

- Appraise the values and character of both Western and Non-Western Cultures (with Western Cultures being predominant in the 101, 102, 103 series).
- Recognize and apprise the various forms in which human creative efforts are expressed.
- Demonstrate an academic proficiency comparable to students completing the first year of a baccalaureate degree program.

b. End-of-sequence learning outcomes for Spanish

The end-of-sequence learning outcomes for SPA 101-102-103 are:

- Apply rules of pronunciation, grammar and lexicon to unfamiliar material.
- Demonstrate mastery of and use basic spoken communications.
- Read and comprehend short passages.
- Demonstrate mastery of and use basic gestures and other linguistic features of the language.

The end-of-sequence learning outcomes for SPA 201-202-203 are:

- Review and demonstrate mastery of concepts learned in elementary Spanish.
- Apply more complex rules of language to unfamiliar material.
- Demonstrate mastery of and use more complex spoken communications.
- Read longer and more difficult material.
- Demonstrate a high level of awareness of Spanish-speaking cultures.

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s):

Informal formative assessment occurs in every class that students attend and participate in on a daily basis. Students in SPA 101, 102, and 103 are also assessed with six written examinations per quarter over the six chapters that are covered in those courses that evaluate vocabulary and grammar directly and communication skills and culture indirectly.

When looked at closely, it will be noted that each quiz begins with an initial section which assesses Communication, Problem Solving Capability through Analysis / Synthesis. These sections combined vocabulary, culture, and discursive function area in which the students must choose from a mixed list of ten valid vocabulary items and ten “distracter” (or incorrect) items. They must locate the ten correct items in order to complete a dialogue similar to one in topic and content that appears in the current chapter that they have just finished doing in their textbook. In this section the student proves not only some of the competencies they have each achieved, but also some of the levels of lack of competency.

This latter element is that which distinguishes an “achievement test” from a “true assessment” in a foreign language. This is because the professor can not only look at what items are incorrect, but also can more importantly ascertain if the student is making minor or major linguistic errors. An example of the former would be if the student put a masculine adjective where a feminine one belongs. An example of the latter would be if the student put nouns where verbs or adverbs or verb infinitives belong. Also purely discursive functions can be examined in this type of assessment test if, for example, a student put an interjection where a salutation or closure statement should have been made.

This initial section is followed in each quiz by a grammar-based section. However, unlike an achievement test where a student simply supplies memorized conjugations, adjective forms, etc., based on a grammatical paradigm, the student always has to supply some secondary information based value to get full credit for the item being tested. For example, if we are assessing a student’s knowledge of a new tense we will not simply see verb infinitives next to subjects and subject pronouns with directions to supply the missing verb form. Instead, we will see ten verb infinitives at the top of the page and a dialogue below it. The student will have to read the dialogue between the characters and will first have to decide which infinitive most meaningfully fills the line item. Next, the student must make the verb form agree with the subject(s) of the sentence. The grading system gives the student assessment type of information when s/he receives the results back. If one point is missing from each item, the student becomes aware if s/he doesn’t know the meaning of the infinitive, or s/he knows the meaning, but not the verb form in the tense tested. However, if two points are missing, the student is aware that s/he doesn’t know the meaning of the verb or the forms of the tense. This information really helps pinpoint whether the student has problems with meaning, form, or both. It also tells the student which area(s) the student needs improvement.

In the third section of the quizzes there is many times a quasi - communicative section in which a student is given a concrete context that parallels the topic of the chapter being assessed. In this section the student hears questions read a total of three times each in Spanish, is allowed to dictate down the question, and is expected to go back and answer the question in written Spanish. These questions cover the cultural contrast aspects of the two cultures, and idiomatic structures that do not literally translate from one language to the other. They also contain the vocabulary and grammar structures of the chapter.

If the chapter was overly grammatical and did not include enough purely conversational strategies and items in it, the third section will be similar in format to the second one, but it will contain a different grammatical topic.

The comprehensive final exams that are based on these “prochievement style / assessment” quizzes will cover the most important informational, cultural contrastive, communicative, and grammatical topics of the combined chapters. The assessment formats of the final exams parallels those with which the student has become familiar with. However, it is truly an

assessment tool in its own right because the whole exam will be written as a short - story under one general topic. This topic will be one of the ones covered by one of the chapters, but the most important grammar items from all of the chapters will become original in their content as they are applied to that topic.

This assessment goes much further in the SPA 201, 202, and 203 series. The assessment in the second year series of university parallel study contains many similar aspects as the assessment in the first year, especially when it comes to the assessment of grammar and grammatically based communicative skills. The “prochievement style assessment exams” for each chapter of the text that teaches grammar and grammatically oriented communicative skills evaluate the student’s knowledge of the grammar in the same way that the first year exams also do this. This method demonstrates the student’s problem solving capability through analysis and synthesis skills. Like the first year quizzes, each assessment exam begins with a vocabulary section in which the student must separate out ten meaningfully and grammatically correct vocabulary words from ten distracter items that are incorrect and insert them in the lines below the items where they logically belong. The second page of the assessment exams list ten items at the top of the page which must be “grammatically manipulated” in some way before the student can insert them in the line items below in which they are the most meaningful completion of each of the line items. The text that teaches this grammar also offers in depth cultural information about a specific Spanish speaking culture and also “zeroes in on” a specific functional cultural use of the language (e.g. import-export sales).

Also, through a combination of small group creative writing activities and student-to-student and instructor-to-student interviews, the assessment exams assess learning through a third section in which the students dictate down ten oral questions and later provide ten written answers to these questions. Besides assessing the students knowledge of vocabulary and culture of each chapter, each exam also demands that the students manipulate this information within specifically specified grammatical informational structures.

Finally in both the communicative sections and the grammatical sections of the exams some items (e.g. comparative and superlative forms of adjectives) are left “completely open ended” and the student may insert any (comparative or superlative) structure that is both meaningfully and grammatically correct. This approach allows the instructor to assess the student’s communicative competence as well as the student’s grammatical competence. Also, it allows for open-ended creativity and self expression in the target language. Also, all exams are written as “thematically unified short stories” in which each section of every exam are thematically related to the cultural and functional/notional topics of each chapter. The assessment exams thus stress the values and character of both Western (Spain) and Non-Western (Native American cultures of Latin America, the countries of the Carribean, and Mesoamerica).

A type of summative assessment occurs in SPA 101, 102, and 103 in the sense that the final assessment exams given to the students are comprehensive in nature for that academic quarter. The assessments cover the most important grammatical and communicative competencies that appear in the six chapters that make up each quarter's work. Four sections are devoted to grammatical topics that are evaluated using the same assessment methods as they are in the quizzes (see above for a detailed description of this method). Also, in the final exam, communicative competence is assessed by the same method as is used in the quizzes. Here, however, the communicative competencies span the material taught during the whole quarter and not just in one chapter. Also, for the final exam the students are allowed the option of recording their answers to these questions in the Modern Language Lab (MLL) and this allows the instructor to assess pronunciation as well.

In the second year of university-parallel study SPA 201, 202, and 203 sequence of classes the formative and summative assessment goes much deeper. Each quarter the students are assessed over four chapters of grammar and communicative skills using many of the same techniques as are used with the first year students. However, many times the grammar for which they are responsible is much broader and deeper, and the communicative competencies go up to ten questions instead of five per chapter.

Also, unlike the first year students, the second year students are also required to read four short stories each quarter. These are actual unabridged short stories written by famous Spanish speaking authors from all corners of the globe and from many different historical periods. In reading actual works of literary art, second year students must recognize and appraise the various forms in which human creative efforts are expressed. In addition to being asked to read these short stories the students have to synopsise these short stories in small groups according to a "style sheet" that the instructor has developed and have to present the finished synopsis in class as an oral presentation before the whole class. In this manner students also communicate the significance of facts, concepts, and ideas in spoken and written Spanish which is clear, precise and logical. Finally, students' understanding of the literal, metaphoric, and symbolic significance of the contents of the four short stories are assessed when the students turn in ten short essays per story each quarter. This is one more way in which the students communicate the significance of facts, concepts and ideas in clear, precise and logical written Spanish.

Second year students are also required to recognize and describe the interactions and institutions that characterize the individual and societies that make the extremely varied Spanish-speaking world in at least two written and spoken in-class presentations. The students meet this requirement at least two times per quarter because they are required to synopsise two articles from any reputable Spanish language newspaper or magazine that they encounter on the Internet according to a detailed instructor created style sheet. These reports always document the interactions of specific individuals in their conflicts and successes in working with social problems

and the large social institutions that address these problems in various Spanish speaking countries from around the world. Also, the style sheet requires that the students demonstrate problem solving capability through analysis / synthesis. It does this by requiring them to define all new and difficult to understand Spanish vocabulary words in simpler, but much more extensive definitions of that word in Spanish that the other students and themselves can more readily understand. Also, students must analyze the article and develop a detailed list of the main ideas in Spanish in a separate section of the synopsis. Finally, these main ideas must be incorporated in fully formed grammatically correct sentences in thematically organized paragraphs. These paragraphs must fully and correctly synopsise the linguistic, cultural, and sociological information in the article in class in a verbal presentation and must communicate the significance of facts, concepts and ideas in clear, precise and logical spoken and written Spanish.

Second year university parallel students capable of meeting all of the above listed requirements for all second year Spanish courses clearly demonstrate an academic proficiency comparable to students completing the second year of a baccalaureate degree program.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

This section is not applicable to end-of-sequence assessment in LAS. Refer to the section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

IV. Results: A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

Previous high school experience in Spanish does not automatically determine success in learning Spanish at the college/university level in SPA 101, 102, and 103. Major elements of attrition generally take place within the first two to six weeks.

Students appear to be strongest acquiring the meaning of the language and attaining a certain level of cultural awareness and are the weakest in acquiring and maintaining the necessary grammar skills to be successful in the long term in language acquisition. However, the curriculum ensures that learning must take place in all skill areas for the student to be successful in completely finishing any one of the three courses in the university parallel sequence. The curriculum also helps develop communication skills and thinking skills (especially in the area of problem solving through analysis / synthesis).

Informal contacts with students who transfer locally indicates they perform as well as or better than the native students on those two and four year campuses.

Information on employment needs for Spanish skills is rare, but occasionally students will enroll to obtain skills necessary to work in Spain or Central and/or South America mainly in business related jobs. Those students (in the past who have finished up to and including SPA 203) indicate effective functional use of Spanish only when they have completed the entire six quarter sequence, and only then with an average of a “B” grade (80%) or higher. National longitudinal studies consistently prove that this level of functionality is impossible to attain at the end of a three quarter sequence.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The 1999-2000 academic year was the first year that the completely renovated Modern Language Lab (MLL) has been open. Because the faculty has chosen only those texts that come “bundled with” a multimedia package that accompanies the text, all students are now required to use the lab at least one half hour per week. Thus, students experience a “streaming flow of multimedia-based information” that accompanies their text. This material, which comes in analog form, has been digitized in the lab and put on a dedicated lab (computer) server. As of next academic year all of the texts will be supported by “web sites” that will be thematically integrated into the activities of the chapters of all texts. This development greatly helps students to develop true “native speed speech recognition skills”. Students need to develop these skills in order to effectively communicate in “live situations” with native speakers of the language in the foreign cultural settings.

In addition, the Lab is equipped with language-specific word processing programs for the Spanish language (Atajo) that has a built-in set of foreign characters (e. g. á, é, í, ó, ú, ù, ñ, ÿ, ç), a built-in talking bilingual dictionary, a Spanish language spell-checker, and a grammar assistance function. This greatly facilitates the students using the MLL to type up any of the longer writing assignments they are given in the Spanish language with a minimum of effort.

Also, due to the fact that the MLL has a 100+ megabyte connection to the Internet, it allows for “web pages” to load in their computer screens at a phenomenally rapid rate. This lack of downloading wait time greatly increases all of the students’ satisfaction with their Internet experiences in the MLL. It has also significantly increased the second year university parallel students’ desire to do Internet based research and essay writing based activities.

Future Internet use next year will probably be expanded to include research and writing assignments for first year university parallel students.

Another new development that came to fruition late Spring quarter, 2000 is the development of the first in-house multimedia-based presentations using the multimedia authoring software named “Toolbook Assistant II”. This

software package has enabled the Modern Language Lab Coordinator to develop, with some input from the instructor, a set of multimedia presentations. These presentations presently include the digitized videos that accompany the texts, but with the addition of the Spanish language texts in a “scrolling text box” that is strategically located below or to the side of the video. This allows the students to hear the spoken Spanish at native speed and to see the actual words in Spanish that are being spoken. The faculty believe that, if properly used by the students, these lab activities will greatly increase the listening comprehension abilities of Spanish students at Sinclair.

In the second year the continuation of the newspaper reading/writing/in-class/oral presenting activity will continue. The enrollment in the 201 course was at a 20 year high this past academic year (1999 – 2000) with 17 students enrolled. The instructor is convinced that the implementation of the newly renovated Modern Languages Lab was the most important fact that increased enrollment. The accessibility of “today’s newspapers” in Spanish from a Spanish speaking country via the quickly loading computers in the MLL has greatly increased the student desire to do web-based activities. This type of activity has proven to be crucial in developing students fluency in the target language when combined with other types of contextualized real-world-oriented in and out-of-class activities in that sequence.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication is formally assessed in the first year of university parallel study in the eighteen “prochievement style assessment” quizzes and three final exam of the first year in the first two of the three pages of those quizzes and exams.

Written communication is formally assessed in the second year of university parallel study in the twelve exams that cover the year’s study in the first two of the three pages of those major exams. It is also formally assessed in the twelve synopses the students write on the contents and meanings of the twelve short stories assigned to be read in the second year. It is also formally assessed in the 120 short essay answers that the students write out for the 12 short stories they read in the second year. Finally, it is also formally assessed in the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

The results of all of these quizzes, exams, and synopses are kept on file in my office (room 2323) for one academic quarter. Thus, they are available for viewing during that period of time.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication is formally assessed in the first year of university parallel study in the eighteen "prochievement style assessment" quizzes and three final exam of the first year on the last of the three pages of those quizzes and exams.

Oral communication is formally assessed in the second year of university parallel study in the twelve exams that cover the year's study in the last of the three pages of those major exams. It is also formally assessed in the in-class oral presentations that students must make on the twelve synopses they have previously written out on the contents and meanings of the twelve short stories assigned to be read in the second year. Finally, it is also formally assessed in the in-class presentations the students must make on the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these oral assessment procedures and the written documents on which they are based.

The results of all of these quizzes, exams, and synopses are kept on file in my office (room 2323) for one academic quarter. Thus, they are available for viewing during that period of time.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe assessment results if available.

Thinking is formally assessed in the first year of university parallel study in the eighteen "prochievement style assessment" quizzes and three final exam of the first year in the first two of the three pages of those quizzes and exams.

Thinking is formally assessed in the second year of university parallel study in the twelve exams that cover the year's study in the first two of the three pages of those major exams. It is also formally assessed in the twelve synopses the students write on the contents and meanings of the twelve short stories assigned to be read in the second year. It is also formally assessed in the 120 short essay answers that the students write out for the 12 short stories they read in the second year. Finally, it is also formally assessed in the six synopses that the students write about Internet-based newspaper or magazine articles.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

The results of all of these quizzes, exams, and synopses are kept on file in my office (room 2323) for one academic quarter. Thus, they are available for viewing during that period of time.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship/community is formally assessed in the first year of university parallel courses when the students show awareness on the eighteen quizzes and the three final exams. This occurs when students show awareness of differences that exist between American values and the values of Spain (a Western country) and the Native American Indian and Mestizo cultures that exist in the Caribbean, Central and Southern America, and Mesoamerica. These include the different behaviors that are exhibited, and the different political, moral, ethical, and family values that separate the two cultures.

In the second year of university parallel study, values/citizenship/community is formally assessed in the twelve exams that are taken in the three courses. It also occurs when students show understanding of the values that are contained in the twelve short stories they read every year. Finally, it is also formally assessed in the six synopses students make of Internet-based newspaper articles. This occurs when students show awareness of differences that exist between American values and the values of Spain (a Western country) and the Native American Indian and Mestizo cultures that exist in the Caribbean, Central and Southern America, and Mesoamerica. These include the different behaviors that are exhibited, and the different political, moral, ethical, and family values that separate Western culture and others.

Please see Section III a and b for a detailed description of these assessment procedures and the written documents on which they are based.

The results of all of these quizzes, exams, and synopses are kept on file in my office (room 2323) for one academic quarter. Thus, they are available for viewing during that period of time.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.