

Data Summary and Overview

Program Outcomes by Term

Competency Description	Meets Standard	Falls Below Standard	Number of Total Scores
Total	7,973 (or 88%)	1,011 (or 12%)	8,984 (100%)
Spring 2014	858 (89%)	107 (11%)	965 (100%)
Fall 2014	923 (86%)	151 (14%)	1,074 (100%)
Spring 2015	570 (91%)	53 (9%)	623 (100%)
Fall 2015	759 (87%)	114 (13%)	873 (100%)
Spring 2016	725 (90%)	83 (10%)	808 (100%)
Fall 2016	753 (87%)	108 (13%)	861(100%)
Spring 2017	1,176 (93%)	83 (7%)	1,259 (100%)
Fall 2017	972 (87%)	147 (13%)	1,119 (100%)
Spring 2018	1,237 (88%)	165 (12%)	1,402 (100%)
AVERAGE	88.67%	11.33%	N/A

(summer data were excluded in this table but data are available in the Appendix)

Full implementation of SLO assessment started on Fall 2012, when the FT Spanish faculty took the stand to assess all course learning outcomes via a common final exam. As a result, our authentic data is reflected in all the terms stated above. The average for this period indicates that 88% of the students enrolled met course expectations and only 12% of the students were falling below. Overall, 88% of the students enrolled in SPAN courses are acquiring these core competencies while only 12% of the students are not.

The next step is to analyze the data by SLO. When analyzing data by number of students, it is easy to overlook specific trends. For example, when analyzing by enrollment, on the average, 93.81% of the students met course standards. The data presented in the table below were collected from Spring 2014 up to spring 2018.

Student Learning Outcomes by Course

	SLO1* Gram/vocab	SLO2* Reading	SLO3* Writing	SLO4* Speaking	SLO5* Culture	SLO6* Essay
SPAN 101	80%	90%	94%	97%	74%	n/a
SPAN 102	76%	91%	96%	88%	76%	n/a
SPAN 103	82%	97%	100%	95%	95%	n/a
SPAN 104	98%	100%	100%	98%	92%	n/a
SPAN 105	89%	100%	100%	100%	100%	100%
SPAN 111	83%	97%	97%	97%	93%	n/a
SPAN 112	100%	100% (change from SLO3 to 2 in SPOL)	98% (change from SLO 2 to 3 in SPOL)	100%	98%	
SPAN 189			100% (SLO 1 for this course)			

* Results shown are the “meet” total percentages

The data, when analyzed by SLO, clearly shows that students are largely acquiring the core competencies identified by each CSLO.

Strengths of the Spanish Program

The assessment data indicate that the majority of the students in the Spanish program (88% average) in our SPAN courses are on track; that is, students are meeting course expectations.

Weaknesses of the Spanish Program

The strength of the program could also be weakness. The large percentage of students meeting course expectations in SPAN 101 and SPAN 102 indicates that further analysis is needed. For example, does the tool being used need review? Do the rubrics need to be reviewed? Do PT faculty need training on how to use the rubrics so we may achieve consistent grading and more accurate results? Also observed is the somewhat large percentage of students failing CSLO 1: Grammar and Vocabulary. When comparing the number of students failing and/or meeting course standards, it becomes evident that the following is needed:

- Review and modification of the common assessment tool.

- Review and modification of the grading rubrics to ensure consistent grading across all SPAN sections/instructors.
- Training faculty on the grading rubrics to ensure consistency (Face to face training and DL training modules).

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

Assessment Cycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

Current Assessment Cycle

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PLO 1: Competency in vocabulary and grammar	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 2: Writing skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 3: Reading skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.
PLO 4: Oral and listening skills competency	Every semester, including summers	Common Final Exam	FT SPAN Faculty	Training Assessment Rubrics PT Faculty Compensation	FT Faculty (SLOs Lead)	At the end of every academic year via the annual update.