

**COURSE SLO ASSESSMENT REPORT, SCC**

Department: Languages Course: Italian 101

Year: Semester: Fall 2011

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1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p><b>1. Oral Communication:</b> the ability of a student to express him/herself and make him/herself understood, both by their peers (who have the same level of instruction) and by their instructor.</p> <p><b>2. Listening Comprehension:</b> the ability of the student to listen, comprehend, and respond to questions, both through identifying and producing the correct answer.</p>	<p><b>1. Oral Exams:</b> At the midterm point of the semester, they have a group oral exam, where they must have a conversation in groups of 3-4 with the instructor listening; at the end of the semester they have a one-on-one conversation with the instructor.</p> <p><b>2. Listening portions of exams:</b> in addition to using listening in class everyday, the student listens to a passage read by the instructor and responds to questions in the Target Language, both multiple</p>	<p>Grading Criteria:</p> <p>A= Highly Proficient            B= Proficient            C= Competent            D= Non-Proficient            F= Non-Proficient</p> <p>Stats:</p> <p><b>Oral comm.:</b>            A- 85%            B- 5%            C- 4%            D- 3%            F- 3% (did not complete the course)</p> <p><b>Listening comp.:</b>            This portion does not have a separate exam to give</p>	<p>The class was, for the most part, full of students who put forth an effort to reach their potential. The students who were “not proficient” typically did not turn in any assignments (homework) and they also did not seek out help when they were struggling with basic grammar concepts, which made grasping more difficult concepts nearly impossible.</p> <p>The students all enter Italian 101 with no knowledge of Italian, so their ability to speak and carry on a conversation by the end of the course show the success</p>	<p>Since the success rate in general was high, I will continue to do the same things, but will also plan to implement the following:</p> <ol style="list-style-type: none"> <li>1. Workbook will be done online, which will offer more immediate feedback for the students.</li> <li>2. preliminary exercises (to make sure the students are doing the preparation for the daily concepts) will be more important.</li> <li>3. More time for preparation for the Oral exams in small groups.</li> </ol> <p>The most challenging</p>

<p><b>3. Written Communication:</b> the ability of the student to express him/herself in writing.</p> <p><b>4. Reading Comprehension:</b> the ability of the student to read a passage in the TL, understand its meaning and respond to questions in English, demonstrating that they have understood the passage.</p>	<p>choice and short answer. In addition, the instructor asks open-ended questions to which the students respond in writing.</p> <p><b>3. Compositions, written portions of exams:</b> for the written portion of exams, the student responds to a question using the target grammar (verb tense or vocabulary) that complements the chapters being tested. For compositions, the student responds to a prompt on a given topic (midterm – interpretation/recalling a film watched in class; final – responding to a topic provided by the instructor)</p> <p><b>4. Reading portions of exams:</b> in addition to reading the context of grammar exercises on exams, the students are given a passage ( ½ - 1 page in length) in the TL that they must read and</p>	<p>stats on, but is typically one of the more successful portions of exams</p> <p><b>Written comm.:</b>  A- 85%  B- 5%  C- 4%  D- 3%  F- 3% (did not complete)</p> <p><b>Reading comp.:</b>  This is also not given separate exam, but is also a more successful exercise</p>	<p>of their speaking and listening skills, while their ability to write anywhere from 50-200 words on a topic show that they are improving throughout the semester.</p> <p>It is not uncommon for students to find foreign language classes challenging; the amount of work required for success is often unexpected. Some students are willing to put in the effort to succeed, whether that means meeting for Office Hours or asking for extra work to help, and other students are unwilling to ask for help, even when it is obvious that they need it.</p>	<p>aspect of preparation for the Oral Exam (and for the class in general) is the size of the class, both the group of students and the classrooms themselves. It is challenging to give one-on-one attention in a group of 35 students, and it is also difficult to navigate a classroom that is filled to capacity, when a significant part of the class calls for the instructor circulating the room to check on the students' progress.</p>
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	<p>then respond to questions in English to make sure they understood the passage.</p> <p><u>Criteria of Success</u> A= Will demonstrate ability to converse and respond effectively applying extensive use of correct vocabulary, idiomatic expressions, grammar, and culture to communicate clearly and respond at level far in excess of expected ability for level studied with commensurate superior pronunciation.</p> <p>B = Will demonstrate ability to converse and respond applying moderate and appropriate vocabulary, grammar, idiomatic expressions, and culture with few errors that will not impede comprehension.</p> <p>C = Will demonstrate</p>			
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	<p>ability to converse and respond at adequate level applying limited use of vocabulary, grammar, idiomatic expressions, and culture. Some problems with pronunciation</p> <p><u>Non-Proficient</u> D=Minimal use of vocabulary, grammar, idiomatic expressions, and culture. Numerous application errors and pronunciation problems making comprehension difficult.</p> <p>F=Fragmented, barely intelligible, student cannot demonstrate success at communicating and comprehending, or pronouncing words for course level expectations</p>			
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