Part 1

(1) What GELO(s) were assessed for the course during the AY?

GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO 1 was assessed in SPAN 102B in Spring 2016. There were a total of 59 students in both sections.

Sections 1 and 2 of SPAN 102B are taught by Blanca Smith, as long time lecturer in the Department of World Languages and Literatures who has dedicated herself to developing an outstanding curriculum for SPAN 102B. Ms. Smith’s evaluations are stellar, and her students express great satisfaction with her course. In the term under evaluation, Ms. Smith’s two sections of SPAN 102B were composed of 59 undergraduate students, four of which were Spanish Majors. These Spanish 102B sections are taught in Spanish. During the course of the semester students become acquainted with the history and culture of 19 Latin American countries, and the class discusses the ideas and values of these countries. For instance, we discuss Mesoamerica civilizations and the persistence of native culture in many Latin American cultures. SLO 1 is central to the goals of the class, as over the course of the semester students learn to distinguish and compare the extraordinary diversity of Latin American nations and cultures.

The objectives of SLO 1 are meet by reading, videos and lecture content of the class, and student are assessed by the final examination for the class. This examination consists of an essay, multiple choice questions, filling in the blank questions and true and false questions. The final essay, which comprises a large percentage of the students’ grade, requires them to compare the various histories and cultures of the countries that we have studied.
Evaluation: The results of the final examinations in SPAN 102B for the Spring 2016 for 59 students were as follows: A – 21 / B – 29 / C – 7 / F – 2. In the opinion the course instructor, the majority of the 59 students met or surpassed the objectives outlined in SLO 1.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Based on the results above I do not anticipate any major changes to the course at present. (Cheyla Samuelson, course coordinator).

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

I can attest to the rigorous nature of the writing in the SPAN 102B. The students not only complete a final research based essay, but are also called upon to write responses to readings and other materials, both through canvas and in class. Students exceed the 1500 word count required for this GE.