

## **ASSESSMENT – 2007 / 2008**

### **SPANISH / FRENCH:**

**a three course sequence providing one full year of college level transfer courses at the first year language level.**

#### **Part I: Expectations**

##### **I. Expected learning outcomes:**

- A. Communicate effectively
- B. Think critically and solve problems effectively
- C. Increase understanding of the relationship between self and community, including self-awareness and personal responsibility

We have chosen “A”, “Communicate effectively” for 2007 / 2008.

##### **II. The expected outcome is addressed in the curriculum:**

- A. The five language skills of listening, speaking, reading, writing and culture required for effective communication are embedded throughout our curricula. We address them in Spanish and French 101, 102 and 103.

##### **III. Methods and criteria to assess outcomes:**

- A. We will use CAN-8 (language software) to deliver assessment exercises designed to measure student performance in the components of listening, speaking, reading, writing and culture.
- B. Each 103 student to be assessed will submit a portfolio of work completed during the 103 trimester.

##### **IV. Baseline information:**

- A. NA

#### **Part II: Timing, Cohort(s), Assign Responsibility**

##### **I. Students to be assessed:**

- A. Current 103 students who completed Spanish/French 102 during the previous trimester at LCC

##### **II. Schedule for assessment:**

- A. Spring of 2007 at completion of 103 course sequence
- B. The spring 2007 assessment will be considered a “pilot” project to work out appropriate use of Can-8 technology with regard to assessment.
- C. The second year of assessment will be 2008 and the next assessment will be determined later.

##### **III. Who will interpret results:**

- A. Contracted language faculty at LCC will do the measuring

- B. Interpretation will be done by the contracted language faculty at LCC and the chairperson of the Language, Literature and Communication division of LCC.

**/Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness:**

- I. How results will inform teaching/learning and decision making:
  - A. Results will indicate strong and weak components in both disciplines. Sharing of successful ideas and practices across disciplines will strengthen both programs.
  - B. Results will help in deciding on curriculum building and teaching practices.
  - C. Results may prompt specific surveys of students for additional information.
- II. How and with whom you will share interpretations:
  - A. Statistical compilations of the results can be shared with the contracted language faculty of LCC and the chairperson of the LLC division at LCC.
  - B. Results will measure the five language components on a yet-to-be-decided scale.
- III. How our program or discipline will follow up on implemented changes:
  - A. The changes will need to be assessed in a manner similar to the one we proposed for the spring of 2007/2008
  - B. If the changes prove to allow the students to “communicate effectively” then they will be instituted permanently; if not, then they will be reassessed and other solutions will be sought and assessed.