### LBCC
#### Instructional Course SLOs: Means of Assessment Template

**Program Name:** Spanish  
**Course Name/Number:**  
**Contact:** Please type the name of one point of contact for this document.  
**Participants:** Please type the name(s) of all contributors to this document.  
**Date:**

**Instructions:** To begin assessment of student learning outcomes please complete Step 1 below.

**STEP 1**

| Intended Course Outcome | Means of Assessment  
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<td>(Both categories below fall under the above title on TracDat)</td>
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<tr>
<td></td>
<td>Assessment Task</td>
<td>Criteria/Expected Level of Achievement</td>
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</table>
| **SLO #1:** Use grammar and vocabulary to demonstrate communicative competence in the Spanish language. | **What:** Students will write an essay in response to an assigned textbook reading on Spanish culture.  
**How:** A 4 level rubric will be used to assess this SLO and will examine 3 areas: articulation/grammar, verbs, and vocabulary. The four levels on the rubric are as follows: 4-Excellent, 3-Good, 2-Fair, and 1-Poor.  
**Who:** Instructors of three sections of the Spanish course.  
**When:** Fall 2010.  
**Where:** LAC. | **Expected Achievement:** 60% of students.  
**Success Level:** 60% of students will achieve scores of Good or higher in all 3 areas.  
**Students Included:** 63 students enrolled in three sections of the Spanish course. |
| **SLO #2:** Interpret Spanish language texts according to their cultural, literary, and/or linguistic content. | **What:** Students will write an essay in response to an assigned textbook reading on Spanish culture.  
**How:** A 4 level rubric will be used to assess this SLO and will examine 3 areas: language comprehension, general competency, and historical origins. The four levels on the rubric are as follows: 4-Excellent, 3-Good, 2-Fair, and 1-Poor.  
**Who:** Instructors of three sections of the Spanish course.  
**When:** Fall 2010. | **Expected Achievement:** 60% of students.  
**Success Level:** 60% of students will achieve scores of Good or higher in all 3 areas.  
**Students Included:** 63 students enrolled in three sections of the Spanish course. |
LBCC
Instructional Course SLOs: Results of Assessment Template

Program Name: Spanish
Course Name/Number: 
Contact: Please type the name of one point of contact for this document.
Participants: Please type the name(s) of all contributors to this document.
Date:

Instructions: After you have gathered and analyzed assessment results and have taken actions based on what you’ve learned, please complete Step 2 below.

STEP 2

<table>
<thead>
<tr>
<th>SLO #1: Use grammar and vocabulary to demonstrate communicative competence in the Spanish language.</th>
<th>Results of Assessment</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results:</strong> Students only met the success level in one area. 62% of students scored good or better on vocabulary. Students did not meet the success level in either grammar or verbs. In both of these areas only 54% of students scored a good or better on the rubric.</td>
<td><strong>Key Findings:</strong> The levels of student success are concerning. While students did meet the success level for the area of vocabulary, they only did so by a few percentage points. The scores for this assessment are below what we expected. <strong>Conclusions:</strong> While the instructors do recognize that this is an introductory course and students are still developing their new language skills, there may be ways to encourage students’ language acquisition to improve these results in future assessments.</td>
<td><strong>Result Type:</strong> (click one box below) ☐Criteria Met ☒Criteria Not Met ☐Inconclusive <strong>Actions Taken:</strong> Faculty have made changes in the course to include more paragraph writing, with an emphasis on vocabulary development and verbs. <strong>Re-evaluation Date:</strong> Spring 2013</td>
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</table>

<table>
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<tr>
<th>SLO #2: Interpret Spanish language texts according to their cultural, literary, and/or linguistic content.</th>
<th>Results of Assessment</th>
<th>Actions Taken</th>
</tr>
</thead>
</table>
| **Results:** Students exceeded the success level in all 3 areas. 81% of students scored good or better in language comprehension, general competency, and historical origins. | **Actions Taken:** Instructors are encouraging students who scored low on this SLO to come to them for additional help in office hours. Also, the faculty have decided to use all course
**Key Findings:** We were impressed with students’ abilities to interpret the text in their essays. Students’ comprehension appears to be much higher than was previously anticipated.

**Conclusions:** While the results of this SLO assessment are impressive, it is important to note that 19% of the students (12 students out of 63) scored at the fair or poor level. Instructors should find ways to encourage these students to come to them in office hours for additional help. Furthermore, the high scores in these areas could be attributed to the small sample size used. Are these results generalizable to all sections of this course? A larger sample size should be used in the future to discover whether or not the classes utilized here are atypical of this particular Spanish course.

**Result Type:** (click one box below)
- ☒ Criteria Met
- ☐ Criteria Not Met
- ☐ Inconclusive

sections in future assessment of this Spanish course to determine whether results are consistent across all sections.

**Re-evaluation Date:** Spring 2013