Annual Assessment Report 2023-2024

BA Spanish

Department of English and Modern Languages

College

CONTACT
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Name of Person Completing Report Amàlia Llombart

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
- o   We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/class/english-modern-languages/about/the-spanish-ba.shtml

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?
- 5

How many SLOs did your program assess this past year in 2023-2024?

- My program engaged in other assessment activity not specific to any SLO (e.g., modified curriculum matrix or assessment plan, received all data for program review, etc.)

Please share the assessment activities the program engaged in that were not specific to any SLOs.

During the 2023-24 AY, the Spanish program was engaged in program review. The PAL lead the program self-study writing efforts. The Spanish faculty met during the department retreat, as well as in separate meetings, and we communicated by email to discuss different components of the Program self study. We all had access to the self-study draft to add comments and make edits. Section 2 of the self-study was devoted to the assessment activities we have undertaken in the past 7 years. We confirmed that we have a solid planned assessment data collection timeline, which is designed so that each SLO is assessed every three years, and that not more than two SLOs are assessed in a single year. We acknowledged that on occasions we have had to depart from this plan, but we have never stopped assessing our SLO (with the exception of last year, that is.) During this review period SLO 1 (Oral communication), SLO 3 (Critical Reading of Literary and Cultural Texts), and SLO 4 (Metalinguistic Awareness and Knowledge) were assessed three times, and SLO 2 (Written communication) was assessed four times. SLO 5 (Appreciation of Culture) has not been assessed, and we realized (or confirmed the realization) that we need to make a decision about this SLO, which my hope is that it will happen during the 2024-25 assessment period. In addition, during the summer, the Spanish PAL conducted a small assessment project with the help of the Summer Assessment Mini-Grant. We aimed to determine the source of disparities in our entry levels and to create a plan of action. We administered a survey to our students in the introduction and intermediate levels, asking about their linguistic and academic backgrounds. After analyzing the responses, it was clear that some students choose the wrong courses at the beginner and intermediate level. Instead of taking courses tailored for native/heritage speakers of Spanish, they take courses for non-Spanish speakers, either at CPP or at a community college. The main reason that stood out in the surveys was that they lacked the confidence in their own linguistic skills, particularly written skills, which led them to choose courses for non-native speakers, because they consider that these courses will be more attainable and/or will prepare them with the essential skills that they need. When asked what would have made it more likely for them to choose the course for Spanish speakers, some responses were: if the Spanish for Spanish speakers courses seemed more related to their professional goals, if they have received information about the content of the courses beforehand. Our next step in this project is to work on these areas: (1) suggest students to take a placement test (which already exists), which could give them the confidence they need to realize that they are indeed prepared to take the course for native speakers; (2) change the name of the courses, once we are allowed to make changes in GE courses; (3) improve advertisement and advising about the appropriate course to choose. Overall, I believe the assessment section of the Program Review shows that we are doing a decent job in assessing our SLOs and engaging in closing-the-loop curricular and advising initiatives based on our data.

IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- Program/department faculty as whole
- Persons or organizations outside the program: Internal and external reviewers

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2023-2024 so that others may learn from your experiences.

I addressed this in a previous question. We underwent program review and the main insights were: 1) the confirmation that we have been very consistent in our assessment efforts and practices 2) the fact that there is one SLO we never assess, which is the SLO we are unsure of, and 3) that we need to pay close attention to the students' skills at our entry level.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, CPP's Graduating Senior Survey on Tableau, course evaluations, etc.

Since we conducted program review, we paid close attention to the CPP student success dashboard, our equity gaps, and the courses with greater FDWs. We always conduct a survey among our Capstone students and we take the results and the students' comments in consideration. Next year we will probably embed our questions into the CPP graduating senior survey, to gather more information without overloading our students, as well as to make sure we target all our graduating seniors, and only our graduating seniors.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes