

Course Assessment– Part B: Your Results & Analysis

#60

Your Email *

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

SPA 101 First Year Spanish – First Term – Huszar

Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. *

The grading rubric was clear and grades were based in oral presentation of their autobiography, assignment readings from real life brochures and readings about culture and cultural videos.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Outcome #1 * Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.

Outcome #1 *

Outcome #1 Method to assess student understanding *
Final oral presentation of their autobiography.
Project: autobiography using vocabulary learned in class.

% of students who successfully achieved the outcome: *

100 with the exception of one student who didn't have time to do the oral presentation.

Outcome #2 *

Outcome #2 * Acquire strategies for analyzing authentic materials in the target language.

Outcome #2 Method to assess student understanding *
These assignments are four assignment readings from real life situations.

% of students who successfully achieved the outcome: *

100

Outcome #3 *

Outcome #3 * Recognize linguistic and cultural diversity within the Spanish speaking world and how it differs and/or relates to one's own culture.

Outcome #3 Method to assess student understanding *
Readings about culture and Flash and Fotonovela culture videos.
Online and book activities related to current events and stories.

% of students who successfully achieved the outcome: *

100

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or

This group improved their understanding of Spanish, and their culture through different real life situations, current events and cultural readings and videos. Also, they learned strategies for

lack of success. Include feedback from student course evaluations as appropriate. *

analyzing materials through cognates, looking for visual clues, graphics, and using their prior knowledge in their own language. One student commented that the due date of some assignments were not clear . Other student commented about the traveling time between to Goldendale to Hood River.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? *

It was suggested to have a due date sheet for all assignments.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *

None at this time. I will create a calendar with the due dates of the assignments.
There are few formal comments in the evaluations and several emails from students who were so happy with the curriculum, the encouragement they received and how well they learned about the language and the culture.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

Yes, they were accurate in their quality and quantity. All the students improved their strategies for analyzing materials in the target language. Students liked the rubric used for all the assignments.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

n/a

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