Spanish Assessment Plan
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Program Background and Context

Program's Unique Purpose/Role :

The Modern Languages Programs encourages and facilitates the learning of English and modern languages and about cultures and societies which exist in the United States and around the world. The Modern Languages program is designed to support and enable students, both traditional and non-traditional, to acquire proper levels of proficiency that will allow them to successfully continue their studies in foreign-language-related fields (such as education, translation and interpretation, literature, etc.) after transferring to four-year colleges or universities, and to effectively increase students' opportunities for local and regional employment in which languages are an asset. In addition, the Modern Language Programs promote the understanding and collaboration among diverse ethnic groups that make up our Cheyenne community and offer opportunities to strengthen their relationships.

Mission Statement Relationship:

The Modern Languages Program supports the LCCC college mission and goals to provide our students and community with the best environment possible to reach their educational and vocational needs. It is designed to provide students with a general education as well as training in languages which leads to an A.A. degree and beyond, or which assists them into careers as professionals or as life-long learners. Many recent studies support the fact that individuals who learn a foreign language highly increase their access to high-pay employment. Learning a foreign language also helps them to develop better relationships with other ethnic groups and effectively foster cooperation among people from different cultures. The integration of different and diverse social groups with their potential for economic and social improvement in local communities within our nation has been a clear indication of prosperity. The LCCC Modern Languages Program clearly supports the college's statement, "Laramie County Community College is a dynamic learning center that promotes social and economic prosperity for the individual and the community."

Program Values Statements:

Values of the A.S. Spanish

- Effective articulation processes that support successful student transfer to baccalaureate programs.
- Expanded participation of program students within the broadening pluralism of American society and its growing engagement with global cultures.
- Excellence in implementation of best practices for the acquisition of foreign languages and the understanding of other cultures.
- Continuous improvement of delivery of instructions by implementing emergent technologies and students yearly course evaluation.
- Collaboration with other departments within our institution to promote social and racial understanding.
- Promoting the need for cultural diversity and pluralism both locally and globally.
- Effective partnership with other institution for the development of pathways as well as extra-curricular activities.

Program Relation to LCCC Strategic Planning:

This program relates to the following strategies of Laramie County Community College's Strategies Plan strategies: 1.B.iii, 1F.ii, 1,F.iii
1.B.iii Department faculty will work closely and periodically with the advising office to make sure that the student has developed/produced a feasible academic plan.
Department faculty will review every year the sequencing and scope of the academic program and will work closely with the advising office to make sure students' know of revisions made to their academic plan.

1F.ii Spanish has been approved as a Gen. Ed. for Cultural Awareness, and the department's Common Course Assessment assesses their oral ability via learning outcomes that implement cultural communication activities and presentations given in target language to help prepare students for their end-of-semester cultural-awareness role play that is assessed in all Spanish 1010 and Spanish 1020 courses.

1.F.iii In order for students to complete the program they are to successfully complete Spanish 2040 which is a capstone program that requires them to demonstrate an intermediate level of cultural awareness and basic literature in Spanish that is demonstrated by a capstone presentation at the end of the semester.
In addition, the students are to demonstrate an intermediate level of acquisition of language via oral assessment and written exam.

Listings of Program's Student Learning Competencies and Operational Outcomes:

Spanish Language Program goals include the following:
- Supporting student achievement of specified learning objectives reviewed periodically through the production of Modern-Language Program reviews.
- Increase transfer of students to 4-year institutions.
- Increase the number of students with an A.A. degree in Spanish for the Liberal Arts or Spanish teaching.
- Increase enrollment through persistent and innovative recruitment.
- Facilitate student achievement of the general education curriculum by helping students to create pathways for successful academic completion, i.e. declared majors, metamajors and 4-year graduation plans.
- Additionally, the primary goals of the LCCC & Modern Languages Programs are strongly aligned with the National Standards for Foreign Language Learning.These goals include enabling students to accomplish the following:

  1. Communicate in languages other than English in all 4 skills; oral proficiency, listening comprehension, reading and writing.
  2. Gain knowledge and understanding of other cultures, especially those in the local community.
  3. Connect with other disciplines and acquire information.
  4. Develop insight into the nature of language and culture.
  5. Participate in multicultural communities both locally and around the world.
  6. Understand their role in the college community and their potential as responsible citizens.
  7. Utilize learning resources and tools needed to maximize acquisition and retention of knowledge and skills.

Relationship to Professional Standards or Accreditation Criteria:

The Modern Languages program are not accredited by any program-specific accreditation agency.

The Modern Languages program adheres to the National Standards for the Learning of Foreign Languages as established by the American Council on the Teaching of Foreign Languages (ACTFL). Annually, during the Wyoming Foreign Language Teachers Association (WFLTA) Conference and ongoing communication (both in formal and informal settings) take place with the University of Wyoming Classical and Modern Languages as well as with current concurrent enrollment teachers. Topics of discussion are mostly focused on establishing best practices and quality of instruction for students transferring to and from LCCC.

LCCC Modern Languages courses adhere to the National Standards in Foreign Language Education and the ACFTL Proficiency Guidelines, thus making it easier for our students to easily continue their education without finding major differences in objectives and curriculum found in most institutions which also adhere to these standards and guidelines.   We also prepare students with basic language skills to meet the demands of local employment for basic customer service.

Administration of the Assessment Planning/Reporting Process:

The Spanish Department meets once a year to report on overall students' performance and achievements. Students' performance data is obtained using the Common Course Assessment -CCA- and also final exams -oral and final scores- of the capstone course -Spanish 2040- additional data from previous courses

is also analyzed and discussed to find areas of improvements. Data is compiled by faculty and brought to the meeting where it is analyzed and discussed. Changes or revisions for courses and programs (curriculum, sequencing & creating of new courses) happen as a result of the department's finding. Students are involved in the assessment process in several ways: a. Rubrics are provided to them before midterm and final oral exams to be able to be fully prepared to take the exams but also to give their feedback/input regarding the wording used in the rubrics. Clarification and improvements are very seriously taking into consideration. The Spanish department used the collected student's input gathered via surveys to make changes when/if necessary to facilitate students understanding. b. Students are given study guides for written and computerized tests to make sure students understand the different sections; listening comprehension, reading, vocabulary, grammar and writing so they fully understand what is expected of them. Students are able to provide formal and informal feedback regarding the study guides. The Spanish department meets once a year to make adjustments if these are needed to facilitate students learning. c. Students are encouraged to provide feedback regarding the actual test and exams which are first discussed in class -right after the test has been taken- and then by formal documentation.

Curriculum Context & Design:

Spanish - Liberal Arts
Emphasis
Associate of
Arts

Students interest in studying Spanish with the intent of earning an Associate of Arts degree or transferring to a four-year university for Bachelor of Arts degree should major in Spanish. A Spanish degree empowers students to understand, speak, read, and write Spanish and gain a broad understanding of the Hispanic civilization and culture in the worked and within the United States.

Laramie County Community College Spanish Program offers two paths for obtaining an Associate of Arts degree: Spanish - Liberal Arts and Spanish Teaching. Both of these emphases are intended for those majoring in Spanish at a four-year institution. Double majoring with Spanish is recommended for many careers. Consult your academic advisor for further information.

This pathway allows students to complete an Associate of Arts degree in Spanish with an emphasis in liberal arts, allowing students to further pursue a bachelor's degree in a liberal arts field or increase their employability by becoming bilingual. Students who complete Spanish broaden their career opportunities in many different fields such as travel, broadcasting, translating, law enforcement, nursing, international business, public relations, diplomacy, FBI, CIA, advertising, management, government, public relations, social service, and many others.

First Year
1st Semester

Course	Title	Credits
SPAN 1010	First Year Spanish I	4
GenEd: CW ENGL 1010*+	English I: Composition	3
GenEd: CS	Choose from approved College Seminar courses.	3
GenEd: AA	Choose from approved Aesthetic Analysis courses.	3
GenEd: CA	Choose from approved Cultural Awareness courses.	3
Semester Credits		16

2nd Semester

Course	Title	Credits
SPAN 1020*	First Year Spanish II	4
	Choose from faculty approved elective.^	3
GenEd: LAB	Choose from approved Lab Science courses.	4
GenEd: QR MATH 1400+ OR HIGHER	College Algebra	3
Semester Credits		14

Second Year
1st Semester

Course	Title	Credits
SPAN 2030*	Second Year Spanish I	4
	Choose from faculty approved elective.^	3
GenEd: STEM	Choose from approved STEM courses.	4
GenEd: WY	Choose from approved U.S./Wyoming Constitution courses.	3
GenEd: CV CO/M 2010*	Public Speaking	3
Semester Credits		17

2nd Semester

Course	Title	Credits
SPAN 2040*	Second Year Spanish II	4
SPAN 2140 OR	Introduction to Spanish Literature	3
HIST 2390/ HUMN 2395 OR	Mexican Civilization	3
SPAN 1071 OR	Intensive Spanish Abroad Conversation	3
SPAN 2070	Intensive Spanish Abroad	3
	Choose from faculty approved elective.^	3
	Choose from faculty approved elective.^	3
Semester Credits		13
Total Credits		60

* This course has at least one prerequisite. Check the Course Descriptions section of the catalog to see the course prerequisites.

+ If the placement test score is not adequate for course enrollment, students must complete the appropriate developmental course(s) before enrolling. These courses may increase the total number of program credits. Students should review their math and writing placement with their advisor before planning out their full program schedules.

^ Program Comments

Program electives should be from the following disciplines: ART, CO/M, ENGL, HUMN, MUSC, PHIL, MMMM, RELI, THEA, or foreign languages. Program electives in the fourth semester should be from the following disciplines: ANTH, BADM, BUS, ECON, GEOG, HIST, POLS, PSYC, RELI, SOC or foreign languages.

+ If the placement test score is not adequate for course enrollment, students must complete the appropriate developmental course(s) before enrolling. These courses may increase the total number of program credits. Students should review their math and writing placement with their advisor before planning out their full program schedules.

^ Program Comments

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Spanish - Education
Emphasis
Associate
of Arts

Students interest in studying Spanish with the intent of earning an
Associate of Arts degree or transferring to a four-year university for
Bachelor of Arts degree should major in Spanish. A Spanish degree
empowers students to understand, speak, read, and write Spanish and
gain a broad understanding of the Hispanic civilization and culture in the
worked and within the United States.
Laramie County Community College Spanish Program offers two paths for
obtaining an Associate of Arts degree: Spanish - Liberal Arts and Spanish
Teaching. Both of these emphases are intended for those majoring in
Spanish at a four-year institution. Double majoring with Spanish is
recommended for many careers. Consult your academic advisor for
further information.
Students pursuing a career in education either as Spanish teachers or
bilingual school administrators should complete an Associate of Arts
degree with an emphasis in Spanish Teaching. This pathway allows
students to complete the coursework in Spanish and also complete their
required course load in education-related courses. Students completing
this path are encouraged to double major with Spanish and Education,
doing so will more effectively prepare them for transfer to a four-year
institution.

First Year

1st Semester

Course	Title	Credits
SPAN 1010	First Year Spanish I	4
GenEd: CW — ENGL 1010*+	English I: Composition	3
GenEd: CS	Choose from approved College Seminar courses.	3
GenEd: AA	Choose from approved Aesthetic Analysis courses.	3
GenEd: CA	Choose from approved Cultural Awareness courses.	3
Semester Credits		16

2nd Semester

Course	Title	Credits
SPAN 1020*	First Year Spanish II	4
	Choose from faculty approved elective.^	3
GenEd: LAB	Choose from approved Lab Science courses.	4
GenEd: QR — MATH 1400+ OR HIGHER	College Algebra	3
Semester Credits		14

Second Year

1st Semester

Course	Title	Credits
SPAN 2030*	Second Year Spanish I	4
	Choose from faculty approved elective.^	3
GenEd: STEM	Choose from approved STEM courses.	4
GenEd: WY	Choose from approved U.S./Wyoming Constitution courses.	3
GenEd: CV — CO/M 2010*	Public Speaking	3
Semester Credits		17

2nd Semester

Course	Title	Credits
SPAN 2040*	Second Year Spanish II	4
	Choose from faculty approved elective.^	3
	Choose from faculty approved elective.^	3
	Choose from faculty approved elective.^	1-3
Semester Credits		11-13
Total Credits		58-60

* This course has at least one prerequisite. Check the Course
Descriptions section of the catalog to see the course prerequisites.
+ If the placement test score is not adequate for course enrollment,
students must complete the appropriate developmental course(s) before
enrolling. These courses may increase the total number of program
credits. Students should review their math and writing placement with
their advisor before planning out their full program schedules.

^ Program Comments

Program Electives - Consult with your faculty advisor for recommendations.

SPAN 2140	Introduction to Spanish Literature
HIST 2390/ HUMN 2395	Mexican Civilization
SPAN 1071	Intensive Spanish Abroad Conversation
SPAN 2070	Intensive Spanish Abroad
EDST 2450	Human Life Span Development
EDFD 2100	Educational Psychology
EDFD 1010	Introduction to Teaching
EDFD 2020	Foundations of Education
EDUC 2100	Public School Practicum
EDEX 2484	Introduction to Special Education
HUMN 1010	Introductory Humanities I
ITEC 2360	Teaching with Technology

Process for Transition of Program Evaluation Findings into Improvements:
Evaluation and improvement

The Spanish faculty are responsible for the periodic evaluation of the program and for the implementation of effective improvements. The faculty meets periodically to discuss areas of improvement and take action steps accordingly. Faculty does the following tasks: a) evaluate findings obtained, b) define specific areas of improvement c) determine the implementation of specific items for the obtaining of positive results, d) continue the evaluation and implementation as an ongoing process, e) share results with stakeholders.
Upload Documents for Planning Context:

1. Demonstrate Cultural Awareness

Student Learning Competency:

 Demonstrate Cultural Awareness. Students' ability to distinguish the complexity of cultural elements important to members of a culture. Students demonstrate cultural awareness based on the following criteria: a. knowledge: Students recognize the complexity of elements important to members of other cultures in relation to its history, politics, and economy as well as values, beliefs and practices and communication styles. b. self-awareness & perceptions: Students articulate how cultural values influence behavior and attitudes in the self. c. adaptability: Student adapt to situations where cultural differences affect interactions d. interaction: Students interact with others respectfully.

Program Processes: Strategies to Develop Students' Learning:

Students will collaborate while researching Hispanic cultural topics dealing with traditions, patterns of behaviors, society, politics and history while they will develop linguistic abilities and understanding at each level course; Spanish 1010 through Spanish 2040. Each course will challenge the students to learn cultural traits and patterns of behavior that the student will have to know in order to graduate with an AA in Spanish. In addition students will learn as they improve from novice low levels of oral proficiency and knowledge to intermediate high levels (ACTFL proficiency scales).

Students develop linguistic skills and cultural patterns of behavior by integrating exploration, critical thinking and continuous practice through the curriculum. Our course sequence builds upon one another in terms of interactions, complexity and breadth of knowledge. For example, students employ more tenses, moods, and conditions as well as acquire more knowledge of diverse cultures. As students' progress, increasing linguistic performance and proficiency, and perceptions of culture are encountered The capstone course project builds upon the linguistic and cultural competencies using assignments, including student demonstration which includes directing whole class discussions and Q & A sessions. Students collaborate in teams to complete a project –Adopt a Country-that require students to demonstrate their understanding of the native's behavior as well as their cultural understanding (geography, politics, religions, folklore, etc.)

Students are provided with their presentation/assessment rubric at the beginning of the semester via D2L.

Methods of Evaluating Student Performance:

Students will submit and carry out a final oral presentation dealing with specific aspects of the Hispanic culture and the student's ability to effectively lead an effective the group discussion. The institutional rubric for cultural awareness/human culture will be used to assess the students performance. Students performance will be monitored from one semester to the next as they are to demonstrate improvement in both their linguistic abilities and their understanding of the complexity of the Hispanic culture. In order to assess students linguistic skills and understanding of the Hispanic culture, common core assessment will be implemented at all Spanish 1010 and 1020 courses. The assignment to be assessed will be the completion of their second cultural presentation in front of the class (this assignment is currently called BAC -Bienvenida, Anuncios y Cultura). This evaluation activity relates to the following program-level learning competencies (Standard ii):

- Demonstrate meaning and cultural adaptability in oral, body language and/or written conversations to share information, reactions, feelings, and opinions.
- Develop presentations with appropriate media in the target language by which information, concepts, and ideas are shared with a clear purpose while adapting to various audiences.
- Evaluate through reflection on the relationship between the practices, products and perspectives of the cultures studied.
- Interpret information and diverse perspectives that are available through the language and its cultures.
- Identify differences between the culture studied and the students' native culture.

Furthermore, the program evaluation also involves the gathering of data for each of the competencies listed about (Standard iii) through the use of a department developed rubric. These rubrics are based on the guidelines for performance indicators of the American Council On The Teaching of Foreign Languages presentational mode of communication (See: https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners). The following performance indicator are measured: Content, Organization, Speaking Clearly (enunciation and pronunciation), Grammar and Vocabulary and Preparedness. (Please see attached presentational rubric.) In addition, students are expected to perform at ACTFL's intermediate oral proficiency level. See: http://www.languagetesting.com/actfl-proficiency-scale.
The yearly gathering of this data is done by the full time faculty who collects the data and reports it to the stakeholders; modern language department, faculty, students, administration and other interested parties through the lead faculty member. This information is also collected and disseminated via its periodical program review.

Expected Level of Learning Performance:

The Spanish faculty expectation is that students will be able to create with the language, ask and answer simple question on familiar topics and handle a simple situation or transaction as stated by the National Standards for Languages. Furthermore, while demonstrating their linguistic abilities students will be able to score 80 will be able to score 14.4/16 or above in the following competencies: 1) Knowledge: student recognizes interconnections of Hispanic elements that influence the culture; 2) Self Awareness: student articulates how the Hispanic cultural values affect his or her behaviors; 3) Adaptability: student adapts to situations where Hispanic cultural differences affect interactions (body language, formality, proximity, etc.) and 4) Interaction: student empathetically adjusts communication and behavior to others' cues (Use of tú vs. usted, eye contact, showing affection during communication, etc.).

Uploaded Documents for Plan Design: Attached Files

📄 Fall 2016 Cultural Awareness Common Course Assessment IR Office
📄 Spring 2017 Cultural Awareness Common Course Assessment IR Office
📄 BAC Presentational Rubric
📄 Cultural Awareness Rubric
📄 Cultural Awareness Statistics

Data Display with Analysis & Summary of What Program Learned:

The information in the following tables indicate the students' performance as it relates to their ability to demonstrate cultural awareness. The findings give us a better understanding our students' adaptability, interaction, knowledge and perception. While there are some substantial differences from one semester to the other, it is important to have in mind that the number of students assessed went from 71 in the fall 2016 semester to 62 for the spring 2017. This represents a drastic difference in the number of total students. This difference were due to lower enrollment of new students, and fewer sections for the first two semester courses (Spanish 1010 and Spanish 1020) being taught.   That said, some clear conclusions that we arrived at are the following:

a. Most students in the fall 2016 semester were in the developing and/or proficient stages of cultural awareness; while most students in the fall 2017 were in the proficient and exceptional stages. This might be due to the fact that clear expectations for the program were revised in the Spring of 2017.

b. There are reasons to suspect that the number of students who did not show evidence of cultural awareness gains in Spring 2017 semester were students who failed the class and stop coming to class.

c. The number of students not demonstrating any evidence of their ability to demonstrate cultural awareness has been inconsistent from a minimum of 4.23% (3 students) in the fall 2016 to a minimum of 9.41 (8 students) in the spring 2017.

d. In general terms and as yearly estimate more than 27% of the students demonstrated exceptional gains in cultural awareness both semester. More than 28.17% of students demonstrated a proficient level of cultural awareness and more than 2.35% of students demonstrated a developing level of cultural awareness.

2016 Fall Common Course Assessment Results

Include	Yes
RubricName	Human Culture: Cultural Awareness
Subject	SPAN
course number	(All)
section number	(All)
Schedule Type	(All)

Student Outcome

Rubric Trait	insufficient # Students	developing		proficient		exceptional	
		% Students	# Students	% Students	# Students	% Students	# Students	% Students
Adaptability	4	5.63%	17	23.94%	30	42.25%	20	28.17%
Interaction	3	4.23%	13	18.31%	20	28.17%	35	49.30%
Knowledge	3	4.23%	15	21.13%	27	38.03%	26	36.62%
Self-awareness & perceptions	3	4.23%	13	18.31%	34	47.89%	21	29.58%

Spring 2017

Include?	Yes
RubricName	Human Culture: Cultural Awareness
Subject	SPAN
Course Name	(All)
Schedule Type	(All)
Section Number	(All)

Student Level

Rubric Trait	No Evidence # Students	% Students	Insufficient # Students	% Students	Developing # Students	% Students	Proficient # Students	% Students	Exceptional # Students	% Students
Adaptability	8	9.41%	1	1.18%	10	11.76%	43	50.59%	23	27.06%
Interaction	8	9.41%	1	1.18%	2	2.35%	33	38.82%	41	48.24%
Knowledge	8	9.41%	1	1.18%	4	4.71%	33	38.82%	39	45.88%
Self-awareness & perceptions	8	9.41%	1	1.18%	5	5.88%	44	51.76%	27	31.76%

Process Changes, Program Improvements, or Adjustments to this Plan:

The faculty believes that overall the program is going in the right direction as more students are achieving proficient and exceptional stages of cultural awareness for the common assessment for the program. In general, thanks to the production of the program review we have been able to a. make small revisions to our syllabus clarifying students expectations and b. provide more tools for successful engagement of our students (called learning activities). These are producing results that are optimistic. Future data will be needed to see if such trend continues to be consistent in the future or the plan needs to be revisited. It is obvious though at this moment that overall students have move from insufficient and developing stages of achievement to proficient and exceptional level. Again, more data and its future analysis will show if this trend is continues to be the case or not.

Uploaded Documents for Plan Results and Improvements:

2. Analysis of Culture and Diversity

Student Learning Competency:

Students analyze how culture and diversity can be depicted through different forms of expression as part of cultural presentation that will be assessed in the following areas: Content: Students understanding of the topic presented, its relevancy and connection to cultures studied; organization: Presentation has a very clear and logic organization (introduction to the topic, main idea, supporting content and conclusion); speaking clarity: Student speaks clearly for the required level (Easy to understand for a native without difficulty); correct use of grammar and vocabulary; and preparedness: Students preparation prior to the presentation.

Program Processes: Strategies to Develop Students' Learning:

Students will give a series of presentations during the semester (Spanish 1010, 1020, 2030 and 2040) to become familiarized with the Hispanic world and its culture. Artistic expressions and their authors will be depicted. The presentations will allow students to give and receive feedback in regards to the topics they have chosen and their importance. Every semester additional information and a deeper analysis of the art forms and culture are required to help students learn at progressive levels.

Methods of Evaluating Student Performance:

Students are measured twice per semester in First-Year Spanish (i.e. First Semester and Second Semester) via a departmental rubric that measures culturally and linguistically strengths and weaknesses. Also, students are measured at the end of the semesters for Second-Year Spanish (i.e. First Semester and Second Semester), using progressive rubrics that measure culturally and linguistically strengths and weaknesses for their oral presentations. Continuous learning and growth take place as instructors monitor students' performance per semester and from semester to semester.

Students will make a final oral presentation accompanied by a Power Point presentation dealing with the life and work of Hispanic artist focusing on the literature work, painting, drawing, architecture, and/or other form of expression. The student's performance will be assessed with a rubric that will evaluate his/her ability to correctly use the target language while displaying an acceptable use of body language and artistic terms in the target language (Spanish). The Rubric will have the following criteria: Content, Organization, Speaks clearly, Grammar and Vocabulary & Preparedness. See attached rubric.

Expected Level of Learning Performance:

The Spanish department will be collecting baseline data for the coming year. The baseline expectation applies to each of the four rubric trait definitions found in the learning competency. (content, organization, speaking clarity, grammar and preparedness). It is expected that 80% percent or more of the students will perform above expectations for their final presentations of the capstone course Spanish 2040 for the Spring 2018.

Uploaded Documents for Plan Design: Attached Files

📄 Presentational Rubric -Culture

Data Display with Analysis & Summary of What Program Learned:

A baseline could not be established for the academic year 2016-2017 because the capstone course -Spanish 2040- was taught by an adjunct faculty who did not require the assignment to be measured -final project- and did not use the pertinent rubric to evaluate the students' performance as it was required by the program. The Spanish department will make sure that the assignment will be in place starting spring 2018.

We still can report the following data:

4% of Spanish 1010 and 1020 student exceeded expectations.

81% of Spanish 1010 and 1020 students performed above expectations.

12% of Spanish 1010 and 1020 students met expectations.

3% of Spanish 1010 and 1020 students did not meet expectations.

62.5% of Spanish 2030 students exceeded expectations.

37.5% of Spanish 2030 students performed above expectations.

Process Changes, Program Improvements, or Adjustments to this Plan:
The program review and this annual assessment plan has brought to our attention the need to make sure that the program completes the analysis of culture and diversity at all course levels. The fact that the final cultural project at the capstone course was not required to be completed by our students is a major issue that we need to confront and make sure it does not happen again. Significant data which can help us to know the achievement of our students was not gathered as a result of this issue. The program must be sure that implementation of the final cultural project is completed and reported.

Uploaded Documents for Plan Results and Improvements:

1. Modern Languages Effectiveness Outcome for Retention and Degree Completion

Operational Effectiveness Outcome:
Modern Languages will improve retention and increase degree completion.

Program Processes: Strategies to Attain Outcome:

The program will seek to make official transferable curriculum via articulation with the University of Wyoming. Moreover, the program will begin to seek other articulation agreements with the neighboring universities in the area. Already, the program is revising the pathway to meet and facilitate more quickly the degree that students acquire, moving them forward in the educational pathway for their 4-year degree.

Internal strategies will include consistent updating and revision of degree pathways with the Academic Standards Committee in order to communicate such pathways clearly to students. Also, the Spanish department will work closely with Advising in order to identify students in need via Starfish. The Spanish program has already begun to experiment with flexible course scheduling in order to obtain higher enrollment, and we will analyze this by conducting departmental surveys and compiling reports that track the enrollment trends.
Based on results gathered from Starfish regarding at-risk students, we will implement a formal intervention process to address student needs.

Additionally, the program is creating specialized courses that develop language-acquisition competency in the learning community and regional area of Laramie County (i.e. Spanish for Healthcare & Spanish for Law Enforcement).

Methods of Evaluating Performance:
Degree completion and time to completion will be obtained via the Office of Institutional Effectiveness by lead faculty and shared with adjuncts and advisory committees. Also, enrollment reports will be acquired to see if there is an increase in the number of students due to implementation of administrative policy 2.1P, allowing for more streamlined pathways in regards to students completing the program's sequencing.

Timely reporting of Early-Alert (i.e. Starfish) for advising to intercept students that might be disengaged will be monitored across the program. Activities that promote bonding from class to class, as well as promoted related student clubs within the class, will be fostered and monitored via surveys and KPIs such as A.3.a (FAll-to-Fall Persistence), A.7 (Enrollee Success Rate) and A.4.a (Graduation Rate).

The Spanish program now has two approved degree pathways that the students can focus on, and the degree completion within each of the pathways will be monitored and analyzed in order to see what trends are presented as well as success in obtaining more degree completions within the program.

Expected Level of Performance:
The Spanish program expects to have a retention of 80% of students for all course levels for the last academic years 2014-5; 2015-6 and 2016-7. The program also expects to have at leas 5 students graduating each academic year already mentioned. Our expected baselines therefore are: The obtaining of an average retention of 80% or above and have at least 5 participants graduating each academic year.

Uploaded Documents for Plan Design: Attached Files
- 📄 Success Rate Japanese
- 📄 Success Rate SPPA Course History
- 📄 10 Year Credentials table_2003-2004_to_2013-2014
- 📄 Course History 2010-2011 2014-15
- 📄 Course History 2010-2011 2014-15
- 📄 Enrollee Success Rates 2013-15
- 📄 Enrollee Success Rates 2013-15
- 📄 Fall 2015 Student Outcomes
- 📄 Fall 2015 Student Outcomes

Data Display with Analysis & Summary of What Program Learned:
The retention averages are as follow:

Course, Year, & Term	Active Sections	Average Fill Rate	FTE	Census Headcount	Ending Headcount	Average Retention
SPAN*1010	66	78.71%	365.00	1095	1005	92.76%
2012-13						
12/SU	2	75.00%	11.00	33	32	97.62%
12/FA	6	92.39%	42.33	127	113	88.93%
13/SP	10	74.25%	50.67	152	138	92.37%
2013-14						
13/SU	2	65.00%	8.67	26	25	97.22%
13/FA	6	88.75%	36.33	109	102	94.25%
14/SP	5	86.00%	28.67	86	76	88.83%
2014-15						
14/SU	2	62.50%	9.00	27	26	96.67%
14/FA	6	90.14%	37.00	111	106	95.73%
15/SP	5	80.00%	26.67	80	77	96.64%
2015-16						
15/SU	1	81.48%	7.33	22	16	72.73%
15/FA	7	71.61%	34.33	103	91	90.13%
16/SP	4	80.83%	22.67	68	65	95.63%
2016-17						
16/SU	1	75.00%	5.00	15	13	86.67%
16/FA	5	71.40%	25.33	76	69	92.22%
17/SP	4	62.92%	20.00	60	56	95.14%
SPAN*1020	35	68.44%	167.33	502	472	93.89%
2012-13						
12/FA	3	58.46%	13.33	40	35	86.60%
13/SP	10	60.67%	41.33	124	117	94.67%
2013-14						

13/FA	2	88.75%	13.00	39	38	97.62%
14/SP	4	91.25%	24.33	73	69	95.07%
2014-15						
14/FA	2	75.83%	11.00	33	32	97.06%
15/SP	4	75.00%	20.00	60	57	92.41%
2015-16						
15/FA	2	60.00%	8.00	24	21	90.00%
16/SP	3	55.00%	11.00	33	29	91.37%
2016-17						
16/FA	3	68.33%	13.67	41	39	95.37%
17/SP	2	64.67%	11.67	35	35	100.00%
SPAN*1071	**2**	**27.50%**	**2.25**	**9**	**8**	**91.67%**
2012-13						
13/SP	1	25.00%	0.75	3	3	100.00%
2014-15						
15/SP	1	30.00%	1.50	6	5	83.33%
SPAN*2030	**10**	**39.67%**	**34.33**	**103**	**95**	**92.77%**
2012-13						
12/FA	1	46.67%	4.67	14	13	92.86%
13/SP	1	26.67%	2.67	8	7	87.50%
2013-14						
13/FA	1	40.00%	4.00	12	11	91.67%
14/SP	1	23.33%	2.33	7	7	100.00%
2014-15						
14/FA	1	46.67%	4.67	14	12	85.71%
15/SP	1	20.00%	2.00	6	6	100.00%
2015-16						
15/FA	1	70.00%	4.67	14	14	100.00%
16/SP	1	40.00%	2.67	8	8	100.00%
2016-17						
16/FA	1	50.00%	3.33	10	10	100.00%
17/SP	1	33.33%	3.33	10	7	70.00%
SPAN*2040	**3**	**46.67%**	**9.67**	**29**	**28**	**97.62%**
2014-15						
15/SP	1	20.00%	1.67	5	5	100.00%
2015-16						
16/SP	1	70.00%	4.67	14	13	92.86%
2016-17						
17/SP	1	50.00%	3.33	10	10	100.00%
SPAN*2041	**2**	**54.55%**	**8.00**	**24**	**24**	**100.00%**
2012-13						
13/SP	1	63.64%	4.67	14	14	100.00%
2013-14						
14/SP	1	45.45%	3.33	10	10	100.00%
SPAN*2070	**2**	**56.67%**	**4.50**	**18**	**15**	**83.77%**
2012-13						
13/SP	1	58.33%	1.75	7	6	85.71%
2014-15						
15/SP	1	55.00%	2.75	11	9	81.82%
SPAN*2140	**1**	**42.86%**	**0.75**	**3**	**3**	**100.00%**
2016-17						
17/SP	1	42.86%	0.75	3	3	100.00%
SPAN*2490A	**2**	**23.43%**	**1.00**	**4**	**4**	**100.00%**
2013-14						
14/SP	1	4.00%	0.25	1	1	100.00%
2014-15						
14/FA	1	42.86%	0.75	3	3	100.00%
Grand Total	**123**	**69.06%**	**592.83**	**1787**	**1654**	**93.33%**

The retention of Spanish students for our courses is high. For our popular course Spanish 1010 our retention for the Spring 2017 was of 95.14%. Even higher retention numbers were obtained for our Spanish 1020 courses 100% for the Spring 2017. Our Spanish 2040 course also had high retention numbers 100% for the same period of time. Unfortunately, our Spanish 2030 has a retention of 70% for the Spring 2017. This indicates that we have lost students between Spanish 1020 and 2030 courses (around 30%). Knowing this will help us to create plans to improve this issue.

In addition, the degree completion data according to the LCCC Institutional Research Office is as followed:

Spanish 2014-5

5

Spanish 2015-2016

5

Spanish 2016-7

10

3 Years average

6.67

This implies that our program has double the number of people majoring with a Spanish degree for the last academic year of 2016-7. We need to monitor this trend to see if this improvement is a result of the program changes (lowering of credit required to 60) and implementing a more effective retention of students during the program or such changes are due to other causes.

Program Process Changes and Improvements:

The data we have received from the LCCC Institutional Research office indicates that we are doing a good job in the retention of our students in Spanish 1010, 1020 and 2040. However, we are not doing so well for Spanish 2030. The Spanish program believes that this is because Spanish 1010 and 1020 are General Education Courses (GEN Ed). The program also believes that using our scholarship to retain students in our program could be part of a solution to this problem. We also believe that students are not well informed in regards to opportunities to double major at LCCC. The Spanish program will inform the students taking 1020 about the advantages of majoring in Spanish (or seeking a double major with Spanish). In regards to the completion of the program, the faculty believes that we are starting to see a trend that shows improvement in regards to the number of students graduating from our program.   We will continue to monitor this trend to see if this is indeed a permanent occurrence or not. The faculty believes that lowering the number of credits to 60 required. Our newly establish program articulation with UW might have also been a factor to considered.

Uploaded Documents for Plan Results and Improvements:

2. Modern Languages Organizational Effectiveness Outcome for Improving and Increasing Articulation and Transfer Rates

Operational Effectiveness Outcome:

Modern Language program will measure successful procurement of official articulation agreements not only with the University of Wyoming but other neighboring universities to where students transfer. Additionally, the program will provide support to other programs and institutional areas of the college in order to make sure pathways and services for students are complete and accessible.

Program Processes: Strategies to Attain Outcome:

Currently we have made progress with articulation at the University of Wyoming, and plan to begin the same strategies with neighboring universities such as, University of Northern Colorado, Colorado State University and other universities that show a transfer of students from LCCC. As well, current lead instructors, Juan Antonio Bernabéu and Ian Caldon will continue to work with the Office for Institutional Research in order to be updated on student-transfer trends and degree completion.

Developing important relationships at the neighboring universities as well as continuing to maintain current relationships at universities where agreements already exist will be procured. Development of necessary curriculum and other program planning and modification to meet articulation needs will be executed.

The Spanish department will continue to not only attend the annual regional conferences and events related to language acquisition in the state of Wyoming, but will also begin to facilitate presentation and deeper involvement and relationships with these organizations (i.e. WFLTA and other neighboring events in Colorado and Nebraska).

Methods of Evaluating Performance:

The department will utilize reports from the Office of Institutional Effectiveness in regards to student degree completion as well as transfer for 4-year degrees. Also, performance will be evaluated via student-engagement reports from the Office of Institutional Effectiveness. Additionally, the program will embed periodic departmental surveys for specific language-acquisition initiatives that will be analyzed to recognize and document information dealing with trends and desired pathways from students.

Institutional reports in regards to degree completion, student engagement and transfers will be acquired. The Spanish program will monitor KPIs such as C3 (University Matriculation Rate), C4a (Success after transfer-First Fall GPA for students transferring to UW) and C4b (students earning degrees within four years).

Expected Level of Performance:

The Spanish Department will be collecting baseline data for the coming year, which document retention rates, persistence, course completion rates, and graduation rates. If any of this information is available via existing reports, they will be added after being acquired thorough the Office of Institutional Effectiveness.

Consistency in the evaluation trends for those obtaining degrees will be acquired and analyzed in order to ensure transparent correlation for respective assessment in relationship to the degrees obtained and students transfers.

The Spanish department will be collecting baseline data for the coming year. This data collection is still taking place.

Uploaded Documents for Plan Design:

Data Display with Analysis & Summary of What Program Learned:

We currently have a program articulation with University of Wyoming. This newly approved program articulation (fall 2017) has started to be implemented this semester Spring 2018. We don't have the data necessary to know how many students will be graduating from LCCC and transferring to University of Wyoming. The faculty has not started the necessary steps to provide other articulations with other 4 year instituions.

Program Process Changes and Improvements:

Uploaded Documents for Plan Results and Improvements: