

(SPAN-C180) Course Level SLO & Qualitative Notes

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.).

81325-(SPAN-C180-001)-Elementary Spanish 1
by Patricia Candelaria, Julie Alweheiby

Students who didn't meet the requirements didn't complete assignments, quizzes and exams on time or didn't complete them at all. All of these students submitted Letter of Agreement and checked in but didn't complete the course. Many of these students didn't respond to emails from Seaport.

83499-(SPAN-C180-004)-Elementary Spanish 1
by Sandra Basabe

Assessment results: This outcome was measured by results of the exam 2, oral exam and participation = oral and written activities in class. SLO Fully met 50% of the class, SLO Partially met 10% of the class, SLO Failed to meet 40% of the class = 60% of the class achieved the desired minimum outcome or above based on the holistic rubric and 40% of students not attaining the minimum desired outcome, the result was in line with the body of their semester's work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard, not submitting the written activities done in class complete or not submitting the oral exam. NO MAJOR CHANGE NEEDED

82596-(SPAN-C180-002)-Elementary Spanish 1
by Sandra Basabe, TC STAFF

Assessment results: This outcome was measured by results of the quiz 1, quiz 2 and mid-term exam. SLO Fully met 86.15% of the class, SLO Partially met 10.77% of the class, SLO Failed to meet 3.08% of the class = 96.92% of the class achieved the desired minimum outcome or above based on the holistic rubric and 40% of students not attaining the minimum desired outcome, the result was in line with the body of their semester's work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard or not submitting the quizzes or the exam. (the result is not final because some students have not taken the final exam yet). NO MAJOR CHANGE NEEDED

Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs.

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by Sandra Basabe

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81325-(SPAN-C180-001)-Elementary Spanish 1
by Patricia Candelaria, Julie Alweheiby

Student Outcomes Qualitative Notes during CCC Fall 2012 for Spanish

Students who didn't meet the requirements didn't complete assignments, quizzes and exams on time or didn't complete them at all. All of these students submitted Letter of Agreement and checked in but didn't complete the course. Many of these students didn't respond to emails from Seaport.

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(SPAN-C180) Program Level SLO & Qualitative Notes

Demonstrate appropriate level written and spoken fluency in the language.

81325-(SPAN-C180-001)-Elementary Spanish 1
by Patricia Candelaria,Julie Alweheiby

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Demonstrate understanding and respect for the cultural and global diversity in the Spanish-speaking countries.

82596-(SPAN-C180-002)-Elementary Spanish 1
by Sandra Basabe,TC STAFF

Student Outcomes Qualitative Notes during CCC Fall 2012 for Spanish

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81325-(SPAN-C180-001)-Elementary Spanish 1
by Patricia Candelaria, Julie Alweheiby

Those students who didn't meet the requirements didn't demonstrate this understanding as the assignments were not completed on time or at all. Each of these students received several communications from the instructor to submit work or to drop the class. Some responded that they would submit assignments but didn't, others never responded.

(SPAN-C180A) Course Level SLO & Qualitative Notes

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.).

83610-(SPAN-C180A-002)-Elem Spanish 1A
by Valeria Barragan

This assessment was done questions about cultural videos as well as a special project which consisted of a presentation about a Spanish speaking country.

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

95% of students met or partially met this objective. The 5% of students who did not was due to excessive absences and not paying attention during class lectures. Students were taught the differences between formal and informal use of "Usted" and "Tu" and with whom to use both types when addressing people.

Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs.

Student Outcomes Qualitative Notes during CCC Fall 2012 for Spanish

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

85% of student met or partially met this objective. Of the 15% of students who did not, it was due to not completing their Spanish Commercial Video according to the guidelines. Students needed to create a Spanish commercial attempting to sell something in the Spanish language. 15% of students did not have a sufficient speaking part in their video and therefore did not meet this requirement. In the future I will stress the importance of this guideline and can assist non native speakers with pronunciation for their video before they turn in their assignment.

83610-(SPAN-C180A-002)-Elem Spanish 1A
by Valeria Barragan

Most students already spoke Spanish, but the writing was problematic due to assumptions made by those students. Assessment was made through several short composition assignments, oral questions on exams, dictation, as well a presentation term project.

(SPAN-C180A) Institutional SLO & Qualitative Notes

Demonstrate understanding and respect for cultural and global diversity.

83610-(SPAN-C180A-002)-Elem Spanish 1A
by Valeria Barragan

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

90% of students fully or partially met this objective. The remaining 10% of these students expressed no interest in learning about Latin American/Spanish speaking countries when given a test on Latin American countries and their capitals. These students stated that since they were not from Latin America they had no interest to learn about it. In the future, I will discuss in more detail the necessity in today's world to not only learn another language, but to learn about other cultures and to help bridge those cultural gaps. I have several lessons using movies, and stories to stimulate interest on those students.

Use effective communication and interpersonal skills.

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

85% of students met or partially met this objective. Of the students who did not, this was largely due to excessive absences and/or incomplete homework. Students who did not complete their homework or who did not complete it on their own were not able to answer questions and/or have conversations in Spanish in class the following day. I plan to make homework assignments weight more in points and set the point value to that of a quiz in hopes this encourages students to complete assigned work. I also will give unannounced quizzes on the homework.

83610-(SPAN-C180A-002)-Elem Spanish 1A

Student Outcomes Qualitative Notes during CCC Fall 2012 for Spanish

by Valeria Barragan

Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the advanced elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs, past experiences and future plans.

(SPAN-C180A) Program Level SLO & Qualitative Notes

Demonstrate appropriate level written and spoken fluency in the language.

83610-(SPAN-C180A-002)-Elem Spanish 1A
by Valeria Barragan

Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the advanced elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs, past experiences and future plans.

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

80% of the students fully or partially met the desired outcome. Of those who had difficulty doing so were students that had not used class time wisely, completed their homework entirely, or did not study on their own enough. Three students who struggled with this did complete their homework and did study more than average but still had a difficult time producing words and sentences when called on in class.

Demonstrate understanding and respect for the cultural and global diversity in the Spanish-speaking countries.

83852-(SPAN-C180A-003)-Elem Spanish 1A
by Julie Alweheiby

90% of students fully or partially met this objective. The remaining 10% of these students expressed no interest in learning about Latin American/Spanish speaking countries when given a test on Latin American countries and their capitals. These students stated that since they were not from Latin America they had no interest to learn about it. In the future, I will discuss in more detail the necessity in today's world to not only learn another language, but to learn about other cultures and to help bridge those cultural gaps. I have several lessons using movies, and stories to stimulate interest on those students.

83610-(SPAN-C180A-002)-Elem Spanish 1A
by Valeria Barragan

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

(SPAN-C185) Course Level SLO & Qualitative Notes

Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.).

81041-(SPAN-C185-001)-Elementary Spanish 2
by Rosemary Miller

94.74% of students met or partially met this SLO. No changes are needed.

82002-(SPAN-C185-002)-Elementary Spanish 2
by Sandra Basabe,TC STAFF

Assessment results: This outcome was measured by results of the quiz 1, quiz 2, quiz 3, quiz 4 and assignments 1, 2, 3 and 4. SLO Fully met 81.48% of the class, SLO Partially met 14.81% of the class, SLO Failed to meet 3.70% of the class = 96.29% of the class achieved the desired minimum outcome or above based on the holistic rubric and 3.71% of students not attaining the minimum desired outcome, the result was in line with the body of their semester's work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard or not submitting the quizzes or the assignments. (the result is not final because some students have not taken the final exam yet). NO MAJOR CHANGE NEEDED

83201-(SPAN-C185-003)-Elementary Spanish 2
by Sandra Basabe

Assessment results: This outcome was measured by results of the exam 1, homework and participation (oral and written activities in class). By Administrative decision, this class started the semester with only 2 students. One of them dropped the class 4 weeks later and the other student stopped showing up at the 12th week of the semester. It is the reason why 0% of the class did not achieved the desired minimum outcome or above based on the holistic rubric. 0% of students not attaining the minimum desired outcome, the result was in line with the body of their semester's work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard, too many absences, not submitting the oral exam, not completing the homework and not submitting the final exam. NO MAJOR CHANGE NEEDED

Given oral or written input by a native or near-native speaker of the target language, student will demonstrate oral/aural or written competency at the advanced elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs, past experiences and future plans.

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82002-(SPAN-C185-002)-Elementary Spanish 2
by Sandra Basabe,TC STAFF

Assessment results: This outcome was measured by results of the quiz 1, quiz 2, quiz 3, quiz 4 and assignments 1, 2, 3 and 4. SLO Fully met 81.48% of the class, SLO Partially met 14.81% of the class, SLO Failed to meet 3.70% of the class = 96.29% of the class achieved the desired minimum outcome or above based on the holistic rubric and 3.71% of students not attaining the minimum

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desired outcome, the result was in line with the body of their semester's work and appears to be the result of a combination of not preparing sufficiently to attain the minimum standard or not submitting the quizzes or the assignments. (the result is not final because some students have not taken the final exam yet). NO MAJOR CHANGE NEEDED

81041-(SPAN-C185-001)-Elementary Spanish 2
by Rosemary Miller

97.37% of these students fully or partially met the objective. No changes are needed.

(SPAN-C185) Program Level SLO & Qualitative Notes

Demonstrate appropriate level written and spoken fluency in the language.

81041-(SPAN-C185-001)-Elementary Spanish 2
by Rosemary Miller

97.37% of these students fully or partially met the objective. No changes are needed.

82002-(SPAN-C185-002)-Elementary Spanish 2
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Demonstrate understanding and respect for the cultural and global diversity in the Spanish-speaking countries.

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Student Outcomes Qualitative Notes during CCC Fall 2012 for Spanish

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