

# Course Assessment– Part B: Your Results & Analysis

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Your Email \*

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SPA 101 – 1093025 – Silvia Huszar – Fall 2018

## Part B: Your Results

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

For each outcome, 10 students achieved true mastery (A); 3 students achieved a good or solid mastery (B) and 2 students achieved a fair mastery (C), and one student failed because this student did not turn in the project, did the final oral presentation, nor took the final exam.

### Outcome #1

\*

Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, films and/or performing arts in the target language.

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

100%

### Outcome #2 \*

Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.

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

13 out 16 students did the final oral presentation. 13 students scored 100%

### Outcome #3 \*

Acquire strategies for analyzing authentic materials in the target language.

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

100%

## ANALYSIS

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

This term there were some mature students, who took my class. They were motivated and a good role model to the younger students. Also, there were students who traveled to Spanish speaking countries prior to taking the class and they were giving advice to the ones traveling for the first time to these countries on their Winter break. Also, The syllabus and rubric grade were clear and readings, videos and short films were from real life situations.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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. \*

All the students showed improvement. There were 11 students who answered the survey. Grades showed improvement in their knowledge of the target language.

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.)? *	Giving more examples on what it is expected on their autobiography project.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	More visual aids.
8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *	Students took their test and exams with open book and using their own notes. Internet was not allowed
9. Describe how you explain information about course outcomes and their relevance to your students.	All the time students were encouraged to give suggestions about their learning and how to improve it. All the course outcomes addressed in class, were relevant to their real life situation. Some of them wanted to visit soon a Spanish speaking country. Students shared that the class was fun and they were learning a lot.
10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes: CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"	I will included into the curriculum: attending bi-cultural theater plays and talks about Latin-American History. Students will write an essay expressing their position about these topics and comparing with their own culture.

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