given in the second week of October. By that time, students were exposed to a variety of vocabulary words and phrases, words and phrases related to the world of technology and the environment. Furthermore, students were exposed to a review of accentuation and rules related to punctuation and were also taught the conditional tense. The test question was as follows:

**Escritura.** ¿Qué haría usted con un millón de dólares? Escriba una pequeña carta de diez oraciones en el cual usted le explica a un amigo/a lo que haría con un millón de dólares. **Use verbos en la forma del condicional.**

**Writing.** What would you do with a million dollars? Write a short letter consisting of ten sentences in which you explain what you would do with a million dollars to a friend. **Use verbs in the conditional tense.**
CRITERIA

The Spanish 003 instructor in the only section of Spanish 003 was asked to give the test question to all students in the class and randomly select a sampling comprising of 70% of the class population. The student population was based on the class enrollments as of the second week of October 2009. Students who were formally enrolled but stopped attending classes as well as students who audited the classes were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

TABLE 1

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 003</td>
<td>02</td>
<td>W. Hernandez</td>
<td>18 Students</td>
<td>13 Test Questions</td>
</tr>
</tbody>
</table>

Total Students= 18  70% of 18= 14 Test Questions
Furthermore, the instructor was asked to grade the test questions using the scoring rubric developed by the committee. Please refer to the next page. The instructor read and graded the test questions. By October 19, 2009, the instructor handed them in to the Chair of the assessment committee in a sealed envelope. On November 13, 2009, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We first normed ourselves to the rubric, as the Spanish 003 instructor did, but we made necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructor and the committee was very close. We read the test questions only looking for how well students met the criteria in the following eight areas: Vocabulary Skills, Grammar Skills, Syntax, Spelling, Punctuation, Capitalization, Accentuation, and Message Content.

SCORING RUBRIC

Vocabulary Skills

4 – Excellent
  Vocabulary is excellent and appropriate to the task.

3 – Good
  Vocabulary is usually accurate; occasional inaccuracies may occur.

2 – Satisfactory
  Vocabulary is not extensive enough for the task; inaccuracies may be frequent; may use English words.

1 – Needs Improvement
  Vocabulary inadequate for most basic aspects of the task.

Grammar Skills

4 – Excellent
  Writer makes no errors in grammar that distract the reader from
the content.

3 – Good
Writer makes 1-2 errors in grammar that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in grammar that distract the reader from the content.

1 – Needs improvement
Writer makes more than 4 errors in grammar that distract the reader from the content.

Syntax

4 – Excellent
Writer makes no errors in syntax that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in syntax that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in syntax that distract the reader from the content.

1 – Needs improvement
Writer makes more than 4 errors in syntax that distract the reader from the content.
Spelling

4 – Excellent
Writer makes no errors in spelling that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in spelling that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in spelling that distract the reader from the content.

1 – Needs Improvement
Writer makes more than 4 errors in spelling that distract the reader from the content.

Punctuation

4 – Excellent
Writer makes no errors in punctuation, so the text is easy to read.

3 – Good
Writer makes 1-2 errors in punctuation, but the text is still easy to read.

2 – Satisfactory
Writer makes 3-4 errors in punctuation that catch the reader’s attention and interrupt the flow.

1 – Needs Improvement
Writer makes more than 4 errors in punctuation that catch the reader’s
attention and greatly interrupt the flow.

**Capitalization**

4 – Excellent
Writer makes no errors in capitalization, so the text is easy to read.

3 – Good
Writer makes 1-2 errors in capitalization, but the text is still easy to read.

2 – Satisfactory
Writer makes 3-4 errors in capitalization that catch the reader's attention and interrupt the flow.

1 – Needs Improvement
Writer makes more than 4 errors in capitalization that catch the reader's attention and greatly interrupt the flow.

**Accentuation**

4 – Excellent
Writer makes no errors in accentuation.

3 – Good
Writer makes 1-2 errors in accentuation.

2 – Satisfactory
Writer makes 3-4 errors in accentuation.

1 – Needs Improvement
Writer makes more than 4 errors in accentuation.
Message of Content

4 – Excellent
Relevant informative response to the task. Excellent level of detail and creativity.

3 – Good
Response to the task is generally informative; may lack some detail and/or creativity.

2 – Satisfactory
Response incomplete, lacks some important information.

1 – Needs Improvement
Response not informative; provides little or no information.

RESULTS AND CONCLUSIONS

Assessment Data Breakdown

Overall Scores

TABLE 2

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>32</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>97%</td>
<td>31</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>Count</td>
<td>Value</td>
<td>Total</td>
</tr>
<tr>
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<td>29</td>
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<td>58</td>
</tr>
<tr>
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<td>24</td>
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<td>23</td>
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<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
<td>53%</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>47%</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>44%</td>
<td>14</td>
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</tr>
<tr>
<td>41%</td>
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</tr>
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</tr>
<tr>
<td>34%</td>
<td>11</td>
<td>0</td>
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<td>10</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>25%</td>
<td>8</td>
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</tr>
<tr>
<td>Below 25%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
343 ÷ 416 = 82%

**SCORES BY CRITERIA**

**TABLE 3**

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (4)</th>
<th>Student Meets Expectations (3)</th>
<th>Average (2)</th>
<th>Deficient (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Skills</td>
<td>13</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar Skills</td>
<td>13</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>85%</td>
</tr>
<tr>
<td>Syntax</td>
<td>13</td>
<td>11</td>
<td>2</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Test Question s Read</td>
<td>Student Exceeds Expectations (4)</td>
<td>Student Meets Expectations (3)</td>
<td>Average (2)</td>
<td>Deficient (1)</td>
<td>Percentage Demonstrating Competency</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Spelling</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>85%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>92%</td>
</tr>
<tr>
<td>Capitalization</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
### Accentuation

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Student Exceeds Expectations (4)</th>
<th>Student Meets Expectations (3)</th>
<th>Average (2)</th>
<th>Deficient (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message of Content</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>6</td>
<td>54%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 82%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (13) multiplied by the maximum score that each one of them could achieve (32). This gave us a total of 436 overall maximum points. The population of students assessed (13) earned a total of 343 points (Please see Table 2 on pages 6-7). By dividing 343 by the total overall 416 possible points we get an 82%.

Although the overall score told us that students overwhelmingly surpassed the required goal of 70% by earning an overall 82%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Vocabulary Skills, Grammar Skills, Syntax, Spelling, Punctuation, Capitalization, Accentuation, and Message of Content) and did not achieve the same consistent score in all categories. Please see Table 3 on page 7-8. Analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data told us that students demonstrated high to average skills in almost all categories (Vocabulary Skills, Grammar Skills, Syntax, Spelling, Punctuation, Capitalization, Accentuation, and Message of Content). Students scored the highest in the categories of capitalization and message of content, followed by syntax, punctuation, spelling, and grammar.
skills, but showed a need for improvement in accentuation, slightly in spelling skills, grammar skills, and punctuation skills.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

- We need to encourage instructors to require additional assignments (homework or in class) that will help students strengthen their accentuation skills.
- We need to encourage more testing in accentuation at the Spanish 1 and 2 levels. Therefore, when students move to the intermediate level, they do not struggle with accentuation.

SAMPLE STUDENT TEST QUESTIONS AND SCORES

The following test questions are samples in which students earned a very close score on all four criteria. Included are also samples in which students earned inconsistent scores across all eight categories.

Spanish 003 Assessment Paragraph/Test Question-30 Score

Vocabulary- 4 Score
Grammar-4 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-3 Score
Mi muy querido amigo,

Te escribo para contarte que si yo gana un millón de dólares lo compartiría contigo. Pondría un dinero en el banco para la educación de mis hijos. Compraría una casa no muy costosa pero en una bonita ciudad. Compraría un carro Nuevo. Llevaría a mis hijos de vacaciones. Te visitaríamos en España ya que hace mucho tiempo que no nos vemos. Pagaría parte de mis deudas que la verdad ya no son muchas. Donaría una cantidad a niños necesitados. También me gustaría comprar una pequeña casa en México por air de vacaciones de vez en cuando. Bueno me gustaría mucho que estuvieras aquí con nosotros. Cuidate y no olvides de escribir pronto. Muchos besos y abrazos. Hasta pronto!

Sinceramente,

Noemi
Querida amiga,

Tuve un sueño anoche. Soñé que me gané un millón de dólares. Desperté y me di cuenta que fue solo un sueño. Si fuera realidad, haría lo siguiente con el dinero:

Daría una cantidad a la iglesia

Compraría una casa para cada miembro de mi familia

Pagaría todas mis deudas

Ayudaría a la gente pobre.

Pondría la mitad del dinero en el banco

Iría de vacaciones a Europa

Remodelaría mi casa

Viajaría a Hawai

Invitaría a mis amigas a tener una gran fiesta

Bailaría toda la noche para celebrar y habría mucha comida y cerveza

Espero saber de ti pronto.

Hasta luego.

Sinceramente,

Tu amiga
Querida hermana,


Atentamente,

tu hermano

Spanish 003 Assessment Paragraph/Test Question-26 Score
Querida Elizabeth,

Te quiero contra que me acabo de ganar un millón de dólares y me gustaría deshace como me los gastaría. Primero le alludaría a mis hermanos a pagar sus estudios. Donaría dos mil dólares a un orfanatorio. Seguiría pagando mis estudios. Les alludaría a mis padres económicas. Le compraría una casa a mi mamá. Le pagaríamos a mi mamá una escuela de clases de manejo. Le compraría un carro. Me compraríamos un carro y una casa. Aconsejaría dinero en el banco. Nos hiríamos de bálsamo con nuestros novios a Las Vegas por una semana.

Atentamente,

Adriana
Con un millón de dólares haría a mucha gente feliz. La primera cosa que haría es repartir el dinero en cuatro partes. Con la primera parte de los millón de dólares pagaré todas mis cuentas. Pagaría las tarjetas de crédito, pagaré mi laptop y mis frenos. Donaría la segunda parte del dinero a diferentes organizaciones. Ayudaría a inmigrantes ilegales que no tienen dinero para hacerse ciudadanos. Con la tercera parte del dinero me compraría un carro pequeño y nueva ropa. Sería muy feliz si mi educación estaba pagada, por lo que pagaría todos mis estudios. La cuarta parte del dinero se la daría a mis amigos y familia para que se compren o paguen lo que necesiten hambros. Si yo ganara un millón de dólares, trataría de ayudar a mucha gente y a la gente que no tenga otras formas de ayuda.
Querida Leslie,

OMG! Gane un millón de dólares! No sabría en qué usarlo. Primero, le daría dinero a la gente pobre de mi país. También me compraría un carro nuevo. Después, rentaría una casa grande para mí sola. También me hiría en un viaje con mi novio a Brasil. Compraría muchísimas cosas para mi casa y para mi. Me hiría en un shopping spree para ropa y zapatos. Lo demás lo guardaría en el banco para la escuela. Pero poco a poco seguiría sacando dinero para lo que yo ocupe. Antes que me gaste todo el dinero compraría el pase anual a Disneyland. Lo poquito de dinero que me queda se lo daría a mis papás por todo lo que an echo por mí. Va a acer un buen año amiga. Cuidate!

Atentamente,

Sonia Martinez

P.S. Cuando te vas a casar? Ya vas para viejita!

ASSESSMENT NUMBER 2  The second assessment project consisted of assessing SLO number three. Please see page 1.

MEANS

As a committee, we selected seven vocabulary words taken from the first chapter of the textbook to be studied in Spanish 003: Chapter 11. We then used the seven vocabulary words to formulate seven questions that students would hear as a listening comprehension exercise on exam 1. Students would respond to the said questions by writing complete sentences. The seven vocabulary words were part of a list of words related to various professions: Electrician, interpreter, mechanic, dentist, hair stylist, architect, and veterinarian. Students were asked to mention the duties of the aforementioned professionals.
CRITERIA

The Spanish 003 instructor in the only section of Spanish 003 was asked to give the test questions to all students in the class on the first exam during the week of September 28, 2009 and randomly select a sampling comprising of 70% of the class population. The Spanish 003 instructor was contacted by e-mail and was provided with copies of the test questions. Like the first assessment, the student population was based on actual class enrollments. In this case, the assessment was given to active students enrolled in the only section of Spanish 003 as of the last week of September 28, 2009. Students who were formally enrolled but stopped attending classes, as well as students who audited the classes, were excluded from the assessment. Also, like the first assessment, 70% of students were to earn a score of 70% in order to pass.

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 003</td>
<td>0263</td>
<td>W. Hernandez</td>
<td>20 Students</td>
<td>14 Test Questions</td>
</tr>
</tbody>
</table>

**Total Students= 20**  **70% of 20= 14 Test Questions**

The Spanish 003 instructor was asked to grade the questions using the scoring rubric developed by the committee that was also e-mailed to the instructor. Please see the next page. The instructor read and graded the test questions. By October 1, 2009, the instructor handed them in to the Chair of the assessment committee in sealed envelopes. On November 6, 2009, we, the committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am-3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We normed ourselves to the rubric and made no changes to it. The scoring done by the instructors and the committee was very close. We read the test questions looking for how well students listened by focusing on how accurately they responded to the questions. Therefore, the assessment focused on six areas: Vocabulary Skills, Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation.
SCORING RUBRIC

Vocabulary Skills

4 – Excellent
Vocabulary is excellent and appropriate to the task.

3 – Good
Vocabulary is usually accurate; occasional inaccuracies may occur.

2 – Satisfactory
Vocabulary is not extensive enough for the task; inaccuracies may be frequent; may use English words.

1 – Needs Improvement
Vocabulary inadequate for most basic aspects of the task.

Grammar Skills

4 – Excellent
Writer makes no errors in grammar that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in grammar that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in grammar that distract the reader from the content.

1 – Needs Improvement
Writer makes more than 4 errors in grammar that distract the reader from the content.

**Syntax**

4 – Excellent

Writer makes no errors in syntax that distract the reader from the content.

3 – Good

Writer makes 1-2 errors in syntax that distract the reader from the content.

2 – Satisfactory

Writer makes 3-4 errors in syntax that distract the reader from the content.

1 – Needs improvement

Writer makes more than 4 errors in syntax that distract the reader from the content.

**Spelling**

4 – Excellent

Writer makes no errors in spelling that distract the reader from the content.

3 – Good

Writer makes 1-2 errors in spelling that distract the reader from the content.

2 – Satisfactory

Writer makes 3-4 errors in spelling that distract the reader from the content.
content.

1 = Needs Improvement
Writer makes more than 4 errors in spelling that distract the reader from the content.

Punctuation

4 = Excellent
Writer makes no errors in punctuation, so the text is easy to read.

3 = Good
Writer makes 1-2 errors in punctuation, but the text is still easy to read.

2 = Satisfactory
Writer makes 3-4 errors in punctuation that catch the reader's attention and interrupt the flow.

1 = Needs Improvement
Writer makes more than 4 errors in punctuation that catch the reader's attention and greatly interrupt the flow.

Accentuation

4 = Excellent
Writer makes no errors in accentuation.

3 = Good
Writer makes 1-2 errors in accentuation.

2 = Satisfactory
Writer makes 3-4 errors in accentuation.

1 = Needs Improvement
RESULTS AND CONCLUSIONS

Assessment Data Breakdown

TABLE 6 OVERALL SCORE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>24</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>96%</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>92%</td>
<td>22</td>
<td>5</td>
<td>110</td>
</tr>
<tr>
<td>87%</td>
<td>21</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>83%</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>79%</td>
<td>19</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>75%</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>71%</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>66%</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>62%</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>58%</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>54%</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50%</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Below 50% | 0 | 0 | Total Points Earned= 292

292 ÷ 336 = 87%

**TABLE 7 SCORES BY CRITERIA**

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Skills</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Grammar Skills</td>
<td>14</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Syntax</td>
<td>14</td>
<td>13</td>
<td>1</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>14</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>14</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accentuation</td>
<td>14</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 87%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (14) multiplied by the maximum score that each one of them could achieve (24). This gave us a total of 336 overall maximum points. The population of students assessed (14) earned a total of 292 points. Please see table 6 on page 16. By dividing 292 by the overall total 336 possible points, we arrived at 87%.
Although the overall score told us that students overwhelmingly surpassed the required 70% by earning an overall percentage of 87%, we also concluded that some students scored substantially better in two of the six areas of the exercise. The data told us that the section of the exercise in which students demonstrated the highest competency was in the areas of syntax and vocabulary skills, followed by punctuation, spelling skills, grammar skills, and accentuation. At the same time, however, the data also points for the need for a slight improvement in punctuation skills. Please see table 7 on pages 16-17.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the feedback from the instructor who participated in the assessment, we make the following recommendations to the Spanish discipline.

- Encourage instructors to give more listening comprehension exercises and assignments by integrating them in their lessons and assigning them as homework.
- Encourage instructors to incorporate more listening comprehension exercises more often in their exams or quizzes. The more students listen, the more they will practice and improve their other skills as well, like grammar, vocabulary, syntax, spelling, punctuation, and accentuation skills.

SAMPLE STUDENT TEST QUESTIONS AND SCORES

The following test questions are samples in which students earned the same score or a very close score on all six criteria. Included are also samples in which students earned inconsistent scores across all six categories.

<table>
<thead>
<tr>
<th>Spanish 003 Assessment Listening Comprehension Test Questions-24 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary-4 Score</td>
</tr>
</tbody>
</table>
1. El electricista repara la luz de mi casa.
2. La intérprete traduce de un idioma a otro.
3. El mecánico repara mi coche.
4. El dentista me limpia los dientes.
5. La peluquera me corta y pinta el pelo.
6. La arquitecta diseña la nueva escuela.
7. El veterinario es el doctor de los animales.

Spanish 003 Assessment Listening Comprehension Test Questions -22 Score

Vocabulary-4 Score
Grammar-3 Score
Syntax-4 Score
Spelling-3 Score
Punctuation-4 Score
Accentuation-4 Score
1. El electricista repara la luz.
2. La intérprete traduce de un idioma a otro.
3. El mecánico repara coches.
4. El dentista arregla los dientes.
5. La peluquera corta el pelo.
6. La arquitecta diseña la cocina de mi casa.
7. El veterinario cura los animales.

Spanish 003 Assessment Listening Comprehension Test Questions-21 Score

Vocabulary-4 Score
Grammar-3 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-3 Score
Accentuation-3 Score

1. El electricista repara la luz.
2. El interprete traduce los idiomas diferentes.
3. El mecánico repara los carros.
4. El dentista trata los dientes.
5. La peluquera corta el pelo/cabello.
6. La arquitecta diseña los edificios.
7. El veterinario cura los animales.

Spanish 003 Assessment Listening Comprehension Test Questions-20 Score

Vocabulary-4 Score
Grammar-3 Score
Syntax-4 Score
Spelling-2 Score
Punctuation-4 Score
Accentuation-3 Score

1. El electricista me arregla mi electricidad.
2. La interprete ayuda que dos leguas distintas se entiendan.
3. El mecanico me cambia el aceite de mi caro.
4. El dentista me quita la muela dolorosa.
5. La peluquera trasquila mi pelo.
6. La arquitecta me diseña la casa de mis sueños.
7. El veterinario ayuda a mi gato que esta enfermo.

Spanish 003 Assessment Listening Comprehension Test Questions-19 Score

Vocabulary-3 Score
Grammar-3 Score
Syntax-4 Score
Spelling-3 Score
Punctuation-3 Score
Accentuation-3 Score

1. El electricista repara la luz.
2. La interprete traduce a una lengua a otra.
3. El mecanico repara el caro.
4. El dentista cura las raíces.
5. La peluquera corta el pello.
6. La arquitecta diseña el puente.
7. El veterinario cura a los animales

LAHC
Los Angeles Harbor College
Spanish 035 Assessment Report

Fall 2009

BACKGROUND

In fall 2009, the Spanish 035 SLO Assessment committee developed an assessment project for Spanish 035. The committee met for the first time on September 11, 2009 from 4pm-6pm at Harbor in Northeast Academic Hall, Suite 295 (Division Shared Conference Room). The members of the committee are William Hernández, Chair, María Teresa Núñez, and Della Renteria, Co-Chair. During this initial meeting, we discussed the following topics.

- Examination and any modifications of SLOs (Modifications were made in an updated Spanish 035 course outline and Lauren McKenzie, Chair of Curriculum Committee was notified)
- Selection of the SLOs to be assessed
- The exercises or assignments that were to be used to assess the SLOs
- The scoring rubrics that were to be used in the assessments
- The final report due at the end of January 2010

As a committee we chose to assess the first, fourth, and sixth Student Learning Outcome (found below and on page 2) for the course; they represent some of the principle skills that students are expected to develop in the target language.

1. Read, analyze, and respond to texts of various literary genres in Spanish.

2. Formulate logical sentences using newly-acquired vocabulary and idiomatic expressions.

3. Write coherent essays and compositions in Spanish by applying newly acquired rules on spelling, accentuation, punctuation, grammatical structures, and verb forms presented in class.

4. Demonstrate low-intermediate level fluency and accuracy in reading comprehension skills.
5. Compare and contrast English and Spanish words, cognates, and grammatical structures and perform accurate translations by applying the rules learned.

6. Discuss and demonstrate reasonable knowledge and understanding of basic cultural topics related to the Spanish-speaking world, including ones on linguistic variants and influences, important people, geography, art, literature, and political and historical events.

**ASSESSMENT NUMBER 1** The first assessment project consisted of assessing SLO number 1. As a committee, we selected a poem to be read and analyzed by students. We also divided the SLO into three principle areas to be assessed:

- **Analysis of Structure**
  1. Naming the number of stanzas
  2. Naming the number of verses
  3. Explaining the style
  4. Explaining the tone

- **Analysis of Content**
  1. Explaining the plot of the poem: What the poem is about
  2. Identify the poetic voice or narrator
  3. Naming the theme
  4. Explaining the message of the poem

- **Organization of Analysis**
  The extent to which the analysis maintains direction, focus, and coherence

**MEANS**

As previously mentioned, we selected a poem for students to analyze in both sections of Spanish 035 to answer. The analytical exercise pertaining to the poem entitled "Consejos de una madre" ("Advice From A Mother") by Francisco X. Alarcón was embedded in the first exam of the semester. Both Spanish instructors teaching Spanish 035 were contacted by e-mail and were provided with a copy of the scoring rubric and test question for the assessment. The first exam in Spanish 035 was given during the first week of October. By that time, students were exposed
to a variety of literary terms and techniques for poetry analysis. The test question was as follows:

“Consejos de una madre” por Francisco X. Alarcón. Haz un análisis sobre el poema. Comenta tanto la estructura como el contenido del poema. Asegúrate de presentar tu análisis de una forma organizada e incluir la siguiente información:

- **La estructura:** El número de estrofas, el número de versos, el estilo y el uso de la entonación. ¿Qué tipo de entonación muestra?

- **El contenido:** ¿De qué se trata el poema? ¿Qué cuenta el poeta en este poema? ¿Quién es la voz poética o narrador del poema? ¿Tiene el poema elementos autobiográficos? Además, ¿cuál es el tema y el mensaje del poema?

**CRITERIA**

Both Spanish 035 instructors in two different sections of Spanish 035 were asked to give the test question to all students in their classes by embedding it in the first exam and randomly select a sampling comprising of 70% of their class population. The student population was based on the class enrollments as of the first week of October 2009. Students who were formally enrolled but stopped attending classes as well as students who audited the classes were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

**TABLE 1**

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 035</td>
<td>0267</td>
<td>W. Hernandez</td>
<td>38 Students</td>
<td>27 Test Questions</td>
</tr>
</tbody>
</table>
Furthermore, all instructors were asked to grade the test questions using the scoring rubric developed by the committee. Please refer to the next page. Both instructors read and graded the test questions. By November 9, 2009, they handed them in to the Chair of the assessment committee in sealed envelopes. On December 4, 2009, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We first normed ourselves to the rubric, as both instructors did, but we made necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructors and the committee was very close. We read the test questions only looking for how well students met the criteria in the three aforementioned areas: Analysis of the structure of the poem (the number of stanzas, the number of verses, style, and tone), content analysis of the poem (the plot of the poem, poetic voice or narrator in the poem, the theme, the message or the intent of the poet in the poem, and the organization of the analysis.

**SCORING RUBRIC**

**Analysis of Structure**

4 – Exemplary

Student exceeds expectations: Presented all four analytical points in the answer.

3 – Proficient

Student meets expectations: Presented three analytical points in the answer.
2 – Marginal
  
  Student conveys message: Presented two analytical points in the answer.

1 – Deficient
  
  Student demonstrates problems in presenting an accurate analysis:
  Presented one analytical point in the answer.

0 – Unacceptable
  
  Student failed to mention any of the analytical points and/or presented the wrong information.

Analysis of Content

4 – Exemplary
  
  Student exceeds expectations: Presented all four analytical points in the answer.

3 – Proficient
  
  Student meets expectations: Presented three analytical points in the answer.

2 – Marginal
  
  Student conveys message: Presented two analytical points in the answer.

1 – Deficient
  
  Student demonstrates problems in presenting an accurate analysis:
Presented one analytical point in the answer.

0 – Unacceptable
Student failed to mentioned any of the analytical points and/or presented the wrong information.

Organization of the Analysis

4 – Exemplary
Student exceeds expectations: Skillfully established and maintained consistent focus on the analysis.

3 – Proficient
Student meets expectations: Effectively established and maintained focus on analysis.

2 – Marginal
Student conveys message but with some problems: Established but failed to consistently maintain focus on analysis.

1 – Deficient
Student demonstrates problems in presenting an organized analysis:
Established a confused or irrelevant order in the presentation of the analysis.

0 – Unacceptable
Student failed to maintain focus.

RESULTS AND CONCLUSIONS
Assessment Data Breakdown

Overall Scores

**TABLE 2**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>12</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>91%</td>
<td>11</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>83%</td>
<td>10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>75%</td>
<td>9</td>
<td>8</td>
<td>72</td>
</tr>
<tr>
<td>66%</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>58%</td>
<td>7</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>50%</td>
<td>6</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>42%</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33%</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25%</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17%</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8%</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ 288 \div 396 = 73\% \]
### SCORES BY CRITERIA

#### TABLE 3

<table>
<thead>
<tr>
<th></th>
<th>Test Questions Read 33</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Marginal (2)</th>
<th>Deficient (1)</th>
<th>Unacceptable (0)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Structure</td>
<td></td>
<td>33</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Analysis of Content</td>
<td></td>
<td>33</td>
<td>3</td>
<td>23</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Organization of Analysis</td>
<td></td>
<td>33</td>
<td>24</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 73%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of
students assessed (33) multiplied by the maximum score that each one of them could achieve (12). This gave us a total of 396 overall maximum points. The population of students assessed (33) earned a total of 288 points (Please see Table 2 on page 5). By dividing 288 by the total overall 396 possible points we get 73%.

Although the overall score told us that students surpassed the required goal of 70% by earning an overall 73%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Analysis of Structure, Analysis of Context, and Organization of Analysis) and did not achieve the same consistent score in all categories. Please see Table 3 above. By analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data told us that students demonstrated exemplary to marginal skills in all categories (Analysis of Structure, Analysis of Context, and Organization of Analysis). Students scored the highest in organization of analysis followed by the other two categories: analysis of content and structure but still showed a small level of deficiency and unacceptable level work when analyzing the structure of the poem and organizing the analysis.

In fact, if we analyzed each category more closely, we find that most students could not provide the theme and explain the style of the style of the poem.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the feedback from the instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

We need to encourage instructors to require additional assignments (homework, in class or at the Language Arts Learning Center on campus) that will help students strengthen their literary analytical skills, particularly knowing how to analyze the structure and content of poems, as well as how to further develop their organizational skills when composing an analysis or an analytical paper.
SAMPLE STUDENT TEST QUESTIONS AND SCORES

The following test questions are samples in which students earned the same or very close to the same consistent score on all three criteria. Included are also samples in which students earned inconsistent scores across all three categories. For example, the 12 score analysis received a “4” on providing clear evidence in relation to structure analysis, content analysis, and organization.

Spanish 035 Assessment Poem Analysis/Test Question-12 Score

Structure Analysis- 4 Score

Content Analysis-4 Score

Organization-4 Score

El poema “Consejos de una madre” consiste de ocho estrofas que consiste en tres versos de cada una (veinticuatro versos en total). El estilo es moderno/contemporáneo y la entonación es triste y preocupadora.

El poema se trata de una madre que se preocupa por el modo de vivir y el futuro de su hijo. La voz del poema es de la madre y las palabras y los consejos son dirigidos a su hijo que a los 33 años todavía no tiene profesión aceptable por la madre. Parece que el poema tiene elementos autobiográficos y lleva mucho sentimiento. El tema y el mensaje del poema indica el choque cultural y generacional entre las familia inmigrante que tenían entre los padres y los hijos que nacieron/educaron en los Estados Unidos.

Spanish 035 Assessment Poem Analysis/Test Question-11 Score
"Consejos de una madre" es un poema que tiene 8 estrofas y 24 versos. Su entonación es triste. El poema trata de una madre que está preocupada por el futuro de su hijo. La madre habla con el hijo acerca de sus primos. Ella le dice que todos están bien parados. El poeta cuenta su propia experiencia, el deseo ser poeta y la madre desea otra profesión para él. Ella no está de acuerdo con su hijo. El narrador del poema es la madre del propio poeta. El poema si tiene elementos autobiográficos. Por ejemplo el deseo de ser poeta. En otras palabras es la propia historia de Francisco X Alarcón. El tema es tus sueños. No importa lo que diga tu familia o si quieras hacer algo hazlo lucha por lograrlo siempre y cuando sea algo positivo. El poeta del poema no se dio por vencido y ahora es un gran poeta y muy reconocido por personas aqui en California.

El poema tiene ocho estrofas y tiene veinticuatro versos en el poema. El estilo del poema que usa es como una madre lo está consejando sobre de su vida. Y cuando le habla la madre en el poema us alas entonaciones como siendo triste, y preocupada. El poema se trata de una madre que no le gusta que su hijo es un poeta. Y que ser un poeta no es una manera de vivir. El poeta cuenta sobre como una madre se preocupa sobre su hijo que es un poeta y que no sabe por que le gusta ser poeta. La voz poética del poema es la madre. Si el poema tiene elementos autobiográficos. El tema del poema es que sigas tu sueños y que hagas lo que te guste hacer.
La estructura: este poema contiene 24 estrofas, y 24 versos. El poeta muestra la entonación de una madre angustiada y preocupada.

El contenido: Este poema se trata de una mamá tratando de darle a su hijo un consejo diciéndole que no más escribiendo no lo va hacer sentir cabeza. La voz poética del poema es la mama. Si el poema tiene elementos autobiográficos porque el autor escribe poemas como el hijo en el poema. El mensaje del poema es que no siempre escribiendo libros o poemas te va ser sentir cabeza.

El poema "Consejos de una madre" por Francisco X Alarcón tiene una estructura típica de pocas estrofas pero varios versos. En este poema el estilo y el uso de la entonación es triste. Esta entonación ayuda al escritor transmitir la emociones que esta pasados los personajes en el poema.

Después de leer el poema uno se da cuenta que es una conversacion entre una madre y sus hijo. La madre parece no estar muy conforme con la carrera de su hijo y le aconseja buscar otros trabajos como los de sus primos. Al final uno puede pensar que el poema es un poco autobiográfico y por respeto a su madre Alarcon no le contesta pero continua su carrera. Para mi el consejo es claro, "Haz lo que te haga feliz sin importarte quien este de acuerdo o no".

Spanish 035 Assessment Poem Analysis/Test Question-7 Score
Structure Analysis-1 Score
El poema tiene siete estrofas y veinte uno versos. El estilo y el uso de la entonación es un poco triste, pero serio. La entonación también puede ser amorosa porque la mamá en el poema le está dando consejos a su hijo porque está preocupada. El poema se trata de una mamá que está hablando con su hijo que ya es un adulto y no mas escribe poemas y la mamá está dándole consejos que pare de gastar su tiempo y que agarre un trabajo bueno. Su mamá le dice que todos sus primos ya crecieron y tienen buen trabajos. La voz poética es el hijo. Los elementos autobiográficos son de posiblemente la vida de Francisco X Alarcón. La temática y mensaje es de no dudarse en los sueños y que sigan lo que uno quiere.

El poema de "Consejos de una madre" habla de como una madre quiere lo mejor para su hijo, incluyendo una buena carrera y rechazando la que él escogió de escribir poesías.

El poeta cuenta sobre la angustia de una madre al ver como los años pasan y su hijo no llega hacer exactamente el profesionalista que ella quiere porque el hijo solamente quiere escribir poesías y cuentos. La voz poética es la de la madre angustiada. El mensaje que nos deja es como los padres algunas veces quieren diferentes profesiones de las que sus hijos decean. Pero como en el cuento dice Alarcón quiso ser escritor aunque su carrera no dejará mucho dinero.

**ASSESSMENT NUMBER 2** The second assessment project consisted of assessing SLO number four and six. Please see page 1. By assigning a reading exercise, and being one pertaining to Hispanic culture, it enabled us to assess two SLOs simultaneously.
As a committee, we decided to recommend a cultural reading that is at the low-intermediate level on the history of mambo to be embedded in the first exam as well. On the said exam (exam 1), students were required to answer reading comprehension questions developed by the committee related to the reading exercise previously mentioned. Also, as a committee, we developed a reading comprehension check rubric that was used by both Spanish 035 instructors to grade the test questions. The reading exercise and test questions were as follows:

**El mambo:**

*un ritmo cubano que puso a bailar al mundo*

La música afrocubana ha tenido un gran impacto en el desarrollo de la música latinoamericana y norteamericana. El mambo es un ritmo que tiene raíces en cantos africanos y después se incorpora en el repertorio de bandas populares cubanas en los años 30. La palabra "mambo", que en el idioma de los negros congoleños significa "conversación", alude a la conversación o contrapunteo de diversos instrumentos durante un mambo.

El mambo no sería lo que es hoy sin el aporte de Dámaso Pérez Prado, justamente apodado "el rey del mambo", nacido en la provincia de Matanzas en Cuba en 1921. Es significativo que Pérez Prado se hizo famoso no en Cuba sino en México, donde el mambo llegó a ser más popular que en Cuba. Su primer gran éxito, grabado en México en 1949, se titula *Qué rico el mambo.*

De México el mambo pasó a EE.UU. y en Los Ángeles y Nueva York se convirtió en un baile muy popular. Así los mejores bailarines del mambo se congregaban los miércoles en el Palladium de Nueva York acompañados por las orquestas de Machito, Tito Puente o Tito Rodríguez. Con la película basada en la reciente novela del autor cubanoamericano Oscar Hijuelos, *The Mambo Kings Play Songs of Love,* muchas generaciones de inspirados bailarines vuelven a recordar el mambo.

Adaptado de "Qué rico el mambo" de Gustavo Pérez Firmat, Más.
El mambo. Contesta las siguientes preguntas según la información que leiste.

1. El mambo es un ritmo que tiene raíces en la música indígena de México.

2. La palabra "mambo" alude a la conversación de las parejas mientras bailan.

3. Dámaso Pérez Prado es considerado "el rey del mambo".

4/5. "El rey del mambo" nació en ___________ en el año ___________.

6. El primer gran éxito del "rey del mambo" se titula ___________.

7/8. El primer gran éxito del "rey del mambo" fue grabado en ___________ en el año ___________.


10. Los primeros bailadores del mambo en EE.UU. se congregaban en el Palladium de Nueva York.

CRITERIA

Both Spanish 035 instructors in both sections of Spanish 035 were asked to give the test questions to all students in their classes and randomly select a sampling of 70% of their class population. All 3 Spanish instructors were contacted by email and were provided with copies of the test questions. Like the first assessment, the student population was based on realistic class enrollments. In this case, the assessment was given to active students enrolled in both sections of Spanish 035 as of the first week of October 2009. Students who were formally enrolled but stopped attending classes as well as students who audited the classes were excluded from the assessment. Also, like the first assessment, 70% of students were to earn a score of 70% in order to pass.

TABLE 4

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 035</td>
<td>0267</td>
<td>W. Hernandez</td>
<td>38 Students</td>
<td>27 Test Questions</td>
</tr>
</tbody>
</table>
All instructors were asked to grade the questions using the scoring rubric developed by the committee that was also e-mailed to them. Please see the next page. Both instructors read and graded the test questions. By November 9, 2009, they handed them in to the Chair of the assessment committee in sealed envelopes. On December 4, 2009, we, the committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am-3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We normed ourselves to the rubric and made no changes to it. The scoring done by the instructors and the committee was very close. We read the questions looking for how many questions the students answered correctly out of the total possible number of questions asked. In addition, we focused on how many identification questions versus how many questions that required the naming of facts the students answered correctly.

**ASSESSMENT 2**

**SCORING RUBRIC**

**TABLE 5**

<table>
<thead>
<tr>
<th>0-5 points</th>
<th>6 points</th>
<th>7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension check questions</td>
<td>After reading paragraphs, student cannot respond to check questions with more than 50% accuracy.</td>
<td>After reading paragraphs, student can respond to check questions with 60% accuracy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 points</th>
<th>9 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>After reading paragraphs</td>
<td>After reading paragraphs</td>
<td>After reading paragraphs student</td>
</tr>
</tbody>
</table>
RESULTS AND CONCLUSIONS

Assessment Data Breakdown

<table>
<thead>
<tr>
<th>TABLE 6 OVERALL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>70%</td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td>0-50%</td>
</tr>
<tr>
<td>Total Points Earned= 297</td>
</tr>
</tbody>
</table>

297 ÷ 330 = 90%

<table>
<thead>
<tr>
<th>TABLE 7 SCORES BY CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Questions Read</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
</tbody>
</table>

| Identification Skills | 33 | 9 | 15 | 9 | 0 | 73% |

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Number of students who answered 5 questions correctly. 100%</th>
<th>Number of students who answered 4 of the 5 questions correctly. 80%</th>
<th>Number of students who answered 3 of the 5 questions correctly. 60%</th>
<th>Number of students who answered less than 3 of the 5 questions correctly. 0-40%</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naming/Short Answer Skills</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 90%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (33) multiplied by the maximum score that each one of them could achieve (10). This gave us a total of 330 overall maximum points. The population of students assessed (33) earned a total of 297 points. Please see Table 6 on pages 12-13. By dividing 297 by the overall total of 330 possible points, we arrived at 90%.

Although the overall score told us that students overwhelmingly surpassed the required 70% by earning an overall percentage of 90%, we also concluded that some students scored substantially better in one of the two areas of the exercise. The data told us that the section of
the exercise in which students demonstrated the highest competency was in the one that required naming of facts. 33 of the 33 students assessed (100% of the population assessed) answered all of the naming of facts or short answer questions correctly. However, looking at the table labeled identification skills, the same students did not do as well. Only nine students out of the total population assessed (33) answered all questions that required the naming of facts and providing short answers correctly. This is 27% of the total population of students assessed. There were even nine students (27% of the total population of students assessed) who scored below seventy percent in this section of the exercise. Please see table 7 on page 13.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from the instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

- Encourage instructors to give more reading assignments and activities by integrating them in their lessons and assigning them as homework as in-class assignments; for example reading out loud to assess students’ ability and accuracy in their reading and comprehension skills.
- Encourage instructors to incorporate reading exercises more often in their exams or quizzes. The more students read, the less intimidated they will feel when they read texts in Spanish.

Los Angeles Harbor College

Spanish 101 Assessment Report

Fall 2009

BACKGROUND
In fall 2009, the Spanish 101 SLO Assessment committee developed an assessment project for Spanish 101 (Spanish Language Laboratory). During the fall 2009 semester, the assessment was applied to students of Spanish 002 and Spanish 003 who enrolled in Spanish 101 for credit. In spring 2010, the assessment will apply to Spanish 001 students who enroll in Spanish 101. The committee met for the first time on September 25, 2009 from 1pm-4pm at Harbor in Northeast Academic Hall, Suite 295 (Division Shared Conference Room). The members of the committee are Carmen Carrillo, Chair, and William Hernandez, Co-Chair. During this initial meeting, we discussed the following topics.

- Examination and any modifications of SLOs (Modifications were made in an updated Spanish 101 course outline and Lauren McKenzie, Chair of Curriculum Committee, was notified)
- Selection of the SLOs to be assessed
- The exercises or assignments that were to be used to assess the SLOs
- The scoring rubrics that were to be used in the assessments
- The final report due at the end of January 2010

As a committee we chose to assess the third and fourth Student Learning Outcome (found below) for the course; they represent some of the principle skills that students are expected to develop in the target language.

6. Demonstrate the ability to answer comprehension check questions with accuracy in the target language after watching a conversational video segment.

7. Demonstrate the ability to answer comprehension check questions with accuracy in the target language after watching a cultural video segment.

8. Demonstrate the ability to answer comprehension check questions with accuracy in the target language after listening to a narrative, a conversation, or a dialog.

9. Compose new and novel sentences or paragraphs with fluency and accuracy in the target language by using the vocabulary and/or grammar structures learned.

10. Identify and express the correct use of grammar structures in the target language.
11. Answer questions heard and/or presented in print form by using complete sentences in the target language.

12. Demonstrate accurate and fluent pronunciation in the target language. Level of accuracy and fluency will depend on the level of the language course studied.

**ASSESSMENT NUMBER 1: SPANISH 002 STUDENTS.** The first assessment project consisted of assessing SLO number 3 (Please see page 3). Furthermore, our goal was to apply the assessment to Spanish 002 students enrolled in Spanish 101.

**MEANS**

We selected an exercise from the first chapter of the lab manual (Exercise 6-40), a conversation entitled *Mamá, Papá y Lola cenan en el comedor* *Mom, Dad, and Lola Are Having Dinner in the Dining Room* as the means of assessment. Students would listen to it and answer true/false check questions immediately after. We created a scoring rubric for the assessment. All Spanish 002 instructors were given a copy of the scoring rubric to score the assignment. The lab manuals for Spanish 002 students were handed in by students on the day of their first exam during the second week of October. By that time, students were exposed to a variety of vocabulary words and phrases, words and phrases related to different food types, cooking, kitchen, measurements, and appliances. Furthermore, students were exposed to the preterit tense. The audio script and check questions are as follows:

**6-40 Mamá, Papá y Lola cenan en el comedor.** Listen to the following conversation and indicate whether the statements are cierto (C) or falso (F), according to what you hear.

**Lola:** ¿Qué ensalada deliciosa, mamá.

**Mamá:** Gracias, Lola. Tu papá me ayudó a prepararla. Él lavó y cortó todos los vegetales. Yo sólo añadí un poco más de cebolla.

**Papá:** ¿Cómo preparaste el pollo esta noche? De veras que está muy sabroso.
Mamá: Pues, fue fácil. Lo preparé en el microondas en sólo quince minutos, según una receta que encontré en mi libro de cocina. Tiene un poco de salsa picante, y así me gusta más.


Mamá: Sí, hija, gracias por ayudarme con la cena esta noche.

Lola: Hmm, parece que no hay pan.

Mamá: Sí, está encima del refrigerador. Compré un kilo esta mañana.

Lola: Voy ahora a buscarlo.

Mamá: Sí, por favor, y también puedes calentar los frijoles.

Lola: Sí, los estoy calentando a fuego lento.

Papá: ¿Los tapaste?

Lola: Sí, papá, los tapé. ¿Algo más?

Papá: No, está bien.

Lola: Mamá, ¿apago el horno?

Mamá: No, estoy horneando un flan para mañana.

Lola, ven a comer.

Lola: Sí, mamá. Ahora tengo más hambre.

Comprehension Check Questions

C  F  1. La mamá prepara el desayuno.

C  F  2. Lola y sus padres comen pollo.
3. Comen también arroz y frijoles.

4. El café está en el congelador.

5. La tostadora está en la mesa.

6. Tienen un kilo de pan.


8. Los frijoles se calientan a fuego lento.

9. La torta está en el horno.

10. Papá tapó el arroz.

CRITERIA

All Spanish 002 instructors in all sections of Spanish 002 were asked to grade the exercise and select a sampling comprising of 70% of the class population. The student population was based on the class enrollments as of the last week of September 2009. Students who were formally enrolled but became inactive were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

TABLE 1
<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 101</td>
<td>0265</td>
<td>W. Hernandez</td>
<td>22 Students</td>
<td>15 Exercises</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>3204</td>
<td>N. Bustamante</td>
<td>10 Students</td>
<td>7 Exercises</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td>32</td>
<td></td>
<td><strong>70% of 32=22</strong></td>
<td><strong>Exercises</strong></td>
</tr>
</tbody>
</table>

Furthermore, the instructors were asked to grade the exercises using the scoring rubric developed by the committee. Please see below. The instructors read and graded the test questions. By October 19, 2009, the instructors handed them in to the Chair of the assessment committee in sealed envelopes. On November 20, 2009, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the assignments once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We normed ourselves to the rubric, as the instructors did, and did not make any changes to it. The scoring made by the instructors and the committee was very close. We read the exercise questions only looking for how many questions students answered correctly out of a total of ten questions.

**SCORING RUBRIC**

Spanish 002 Students Enrolled  
In Spanish 101  
Fall 2009  

<table>
<thead>
<tr>
<th>Listening Comprehension</th>
<th>0-5 points</th>
<th>6 points</th>
<th>7 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After listening to a conversation,</td>
<td>After listening to a conversation,</td>
<td>After listening to a conversation,</td>
</tr>
</tbody>
</table>
check questions
True/False Questions

| student cannot respond to check questions with more than 50% accuracy. |
| student can respond to check questions with 60% accuracy. |
| student can respond to check questions with 70% accuracy. |

<table>
<thead>
<tr>
<th>8 points</th>
<th>9 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>After listening to a conversation, student can respond to check questions with 80% accuracy.</td>
<td>After listening to a conversation, student can respond to check questions with 90% accuracy.</td>
<td>After listening to a conversation, student can respond to check questions with 100% accuracy.</td>
</tr>
</tbody>
</table>

RESULTS AND CONCLUSIONS

Assessment Data Breakdown

Overall Scores

TABLE 2

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>90%</td>
<td>9</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>80%</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>70%</td>
<td>7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>60%</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-50%</td>
<td>0.5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points Earned: 194</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$194 \div 220 = 88\%$

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 88%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (22) multiplied by the maximum score that each one of them could achieve (10). This gave us a total of 220 overall maximum points. The population of students assessed (22) earned a total of 194 points (Please see Table 2 above). By dividing 194 by the total overall 220 possible points we get an 88%.

RECOMMENDATIONS AND IMPROVEMENT PLAN

No recommendations needed at this time.

ASSESSMENT NUMBER 2: SPANISH 002 STUDENTS The second assessment project consisted of assessing SLO number 4 (Please see page 1). Furthermore, our goal was to also apply this assessment project to Spanish 002 students enrolled in Spanish 101.

MEANS

As a committee, we selected an exercise from the first chapter lab manual (Exercise 6-38), an assignment entitled *Un cumpleaños en el restaurante* A Birthday At The Restaurante in which student must answer six questions by writing complete sentences. In addition, they must
answer the questions affirmatively using both direct and indirect object pronouns. The exercise is as follows:

6-38 Un cumpleaños en el restaurante. Answer the following questions affirmatively using double object pronouns.

1. ¿El camarero le está dando el vino a Pedro?
2. ¿La camarera le está sirviendo la ensalada a Carmen?
3. ¿Todos quieren darle un regalo al cocinero?
4. ¿Rodrigo te va a dar el dinero para pagar la comida?
5. ¿Papá les va a comprar los helados?
6. ¿Tu novia te va a cocinar langosta?

CRITERIA

All Spanish 002 instructors in all sections of Spanish 002 were asked to grade the exercise and select a sampling comprising of 70% of the class population. The student population was based on the class enrollments as of the last week of September 2009. Students who were formally enrolled but became inactive were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 101</td>
<td>0266</td>
<td>W. Hernandez</td>
<td>22 Students</td>
<td>15 Exercises</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 101</td>
<td>3204</td>
<td>N. Bustamante</td>
<td>10 Students</td>
<td>7 Exercises</td>
</tr>
<tr>
<td>Spanish 002</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total Students= 32

70% of 32= 22 Exercises

SCORING RUBRIC

Grammar Skills

4 – Excellent
Writer makes no errors in grammar that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in grammar that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in grammar that distract the reader from the content.

1 – Needs improvement
Writer makes more than 4 errors in grammar that distract the reader from the content.

Syntax

4 – Excellent
Writer makes no errors in syntax that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in syntax that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in syntax that distract the reader from the content.

1 – Needs Improvement
Writer makes more than 4 errors in syntax that distract the reader from the content.

Spelling

4 – Excellent
Writer makes no errors in spelling that distract the reader from the content.

3 – Good
Writer makes 1-2 errors in spelling that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in spelling that distract the reader from the content.

1 – Needs Improvement
Writer makes more than 4 errors in spelling that distract the reader from the content.

Punctuation

4 – Excellent
Writer makes no errors in punctuation, so the text is easy to read.

3 – Good
Writer makes 1-2 errors in punctuation, but the text is still easy to read.

2 – Satisfactory
Writer makes 3-4 errors in punctuation that catch the reader's attention.
and interrupt the flow.

1 – Needs Improvement

Writer makes more than 4 errors in punctuation that catch the reader’s attention and greatly interrupt the flow.

Accentuation

4 – Excellent

Writer makes no errors in accentuation.

3 – Good

Writer makes 1-2 errors in accentuation.

2 – Satisfactory

Writer makes 3-4 errors in accentuation.

1 – Needs improvement

Writer makes more than 4 errors in accentuation.

Furthermore, all instructors were asked to grade the exercises using the scoring rubric developed by the committee. Please refer to pages 6-7. All instructors read and graded the assignments. By October 19, 2009, they handed them in to the Chair of the assessment committee in sealed envelopes. On December 11, 2009, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the exercises once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We first normed ourselves to the rubric, as the instructors did, but we made necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructors and the committee was very close. We read the exercises only looking for how well students met the criteria in the five areas: Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation.
RESULTS AND CONCLUSIONS

Assessment Data Breakdown

Overall Scores

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>20</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>95%</td>
<td>19</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>90%</td>
<td>18</td>
<td>4</td>
<td>72</td>
</tr>
<tr>
<td>85%</td>
<td>17</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>80%</td>
<td>16</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>75%</td>
<td>15</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>70%</td>
<td>14</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>65%</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60%</td>
<td>12</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>55%</td>
<td>11</td>
<td>0</td>
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</tr>
<tr>
<td>50%</td>
<td>10</td>
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</tr>
<tr>
<td>45%</td>
<td>9</td>
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</tr>
<tr>
<td>40%</td>
<td>8</td>
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</tr>
<tr>
<td>35%</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30%</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>----------</td>
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<td>----</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Points Earned: 370

370 ÷ 440 = 84%

SCORES BY CRITERIA

TABLE 3

<table>
<thead>
<tr>
<th></th>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Skills</td>
<td></td>
<td>22</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>22</td>
<td>20</td>
<td>2</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Test Questions Read</td>
<td>Excellent (4)</td>
<td>Good (3)</td>
<td>Satisfactory (2)</td>
<td>Needs Improvement (1)</td>
<td>Percentage Demonstrating Competency</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------</td>
<td>----------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
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</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>22</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accentsation</td>
<td>22</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>68%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 84%, a percentage
that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (22) multiplied by the maximum score that each one of them could achieve (20). This gave us a total of 440 overall maximum points. The population of students assessed (22) earned a total of 370 points (Please see Table 2 on page 8). By dividing 370 by the total overall 440 possible points we get an 84%.

Although the overall score told us that students overwhelmingly surpassed the required goal of 70% by earning an overall 84%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation) and did not achieve the same consistent across all categories. Please see Table 3 on page 9. Analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data told us that students demonstrated high to average skills in almost all categories (Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation). Students scored the highest in the categories of spelling, followed by syntax, punctuation, accentuation, and grammar skills, but still showed a need for improvement in accentuation and punctuation skills.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from instructors who participated in the assessment, we make the following recommendations to the Spanish discipline.

- We need to encourage instructors who teach Spanish 001, the prerequisite course for Spanish 002, as well as Spanish 002 instructors to focus on accentuation and punctuation throughout the semester. This can be done way of additional assignments (homework, in class or at the Language Arts Learning Center).
- Furthermore, we need to encourage more testing in which great focus is placed on accentuation and punctuation.
SAMPLE STUDENT EXERCISES AND SCORES

The following exercises are samples in which students earned the same score or a very close score on all four criteria. Included are also samples in which students earned inconsistent scores across all five categories.

The Questions

1. El camarero le está dando el vino a Pedro?

2. ¿La camarera le está sirviendo la ensalada a Carmen?

3. ¿Todos quieren darle un regalo al cocinero?

4. ¿Rodrigo te va a dar el dinero para pagar la comida?

5. ¿Papá les va a comprar los helados?

6. ¿Tu novia te va a cocinar langosta?

Students' Answers
Spanish 002 Assessment Sentences-20 Score

Grammar-4 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-4 Score
Accentuation-4 Score

1. Sí, se lo está dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me lo va a dar.
5. Sí, nos los va a comprar.
6. Sí, me la va a cocinar.

Spanish 002 Assessment Sentences-19 Score

Grammar-3 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-4 Score
Accentuation-4 Score

1. Sí, se lo está dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me voy a dar.
5. Sí, nos los va a comprar.
6. Sí, me la va a cocinar.

Spanish 002 Assessment Sentences-18 Score

Grammar-3 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-4 Score
Accentuation-3 Score

1. Sí, se lo es está dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me voy a dar.
5. Sí, nos lo va a comprar.
6. Sí, me la va a cocinar.

Spanish 002 Assessment Sentences-17 Score

Grammar-3 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-3 Score
Accentuation-3 Score
1. Sí, se lo es está dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me lo va a dar.
5. Sí, nos lo va a comprar.
6. Sí, me la va a cocinar.

Spanish 002 Assessment Sentences-16 Score

Grammar-3 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-4 Score
Accentuation-1 Score

1. Sí, se lo es está dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me lo va a dar.
5. Sí, nos lo va a comprar.
6. Sí, me la va a cocinar.

Spanish 002 Assessment Sentences-15 Score

Grammar-2 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-4 Score
Accentuation-1 Score
1. Sí, se lo están dando.
2. Sí, se la está sirviendo.
3. Sí, se lo quieren dar.
4. Sí, me lo va a dar.
5. Sí, nos lo va a comprar.
6. Sí, me la a cocinar.

Spanish 002 Assessment Sentences-14 Score

Grammar-2 Score
Syntax-3 Score
Spelling-4 Score
Punctuation-1 Score
Accentuation-4 Score

1. Sí, se lo está dando
2. Sí, se la está sirviendo
3. Sí, se lo quieren darle
4. Sí, se lo va a dar
5. Sí, se los va a comprar
6. Sí, te va a cocinar

Spanish 002 Assessment Sentences-12 Score

Grammar-2 Score
Syntax-4 Score
Spelling-4 Score
Punctuation-1 Score
Accentuation-1 Score
1. Si se lo está dando.
2. Si se la está sirviendo.
3. Si se lo están dando.
4. Si se lo está dando el dinero.
5. Si se los va a comprar.
6. Si te va a cocinar.

**ASSESSMENT NUMBER 1: SPANISH 003 STUDENTS.** The first assessment project consisted of assessing SLO number 3 (Please see page 1). This time, our goal was to apply the assessment to Spanish 003 students enrolled in Spanish 101.

**MEANS**

We selected an exercise from the first chapter of the lab manual (Exercise 11-31), a telephone conversation entitled *Una entrevista, An Interview*, as the means of assessment. Students would listen to it and immediately after, answer nine comprehension check questions by selecting the letters for all statements that are correct, according to what they heard. We created a scoring rubric for the assessment. Please see page 14. The Spanish instructor teaching the only section of Spanish 003 was given a copy of the scoring rubric to score the assignment. The lab manuals for Spanish 003 students were handed in by students on the day of their first exam during the last week of September. By that time, students were exposed to a variety of vocabulary words and phrases, words and phrases related to the world of employment, jobs, and professions as well as a review of various grammatical tenses, including the preterite tense. The audio script and check questions are as follows:

¿Para qué profesión te preparas?

11-31 *Una entrevista.* As you listen to the following telephone conversation, select the statements that are correct, according to what you hear.

**Empleado:** "Buen Trabajo", Buenos días.

**Jorge:** Llamo por el anuncio del periódico.

**Empleado:** ¿Cuál de ellos?
Jorge: El de empleado de la construcción.

Empleado: Sí, digame, ¿cuál es su oficio?

Jorge: Soy pionero y electricista, y también he trabajado como carpintero.

Empleado: Un momento, tomaré sus datos. ¿Cuál es su nombre completo, dirección y teléfono?


Empleado: ¿Qué horario tiene disponible?

Jorge: Todos los días de ocho y media a dos.

Empleado: ¿Quiere trabajar a comisión o prefiere un salario fijo?


Empleado: ¿Tiene alguna experiencia?

Jorge: Sí, por supuesto. Trabajo ahora para "Construc S.A." en la sección de mantenimiento de edificios con diez años de experiencia, y es importante para mí continuar con una compañía estable y con una buena reputación.

Empleado: Muy bien, señor Ramírez, creo que esta información es suficiente. Voy a pasar todos los datos a la computadora y el jefe de personal de la empresa lo va a llamar para una entrevista.

Jorge: Muy amable y buenos días.

Empleado: Hasta pronto y buena suerte.

---

11-31 Una entrevista. As you listen to the following telephone conversation, select the letters for all statements that are correct, according to what you hear.
1. Jorge...
   a. leyó el anuncio en una revista.
   b. oyó el anuncio por la radio.
   c. vio el anuncio en el periódico.

2. La empresa "Buen Trabajo" publicó....
   a. un solo aviso.
   b. más de un aviso.
   c. tres avisos.

3. Jorge quiere...
   a. un trabajo de secretario.
   b. un trabajo en la construcción.
   c. un trabajo de arquitecto.

4. Jorge es...
   a. contador.
   b. carpintero.
   c. electricista.

5. La dirección de Jorge es....
   a. Valencia 305, tercero, primera.
   b. Valencia 205, tercero, segunda.
   c. Valencia 305, tercero, primero.
6. El horario disponible de Jorge es...
   a. por la tarde.
   b. de 8:30 a 14:00.
   c. por la mañana hasta las doce.

7. La meta de Jorge es...
   a. ser coordinador.
   b. ser jefe de personal.
   c. ser supervisor.

8. Jorge...
   a. quiere ganar 15 euros por hora.
   b. prefiere un sueldo fijo.
   c. está sin trabajo.

9. El jefe de personal...
   a. va a llamar a Jorge.
   b. va a entrevistar a Jorge.
   c. va a darle el puesto de supervisor a Jorge.

**CRITERIA**

The Spanish 003 instructor was asked to grade the exercises and select a sampling comprising of 70% of the class population. The student population was based on the class enrollments as of
the last week of September 2009. Students who were formally enrolled but became inactive were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

**TABLE 4**

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% or higher of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 101</td>
<td>0266</td>
<td>W. Hernandez</td>
<td>8 Students</td>
<td>6 Test Exercises</td>
</tr>
<tr>
<td>Spanish 003</td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Students= 8 70% or higher of 8= 6 Exercises

As previously stated, the Spanish 003 instructor was asked to grade the exercises using the scoring rubric developed by the committee. Please refer to the next page. The instructor read and graded the exercises. By October 13, 2009, the instructor handed them in to the Chair of the assessment committee in sealed envelopes. On January 6, 2010, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the assignments once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructors. We normed ourselves to the rubric, as the instructors did, and did not make any changes to it. The scoring made by the instructors and the committee was very close. We read the exercise questions only looking for how many questions students answered correctly out of a total of nine questions.

**SCORING RUBRIC**

Spanish 003 Students Enrolled
In Spanish 101                          Scoring Rubric
Fall 2009                               Listening Comprehension
<table>
<thead>
<tr>
<th>Listening Comprehension Check Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 points</td>
</tr>
<tr>
<td>After listening to a conversation,</td>
</tr>
<tr>
<td>student cannot respond to check</td>
</tr>
<tr>
<td>questions with more than 55% accuracy.</td>
</tr>
<tr>
<td>6 points</td>
</tr>
<tr>
<td>After listening to a conversation,</td>
</tr>
<tr>
<td>student can respond to check questions</td>
</tr>
<tr>
<td>with 66% accuracy.</td>
</tr>
<tr>
<td>7 points</td>
</tr>
<tr>
<td>After listening to a conversation,</td>
</tr>
<tr>
<td>student can respond to check questions</td>
</tr>
<tr>
<td>with 77% accuracy.</td>
</tr>
</tbody>
</table>

| 8 points                                |
| After listening to a conversation,     |
| student can respond to check questions |
| with 88% accuracy.                     |

| 9 points                                |
| After listening to a conversation,     |
| student can respond to check questions |
| with 100% accuracy.                    |

**RESULTS AND CONCLUSIONS**

**Assessment Data Breakdown**
Overall Scores

**TABLE 2**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>89%</td>
<td>8</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>77%</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>66%</td>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>0-55%</td>
<td>0.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points
Earned= 45

$45 \div 54 = 83\%$

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 83%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (6) multiplied by the maximum score that each one of them could achieve (9). This gave us a total of 54 overall maximum points. The population of students assessed (6) earned a total of 45 points (Please see Table 2 on page 14). By dividing 45 by the total overall 54 possible points, we get an 83%.

**RECOMMENDATIONS AND IMPROVEMENT PLAN**

No recommendations needed at this time.
ASSESSMENT NUMBER 2: SPANISH 003 STUDENTS The second assessment project consisted of assessing SLO number 4 (Please see page 1). Like the previous assessment, our goal was to apply this assessment to Spanish 003 students enrolled in Spanish 101.

MEANS

As a committee, we selected an exercise from the first chapter of the lab manual (Exercise 11-34), an exercise entitled Responsabilidades del empleado Responsibilities of employees in which student must form five sentences using the cues provided and utilizing the present subjunctive mode. The exercise is as follows:

1. es bueno/los empleados/pedir los puestos
2. es imposible/el bombero/apagar/todo/los fuegos
3. es dudoso/la secretaria/recibir/la carta
4. no es fácil/leer/las evaluaciones
5. es necesario/la arquitecta/diseñar/la casa/ahora

CRITERIA

The instructor teaching the only section of Spanish 003 was asked to grade the exercises and select a sampling comprising of 70% of the class population. The student population was based on the class enrollments as of the last week of September 2009. Students who were formally enrolled but became inactive were excluded from the assessment. In addition, 70% of each class population was to score a minimum of 70% on the exercise.

<table>
<thead>
<tr>
<th>Class</th>
<th>Section #</th>
<th>Instructor</th>
<th>Class Enrollment</th>
<th>70% or more of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 101</td>
<td>0266</td>
<td>W. Hernandez</td>
<td>8 Students</td>
<td>6 Exercises</td>
</tr>
<tr>
<td>Spanish 003</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td>Total Students: 8</td>
<td>70% or more of 8: 6 Exercises</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------</td>
<td>-------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**SCORING RUBRIC**

**Grammar Skills**

4 – Excellent

Writer makes no errors in grammar that distract the reader from the content.

3 – Good

Writer makes 1-2 errors in grammar that distract the reader from the content.

2 – Satisfactory

Writer makes 3-4 errors in grammar that distract the reader from the content.

1 – Needs Improvement

Writer makes more than 4 errors in grammar that distract the reader from the content.

**Syntax**

4 – Excellent

Writer makes no errors in syntax that distract the reader from the content.

3 – Good

Writer makes 1-2 errors in syntax that distract the reader from the content.

2 – Satisfactory
Writer makes 3-4 errors in syntax that distract the reader from the content.

1 – Needs Improvement

Writer makes more than 4 errors in syntax that distract the reader from the content.

Spelling

4 – Excellent

Writer makes no errors in spelling that distract the reader from the content.

3 – Good

Writer makes 1-2 errors in spelling that distract the reader from the content.

2 – Satisfactory

Writer makes 3-4 errors in spelling that distract the reader from the content.

1 – Needs Improvement

Writer makes more than 4 errors in spelling that distract the reader from the content.

Punctuation

4 – Excellent

Writer makes no errors in punctuation, so the text is easy to read.

3 – Good

Writer makes 1-2 errors in punctuation, but the text is still easy to read.

2 – Satisfactory

Writer makes 3-4 errors in punctuation that catch the reader’s attention and interrupt the flow.
1 – Needs Improvement
Writer makes more than 4 errors in punctuation that catch the reader’s attention and greatly interrupt the flow.

Accentuation

4 – Excellent
Writer makes no errors in accentuation.

3 – Good
Writer makes 1-2 errors in accentuation.

2 – Satisfactory
Writer makes 3-4 errors in accentuation.

1 – Needs Improvement
Writer makes more than 4 errors in accentuation.

Furthermore, the instructor was asked to grade the exercises using the scoring rubric developed by the committee. Please refer to pages 16-17. The instructor read and graded the exercises. By October 13, 2009, the instructor handed them in to the Chair of the assessment committee in sealed envelopes. On January 13, 2010, we, the assessment committee, met again in Northeast Academic Hall, Suite 295 (Division Shared Conference Room) from 10:30am to 3:30pm to read and score the test questions once more to assure proper accuracy and clear up any evident discrepancies in the previous scoring done by the instructor. We first normed ourselves to the rubric, as the instructor did, but we made necessary changes to it. Although minor changes were made to the rubric, the scoring made by the instructor and the committee was very close. We read the test question only looking for how well students met the criteria in the five areas: Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation.
# RESULTS AND CONCLUSIONS

## Assessment Data Breakdown

### Overall Scores

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Number of Students</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>95%</td>
<td>19</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>90%</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>85%</td>
<td>17</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>80%</td>
<td>16</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>75%</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>70%</td>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>65%</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60%</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>55%</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50%</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>45%</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40%</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35%</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30%</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25%</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20%</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15%</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10%</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5%</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Points Earned: 98

98 / 120 = 82%

SCORES BY CRITERIA

TABLE 3

<table>
<thead>
<tr>
<th>Exercises Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Skills</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercises Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Exercises Read</td>
<td>Excellent (4)</td>
<td>Good (3)</td>
<td>Satisfactory (2)</td>
<td>Needs Improvement (1)</td>
<td>Percentage Demonstrating Competency</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>----------</td>
<td>------------------</td>
<td>------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Spelling</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Questions Read</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs Improvement (1)</th>
<th>Percentage Demonstrating Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accentuation</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>100%</td>
</tr>
</tbody>
</table>

After examining the data, the committee arrived at the following conclusion. The overall scores told us that the comprehensive achievement of the population assessed was 82%, a percentage that surpassed the required 70%. We arrived at this conclusion by taking the number of students assessed (6) multiplied by the maximum score that each one of them could achieve (20). This gave us a total of 120 overall maximum points. The population of students assessed (6) earned a total of 98 points (Please see Table 2 on pages 17-18). By dividing 98 by the total overall 120 possible points we get an 82%.
Although the overall score told us that students overwhelmingly surpassed the required goal of 70% by earning an overall 82%, we can see that some students achieved passing scores or higher by scoring higher in some categories over others (Grammar Skills, Syntax, Spelling, Punctuation, and Accentuation) and did not achieve the same consistent score in all categories. Please see Table 3 on pages 18-19. Analyzing the scores in each category enabled us, the committee, to see where students need additional attention. The data told us that students demonstrated high to average skills in almost all categories (Grammar Skills, Syntax, Spelling, and Accentuation). Students scored the highest in the categories of syntax, followed by spelling, punctuation, grammar skills, and accentuation but still showed a need for improvement in punctuation skills. In fact, 50% of the students demonstrated competency in this area.

RECOMMENDATIONS AND IMPROVEMENT PLAN

Based on the results of the assessment, the input from the members of the committee, and the input from the instructor who participated in the assessment, we make the following recommendations to the Spanish discipline.

- We need to encourage instructors to require additional assignments (homework or in class or at the Language Arts Learning Center) that will help students strengthen their punctuation skills. Most of the spelling errors appear to be a result of not enforcing punctuation rules as some students did not use punctuation in their sentences at all.
- We need to encourage more testing in which a large focus is placed on punctuation. Again, great emphasis should be placed on the importance of punctuation.

SAMPLE STUDENT EXERCISES AND SCORES

The following exercises are samples in which students earned a very close score on all four criteria. Included are also samples in which students earned inconsistent scores across all five categories.

The Exercise
11-34 Responsabilidades del empleado. Form sentences using the cues provided.

1. es bueno/los empleados/pedir los puestos
2. es imposible/el bombero/apagar/todo/los fuegos
3. es dudoso/la secretaria/recibir/la carta
4. no es fácil/leer/las evaluaciones
5. es necesario/la arquitecta/diseñar/la casa/ahora

Students' Answers

Spanish 003 Assessment Sentences-19 Score

Grammar-4 Score
Syntax-4 Score
Spelling-4 Score
Punctuation- 3 Score
Accentuation- 4 Score

1. Es bueno que los empleados pidan los puestos
2. Es imposible que el bombero apague todos los fuegos.
3. Es dudoso que la secretaria reciba la carta.
4. No es fácil leer las evaluaciones.
5. Es necesario que la arquitecta diseñe la casa ahora.

Spanish 003 Assessment Sentences-17 Score

Grammar-4 Score
Syntax-4 Score
Spelling-4 Score

Punctuation- 1 Score

Accentuation- 4 Score

1. Es bueno que los empleados pidan los puestos
2. Es imposible que el bombero apague todos los fuegos
3. Es dudoso que la secretaria reciba la carta
4. No es fácil leer las evaluaciones
5. Es necesario que la arquitecta diseña la casa ahora

Spanish 003 Assessment Sentences-16 Score

Grammar-4 Score

Syntax-4 Score

Spelling-4 Score

Punctuation- 1 Score

Accentuation- 3 Score

1. Es bueno que los empleados pidan los puestos
2. Es imposible que el bombero apague todos los fuegos
3. Es dudoso que la secretaría reciba la carta
4. No es fácil leer las evaluaciones
5. Es necesario que la arquitecta diseña la casa ahora

Spanish 003 Assessment Sentences-15 Score

Grammar-3 Score

Syntax-3 Score

Spelling-3 Score

Punctuation- 3 Score
Accentuation- 3 Score

1. Es bueno que los empleados sean los puestos
2. Es imposible que el bombero apague todos los fuegos.
3. Es dudoso que la secretaria reciba la carta.
4. No es fácil leer la arquitecta diseña la casa ahora.
5. Es indispensable haga buenos relacion entre los empleados y los directores.

Spanish 003 Assessment Sentences-14 Score

Grammar-3 Score
Syntax-4 Score
Spelling-3 Score
Punctuation-1 Score
Accentuation-3 Score

1. Es bueno que los empleados pidan los puestos
2. Es imposible que el bombero apague todos los fuegos
3. Es dudoso que la secretaria reciba la carta
4. No es fácil leer las evaluaciones
5. Es necesario que la arquitecta diseña la casa ahora
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Department Priority (1 to 99)</th>
<th>College Strategy Supported (separate columns if two)</th>
<th>Student Success Initiative</th>
<th>Technology Access</th>
<th>Department Objective (Link to Program Review)</th>
<th>Proposed Activity</th>
<th>Brief Summary of SLO Assessment Results (See attached forms)</th>
<th>List Other Supporting Documents/Links Attached (E.G., WSC, Wait Lists, Retention, Environmental Scan)</th>
<th>Resources Required (list faculty, equipment, etc.)</th>
<th>Estimated Total Cost and Source (E.G., Program 100, VTEA, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>1</td>
<td>1.3</td>
<td>X</td>
<td>X</td>
<td>Emerging need from program review</td>
<td>Develop a language laboratory for foreign languages.</td>
<td>embedded assessments—see attachment</td>
<td>Student success, Notes on Environmental Scan Academic Affairs/Division Council Vision 2 World Café Portfolio Idea # 21 World Café Portfolio Idea # 4 WSC, (see attachments)</td>
<td>Lab assignment for faculty and 40 computers and monitors</td>
<td>$1,500 Program 100 $40,000 Block Grant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4 1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>2</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td>New emerging need</td>
<td>Enhance Foreign Language Department by hiring two full-time foreign language instructors</td>
<td>N/A</td>
<td>AA Degree in Spanish, Student success, FHP,</td>
<td>Full-time faculty @ $65,000 Program 100</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>30</td>
<td>3</td>
<td>1.2</td>
<td>1.4</td>
<td>1.5</td>
<td>X</td>
<td>Emerging</td>
<td>Enhance Foreign Language Department by offering more courses in foreign languages through the outreach program at our service area schools</td>
<td>N/A</td>
<td>Student success</td>
<td>Notes on Environmental Scan Academic Affairs/Division Council Vision 4 (see attachments)</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
<td>1.2</td>
<td>1.4</td>
<td>X</td>
<td>New emerging need</td>
<td>Enhance Foreign Language Department by expanding course offerings in Japanese and the creation of an AA Degree in Japanese, along with the addition of Italian and Chinese to existing foreign language course offerings</td>
<td>N/A</td>
<td>Student success, New Title V regulations, Statistics provided by the Japanese Consulate in November 2008 meeting at LAHC External Environmental Scan (see attachments)</td>
<td>Adjunct faculty</td>
<td>$4,500 @ class Program 100</td>
</tr>
<tr>
<td>30</td>
<td>5</td>
<td>1.2</td>
<td>1.4</td>
<td>1.5</td>
<td>X</td>
<td>New emerging need</td>
<td>Foreign language video/DVD/dictionary library embedded assessments—see attachment</td>
<td>Student success</td>
<td>Video/DVD players and TV monitors</td>
<td>Video/DVD Block Grant</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>1.2</td>
<td>1.4</td>
<td>X</td>
<td>New emerging need</td>
<td>Development and revision of course outlines for Spanish courses</td>
<td>N/A</td>
<td>AA Degree in Spanish, World Café Portfolio Idea # 4 Student success</td>
<td>Full-time and adjunct faculty</td>
<td>No cost</td>
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</tbody>
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