

Department of English Assessment Statement 2012

ENGL 141: Creative Writing

Data

Upon successful completion of the course, the student will be able to

- A. Identify and understand with 70% accuracy the nature and use of the following key elements of poetry: concrete images (as opposed to abstractions), specificity, figurative language, form structures, and sound structures. This will be assessed through an exam and through an appropriate sample of student poetry evaluated by a rubric.

Satisfactory	Unsatisfactory	% of Success
21	2	91

- B. Compose basic lyric and prose poems that integrate with 70% accuracy the key elements of poetry writing. This will be assessed through an appropriate sample of student poetry evaluated by a rubric.

Satisfactory	Unsatisfactory	% of Success
21	2	91

- C. Identify and understand with 70% accuracy the following key elements of fiction: setting, character, plot, point of view, voice, dialog, scene, description, word choice, and irony. This will be assessed through an exam and through an appropriate sample of student fiction evaluated by a rubric.

Satisfactory	Unsatisfactory	% of Success
21	2	91

- D. Compose complete short stories that utilize with 70% accuracy the key elements of fiction. This will be assessed through an appropriate sample of student fiction evaluated by a rubric.

Satisfactory	Unsatisfactory	% of Success
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21

2

91

E. Analyze and critique fiction and poetry based on the form and theory addressed in class. This will be assessed through an exam.

Satisfactory	Unsatisfactory	% of Success
22	15	59

Conclusions

These statistics indicate that in ENGL 141 the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome E at a rate under 70%. The success rate for SLO E will most likely improve with the creation of formal analysis of poetry and fiction essay portions of the final exam. Such formal essays will most likely show more evidence of student success than the informal journal entries assessed in this study.

ENGL 102: Critical Thinking Through Literature

Data

A. Logical Thinking Exam:

SLO A: Distinguish among facts, inferences, judgments, and implications:

Satisfactory	Unsatisfactory	% of Success
58	15	79

SLO C: Identify premises, both stated and unstated:

Satisfactory	Unsatisfactory	% of Success
54	19	74

SLO D: Recognize fallacious reasoning:

Satisfactory	Unsatisfactory	% of Success
48	25	66

Overall Success Rate: 77.5%

B. Papers:

Data

Upon successful completion of the course, the student will be able to

- B. Analyze and create written arguments, using sound reasoning and relevant supporting details.

Satisfactory	Unsatisfactory	% of Success
27	5	84

Conclusions

A. Logical Thinking Exam:

These statistics indicate that in ENGL 102 the students are achieving student-learning outcomes A and C at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome D at a rate of under 70%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in all of the ENGL 102 sections.

B. Papers:

These statistics indicate that the students are achieving SLO B at a rate of over 80%, which we determined to be a better-than-satisfactory performance overall.

Literature Classes: ENGL 111, 221, and 245

Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

Satisfactory	Unsatisfactory	% of Success
51	8	86

SLO B: Apply the literary elements of plot, structure, character, theme, and imagery to a specific literary work.

Satisfactory	Unsatisfactory	% of Success
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D. Gain a basic knowledge of English grammar.

Satisfactory	Unsatisfactory	% of success
11	4	73%

Overall % of success = 78%

Conclusions

These statistics indicate that in ENSL 20-22 the students are achieving student-learning outcomes A, B, and D at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. However, students are achieving student-learning outcome C at a rate of under 70%. The faculty agreed that the comparatively low success rate for SLO C is attributable to some of the students' poor attendance and incompleteness of assignments and should improve with more effective enrollment management in all of the ENSL sections.

ENGL 235: Introduction to Shakespeare

Data

SLO A: Understand the literary elements of plot, structure, character, theme, and imagery.

Satisfactory	Unsatisfactory	% of Success
18	0	100

SLO B: apply the literary elements of plot, structure, character, theme, and imagery to Shakespeare's works.

Satisfactory	Unsatisfactory	% of Success
18	0	100

SLO C: describe the author's major works and genres, such as *tragedy* and *history play*, as well as his artistic development.

Satisfactory	Unsatisfactory	% of Success
16	2	89

SLO D: explain the relation between historical context, literary sources, and literary elements in the artist's work.

Satisfactory	Unsatisfactory	% of Success
16	2	89

Overall Success Rate: 94.5%

Conclusions

These statistics indicate that in the Shakespeare course the students are achieving student-learning outcomes A-D at a rate of over 85%, which we determined to be a very good performance overall.

SPCH 101:

Data

SLO A: Compose competent, original speeches, in a variety of formats.

Satisfactory	Unsatisfactory	% of Success
39	4	91

SLO B: Develop skill analyzing audience and occasion.

Satisfactory	Unsatisfactory	% of Success
42	1	98

SLO C: Select and organize topics and supporting material and prepare a speech outline.

Satisfactory	Unsatisfactory	% of Success
39	4	91

SLO D: Explain the benefits of effective public speaking.

Satisfactory	Unsatisfactory	% of Success
44	0	100

SLO E: Create effective visual aids.

Satisfactory	Unsatisfactory	% of Success
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- C. explain the extent to which literature mirrors or shapes historical and social attitudes with particular emphasis on the roles, images, and concerns of ethnic groups as expressed in literature.

Satisfactory	Unsatisfactory	% of Success
19	4	83

- D. understand the major contributions these ethnic groups have made to American literature.

Satisfactory	Unsatisfactory	% of Success
18	5	78

- E. analyze race as it relates to literature.

Satisfactory	Unsatisfactory	% of Success
18	5	78

- F. describe the major themes, forms, and trends in ethnic literature.

Satisfactory	Unsatisfactory	% of Success
17	6	74

CONCLUSIONS

These statistics indicate that in ENGL 249 the students are achieving student-learning outcomes A-F at a rate of over 70%, which we determined to be a better-than-satisfactory performance overall. SLO's C-F focusing specifically on race and ethnicity tended to have slightly lower success rates than A-B which focus on general literary study. The lower C-F success rates may be due to the essay form of the final exam which allows for a wide variety of response (or non-response) to certain aspects of the prompt and would most likely increase with multiple choice and short answer questions specifically separating out and targeting these SLO's.

ENGLISH 101H

DATA

Upon successful completion of the course, the student will be able to

- A. Write clearly structured academic essays on complex ideas presented in university-level sources.

Satisfactory	Unsatisfactory	% of Success
6	1	86

- B. Explain, analyze, and synthesize university-level reading materials.

Satisfactory	Unsatisfactory	% of Success
6	1	86

- C. Evaluate the style of one's own writing and self-correct for greater clarity and directness.

Satisfactory	Unsatisfactory	% of Success
6	1	86

- D. For the honors segment, students will pursue topics for intensified study, beyond the scope of English 101, as appropriate—for example, learn how different critical approaches to literature are shaped by different premises and underlying assumptions.

Satisfactory	Unsatisfactory	% of Success
5	2	71

CONCLUSIONS

These statistics indicate that in ENGL 101 H the students are achieving student-learning outcomes A-D at a rate of over 70%, which we determined to be a satisfactory performance overall.

ENGLISH 102:

DATA

A. Logical Thinking Exam:

SLO A: Distinguish among facts, inferences, judgments, and implications:

Satisfactory	Unsatisfactory	% of Success
7	1	88

SLO C: Identify premises, both stated and unstated:

Satisfactory	Unsatisfactory	% of Success
8	0	100

SLO D: Recognize fallacious reasoning:

Satisfactory	Unsatisfactory	% of Success
4	4	50

B. Paper for the Regular Section:

SLO B: Analyze and create written arguments, using sound reasoning and relevant supporting details.

Satisfactory	Unsatisfactory	% of Success
8	0	100

C. Paper for the Honors Section:

SLO E: For the honors segment, students will pursue topics for intensified study, beyond the scope of English 102, as appropriate—for example, learn how critical approaches to literature are shaped by different premises and underlying assumptions.

Satisfactory	Unsatisfactory	% of Success
8	0	100

CONCLUSIONS

A. Logical Thinking Exam:

These statistics indicate that in ENGL 102H the students are achieving student-learning outcomes A and C at a rate of over 80%, which we determined to be a good performance overall. However, students are achieving student-learning outcome D at a rate of only 50%. The faculty agreed that the success rate for SLO D should improve with more emphasis on logical fallacies in the ENGL 102 sections.

B. Papers:

These statistics indicate that the students are achieving SLO'S B and E at a rate of 100%, which we determined to be an excellent performance overall.

SPAN C180 Spanish for Native Speakers

This was an ITV class taught simultaneously at these sites: IWV (CRN 70608), KRV (CRN 70609) and Mammoth (CRN 70607). The instructor taught the class from the IWV campus in the fall of 2008.

Data

Upon successful completion of the course, the student will be able to

SLO 1: Distinguish and apply the spelling and accentuation rules.

Satisfactory	Unsatisfactory	% of success
11	4	73%

11 out of 15 students are achieving SLO 1 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall.

This SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Although there are many spelling and accentuation rules, and students might even learn them by heart, it is not until students see them within a context, that they truly absorb their correct usage.

In order to improve students' scores, the instructor recommends that we conduct a variety of frequent related activities in and out of the classroom more frequently. For example, we should offer even more textbook assignments, class dictations, etc.

SLO 2: Apply the learned vocabulary, idiomatic expressions, and essential grammar.

Satisfactory	Unsatisfactory	% of success
12	3	80%

12 out of 15 students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be a good performance overall.

SLO 3: Identify cognates and problem areas due to English / Spanish language interference.

Satisfactory	Unsatisfactory	% of success
10	5	67%

10 out of 15 students are achieving SLO 3 at a rate of lower than 70%, which the instructor determined to be a poor performance overall.

According to the instructor, this is a very difficult SLO to complete successfully given the fact that bilingual students have a tendency to mix grammatical constructions in both languages. Unfortunately, this habit comes naturally to them because most students, although speak Spanish at home, have never had formal instruction of Spanish, so they have never studied Spanish grammar per se. In addition, most bilingual students do not usually have a solid strong English foundation, which contributes to accentuate this difficulty.

Improvement: In class, we will focus on offering strategies and do more hands-on exercises to increase students' awareness of the similarities and differences between true and false cognates, and other problems that arise from translating literally from English into Spanish and vice-versa.

Solution: This SLO will be reassessed as soon as the next class is offered. Additionally, it is important that we keep the assessment artifact for our records.

SLO 4: Discuss cultural topics of the Hispanic world.

Satisfactory	Unsatisfactory	% of success
12	2	86%

Students discussed the meaning of *fútbol* (soccer) in everyday life in Spanish speaking countries: Its beginnings, reasons for its popularity, well-known soccer players, etc. and its impact on society.

On the one hand, because it was a topic of general interest, students were eager to do the corresponding readings without much effort. Consequently, students were better “equipped” to present their ideas.

On the other hand, at times, students had difficulty in getting their ideas organized and express themselves in an orderly manner; not necessarily because of the lack of information on the subject matter, but because students were expected to express themselves in a more formal setting.

12 out of 14 students are achieving SLO 4 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall.

Conclusion

Overall Success Rate: 77%

These statistics indicate that in SPAN C180 the students are achieving student-learning outcomes 1, 2 and 4 at a rate of over 70%, which we determined to be a good performance overall. However, students are achieving student-learning outcome 3 at a rate of only 67%. The faculty agreed that the success rate for SLO 3 should improve by offering different strategies to identify cognates, and by conducting even more hands-on exercises to increase students’ awareness of the similarities and differences of true versus false cognates and other problems that arise from translating literally from English into Spanish and vice-versa.

SPAN C100 Basic Conversational Spanish

CRN: 30526. Course offered in the spring of 2009 at the Indian Wells campus.

All assessments for this course were oral because of the nature of the class: Conversational Spanish.

Data

Upon successful completion of the course, the student will be able to

SLO 1: Apply to communication the learned vocabulary, idiomatic expressions, and essential grammar.

Satisfactory	Unsatisfactory	% of success
13	4	76%

These statistics indicate that students are achieving SLO 1 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will keep the DVD or tape of the oral recorded assessments.

SLO 2: Demonstrate oral fluency (listening, comprehension, reading and speaking skills) by being able to express oneself in a variety of everyday situations at a basic level.

Satisfactory	Unsatisfactory	% of success
13	4	76%

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will keep the DVD or tape of the oral recorded assessments.

SLO 3: Describe basic cultural aspects of the Spanish speaking world.

Satisfactory	Unsatisfactory	% of success
14	3	82%

These statistics indicate that students are achieving SLO 3 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of recording the students' presentations.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will record the students' presentations on a DVD or tape.

Conclusion

Overall Success Rate: 78%

Overall improvement: Although students' scores were recorded, no assessment tool was kept. From now on, the faculty will keep the DVD or tape of all oral recorded assessments.

ITV class conducted simultaneously between I WV and KRV campus in the spring of 2011.

Since this is a conversational Spanish class, all assessments were conducted orally.

Data

Upon successful completion of the course, the student will be able to

SLO 1: Expand the learned vocabulary, idiomatic expressions, and more advanced grammatical structure, and apply them to communication.

Assessment method: Final oral exam, scored with a rubric.

Assessment Plan: You are visiting a Spanish speaking country and when you arrive at the airport, you realize that one of your suitcases is missing. What questions would you ask the airline agent using the vocabulary and expressions that we have covered? In addition, make at least a sentence in which the conditional tense is used.

This exam was graded with a rubric with the faculty member who offered it, making reference to pre-established departmental guidelines for assessment of student success in achieving the student learning outcome.

Results:

Satisfactory	Unsatisfactory	% of success
12	3	80%

These statistics indicate that students are achieving SLO 1 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will keep the DVD or tape of the oral recorded assessments.

SLO 2: Demonstrate oral fluency (listening, comprehension, reading and speaking skills) by being able to express oneself in a variety of situations at an intermediate level.

Assessment method: A discussion scored with a rubric.

Assessment Plan: All four skills were assessed during class.

Reading skills: Each student had to read aloud a paragraph from a hand-out. The score was based on accuracy on sentence intonation and fluency. The hand-out had different readings: *No sólo el fútbol*, *La siesta*, *El mate*, and *Frutas y verduras de América*.

Listening and comprehension skills: Students listened to one of the instructor's readings (*Servicios de salud*) and then they had to answer the topic related-questions.

Speaking skills: By far, this was the hardest of all skills since correct grammar at an intermediate level was expected. Special attention was put on verb conjugations of the most difficult tenses. Students were presented with two different situations, and they had to choose one out of the two.

Situations:

1. Students talked about doctors or dentists that they had to visit. They had to narrate their best and worst experience.
2. Students had to imagine that they were a salesperson at a car dealership and that s/he was trying to convince a customer why her/his cars were better than those of the other two dealerships in town. Students had to compare several attributes of the cars and use stressed possessive adjectives and pronouns when appropriate.

Results:

Satisfactory	Unsatisfactory	% of success
11	4	73%

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will keep the DVD or tape of the oral recorded assessments.

SLO 3: Describe cultural aspects of the Spanish-speaking world.

Assessment method: Assessed with a speech, scored with a rubric.

Assessment Plan: Give a 10 minute oral presentation in Spanish. Each student had a variety of topics to choose from.

Results:

Satisfactory	Unsatisfactory	% of success
12	3	80%

These statistics indicate that students are achieving SLO 3 at a rate of higher than 70%, which the instructor determined to be a satisfactory performance overall. Nevertheless, this SLO will need to be re-assessed the next time the course is offered with the purpose of keeping the assessment tool.

Improvement: Although students' scores were recorded, no assessment tool was kept.

Solution: From now on, the faculty will keep the DVD or tape of the oral recorded assessment.

Conclusion

Overall Success Rate: 78%

These statistics indicate that in SPAN C171 the students are achieving all student-learning outcomes at a rate of over 70%, which we determined to be a satisfactory performance overall. However, these three student learning outcomes will need to be reassessed as soon as the course is offered with the purpose of collecting an assessment tool.

SPAN C110 Review of Elementary Spanish

CRN 50547 (online)

This course was taught in the Spring of 2011

Data

Upon successful completion of the course, the student will be able to

SLO 1: Articulate a high beginner’s level knowledge of Spanish vocabulary of approximately 1500 words.

Assessment method: Quizzes

Assessment Plan: 01c-q # 1, 02c-q # 1, 03c-q # 1, 04c-q # 1, 05c-q # 1, 06c-q # 1, 07c-q # 1, 08c-q # 1, 09c-q # 1, 10c-q # 1, 11c-q # 1, 12c-q # 1, 13c-q # 1, 14c-q # 1, 15c-q # 1, 16c-q # 1, 17c-q # 1, 18c-q # 1.

A total of eighteen vocabulary exercises extracted from different quizzes. The instructor selected one exercise for each of the different vocabulary themes. The assessment was graded by a rubric with the faculty member making reference to pre-established departmental guidelines for assessment of student success in achieving the student learning outcome. This task was done at the end of the semester so that the instructor could assess vocabulary from beginning to end.

Students were presented with a variety of vocabulary exercises from multiple questions to phrasal verbs, expressions, etc. These quizzes were from the chapters being covered: Select the word that best completes the sentence. Choose the word or sentence that does not belong in the group. Choose the correct words to complete the mini-dialogues. Select the word that best relates to the word provided. Choose the word(s) that complete(s) each sentence correctly. Select the word that corresponds to each description. Select the expression that logically completes each sentence.

Results:

Satisfactory	Unsatisfactory	% of success
12	1	92%

12/13=92%

These statistics indicate that students are achieving SLO 1 at a rate of higher than 90%, which the faculty determined to be a better than satisfactory performance overall.

Given the high success performance rate, the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 2: Identify the conjugation of verbs in all of the commonly used major tenses both simple and compound.

Assessment method: Homework assignments

Assessment Plan: 04.4e-1 # 2, 06.e-q. # 14, 07.1e-2 # 8, 10.1e-0 # 2, 13.3e-0 #7, 17.3e-0 #9.

Students were given a variety of questions based on the main tenses covered in this class including irregular verbs, present subjunctive, subjunctive with conjunctions, preterit, imperfect, reflexive verbs, and compound tenses such as the past perfect subjunctive.

Results:

Satisfactory	Unsatisfactory	% of success
9	4	69%

9/13 = 69%

These statistics indicate that students are achieving SLO 2 at a rate of right below 70%, which the faculty determined to be a slightly lower than satisfactory performance. The faculty agreed that the comparatively low success rate for SLO 2 is attributable to a few factors:

The complexity of studying all verb tenses, the abundance of irregular verbs to be absorbed, and students non reviewing their answers. This last factor is directly linked to numerous “silly” mistakes that could be avoided.

General observation: Review of Elementary Spanish is the combination of both Spanish I and Spanish II. This course is taught in one semester; thus, it is fairly intense. When students take Span C110 right after SPAN I, SPAN II, they usually tend to do better because the material is still fresh. However, the longer students wait to take SPAN C110, the more they forget about verb conjugations as a lot of memorization is required due to stem-changes, irregularities and exceptions. We will make an effort and advise students to take this course, if possible, as soon as they finish taking SPAN II. In the event that this is not possible because of the student’s inability to take it right after SPAN II, or the College not offering it at that moment, then, at least, the faculty will advise students that they review all grammar content before the course starts due to its intensity and fast pace.

Improvement: This SLO could improve by putting more emphasis on these complex verb tenses, assigning more exercises targeting this SLO, and advising students of the importance of

reviewing their answers, since just one verb with a misspelled letter is considered incorrect. In English, it is considered a typo, but in Spanish, it could be the result of a student not knowing the conjugation of a certain verb. For example: *haco* is incorrect; instead *hago* is the correct form. Verb *hacer* is an irregular verb and it replaces letter c with a g when being conjugated in the present tense.

Solution: Given the lower performance rate, the faculty recommends that this assessment be re-assessed and improved as soon as the course is offered again.

SLO 3: Apply a high-beginner to low intermediate understanding of how the other main parts of speech function in Spanish such as adverbs, clauses, prepositions, and traditionally difficult concepts for non-native speakers such as the *para vs. por*, *saber vs. conocer*, verbs used with different prepositions, the subjunctive mood, etc.

Assessment method: Homework assignments

Assessment Plan: 06e.q # 19, 20, 25, 26; 11.2e-0 # 2, 3

A variety of written exercises that include low intermediate grammar concepts.

Results:

Satisfactory	Unsatisfactory	% of success
11	2	85%

11/13 = 85%

These statistics indicate that students are achieving SLO 3 at a rate of higher than 80%, which the faculty determined to be a good performance overall.

Given the success performance rate, the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 4: Interpret and produce longer passages in Spanish, especially when more difficult vocabulary is provided.

Assessment method: Homework assignments

Assessment Plan: 08cult-2 # 1, 08cult-2 # 2, 08cult-2 # 3, 08cult-2 # 4, 05cult-2 # 5, 01pan-1 # 8, 01pan-1 # 9

Reading comprehension. Students had to read a couple of passages with expanded vocabulary and answer the questions.

Results:

Satisfactory	Unsatisfactory	% of success
10	3	77%

10/13 = 77%

These statistics indicate that students are achieving SLO 4 at a rate of higher than 70%, which the faculty determined to be a satisfactory performance overall.

Improvement: After having completed the assessment, the faculty member realized that this particular assessment does not entirely address this SLO's objectives. Although this SLO presents a satisfactory success performance rate, the faculty member recommends that this assessment be re-assessed as soon as the course is offered again.

Solution: The faculty will either select a more appropriate assignment or include another assignment that meets this SLO's second objective ("*...that produces longer passages...*"). We will reassess it as soon as Review of Elementary Spanish is offered.

SLO 5: Demonstrate an advanced understanding of the history, culture and civilization of the Spanish-speaking world.

Assessment method: Homework assignments

01-pan.1 # 1, 01-pan.1 # 2, 01-pan.1 # 3, 01-pan.1 # 4, 01-pan.1 # 5, 01-pan.1 # 6, 01-pan.1 # 7, 05cult-2 # 2.

Assessment Plan: Students were provided a couple of cultural texts and they had to answer the questions.

Results:

Satisfactory	Unsatisfactory	% of success
10	3	77%

10/13 = 77%

These statistics indicate that students are achieving SLO 5 at a rate of higher than 70%, which the faculty determined to be a satisfactory performance overall.

Improvement: Given the intensity of this course, on this particular section, the instructor's main focus was on grammar acquisition, with less emphasis on the cultural component.

This online course is taught in two platforms: QUIA, the publisher's learning platform, and Moodle, the College's learning platform.

For each Moodle discussion assignment, from a wide selection of topics, the instructor also listed a cultural discussion topic. Students' discussion had to be related to only one of the listed topics. The instructor noticed that in general, students did not choose to complete any of the cultural discussion assignments. According to the instructor, since the cultural component usually requires a fairly amount of reading and comprehension skills, it involves more students' effort; therefore, students tend to avoid this choice if they can. In this course, given the wide selection of topics to choose from, it is less likely that students would choose a more time consuming topic.

In QUIA, although there was a variety of voluntary and mandatory cultural assignments. The instructor noticed that students completed very few voluntary assignments, but students participated significantly when a cultural assignment was labeled as mandatory.

Solution: To increase student participation in the Moodle discussion forum, the faculty will include mandatory cultural assignments, and in QUIA, the faculty will expand the number of mandatory cultural assignments.

Despite the success performance rate, the faculty recommends that this assessment be re-assessed as soon as the course is offered again.

Conclusion

Overall Success Rate: 80%

These statistics indicate that in SPAN C110, students are achieving student learning outcomes 1, 3, 4 and 5 at a rate of over 70%, which the faculty determined to be a satisfactory performance overall. However, students are achieving student learning outcome 2 at a rate of slightly under 70%. For detailed information, please refer to SLO 2.

SLO 2: We will reassess it as soon as Review of Elementary Spanish is offered.

SLO 4: The faculty will either select a more appropriate assignment or include another assignment that meets this SLO's second objective ("*...that produces longer passages...*"). We will reassess SLO 4 as soon as Review of Elementary Spanish is offered.

SLO 5: The faculty will increase the number of mandatory cultural assignments. We will reassess this student learning outcome as soon as Review of Elementary Spanish is offered.

SPAN C101 Elementary Spanish I

Four sections of Elementary Spanish I conducted these assessments. Two sections were on-ground (Indian Wells Valley campus CRN 32530 and Mammoth CRN 30485) and two were online CRN 32529 and CRN 30486. These sections were taught in the Spring of 2012.

Data

Upon successful completion of the course, the student will be able to

SLO 1: Articulate a Spanish vocabulary of approximately 750 words.

On-campus:	Satisfactory	Unsatisfactory	% of success
	16	1	94%

16 out of 17 students are achieving SLO 1 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

Online:	Satisfactory	Unsatisfactory	% of success
	61	0	100%

61 out of 61 students are achieving SLO 1 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

Given the high success performance rate on both learning environments, the department does not recommend that this assessment be re-assessed nor improved at this time.

Observation: For next assessment, we will simplify this task by assigning only one question of each of the six quizzes, instead of the entire quizzes.

SLO 2: Identify the conjugation of verbs in the present tense, including irregulars, and at least one other tense such as the preterit.

On-campus:	Satisfactory	Unsatisfactory	% of success
	15	2	88%

On-campus: $15/17 = 88\%$. 15 out of 17 students are achieving SLO 2 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

Online:	Satisfactory	Unsatisfactory	% of success
	49	7	88%

Online: Percentage results: $49/56 = 88\%$. 49 out of 56 students are achieving SLO 2 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which we determined to be a better than satisfactory performance overall.

General improvement: Next time we assess this SLO, we will simplify the assessment by selecting one question out of each activity, instead of assessing all questions.

Improvement for online sections: Lesson 5, page 168, number 1 activity: After students submitted the activity, the instructors realized that some students got slightly lower scores. Reason: Due to unclear instructions, students were under the impression that they only needed to provide the gerund of the verb, instead of the auxiliary verb "*estar*" plus the gerund. After having observed the online textbook written instructions with only one blank available, some students took for granted that only one word would be sufficient, when in fact it is two words,

and the box also allows for two words to be entered. However, students were unaware of this fact. On their second attempt, students achieved a better than satisfactory performance.

In general, only the first attempt is accepted, but we, the instructors, realized that due to unclear instructions, students did not do that well on their first attempt. However, they did much better once they realized how to complete the activity. We discussed this issue within our department, and we decided to accept students' second attempt.

Therefore, if the department chooses to offer this assignment again, then, instructors will provide detailed instructions on how to complete this particular activity ahead of time.

For on-ground courses, this aspect was not an issue as it was for online courses. Reason: When the department assessment coordinator typed the statements for this activity, she left two blanks for each statement. Each instructor received a hard copy of this written exercise to hand out to students. Therefore, students understood that they were expected to write down two words for each statement.

SLO 3: Apply a basic understanding of how the other main parts of speech function in Spanish such as nouns, articles, adjectives, etc. and understand the concepts of gender and number agreement.

On-campus:	Satisfactory	Unsatisfactory	% of success
	17	0	100%

On campus: 17 out of 17 students are achieving SLO 3 at a rate of higher than 70%, which represents a better than satisfactory performance overall. $17/17 = 100\%$

Online:	Satisfactory	Unsatisfactory	% of success
	50	1	98%

50 out of 51 students are achieving SLO 3 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

Given the high success performance rate on both learning environments, the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 4: Interpret and produce short passages in Spanish.

SPAN C101 - Elementary Spanish I IWV CRN 32530 / Mammoth CRN 30485 Online CRN 32529 / Online CRN 30486 Spring 2012 Four sections of Elementary Spanish I conducted this assessment. Two sections were on-ground (Indian Wells Valley campus CRN 32530 and Mammoth CRN 30485) and two were online CRN 32529 and CRN 30486.

Read "*Agencia Marina*" passage and answer its questions.

On-campus:	Satisfactory	Unsatisfactory	% of success
	17	0	100%

17 out of 17 students are achieving SLO 4 at a rate of higher than 70%, which represents a better than satisfactory performance overall. Percentage results: $17/17 = 100\%$

Online:	Satisfactory	Unsatisfactory	% of success
	35	0	100%

35 out of 35 students are achieving SLO 4 at a rate of higher than 100%, which represents a better than satisfactory performance overall. Percentage results: $35/35 = 100\%$

Given the high success performance rate on both learning environments, the department does not recommend that this assessment be re-assessed at this time.

Improvement: The faculty will ensure that:

- a) All online courses will follow the same grading method, and

- b) All faculty will make it a mandatory assignment with the purpose of increasing student participation in completing this assessment.

SLO 5: Demonstrate an understanding of the history, culture and civilization of the Spanish-speaking world.

On-campus:	Satisfactory	Unsatisfactory	% of success
	15	2	88%

15 out of 17 students are achieving SLO 5 at a rate of higher than 70%, which represents a better than satisfactory performance overall. Percentage results: $15/17 = 88\%$

Online:	Satisfactory	Unsatisfactory	% of success
	41	13	76%

41 out of 54 students are achieving SLO 5 at a rate of higher than 70%, which represents a satisfactory performance overall. Percentage results: $41/54 = 76\%$

Given the success performance rate on both learning environments, the department does not recommend that this assessment be re-assessed at this time.

Improvement for online sections: All sections will use the same assessment tool in future assessments.

Conclusion

On-campus Overall Success Rate: 94%

Online Overall Success Rate: 94%

In both learning environments, these statistics indicate that in Elementary Spanish I the students are achieving student-learning outcomes 1-5 at a rate of over 90%, which we determined to be an excellent performance overall.

Please refer to specific SLOs for improvements.

LATN C101 Elementary Latin I

On campus IWV CRN: 70295

Course offered in the fall of 2011

Data

Upon successful completion of the course, the student will be able to

SLO 1: Demonstrate comprehension of Latin literature at a beginning level, with understanding and appreciation.

Assessment method: A discussion scored with a rubric.

Assessment Plan: Our text is based on stories of Greco-Roman mythology. As each myth unfolds, instructor and students discussed the myths and their ramifications in class; and students were inspired to do further research on their own. Later, students brought the information back to class, so that they could present the unfolding literary implications to the class.

Results:

Satisfactory	Unsatisfactory	% of success
8	1	89%

Students showed an increased interest in mythology-based literature. Reading the complete text in class in English heightened their involvement in the production of mythology in general. 8 out of 9 students did very well. The last SLO includes a file attachment with all SLOs table results.

These statistics indicate that students are achieving SLO 1 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall. Given the high success performance rate (an 89% average), the department does not recommend that this assessment be re-assessed at this time. Improvement: This SLO was assessed through an oral

discussion and no artifact was kept except for the students' scores. In future courses, assessment tools will be kept for the records.

SLO 2: Describe the cultural interdependence between classical and modern societies.

Assessment method: A student survey.

Assessment Plan: This student survey was an addendum to the final exam for assessment purposes. Students described in writing what they remembered about the class discussions regarding the similarities and differences between the classical world and the modern era. There was a wide category of discussions for students to choose from. Topics discussed were: The great use in law and government. Music and the visual arts. Uses of English literature through the Greco-Roman mythology.

Results:

Satisfactory	Unsatisfactory	% of success
9	0	100%

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be an excellent performance overall.

Given the high success performance rate (a 100% average), the department does not recommend that this assessment be re-assessed at this time.

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall. Given the high success performance rate (a 100% average), the department does not recommend that this assessment be re-assessed at this time. Improvement: In future courses, assessment tools will be kept for the records.

SLO 3: Initiate vocabulary and structure skills in Latin and English.

Assessment method: A written exam.

Assessment Plan: Two assessments were conducted: 1.) Students were asked to translate into English full paragraphs excerpts (about 300 words) from the semester's readings. 2.) Students completed a written exercise on gender/number agreement in Latin.

Results:

Satisfactory	Unsatisfactory	% of success
10	10	100%

Scoring depended on correct use of vocabulary, gender, number and case, verb tense, and accurate translation from Latin into English. Graded exams were returned to students but results were excellent. 10 out of 10 students did very well.

These statistics indicate that students are achieving SLO 3 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall. Given the high success performance rate (a 100% average), the department does not recommend that this assessment be re-assessed at this time. Improvement: In future courses, assessment tools will be kept for the records.

SLO 4: Produce written Latin at a beginning level.

Assessment method: An exam.

Assessment Plan: Students were given questions in Latin based on the information of the reading selections, and they had to produce full answers in Latin. Students were requested to pay special attention to the grammatical structure when composing their sentences. This assessment was part of the last grammar exam.

Results:

Satisfactory	Unsatisfactory	% of success
8	2	80%

These statistics indicate that students are achieving SLO 4 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall. Given the high success performance rate (an 80% average), the department does not recommend that this assessment be re-assessed at this time. Improvement: In future courses, assessments will be kept for the records.

Conclusion

Overall Success Rate: 92%

These statistics indicate that in LATN C101 the students are achieving student-learning outcomes 1, 2, 3 and 4 at a rate of over 90%, which we determined to be a very good performance overall. However, although students' scores were recorded, not all assessment tools were kept. From now on, the faculty will ensure to keep them all.

LATN C102 Elementary Latin II

On campus IWV CRN: 30316 -

Course offered in the spring of 2012

Data

Upon successful completion of the course, the student will be able to

SLO 1: Articulate Latin at the advanced introductory level with proper pronunciation using elementary phrases and sentences at an advanced beginner's level.

Assessment method: A discussion scored with a rubric.

Assessment Plan: Instructor reads selected paragraphs in Latin on a regular basis so that students can become accustomed to basic spoken Latin. Instructor also puts emphasis on the pronunciation and stress accent. Toward the end of the semester, each student has to read aloud one of these reading selections from the Greco-Roman mythology text. Also, the instructor asks students questions on the reading selections and students have to produce correct answers with acceptable pronunciation.

Results:

Satisfactory	Unsatisfactory	% of success
6	1	86%

6 out of 7 students are achieving SLO 1 at a rate of higher than 70%, which represents a better than satisfactory performance overall. These statistics indicate that students are achieving SLO 1 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall.

Given the success performance rate (86%), the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 2: Recognize basic, spoken Latin at an advanced beginner's level.

Assessment method: A performance, scored by rubric

Assessment Plan: Instructor reads selected paragraphs in Latin on a regular basis so that students can become accustomed to basic spoken Latin. Instructor also puts emphasis on the pronunciation and stress accent. Toward the end of the semester, each student had to read aloud one of these reading selections from the Greco-Roman mythology text.

Results:

Satisfactory	Unsatisfactory	% of success
6	1	86%

These statistics indicate that students are achieving SLO 2 at a rate of higher than 70%, which the instructor determined to be an excellent performance overall.

Given the success performance rate (86% average), the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 3: Comprehend written basic sentences, phrases and short paragraphs in Latin at an advanced beginner's level.

Assessment method: A written exam.

Assessment Plan: Students were given written sentences from specific chapters and they are asked to translate them into English. The aim of this activity was to check students' comprehension of Latin. Students were requested to pay special attention to the grammatical structure. This was part of the last grammar exam.

Results:

Satisfactory	Unsatisfactory	% of success
6	1	86%

6 out of 7 students are achieving SLO 3 at a rate of higher than 70%, which represents a better than satisfactory performance overall. These statistics indicate that students are achieving SLO 3 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall.

Given the success performance rate (86%), the department does not recommend that this assessment be re-assessed nor improved at this time.

SLO 4: Produce written basic sentences, phrases and short paragraphs in at an advanced beginner's level.

Assessment method: An exam.

Assessment Plan: Students were given a series of written questions in Latin. They were asked to provide complete sentences in Latin. The aim was to assess their written skills. The instructor assessed the sentences' grammatical accuracy: Case usage and verb forms, usage of vocabulary, pronouns, etc.

Results:

Satisfactory	Unsatisfactory	% of success
6	1	86%

6 out of 7 students are achieving SLO 4 at a rate of higher than 70%, which represents a better than satisfactory performance overall. These statistics indicate that students are achieving SLO 4 at a rate of higher than 70%, which the instructor determined to be a better than satisfactory performance overall.

With an 86% average, this SLO does not need to be reassess nor improved upon at this time.

SLO 5: Demonstrate an understanding of the history, culture and civilization of the historical Latin-speaking world at an advanced beginner's level.

Assessment method: A student survey.

Assessment Plan: This student survey was an addendum to the final exam for assessment purposes. Students explained in writing the similarities and differences between the classical world and the modern era. There was a wide category of topics for students to choose from. The great use in law and government: Terminology and interpretation of common legal issues. Music and the visual arts. Uses of English literature through the Greco-Roman mythology. Daily life and education.

Results:

Satisfactory	Unsatisfactory	% of success
6	0	100%

Students were informed ahead of time to be prepared to explain in writing about some aspects of the culture and civilization of the historical Latin-speaking world at an advanced beginner's level. It was an addendum to the final exam.

6 out of 6 students are achieving SLO 5 at a rate of higher than 70%, which represents a better than satisfactory performance overall.

Conclusion

Overall Success Rate: 89%

These statistics indicate that in LATN C102 the students are achieving student-learning outcomes 1, 2, 3, 4 and 5 at a rate of over 85%, which we determined to be a very good performance overall. As with LATN C101, although students' scores were recorded, and there is evidence of more assessment tools, still no all assessment tools are present. From now on, the instructor has agreed on keeping them all.

LATN C201 Intermediate Latin I

On-campus IWV - CRN: 30317

Data

Upon successful completion of the course, the student will be able to

SLO 1: Articulate Latin at a beginning intermediate

Assessment method: A performance, scored by a rubric.

Assessment Plan: Instructor reads selected paragraphs in Latin on a regular basis so that students can become accustomed to basic spoken Latin. Proficiency on the pronunciation and stress accent is expected. Toward the end of the semester, the single student registered in the class had to read aloud one of the reading selections from the Greco-Roman mythology text. Also, the instructor asked the student questions on the reading selections and the student had to produce correct answers with proficient pronunciation.

Results:

Satisfactory	Unsatisfactory	% of success
1	0	100%

1 out of 1 registered student. The student achieved SLO 1 at a rate of higher than 95%, which represents an excellent performance overall.

Conclusion

Given the excellent assessment results, no re-assessment nor improvement are recommended at this time.

SLO 2: Analyze the varying tenses and declensions of the Latin language.

Assessment method: An exam

Assessment Plan: The next to the last grammar quiz. Exercises 2 and 3 illustrating forms and uses of the subjunctive mood. A synopsis of subjunctive forms. Exercise 2: The student had to choose the correct form in context. Exercise 3: The student had to produce the subjunctive form.

Results:

Satisfactory	Unsatisfactory	% of success
1	0	100%

1 out of 1 registered student. The student achieved SLO 2 at a rate of higher than 95%, which represents an excellent performance overall.

Conclusion

Given the excellent assessment results, no re-assessment nor improvement are recommended at this time.

SLO 3: Produce beginning intermediate level sentences, phrases and short paragraphs.

Assessment method: An exam.

Assessment Plan:The second to the last quiz on chapters 27 to 28. Exercise 4. Provide an elaborate written response in Latin to a question pertinent to the text reading selection. (In English: Why is Theseus worthy to be the son of the king?)

Results:

Satisfactory	Unsatisfactory	% of success
1	0	100%

1 out of 1 registered student. The student achieved SLO 3 at a rate of higher than 95%, which represents an excellent performance overall.

Conclusion

Given the excellent assessment results, no re-assessment nor improvement are recommended at this time.

SLO 4: Demonstrate an understanding of the history, culture and civilization of the historical Latin-speaking world at a beginning intermediate level.

Assessment method: A student survey.

Assessment Plan: This student survey was an addendum to the final exam for assessment purposes. Students explained in writing the similarities and differences between the classical world and the modern era. There was a wide category of topics for students to choose from. The great use in law and government: Terminology and interpretation of common legal issues. Music and the visual arts. Uses of English literature through the Greco-Roman mythology. Daily life and education.

Results:

Satisfactory	Unsatisfactory	% of success
1	0	100%

The single student was informed ahead of time to be prepared to explain in writing about some aspects of the culture and civilization of the historical Latin-speaking world at a beginning intermediate level. It was an addendum to the final exam. 1 out of 1 student was assessed (the only student registered in this course). The student achieved SLO 4 at a rate of higher than 95%, which represents an excellent performance overall.

Given the excellent assessment results, no re-assessment nor improvement are recommended at this time.

Conclusion

Overall Success Rate: 89%

These statistics indicate that in LATN C201 the student is achieving student-learning outcomes 1, 2, 3, 4 and 5 at a rate of over 85%, which the faculty determined to be a very good performance overall.

Given the excellent assessment results, no re-assessment nor improvement are recommended at this time.