Departmental SLO Assessment Analysis Form

Use the form below to summarize the results of the department meeting in which you discussed the college-wide, degree or course-level SLO assessment results. You will probably need a different form for each SLO discussed. Please make a copy to give to the research office for our evidence file for WASC, and keep your copy as your record to help with future full program reviews. Use this form whenever you have SLO discussions throughout the year.

<table>
<thead>
<tr>
<th>Department</th>
<th>Modern Languages</th>
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<tbody>
<tr>
<td>Meeting Date</td>
<td>August 21st, 2012</td>
</tr>
<tr>
<td>Number of Faculty/Staff in Attendance (# of fulltime and adjunct and total)</td>
<td>3 FT + 9 Adjunct = 12 total</td>
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<tr>
<td>Number of Faculty/Staff sharing Assessment Results (# of fulltime and adjunct and total)</td>
<td>2 FT + 2 Adjunct = 4 total</td>
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<tr>
<td>College-wide, degree, or course-level SLOs measured</td>
<td>Written composition papers, oral presentations and critical thinking assignments</td>
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<td>Assessment Tools (Give examples of major assignments your faculty/staff used to measure the SLOs)</td>
<td>Short compositions (100-200 words) in levels 101 and 102. Topics included “my weekend”, “my ‘family”, “a great meal in a restaurant” or “my vacation last year”.</td>
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<tr>
<td>Assessment Results (Summarize the overall results of your department)</td>
<td>N/A</td>
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<tr>
<td>What student needs and issues were revealed?</td>
<td>About 80% of students displayed mastery of material.</td>
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<tr>
<td>Were there any areas where student performance was outstanding?</td>
<td>Students performed best in mastering vocabulary, syntax and, to a lesser extent, grammar.</td>
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<tr>
<td>Any areas where it can be improved?</td>
<td>Areas to work on most are organization and mechanics, including spelling, punctuation and the use of written accents.</td>
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### Next Step in the Classroom to Improve Student Learning

(check all the items faculty/staff felt would help them address the needs and issues that were revealed by the assessment.)

How might student performance be improved?

- State goals or objectives of assignment/activity more explicitly
- Revise content of assignment/activities
- Revise the amount of writing/oral/visual/clinical or similar work
- Revise activities leading up to and/or supporting assignment/activities
- Increase in-class discussions and activities
- Increase student collaboration and/or peer review
- Provide more frequent or more comprehensive feedback on student progress
- Increase guidance for students as they work on assignments
- Use methods of questioning that encourage the outcome you measured
- State criteria for grading more explicitly
- As an instructor, increase your interaction with students outside of class
- Ask a colleague to critique assignments/activities
- Collect more data
- Nothing; assessment indicates no improvement necessary
- Other (please describe)

### Next Step in the Department to Improve Student Learning

(check all that the department felt would help them improve student learning)

- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- Consult teaching and learning experts about teaching methods
- Encourage faculty to share activities that foster competency
- Write collaborative grants to fund departmental projects to improve teaching
- Purchase articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
- Create bibliography of resource material
- Have binder available for rubrics and results
- Analyze course curriculum, so that the department can build a progression of skills as students advance through courses
- Nothing; assessments indicate no improvements necessary
- Other (please describe)
| Priorities to Improve Student Learning | 1) Create and craft rubrics to share with students before and after grading.  
2) Choose varied writing topics that interest and motivate students and provide variety.  
3) Begin student writing under faculty supervision.  
4) Promote peer editing in class. |
|--------------------------------------|------------------------------------------------------------------------------------------|
| Implementation                       | 1) Discuss best practices among department members.  
2) Promote faculty attendance at conferences and seminars on writing.  
3) Encourage faculty to report back on successes and failures.  
4) Share and discuss rubrics among faculty. |
| Timeline for Implementation          | Year one: level 101 in all languages  
Year two: level 102 in all languages  
Year three: Intermediate to advanced levels in all languages. |