

## Course Assessment– Part B: Your Results &amp; Analysis

#200

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SPA 202 – Second year – Spanish – Second Term – Silvia Huszar – Winter 2017

## Part B: Your Results

90% of the students achieved more than 90% in all the assignments.

**Directions**

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. \*

## Outcome #1

90% achieved the outcome of getting at least 80%

\*

% of students who successfully achieved the outcome (C or above) \*

90%

## Outcome #2 \*

90% achieved the outcome of getting at least 80%

% of students who successfully achieved the outcome (C or above) \*

90%

## Outcome #3 \*

90% achieved the outcome of getting at least 80%

% of students who successfully achieved the outcome (C or above) \*

90%

## ANALYSIS

3. What contributed to student success and/or lack of success? \*

There was only one student who was having average progress. The rest of the class was really ahead of the average student for Second Year of Spanish. Every student has their own good Spanish skills and all of them did a contribution to the learning environment.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

Only two students answered the survey and all of them showed increase in their knowledge.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Yes.

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

I am in the process of creating a new class for heritage Spanish speakers. The objective is to expose college-age heritage speakers who have had little or no formal instruction in Spanish to the functional structures of Spanish and the wide varieties of linguistic register in which students can appropriately be used.

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

Contact PCC instructor about their experience with this class, and find the appropriate text book for this new class.

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

I think the majority of students were prepare for SPA202 and I feel the assessment methods were accurate indicators of students learning.

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

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