

**COURSE SLO ASSESSMENT REPORT, SCC**

Department: Languages Course: Spanish 201 & 202

Year: 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. <b>Oral communication</b> on a variety of topics selected by students and by professor at the first intermediate level.</p> <p>2. <b>Aural Comprehension</b> of oral communication in a conversation at the first intermediate level.</p>	<p>Short Presentation and a conversation both covering grammar, vocabulary, idiomatic expressions, and culture.</p> <p><u>Criteria of Success</u></p> <p>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</p>	<p>Grading Criteria:</p> <p>A= Highly Proficient            B= Proficient            C= Competent            D= Non-Proficient            F= Non-Proficient</p> <p>Stats:</p> <p>Oral Communication:  <b>Spanish 201 (18 students)</b>            89 % - A            11 % - B</p> <p><b>Spanish 202 (5 students)</b>            80% - A            20% - B</p>	<p>Success rate for each class:</p> <p>Oral Communication:  <b>Spanish 201</b>            100%</p> <p><b>Spanish 202</b>            100%</p> <p>Aural Comprehension:  <b>Spanish 201</b>            100%</p> <p><b>Spanish 202</b>            100%</p> <p>These two courses were compared since they are both taught as a combination class. The material assessed was appropriate for each</p>	<p>Since 100% of students were successful. I will continue applying the same methods:</p> <ol style="list-style-type: none"> <li>1. Beginning of the semester entrance evaluation followed by recommendation about their oral and comprehension level and about the expectations throughout the semester to be able to succeed in the course.</li> <li>2. Review and introduction of material in meaningful input for students to</li> </ol>

	<p>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 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>Aural Comprehension: <b>Spanish 201 (18 students)</b> 94.4% - A 5.6% - B</p> <p><b>Spanish 202 (5 students)</b> 100% - A</p>	<p>level. In both courses the percentage of success in oral and aural comprehension was 100%. This indicates that the constant oral and listening practice of Spanish whether with me or fellow students at every class meeting did increase their ability to understand and speak at the intermediate level. Students were able to apply what they learned and practiced during the semester.</p>	<p>listen to while assessing their aural comprehension, and create many opportunities for students to express themselves orally, in order to improve their acquisition of more advanced vocabulary, grammar, idiomatic expressions and cultural awareness during the semester. This includes:</p> <ul style="list-style-type: none"> <li>a) Requirement of preparation for oral presentations individually, in small groups and for the whole class. And</li> <li>b) A final short presentation and a short conversation with the professor applying the vocabulary, grammar and culture for the level.</li> </ul>
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	F=Fragmented, barely intelligible, student cannot demonstrate success at communicating and comprehending, or pronouncing words for course level expectations			
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