**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **Spanish, French** | **Amy June Rowley** | **Monique Manopoulos** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| Spanish- 1. Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level. 2. Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. 3. Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed. 4. Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish-speaking world while developing an appreciation of the Spanish and Spanish American cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. French- 1. Students of French will be able to express themselves with sufficient accuracy and clarity to carry on conversations in French with native speakers and to give oral presentations appropriate to the Undergraduate level. 2. Students of French will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. 3. Students of French will be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland). The students should be able to relate the works and genres to the socio-historical context in which they developed. 4. Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. |

**B. Program Student Learning Outcome(s) Assessed**

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| Spanish- Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish-speaking world while developing an appreciation of the Spanish and Spanish American cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.  French- Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. |

**C. Summary of Assessment Process**

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| Spanish- Students enrolled in MLL 4495 – A Single Movement, Country or Theme: Spanish American Literature will be evaluated on their essays. Teacher will assess responsiveness to Cultural Diversity which include issues related to immigration. Teacher will also look for evidence of critical thinking related with social justice issues that affect Spanish speaking and Latin American countries. This course has 16-18 Spanish Major students who are at program completion or near end of program completion. French- Students enrolled in MLL 3130- Francophone Culture and Civilization through Cinema will participate in a pre/post test format which critical thinking and cultural diversity including gender diversity will be assessed by the professor. The pre/post test is in an essay format which allows the professor to see students’ growth throughout the quarter. This Spring 2013 course has 12 French Majors who are completing the program. |

**D. Summary of Assessment Results**

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| Spanish- Students learned about the diversity of the Latino migration to US in global context writing essays and migration stories in Spanish. Students developed critical thinking skills analyzing opposite views about the meaning of Latino migration identities considering the paradigms of assimilation and integration. Students acknowledged about Latino migration contrasting experiences from the point of view of region (Mexico, Central America, Cuba, Puerto Rico, Dominican Republic and Spain), class, race, ethnicity, gender, and age. The students also learned about bilingualism, education, social justice, among other social issues related to new demographic changes. The Spanish major will assess SLO 1 next year by assessing oral proficiency of students through oral presentations in MLL 3410. French- Since all the students in the class are from a diverse ethnic background, they all have a keen awareness and understanding of cultural diversity. As a result, in their essays, they all demonstrated a full understanding of cultural diversity as studied in the various texts this quarter. The differences come into play in their articulation of that understanding. It is interesting to notice that the quality of the articulation falls in exactly three equal groups. One third of the class analyzed cultural diversity in simplistic ideas and language, one third in average or above average ideas and language, and one third in complex analyses and language structures. The French major will assess SLO 1 next year by assessing the oral proficiency of students completing MLL 2103 or MLL 2110 (offered consecutive years). |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| I would like to see more discussion about closing the loop projects because we did not envision what we would need to address during the assessment process until it is finished. Specifically for French, I would like to know how we can assess better so we can determine if students show no growth but have satisfactory outcomes is that a significant assessment or not. |

Thank you for your hard work for the past year, and have a Great Summer!