General Education Annual Course Assessment Form

Course Number/Title ___SPAN 25B____________________ GE Area ____C2____________________

Results reported for AY ____2014/2015____ # of sections ____1____ # of instructors ____1____

Course Coordinator: ___Cheyla Samuelson______ E-mail: ___cheyla.samuelson@sjsu.edu_______

Department Chair: ____Damian Bacich______ College: _____Humanities and Arts______________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

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

   In Spanish 25B, students are exposed to significant works of art and culture from the Spanish-speaking world, including poetry (Pablo Neruda’s “United Fruit Company”, short stories (“Una caja de plomo que no se podía abrir”, “No speak English” and “El sueño del pongo”), drama (El censo) and film (Nosotros, los Nobles and María, llena eres de gracias) and music. These works focus on urgent social, political and cultures issues facing Latin America today, and some touch on immigrant experience in the United States. Students were encouraged to achieve mastery of the texts, enter into class discussion of their meaning and analysis, and to respond to the texts in writing, both on short answer comprehension worksheets, writing prompts and on quizzes and exams.

Assessment for SLO 2 included:

1. Comprehension worksheets: Comprehension worksheets were created to insure preparation for class discussion and offer opportunity for personal response; most works were accompanied by detailed “comprehension” questions. After demonstrating basic understanding of the works (all offered in Spanish), the students were usually offered an opportunity to offer their ideas and opinions (personal response) about the meaning and importance of the works. These worksheets were evaluated on a “complete/not complete basis, and seemed to work well to prepare students for discussion. Activities like detailed comprehension worksheets are an important support for student understanding and confidence in a Spanish only classroom.

2. In Class Discussion: Students engaged with in class discussion on the works we studied, including small group or partner work designed to create confidence and lead to engagement with whole class discussions. Although it is difficult to assess this activity in quantitative terms, students...
benefited from these kind of scaffolding activities by demonstrating improved comprehension, confidence in entering into class discussion and ability to perform interpretive and analytical work.

3. **Questions on Quizzes and Exams**: Students were asked to offers their analysis of the import and/or meaning of works studied in class on exams and quizzes. Student grades on the Midterm were as follows: A=3, A-=6, B=4, B-=1, C=1, C-=2, D-=1. Thus, 83% of students achieved a C or higher on the midterm. Student grades on the Final were: A=4, A-=5, B=6, B-=1, C=1, F=1, Thus, 94% of students scored a C or higher on the final exam. In future classes, it might be advisable to design some testing that focuses only on students’ understanding and interpretation of “significant works” in order to more precisely gauge the assessment of SLO 2.

4. **Short Essay and Presentation on a “Famous Hispanic American”**: Additionally, students were asked to prepare a class presentation on a famous Hispanic American. Students did online research on their subject and presented the class with important facts and their reasons for choosing the person they did. 100% of students scored a C or higher on this assignment, although several had to redo their presentation because they had selected individuals from the Spanish speaking world who did not quality as “Hispanic American”. This issue was actually productive of in-class discussion about questions of identity and nationality, and transnationality, but future assignments should clearly define the term to avoid similar mistakes.

(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.)

At least one work (*El censo*) was determined to be too challenging for students at the intermediate level, and will be eliminated from future course design. Additionally, strategies to help students with more difficult works might include more in class pre-reading activities, in class reading of the text and group work on comprehension questions.

In the coming year, more targeted activities and assessment strategies will be developed to further evaluate SLO 2. Additionally, the quality of student research should be improved; perhaps by including our subject area librarian and designing more rigorous research focused writing assignments.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?**

All sections are in alignment.

- Damian Bacich, Chair, Dept. of World Languages and Literatures