

**Los Angeles Valley College
Course Level Student Learning Outcomes (SLO)**

Course Name and Number: Spanish 16: Mexican Civilization

Course Objectives: (List the course objectives as they appear in the course outline of record.)

A. Identify and appraise the role of Native Americans (tribal Mexican) in the development of North American society (Mesoamerica), e.g, their contribution to art, music, literature, dance, science, medicine, societal institutions, religious values

B. Evaluate the impact of Spain on shaping the cultural heritage of modern Mexico through art, music, dance, literature, drama, religious fiestas, customs, mores, etc.

C. Assess modern Mexico's cultural heritage and the influence of European (French, etc.) culture and philosophies on the tribal and Spanish foundations of the past.

Establish 1–2 course level student learning outcomes and indicate how each SLO will be assessed.

Course Level Student Learning Outcome	Assessment Measure
Describe and analyze the connections between Native American, Spanish, and other cultures within North American societies. Student exams, papers, and presentations.	Student exams, papers, and presentations.

Provide an assessment plan/timeline:

We plan on collecting data from the Fall 2008 course and assessing the measures over the winter and early Spring 2009. After assessment, we will plan any needed changes to the course or our other practices relating to this course.

Plan Details: We will be using a qualitative research process to assess the learning of students in this course by gathering students' written work and documented communications, identifying the patterns within those documents with respect to the outcomes we expect (above), and using that information to improve our program.

For everyone who is teaching this course, we will ask that, prior to the end of the semester, they gather examples of the student work from at least three high-achieving students, three middle-achieving students, and three low-achieving students; this would include work from a variety of written assignments (e.g., exams, papers, and presentations). We will also request copies of any documented student communications and class/group discussions. All identifying information will be confidential and, if possible, blocked out. The identities of the students or their instructors are not important as it is the information within the materials that shows us what students are learning. Instructors use a variety of written work in their courses thus each group of collected assignments would be comprised of different types of assignments. This will be an advantage since in qualitative research, triangulation of data is a key

technique (e.g., gathering data from a variety of sources to see if the same pattern persists across different types). The full time faculty (and any interested and willing adjunct instructors) will then read through these documents, identify the patterns of learning within each set, then across the different types of students and different types of assignments. Once we get a sense of how deep the learning is at each level, we will construct an overview of the patterns. This overview will alert us to issues that we may decide to take to the instructors to deal with and/or to issues that allow us to appreciate the learning that our students practice in our class(es).