

Course Assessment– Part B: Your Results & Analysis

#418

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

Part B: Your Results

For each outcome, all the students achieved true mastery.

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. *

Outcome #1

*

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

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

100 of the students did their autobiography and their oral presentation was outstanding and all scored 100%

Outcome #2 *

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

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

100 % of the students score were 100% in their assignments about Readings about culture, literature, flyers, films, videos in the target language.

Outcome #3 *

Acquire strategies for analyzing authentic materials in the target language.

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

100% of the students scores were 100% in their Reading strategies for analyzing authentic materials in Spanish.

ANALYSIS

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

Students, class size, highly motivated students contributed to student success. Students were eager to learn and apply their new skills in their work place, their lives, their surrounding mono-lingual. community. This term there were some mature students, who were a good role model to the other students. Also, the syllabus and rubric grade were really clear and had clear expectations.

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. Also, all of them commented about their improvement in their learning. They understand that learning a new language is a process that takes time.

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.)? *

continue doing activities related to their real life situations. Students had fun in class. There were a lot of group activities, and they did peer review in all the activities. They were teaching to each other.

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

Continue doing visual , TPR and auditory activities related to their lives .

8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

Students took their mid term and final exam with open book, using their own notes.

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 style.

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

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