

COURSE SLO ASSESSMENT REPORT, SCC

Department: Languages

Course: Italian 101

Semester: Spring 2012

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>1. Oral Communication: 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>2. Written Communication: the ability of the student to express him/herself in writing, responding either to specific questions or a more general prompt.</p> <p>3. Listening Comprehension: the ability of the student to listen, comprehend, and respond to questions, both through identifying the question and producing a relevant and correct answer.</p> <p>4. Reading Comprehension: the ability of the student to read a passage in the TL,</p>	<p>1. Oral Exams: 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>2A. Compositions: There are two compositions in the course, the first of which occurs at the midterm point and it responds to one of three prompts based on a film viewed in class (the student must recall/interpret aspects of the film); the second composition is a take-home response to a prompt provided by the instructor.</p> <p>2B: written portions of exams: for the written portion of exams, the student responds to a question using the target grammar – verb tenses and</p>	<p>Grading Criteria: A= Highly Proficient B= Proficient C= Competent D= Non-Proficient F= Non-Proficient</p> <p>Stats: 1. Oral comm.: A- 22/27 (85%) B- 2/27 C- 1/27 D- 0 F- 2/27 (did not complete course)</p> <p>2. Written comm.: A- 19/27 (70%) B- 4/27 C- 1/27 D- 1/27 (did not turn in complete all tasks) F- 2/27 (did not complete)</p> <p>3. Listening comp.: This portion does not have a separate exam to give stats on, but is typically one of the more successful</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 assignments (homework), did not seek out help when they were struggling with basic grammar concepts (which made grasping more difficult concepts nearly impossible) and were not actively present in class (they may have been physically present but were not participating in the desired manner).</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 shows the success of their speaking and listening skills, while their ability to write anywhere from 50-200 words on a topic shows that they are improving throughout the semester.</p> <p>It is not uncommon for</p>	<p>Since the success rate in generally high, I will continue to do the same things, but will also plan to implement the following:</p> <p>1. Workbook, which is done exclusively online, offers immediate feedback for the students, but will be supplemented with more exercises with short turnarounds (overnight short writings, etc).</p> <p>2. Preliminary exercises (to reinforce the preparation for the daily concepts) will be utilized more and given a credit/no credit grade.</p> <p>3. Dedicated time each week for conversation in small groups / with partners to help reinforce vocabulary and grammar concepts.</p> <p>In general, I have found the online workbook and lab manual to be successful, because they provide</p>

<p>understand its meaning and respond to questions in English, demonstrating that they have understood the passage. They are also required to examine pieces of authentic material in the TL (such as ads or websites) and interpret the information presented.</p>	<p>vocabulary – that complements the chapters being tested.</p> <p>3A. Listening in class: Listening is a key component of class on a daily basis; the students are required to respond to questions asked at random in addition to asking their peers questions off of a designated list or a topic.</p> <p>3B. Listening portions of exams: the student listens to a passage read by the instructor and responds to questions in the TL, both multiple choice and short answer. In addition, the instructor asks open-ended questions to which the students respond in writing.</p> <p>4. Reading portions of exams: in addition to reading the context of grammar exercises on exams, the students are given a passage (½ - 1 page in length) or authentic material (such as an advertisement or something similar) in the TL that they must read and then respond to questions in English to ensure sure they understood the</p>	<p>portions of exams</p> <p>4. Reading comp.: This is not given a separate exam, but is also a more successful exercise</p>	<p>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>feedback to the students immediately. The only downside is that some students (often the students who earn low Bs and Cs in the class) seem to struggle with being personally dedicated to completing the online tasks in a timely manner; the A students and B students find the immediate feedback useful and are able to ask for clarification as the problems arise. Next semester I will divide the work differently and make it due more regularly to help keep students on top of their assignments.</p>
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passage and are not merely copying words.

Criteria of Success:

Though there exist nuances between writing, listening, reading and speaking, the general criteria for determining a student's level of success follows general guidelines:

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.

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.

C = Will demonstrate ability to converse and respond at adequate level

	<p>applying limited use of vocabulary, grammar, idiomatic expressions, and culture. Some problems with pronunciation</p> <p><u>Non-Proficient</u></p> <p>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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