

Assessment: Course Four Column

Fall 2018



El Camino: Course SLOs (HUM) - Foreign Languages

ECC: CHIN 2:Elementary Chinese II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of this course students will converse in Mandarin Chinese about topics such as discussing a New Year party and comparing different foods, using culturally appropriate expressions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Individual oral exam of approximately 5 minutes per student.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. All 12 students who enrolled in class participated in this SLO assessment. 10 passed while 2 didn't, with a success rate of 83%. This success rate surpassed the expected rate of 70%. In comparison to the outcome of previous SLO assessment (Fall 2017), the number of participating students increased from 7 to 12, and the students who passed this SLO also increased from 7 to 10. 2 students didn't pass this SLO due to their absence to class and lack of participation in the class practice. (One of them was a retired business woman who took some time off to travel to Europe during the semester and was not able to spend enough time to catch up after she came back. This means that not all students who take this class need an AA degree or transfer; however when the class is small, each student who failed the SLO may cause a success rate change by a large percentage margin.) For more meaningful SLO success rate in the future, we need to continue to improve the enrollment. This year's SLO results with the enrollment improvement can be seen as a sign of "bottoming out" of the enrollment trend--as of the beginning of Spring 2019, the student enrollment in Chinese 2 has increased to 24, a encouraging number. (02/27/2019)</p>	<p>Action: Continue the current teaching strategy and improve the success rate. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>% of Success for this SLO: 83 Faculty Assessment Leader: David Shan</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met Out of 7 students enrolled in class, 6 participated in this SLO assessment and all passed, with a success rate of 100%. The student who missed the SLO 1 assessment participated in the assessments of SLO 2 and 3. (Refer to the analysis on SLO 2 and 3.)</p> <p>When the class was small with only 7 students enrolled, the SLO assessment data is less meaningful. This is the smallest class in the history of Chinese 2 at El Camano. It was obvious that this exceptionally small class size enabled instructor help each of the 7 students with an individual focus and for even more effective learning. It is worth noting that the number of college students taking Chinese language courses has been on decline over the entire southern California for last 5 years according to a 2017 research report by UC Irvine. That means to us that how to improve the enrollment for the Chinese classes at El Camino has become a big challenge. Some issues such as whether or not to reschedule the Chinese classes need further discussions with the division. (03/02/2018)</p> <p>% of Success for this SLO: 100 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 12/13/2016 - Out of 18 students assessed, all of them passed, with the success rate of 100%. Students were all motivated in learning of the conversational Chinese. The instructor well organized the oral practice in various forms to effectively train students in class.</p> <p>The success rate of SLO #1 has reached 100% for two consecutive years – the current Fall 2016 and the previous Fall 2015, both notably higher than the expected rate of</p>	<p>Action: Maintain the high success rate and continue the current teaching strategy regardless the class size, large or small. (03/08/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current teaching strategy for the consistent success rate. (03/02/2018) Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>70%. (03/02/2017)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Xiaowen Wu, David Shan</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total of 18 students participated in the SLO assessment. Everyone passed this SLO, with a success rate of 100%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (100%) is significantly higher than the expected rate (70%) and higher than the previous success rate (90%) of Spring 2014 (SLO #1, Chinese 2), reflecting effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 21 students participated in the SLO assessment. 19 out of 21 students assessed passed this SLO while 2 did not, with a success rate of 90%.</p> <p>SLO #1 assesses oral (speaking and listening) skills in Chinese. The success rate (90%) is significantly higher than the expected rate (70%), reflecting that almost every student has achieved level-appropriate proficiency in oral skills. (09/12/2014)</p> <p>Faculty Assessment Leader: David Shan</p>	<p>Action: Maintain such excellent success rate and continue the current teaching strategy. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain the high success rate of 90% and continue to provide students with more opportunities to practice conversational Chinese. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course, students will read, write/produce and comprehend a paragraph written in Chinese characters, using complex sentences and a variety of tenses.</p> <p>Assessed by: Written exam</p> <p>Course SLO Status: Active</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, emphasizing grammar and vocabulary. (e.g., reading comprehension followed by questions, sentence translations.)</p> <p>Standard and Target for Success: It is expected that 70% of students will</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #2 assesses the student's reading and writing skills, emphasizing grammar and vocabulary.</p> <p>All 12 students who enrolled in class participated in this SLO assessment. 9 passed while 3 didn't, with a success rate of 75%. This success rate surpassed the expected rate of 70%.</p>	<p>Action: Continue the current teaching strategy and improve the success rate. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020) Input Date: 11/20/2013	score a "C" or above for this SLO.	Compared to the outcome of previous SLO report (Fall 2017), the number of participating students increased from 7 to 12, and the students who passed this SLO increased from 7 to 9. Please refer to the analysis in SLO #1. (02/27/2019) % of Success for this SLO: 75 Faculty Assessment Leader: David Shan	
		Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met All 7 students participated in the SLO 2 assessment and passed, with a success rate of 100%. The student who missed the SLO 1 assessment participated in this SLO 2 assessment and passed. Please also refer to the analysis in SLO 1. (03/02/2018) % of Success for this SLO: 100 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu	Action: Maintain the high success rate and continue the current teaching strategy regardless the class size, large or small. (03/08/2019) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 12/15/2016 - Out of 18 students assessed in SLO #2, 17 passed, while 1 didn't, with the success rate of 94%. This success rate is well reflective of the effectiveness of the teaching strategies. Every student diligently participation in the intensive course work throughout the semester except one who had quite few absences and tardiness from class due to his health situation and busy part-time job schedule. The lack of participation caused his failure in the SLO assessment. This success rate of 94% is notably higher than the expected success rate of 70%, and the same as the previous success rate of 94% (Fall 2015). (03/02/2017) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu, David Shan	Action: Maintain high success rate and continue current teaching strategy. (03/02/2018) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2015-16 (Fall	Action: Maintain the high level of

Course SLOs	Assessment Method Description	Results	Actions
		<p>2015)</p> <p>Standard Met? : Standard Met</p> <p>Total of 18 students participated in the SLO assessment. 17 out of 18 students assessed passed this SLO while only one did not, with a success rate of 94%.</p> <p>SLO #2 assesses reading and writing skills, emphasizing grammar and vocabulary. The high success rate (94%) significantly exceeds the expected rate (70%) and about the same as the previous success rate (95%) of Spring 2014 (SLO #2, Chinese 2), reflecting effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p>	<p>success (94%). Continue the current teaching strategies and reinforce the reading and writing practice in class. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 21 students participated in the SLO assessment. 20 out of 21 students assessed passed this SLO while only one did not, with a success rate of 95%.</p> <p>SLO #2 assesses reading and writing skills, emphasizing grammar and vocabulary. The high success rate (95%) significantly exceeds the expected rate (70%). (09/12/2014)</p> <p>Faculty Assessment Leader: David Shan</p>	<p>Action: Maintain the high level of success (95%). (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of this course students will recognize and correctly pronounce additional 200 Chinese characters (beyond the characters learned in Chinese 1).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading and writing component of final exam, employing level-appropriate Chinese characters.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" or above for this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #3 assesses the student's level-appropriate skills in reading and writing of the Chinese characters. Out of 12 students assessed in SLO #3, 10 passed, while 2 didn't, with the success rate of 83%, which indicates the same outcome of the SLO #1 assessment. Please refer to the analysis in SLO #1. (02/27/2019)</p> <p>% of Success for this SLO: 83</p> <p>Faculty Assessment Leader: David Shan</p>	<p>Action: Continue the current teaching strategy and improve the success rate. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Maintain the high success rate and continue the current teaching strategy regardless the</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>All 7 students participated in the SLO 3 assessment and passed, with a success rate of 100%. The student who missed the SLO 1 assessment participated in this SLO 3 assessment and passed.</p> <p>Please also refer to the analysis in SLO 1. (03/02/2018) % of Success for this SLO: 100 Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu</p>	<p>class size, large or small. (03/08/2019) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 12/15/1026 - Out of 18 students assessed in SLO #3, 17 passed, while 1 didn't, with the success rate of 94%. This rate shows the same outcome of the SLO #2 assessment. The success rate reflects the effectiveness of the teaching strategies and most student's diligent participation in the intensive course work. There was only 1 student who had several absences and tardiness from class. The lack of participation caused this student's failure in the SLO assessment.</p> <p>This success rate of 94% is notably higher than the expected success rate of 70%, and slightly lower than the previous success rate of 100% (Fall 2015) by 1 student/6%. (03/02/2017) Faculty Assessment Leader: David Shan Faculty Contributing to Assessment: Xiaowen Wu, David Shan</p>	<p>Action: Continue current teaching strategy and maintain high level of success. (03/02/2018) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Total of 18 students participated in the SLO assessment. All of them passed this SLO, with a success rate of 100%.</p> <p>More than 100 new Chinese characters were taught in Chinese 2 course. SLO #3 assesses the skills of recognizing and utilizing those characters. The excellent success rate (100%) is not only notably higher than the expected rate (70%), but also higher than the previous success rate (95%)</p>	<p>Action: Continue the present teaching strategies and maintain the excellent success rate (100%). (02/13/2017) Action Category: Teaching Strategies</p>

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		<p>of Spring 2014 (SLO #3, Chinese 2). The excellent success rate reflects effective teaching strategies and high self-motivation of students. (02/05/2016)</p> <p>Faculty Assessment Leader: David Shan</p> <p>Faculty Contributing to Assessment: Helen Zhao</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total of 21 students participated in the SLO assessment. 20 out of 21 students passed this SLO while only one did not, with a success rate of 95%, the same rate as SLO #2.</p> <p>More than 100 new Chinese characters were taught in Chinese 2 course. SLO #3 assesses the skills of recognizing and utilizing those characters. The high success rate (95%) is notably higher than the expected rate (70%). (09/12/2014)</p> <p>Faculty Assessment Leader: David Shan</p>	<p>Action: Continue the current teaching strategy and maintain high level of success. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: FREN 1:Elementary French I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a short paragraph in French about other people, places or everyday topics.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2015-16 (Fall 2015), 2016-17 (Spring 2017), 2018-19 (Fall 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Students were given a short paragraph to read independently during an exam. The reading excerpt focused on an everyday cultural topic related to Francophone people and places. The students were asked comprehension questions based on the reading.</p> <p>Standard and Target for Success: 70% of the students will pass the assessment.</p> <p>Related Documents: FRCH1_SLO2_Data_Fa2018.xlsx Frch1_SLO2_Assessment_Fall2018.docx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>With the target set at 70%, an overall pass rate of 96% more than meets the standard. Only 2 students of the 54 who were assessed failed to pass. Unfortunately, 41% (22 out of 54) of enrolled students were either not present to take the exam, or skipped the SLO assessment question altogether.</p> <p>As Dr. Evelyne Berman discussed in the last rounds of French 1's assessment of SLO 2, writing in a foreign language is the most difficult skill to acquire. Because the fall 2018 students proved their competence in reading and comprehension, instructors might consider re-integrating more writing. Additionally, more vocabulary, past tense, and verb conjugation could be added in an effort to get student proficiency as high as possible. (12/06/2018)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Andrew Gard</p> <p>Faculty Contributing to Assessment: Alicia Class, Arpine Vardazaryan, Zeina Chakhchir</p> <p>Related Documents: FRCH1_SLO2_Data_Fa2018.xlsx Frch1_SLO2_Assessment_Fall2018.docx</p>	<p>Action: With such a high pass rate, French 1 instructors should work collaboratively to modify the assessment tool for the future. The bar can be raised for reading and comprehension. Instructors might incorporate a second reading excerpt or edit the current excerpt so that it includes more vocabulary, writing, difficult conjugations, and/or more tenses. (02/26/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>91% of French 1 students met SLO2 expectations while 9% did not. It is very rewarding to see students succeed. Their doing so well on SLO2 is also probably due to changes we have made to testing and homework in the last two years. Reading practice is now included on all tests and this constant practice is helping students meet this SLO. (12/07/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Profs Vaughan, Oliva,</p>	<p>Action: Maintain results. (06/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The improvements to Teaching Strategies last identified in 2017 were made and clearly show that a high pass rate was maintained. Specifically, the changes made to homework and testing helped. Addressing the consistency issues across French 1</p>

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Chakhchir and Berman

sections teaching past tense seems to have been resolved as well. (02/26/2019)

Semester and Year Assessment Conducted: 2013-14 (Fall 2013)

Standard Met? : Standard Met

Out of 129 students assessed, 120 met the standard and 9 did not meet the standard. That is a success rate of 93.02%. Please see attached document for further discussion.

(10/26/2015)

Faculty Assessment Leader: Evelyne Berman

Related Documents:

[discussion summary french 1 fall 2013.docx](#)

Action: Maintain what was done. (10/26/2015)

Action Category: Teaching Strategies

ECC: FREN 2:Elementary French II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of short articles in French.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Fall 2015), 2016-17 (Spring 2017), 2018-19 (Fall 2018), 2019-20 (Spring 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Assessed by reading paragraphs and answering questions in final exam.</p> <p>Standard and Target for Success: Students will achieve 70% success rate.</p> <p>Related Documents: FRCH2_SLO2_Data_Fa2018.xlsx</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>100% of French 2 students passed SLO 2 in the fall 2018 semester. Only one student missed the exam. This section was small, with only 10 students enrolled. The excellent result was higher than the previous success rate of 90% when this student learning outcome was assessed last in 2017.</p> <p>Better continuity across all of the French 1 sections, as well as greater emphasis placed on reading and comprehension practice are likely causes for the improvement.</p> <p>While reading skills tend to be students' strong suits, writing usually poses difficulty. However, more targeted practice in both French 1 and 2 classes enabled students to read full paragraphs in multiple articles with ease. (12/07/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andrew Gard</p> <p>Faculty Contributing to Assessment: Alicia Class, Arpine Vardazaryan</p> <p>Related Documents: FRCH2_SLO2_Data_Fa2018.xlsx Frch2_SLO2_Assessment_Fall2018.docx</p>	<p>Action: The 100% success rate demonstrates that students in French 2 have mastered reading, comprehension, and writing at the level assessed during fall 2018. SLO assessment modifications should be made in response. During the next assessment cycle, French 2 students should be asked to read a more in-depth passage that includes higher level vocabulary, tenses, conjugations, etc. Additionally, the written component should require a few paragraph length responses. French instructors will work together to edit the SLO assessment in this manner. (02/27/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Maintain rate (12/14/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: As of fall 2018, the one section of French 2 maintained their success rate in light of the improvements to Teaching Strategies. Homework and testing was refined. Students weaknesses with French language writing were addressed prior to and during taking French 2. (02/26/2019)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall</p>	<p>Action: Maintain results</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>2015)</p> <p>Standard Met? : Standard Met</p> <p>16 students out of 18 met SLO2 in French 2. 89% of students completed the SLO2 successfully. It is very rewarding to see students succeed. Their doing so well on SLO2 is also probably due to changes we have made to testing and homework for the last two years. Reading practice is now included on all tests and this constant practice is helping students meet SLO2. (12/10/2015)</p> <p>Faculty Assessment Leader: Dr. Berman</p> <p>Faculty Contributing to Assessment: Dr. Oliva</p>	<p>(06/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>38 students were assessed. 34 students met the reading SLO and 4 students did not. The reading SLO results were weaker than the oral and writing SLO. This is somewhat surprising since the French I students met the reading SLO with a higher success rate. Nevertheless, the students met the 70% standard pass rate. See related document for the discussion. (09/02/2014)</p> <p>Faculty Assessment Leader: Anne Cummings</p> <p>Related Documents:</p> <p>French 2 Spring 2014 Assessment.doc</p>	<p>Action: Maintain the high level rate of success. For weaker readers, provide more reading followed by short answer/true false questions during the course of the semester. (See attached documents) (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: GERM 1:Elementary German I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course students will converse in a culturally appropriate manner about everyday topics such as greetings and personal description within the limits of vocabulary and structures appropriate to beginning German 1.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exam, 2-5 minutes long based on questions by instructor to student and vice versa, appropriate to the level.</p> <p>Standard and Target for Success: 70% of the students should pass this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>39 of 42 students passed this SLO for a total of 93%. This is a bit higher than last year's passing rate. We are in our second year with this new text and i think it has proven better than the previous text (and online materials). I think both teachers are more familiar with this text (and extra materials) now and work with it a bit more effectively. (02/25/2019)</p> <p>% of Success for this SLO: 93</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Imogen van Rensselaer</p>	<p>Action: maintain current methods and materials (02/25/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: No follow up necessary. (02/25/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>33 of 40 students (82.5%) met the standard for this SLO. Both classes showed a similar rate of success. We had changed course materials for this year but for this SLO, they had little affect. (03/02/2018)</p> <p>% of Success for this SLO: 82.5</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Christopher Stevens and Andrienne Merritt</p>	<p>Action: Maintain current methods and materials (03/02/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Though we changed books we still had a strong passing rate for this SLO. (03/02/2018)</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>73% (24/33 students) passed this SLO. This is slightly higher than the expected rate (of 70%). This may be due to the relatively new online workbook which allows students to record their voices online (among other exercises) for the instructor's corrections. This is now the second year that we've implemented this online workbook. Those who passed it were actively participating in the course and often conversed with each other in German without being prompted to do so. Those who did not pass made the</p>	<p>Action: Spend more time on speaking activities, both in and outside of class (with the eSAM). (02/28/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: We maintained teaching strategies from last year and we continued to meet the standard. (Last year's class was really good!) (02/28/2017)</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>decision at the end of the test NOT to participate, even though they finished the exam. I tried to encourage them to do it, but they did not. (02/28/2017)</p> <p>Faculty Assessment Leader: Christopher M. Stevens Faculty Contributing to Assessment: Nicholas de Carlo</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 77% (30/39 students) passed this SLO. This is higher than the expected rate (of 70%). This may be due to the relatively new online workbook which allows students to record their voices online (among other exercises) for the instructor's inspection. (02/01/2016) Faculty Assessment Leader: Christopher Stevens Faculty Contributing to Assessment: Nickolas de Carlo</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 83% of the students (20/24) passed this SLO. Given that the success rate (83%) was significantly higher than the expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end (01/31/2015) Faculty Assessment Leader: Christopher Stevens</p>	<p>Action: Maintain current methods (02/01/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current methods. (01/31/2015) Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of this course students will read and demonstrate comprehension of a short paragraph in German about other people, places or everyday topics.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020) Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - A reading selection on a comprehensive exam. Standard and Target for Success: 70% of the students should pass this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met 41 out of 42 students passed this SLO for a total of 98%. This is about like last year's passing rate. Again, this is the second year of this text and it is clearly better than the text we used two years ago. (02/25/2019) % of Success for this SLO: 98 Faculty Assessment Leader: Christopher Stevens Faculty Contributing to Assessment: Imogen van Rensselaer</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met</p>	<p>Action: maintain current methods and materials. (02/25/2019) Action Category: Teaching Strategies Follow-Up: no follow up necessary (02/25/2019)</p> <hr/> <p>Action: Maintain current text and methods. This text had more and better reading selections than the</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>37 out of 40 for a 92.5% success rate. This is significantly higher than the expected rate of success and higher than last year. Both classes had a similar passing rate. We believe the new text did have an effect on the passing rate. Stevens, in fact, chose this text for its texts. This was a weak area in the last text book. (03/02/2018)</p> <p>% of Success for this SLO: 92.5</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Adrienne Merritt</p>	<p>old one. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: no need for follow up. (03/02/2018)</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>84% (27/32 students) passed this SLO. These results are significantly higher than the expected pass rate (of 70%). I believe this is due to the new edition of the text (which we implemented 2 years ago. It puts more emphasis on reading than the previous edition. In general, students at this level have an easier time with reading than speaking. (03/01/2017)</p> <p>Faculty Assessment Leader: Christopher M. Stevens</p> <p>Faculty Contributing to Assessment: Nicholas de Carlo</p>	<p>Action: Maintain current teaching strategies (03/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Follow up not really needed with this success rate. (03/01/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>87% (34/39 students) passed this SLO. These results are significantly higher than the expected pass rate (of 70%). I believe this is due to the new edition of the text (which we implemented last year. It puts more emphasis on reading than the previous edition. (02/01/2016)</p> <p>Faculty Assessment Leader: Christopher Stevens</p> <p>Faculty Contributing to Assessment: Nickolas de Carlo</p>	<p>Action: Maintain current methods of teaching. (02/01/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>96 % students (23 out of 24) students passed this SLO. Given that the success rate (96%) was significantly higher than the expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end. (01/31/2015)</p>	<p>Action: Maintain current methods. (01/31/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
Faculty Assessment Leader: Christopher Stevens			
SLO #3 - Upon completion of this course students will write a 5-10 sentence paragraph in German about themselves and everyday topics. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020) Input Date: 11/20/2013	Exam/Test/Quiz - Students will write an essay of 5-10 sentences on a comprehensive exam. Standard and Target for Success: 70% of the students should pass this SLO.	Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met 39 of 42 students passed this SLO for a total of 93%. This passing rate is about like last year's. Again, instructors are more comfortable with the new text and materials and students occasionally have writing exercises in class. (02/25/2019) % of Success for this SLO: 93 Faculty Assessment Leader: Christopher Stevens Faculty Contributing to Assessment: imogen van Rensselaer	Action: maintain current methods and materials (02/25/2019) Action Category: Teaching Strategies Follow-Up: no follow up necessary (02/25/2019)
		Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 35 of 40 students (87.5%) met the standard for this SLO. Again, both classes showed a similar success rate. The one instructor required more written work as homework, the other did more in class. We are very happy to see this success rate. It is what we have been working on to improve over the last few years. The new text also added to the success rate by having more and better written assignments in the student activity manual. (03/02/2018) % of Success for this SLO: 87.5 Faculty Assessment Leader: Christopher Stevens Faculty Contributing to Assessment: Adrienne Merritt	Action: Maintain current methods. Very happy about the success rate here. (03/02/2018) Action Category: Teaching Strategies Follow-Up: no follow up is necessary (03/02/2018)
		Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 72% (23/32 students) passed this SLO. These results are higher than the expected pass rate (of 70%). I believe this is due to the added written exercises in the new edition of the text we are using. There are more writing exercises for class use and more in the online workbook. (03/01/2017) Faculty Assessment Leader: Christopher M. Stevens Faculty Contributing to Assessment: Nicholas de Carlo	Action: Spend more time on written exercises, both in and outside of class. (Assign a bit more homework on written exercises.) (03/01/2017) Action Category: Teaching Strategies Follow-Up: Both instructors have implemented more written exercises in class but speaking/listening are always

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			primary at this stage. It's difficult getting the perfect balance every time. We teach a bit of culture, too! I think these percentages for all SLO's are about the norm for all German 1 classes. Reading is always easiest at this stage, the other two more difficult. I don't think spending less time on reading will result in higher percentages for the other two SLO's. (03/01/2017)
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met 82% (32/39 students) passed this SLO. These results are higher than the expected pass rate (of 70%). I believe this is due to the added written exercises in the new edition of the text we are using. There are more writing exercises for class use and more in the online workbook. (02/01/2016) Faculty Assessment Leader: Christopher Stevens Faculty Contributing to Assessment: Nickolas de Carlo	Action: Maintain current teaching methodology. (02/01/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met 88% of the students (21 out of 24) passed this SLO. Given that the success rate (88%) was significantly higher than the expected rate (70%), students appear to have been highly successful in achieving this SLO by the course's end. (01/31/2015) Faculty Assessment Leader: Christopher Stevens	Action: Maintain current methods. (01/31/2015) Action Category: Teaching Strategies

ECC: JAPA 1:Elementary Japanese I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of this course, successful students will converse in Standard Japanese to perform basic communicative tasks (e.g., exchange greetings/personal information, give time/directions/daily activities) using present/future and past tenses in formal (desu/masu) speech style. Students will do so within the limits of vocabulary and structures appropriate to the beginning Japanese 1 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exams conducted individually (interview-format, employing formal speech style) or in pairs (conversation employing formal speech style) of approx. 3-5 min. duration per student.</p> <p>Standard and Target for Success: It is expected that 70% of students assessed will score a "C"/70% or above on this SLO.</p> <p>Related Documents: J1 SLO Assessment Rubric Fall 2014</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #1 assesses the student's level-appropriate conversational skills in Japanese (Speaking and Listening). A total of 132 students in 6 sections participated in this SLO. 125 out of 132 passed this SLO while 7 did not, with a success rate of 95%. This success rate notably exceeds the targeted success rate of 70% and matches the previous SLO success rate of 95.1% (Fall 2017). All 5 participating instructors maintained the teaching strategy as described in the Action Plan of the Fall 2017 SLO report. They helped students practice and achieve success in this particular SLO. (02/27/2019)</p> <p>% of Success for this SLO: 95</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan</p> <p>Faculty Contributing to Assessment: Yuki Minekawa, Yuka Kitazono, Mari Lopez</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 6 sections of the Japanese 1 course offered in Fall 2017, with a total of 144 students participating in this particular SLO assessment. 137 out of the 144 students assessed had passed this SLO (i.e., 7 did not), with a success rate of 95.1%. Thus, the targeted success rate was clearly achieved and surpassed. Students were given sufficient time in class (e.g., 10-15 min. per class meeting for two weeks prior) to practice and prepare for this particular assessment, leading to the high success rates. (02/28/2018)</p> <p>% of Success for this SLO: 95.1</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, Nina Yoshida</p>	<p>Action: Maintain the high success rate and continue the current teaching strategy. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/14/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment. 150 out of the 156 students assessed had passed this SLO (i.e., 6 did not), with a success rate of 92%. Thus, the targeted success rate was both achieved and surpassed. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment. 145 out of the 158 students assessed had passed this SLO (i.e., 12 did not), with a success rate of 92%. Thus, the targeted success rate was both achieved and clearly surpassed. (12/09/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/09/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>SLO#1 assesses for the student's level-appropriate Conversational (Speaking and Listening) skills in the language. There were 6 sections of the Japanese 1 course offered in Fall 2014, with a total of 174 students participating in this particular SLO assessment. 152 out of the 174 students assessed had passed this SLO (i.e., 22 did not), with a success rate of 87%. Thus, the targeted success</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/11/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>rate was both achieved and surpassed. (12/12/2014)</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>There were 7 sections of the Japanese 1 course offered in Fall 2013, with a total of 193 students participating in the SLO assessments:</p> <p>165 out of the 193 students assessed had passed this SLO (i.e., 28 did not), with a success rate of 85.49%.</p> <p>In terms of specific language skills, SLO#1 may be summarily described as covering the student's level-appropriate oral or conversational (speaking and listening) skills in the language.</p> <p>At the Japanese 1 level, this means students are able to comprehend and orally respond to requests for basic personal info. (e.g., name, occupation, daily schedule) as well as provide simple responses to questions (e.g., "How was class today?", "What do you usually do on the weekend?") in present and past tenses employing formal (-desu/-masu) speech style. The notion that all predicates (i.e., adjectival, nominal, as well as verbal) in Japanese conjugate for both tense and style is a concept that students find quite challenging to grasp initially, let alone produce orally, with some degree of fluency/accurate pronunciation. Therefore, this grammatical topic is heavily focused on (in class lectures/textbook) and practiced (through classroom activities/homework assignments) in all Japanese 1 sections throughout the latter half of the course, when it gets introduced. This has likely resulted in the notably higher (85.49%) than expected (70%) success rate of this particular SLO.</p> <p>(09/11/2014)</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida</p> <p>Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	<p>Action: Due to the relatively high number of students enrolled in our Japanese 1 courses (An average of. 29-30 students per section in Fall 2013), maintain our current success rates in this SLO by continuing to provide students with more opportunities to practice/hone their conversational skills both in (e.g., pair/group communicative tasks) and outside the classroom (e.g., Language Lab). (12/12/2014)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Action plan carried out in Fall 2014 as stated (02/08/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 - Upon completion of this course, successful students will read and write hiragana, katakana, and approx. 40 basic kanji characters and demonstrate comprehension of prepared (8-10 sentence) texts written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading/Script recognition component of final exam (e.g. Reading/Writing of Kanji, particles). Standardized final exam component administered in all Japanese 1 sections for assessment of this particular SLO.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #2 assesses the student's reading skills in Japanese (i.e. reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). Out of the 132 students who participated in this SLO, 110 passed while 22 did not, with a success rate of 83%, which surpassed the targeted success rate of 70%. It is noteworthy that the assessment methods for this SLO changed this year. In order for more objective and unified standards, a common test was designed and given to students in all 6 sections. 5 instructors participated in the preparation of this common test, and effectively incorporated the course objectives into classroom activities to help students prepare for the test. The success rate of 83% reflects a remarkable improvement in this SLO compared to the success rate of 77.6% in the previous assessment (Fall 2017). (02/27/2019)</p> <p>% of Success for this SLO: 83</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan</p> <p>Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Yuka Kitazono</p>	<p>Action: Maintain the current teaching strategy and enhance the reading practice for higher success rate. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 6 sections of the Japanese 1 course offered in Fall 2017, with a total of 143 students participating in this particular SLO assessment. 111 out of the 143 students assessed had passed this SLO (i.e., 32 did not), with a success rate of 77.6%. The targeted success rate was achieved; however, students who were unsuccessful in SLO#2 tended to share the following characteristics: They either did poorly on the Particle section (indicating "weak" basic knowledge of Japanese word order/sentence structure), and/or they could not recognize/provide the reading of a particular Kanji character. (02/28/2018)</p>	<p>Action: Improve current success rates by incorporating more practice of basic Japanese sentence/grammatical structures and reading material written in Kana and Kanji to strengthen students' reading/character recognition skills in the target language's three scripts, as well as typology. (12/14/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>% of Success for this SLO: 77.6</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, Nina Yoshida</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment. 124 out of the 156 students assessed had passed this SLO (i.e., 32 did not), with a success rate of 79%. Thus, the targeted success rate was achieved. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>SLO#2 covers the student's Reading skills in the language (i.e., reading/recognition/application of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment. 103 out of the 158 students assessed had passed this SLO (i.e., 55 did not), with a success rate of only 65%. Thus, the targeted success rate was not achieved. (12/11/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>Action: It was noted that success rates in 2 of the 7 sections assessed were markedly low, contributing to nearly half (50%) of the "unsuccessful" scores overall for this particular SLO. Developing a standardized system/rubric for use by all Japanese 1 section instructors to score/grade this final exam component may prove helpful in future assessments. (12/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>SLO#2 covers the student's Reading skills in the language (i.</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>e., reading/recognition of the three Japanese writing systems: Hiragana, Katakana, and selected Kanji). There were 6 sections of the Japanese 1 course offered in Fall 2014, with a total of 174 students participating in this particular SLO assessment. 135 out of the 174 students assessed had passed this SLO (i.e., 39 did not), with a success rate of 77%. Thus, the targeted success rate was achieved. (12/12/2014)</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	<p>70%) success rates. (12/11/2015) Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>not), with a success rate of 78.24%. In terms of specific language skills, SLO#2 for Japanese 1 may be summarily described as covering the student's reading/recognition of the Japanese writing system/orthography (i.e., Hiragana, Katakana, selected Kanji). Namely, SLO#2 covers the student's level-appropriate written skills in the language at the "passive"</p> <p>All seven sections had uniformly conducted their oral (covering SLO#1) and written (covering SLO#2 and #3) exams at two separate class meeting dates. All had conducted their oral exams during the final week of the semester as well. However, it was later learned that two sections had administered their written exams earlier than finals week. The fact that the assessments covering SLO#2 and #3 were given earlier than the final week may have impacted the resulting scores/success rates of students in these two sections, and this was indeed the case: In the two sections noted, the success rate %s for SLO #2 and #3 were at a significantly lower-than-expected 48% and 30%, respectively. To ensure the validity of future assessment results, we seek to resolve this issue of (assessment) timing by the next assessment cycle. (09/11/2014)</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	<p>Action: Administer all SLO assessments (both oral and written exams) during the final week of the semester, to ensure uniformity in the fact that all results are measuring student "outcome" or course completion skills. (09/11/2014) Action Category: SLO/PLO Assessment Process Follow-Up: In Fall 2014, SLO assessments in all sections of Japanese 1 were administered during final week of semester. Action plan completed as stated. (02/08/2015)</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Homework Problems - TEST - Adding new assessment method</p> <p>Standard and Target for Success: TEST</p>		
<p>SLO #3 - Upon completion of this course, successful students will Compose simple sentences and responses to questions employing hiragana, katakana, and learned kanji appropriately.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Writing/Grammar component of final exam (e.g. Written personal responses to oral/written questions, verb/adjective conjugations for tense/style)</p> <p>Standardized final exam component administered in all Japanese 1 sections for assessment of this particular SLO.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>SLO #3 assesses the student's level-appropriate written skills in Japanese (i.e. writing/production of text employing Japanese orthography), including knowledge of relevant grammar and vocabulary. Out of the 132 students who participated in this SLO, 114 passed while 18 did not, with a success rate of 86%, which surpassed the targeted success rate of 70%. Given that over the past two years (Fall 2017 and Fall 2016), SLO #3's success rates were as low as 59.4% and 72% respectively, the 86% success rate reflects a strong "reversal." Due to the change in SLO #2's assessment methods this year, all 5 participating instructors remade the test for SLO #3 and adjusted their lesson plans accordingly. Students were given sufficient time to practice grammar and vocabulary and improved their writing skills. This success rate of 86% reflects the improvement of the student's college-level critical thinking ability by writing Japanese. (02/27/2019)</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Nina Yoshida, David Shan</p> <p>Faculty Contributing to Assessment: Yuka Kitazono, Mari Lopez, Yuki Minekawa</p> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>SLO#3 covers the student's level-appropriate Written skills in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 6 sections of the Japanese 1 course offered in Fall 2017, with a total of 143 students participating in this particular SLO assessment: Only 85 out of the 143 students had passed this SLO (i.e., 58 did not), with a success rate of just</p>	<p>Action: Maintain the current teaching strategy and enhance the practice for higher success rate. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Improve current success rate and achieve/surpass expected standard, by assigning more writing exercises (e.g., in-class or as homework) throughout the semester, so that students can practice their writing skills in Japanese more, as this appears to be the most challenging among the three SLOs for our students to achieve. Also, try to allot more</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>59.4%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one.</p> <p>Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji). Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the noticeable decrease in success rates from SLO#2--> 3 (77% --> 59%) would not be surprising in the case of Japanese given its orthography, and may explain students' failure to have achieved the targeted success rate this assessment cycle.</p> <p>Students who were unsuccessful in SLO#3 also tended to display difficulty/confusion in distinguishing the two types of adjectives in Japanese, and how to conjugate each appropriately for tense/negation. Again, this may have been due to their inability to read/recognize the adjective in its written form, and to produce/write out its appropriate conjugation employing the 3 Japanese scripts appropriately. (02/28/2018)</p> <p>% of Success for this SLO: 59.4 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, Nina Yoshida</p>	<p>time for covering course-final topics to ensure better retention by students of the materials introduced in them. (12/14/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>SLO#3 covers the student's level-appropriate Written skills in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 7 sections of the Japanese 1 course offered in Fall 2016, with a total of 156 students participating in this particular SLO assessment: 112 out of the 156 students had passed this SLO (i.e., 44 did not), with a success rate of 72%. Compared to SLO#2, which may be said to cover the</p>	<p>Action: Maintain current (i.e., higher than targeted 70%) success rates, by assigning more writing exercises (e.g., in-class or as homework) throughout the semester, so that students can practice their writing skills more, as it appears to be the most challenging among the three SLOs for our students to achieve. (12/15/2017)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (79% --> 72%) is not surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p>	Strategies
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>SLO#3 covers the student's level-appropriate Written skills in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 7 sections of the Japanese 1 course offered in Fall 2015, with a total of 158 students participating in this particular SLO assessment: 94 out of the 158 students had passed this SLO (i.e., 64 did not), with a success rate of 59%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" (reading/recognition) level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji) Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (65% --> 59%) is not surprising in the case of Japanese, given its orthography. However, the targeted success rate was not achieved. (12/11/2015)</p>	<p>Action: It was noted that success rates in 2 of the 7 sections assessed were markedly low, contributing to nearly half (50%) of the "unsuccessful" scores overall for this particular SLO. Developing a standardized system/rubric for use by all Japanese 1 section instructors to score/grade this final exam component may prove helpful in future assessments. (12/09/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met in the language (i.e., writing/production of text employing the Japanese orthography), including knowledge of its grammar and vocabulary as necessary to do so. There were 6 sections of the Japanese 1 course offered in Fall 2014, with a total of 173 students participating in this particular SLO assessment: 131 out of the 173 students had passed this SLO (i.e., 42 did not), with a success rate of 75%. Compared to SLO#2, which may be said to cover the student's level-appropriate mastery of written Japanese at a "passive" reading/recognition level, SLO#3 does so at an "active" (writing/production) one. Written Japanese involves the appropriate use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji). Therefore, the degree of difficulty would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the slight decrease in success rates from SLO 2--> 3 (77% --> 75%) is not at all surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved. (12/12/2014) Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn, Yuka Kitazono, Mari Lopez, Yuki Minekawa, David Shan, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met 133 out of the 193 students had passed this SLO (60 did not), with a success of 68% In terms of specific language skills, SLO#3 for Japanese 1 may be summarily described as covering the student's level appropriate writing/production of text employing the Japanese orthography (including grammar and vocabulary). Basically, SLO#3 covers the</p>	<p>Action: Maintain current (i.e., higher than targeted 70%) success rates, by assigning more writing exercises (e.g., in-class or as homework) throughout the semester, so that students can practice their writing skills more, as it appears to be the most challenging among the three SLOs for our students to achieve. (12/11/2015) Action Category: Teaching Strategies</p> <hr/> <p>Action: Administer all SLO assessments (both oral and written exams) during the final week of the semester, to ensure uniformity in the fact that all results are measuring student "outcome" or course completion skills. (12/12/2014) Action Category: SLO/PLO</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>student's written skills in the language at the "active" (writing/production) level. Written Japanese involves the use of 3 separate scripts/writing systems (i.e., Hiragana, Katakana, and Kanji)</p> <p>that students need to acquire the reading/writing of on an individual character basis initially, then increase fluency in, to do so at the sentence level. Therefore, the degree of difficulty in producing proper written Japanese would naturally be greater to "actively" write out a coherent sentence/paragraph in Japanese, than to "passively" read/recognize text written in it. Thus, the overall decrease in success rates from SLO 1-->2--> 3 was not surprising, since each language skill (i.e. speaking/listening --> reading -> writing) gets progressively more "difficult" to master in the case of Japanese, due to its unique orthography. As mentioned in the Data Analysis & Discussion section for SLO#2, there were two out of the seven Japanese 1 sections that had administered their written exams earlier than finals week, resulting in noticeably lower success rate %s for SLO #2 and #3 by the students in these two particular sections (i.e., 48% and 30%, respectively). Thus, we seek to address this inconsistency by the next assessment cycle.</p> <p>(09/11/2014)</p> <p>Faculty Assessment Leader: David Shan, Nina Yoshida Faculty Contributing to Assessment: Mari Lopez, Yuki Minekawa, Kanzo Takemori, Yukiko Tsuboi</p>	<p>Assessment Process</p> <p>Follow-Up: In Fall 2014, assessment of all three SLOs for Japanese 1 were conducted the final week, so this action has been carried out and completed as planned. (02/06/2015)</p>

ECC: JAPA 21 :Beginning Conversational Japanese

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will converse in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 1 and 2 levels.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Speaking component of final exam. Students were presented with 15-17 expressions/questions (orally in Japanese) or social situations (in English) that are commonly heard/encountered in Japanese daily life, and instructed to write out the (culturally) appropriate responses to them in Japanese. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>10 out of a total of 23 students assessed had passed this SLO (13 did not), with a success rate of 43%. Thus, the targeted success rate (of 70%) was not achieved. Those who were unsuccessful in achieving this SLO appear to have had little to no comprehension of what they heard/were asked in Japanese.</p> <p>(12/06/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori</p>	<p>Action: Due to the fact that some degree of fluency in reading (if not writing) Japanese kana orthography (i.e., Hiragana and Katakana) is minimally necessary to be able to comprehend and follow course handouts and materials, the recommended prerequisite for Japanese 21 should be at least completion of Japanese 2 at ECC (or equivalent), instead of just Japanese 1 (as stated in current catalog). (12/03/2016)</p> <p>Action Category: Curriculum Changes</p>
	<p>Exam/Test/Quiz - Speaking component of final exam. Speaking component of final exam. Students were first directed to make a brief (2-3 minute) oral presentation introducing themselves. Next, they were asked to respond in a culturally appropriate manner (as if conversing with a native Japanese speaker) to 6-8 follow-up questions regarding the content of their self-introduction. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>17 out of a total of 18 students assessed had passed this SLO (Only 1 did not), with a success rate of 94%. Thus, the targeted success rate was achieved and clearly surpassed. (12/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add new questions to ensure the assessment more comprehensively covers course topics. (12/05/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam/Test/Quiz - Speaking component of final exam. In pairs, students were asked to prepare and present a brief dialogue (6-7 exchanges) with one of their classmates, based on the given communicative task (i.e., Set up an app't [time/date] by phone for a part-time job interview in Japan and respond to 2-3 inquiries regarding qualifications). Students were instructed to employ the conversational format and culturally appropriate speech style/expressions learned in class for this situation.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met All 7 out of a total of 7 students assessed had passed this SLO, with a success rate of 100%. Thus, the targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/01/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met All 10 out of a total of 10 students assessed had passed this SLO, with a success rate of 100%. Thus, the targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (02/28/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met All 10 out of the total 10 students assessed had passed this SLO, with a 100% success rate. The targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add variations to the communicative task/conversation format to ensure the assessment more comprehensively covers course topics. (12/09/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add variations to the communicative task/conversation format to ensure the assessment more comprehensively covers course topics. (12/10/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly change the given communicative task in future assessments to ensure it more comprehensively covers course topics. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructional methods and success rates from prior assessment cycle implemented and maintained (12/11/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 - Upon completion of the course, successful students will comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide simple responses to them in a culturally appropriate manner.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Listening comprehension component of final exam. Students were directed to respond orally, in a culturally appropriate manner, to 6-8 questions inquiring about their interests/hobbies, career/academic goals, daily life/practices. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>All 18 out of a total of 18 students assessed had passed this SLO, indicating a 100% success rate. Thus, the targeted success rate was clearly surpassed. (02/08/2016)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kltazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure the assessment covers course topics more comprehensively. (12/05/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Listening comprehension component of final exam. After listening to a brief recorded conversation (of 9-10 exchanges) between two native Japanese speakers, students were directed to write out their responses (in English) to 5-7 questions inquiring about the contents of what they heard. Japanese 21 students were allowed to provide brief, simple sentence responses (as opposed to Japanese 22 students, who were required to give longer, more elaborated ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>6 out of the total 7 students assessed had passed this particular SLO (1 did not), resulting in 86% success rate. The one student who was unsuccessful appeared to have been unable to comprehend and process speech uttered at native-speaker speeds. (03/01/2019)</p> <p>% of Success for this SLO: 84</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Increase students' frequency of exposure/input to authentic Japanese native-speaker speech to improve their listening comprehension skills. (12/09/2019)</p> <p>Action Category: Teaching Strategies</p>
	<p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>All 9 out of a total of 9 students assessed had passed this SLO, indicating a 100% success rate. All students succeeded in meeting SLO2, because students were able to improve their listening skills in class through frequent practice via exposure to (audio files) of native Japanese speaker speech. However, the challenge was how to cater to the students who had a limited command of English, and having them</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure the assessment covers course topics more comprehensively. (12/10/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>write out their answers (to the assessment questions) in English. (02/28/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Only 5 out of the total 9 students assessed had passed this particular SLO (4 did not), resulting in 56% success rate (which did not meet the 70% expected). The 4 who were unsuccessful appeared to have been unable to comprehend and process speech uttered at native-speaker speeds. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Increase students' frequency of exposure/input to authentic Japanese native-speaker speech to improve their listening comprehension skills. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Instructional methods and success rates from prior assessment cycle implemented and maintained. (12/11/2017)</p>

ECC: JAPA 22 :Intermediate Conversational Japanese

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, successful students will converse with fluency in natural, colloquial Japanese within the limits of vocabulary and structures acquired in beginning Japanese 2 and intermediate Japanese 3-4 levels.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Students were first directed to make a brief (2-3 minute) oral presentation introducing themselves. Next, they were asked to respond in a culturally appropriate manner (as if conversing with a native Japanese speaker) to 6-8 follow-up questions regarding the content of their self-introduction. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>6 out of a total of 8 students assessed had passed this SLO (2 did not), with a success rate of 75%. Thus, the targeted success rate was achieved. The two who were unsuccessful in achieving this SLO were only able to articulate very brief/simple responses to interview questions (as appropriate for Japanese 21, but not the 22 level) (12/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add new questions to ensure assessment more comprehensively covers course topics. (12/05/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Speaking component of final exam. In pairs, students were asked to prepare and present a brief dialogue (8-10 exchanges) with one of their classmates, based on the given communicative task (i.e., Customer negotiates with store manager for return and refund of defective purchased item.). Students were instructed to employ the conversational format and culturally appropriate speech style/expressions learned in class for this situation.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>All 3 out of the 3 students assessed had passed, resulting in a 100% success rate for SLO#1. Thus, the targeted success rate was clearly achieved and surpassed. Frequent and consistent practice by the student in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/01/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add variations to the communicative task/conversation format to ensure the assessment more comprehensively covers course topics. (12/09/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Only one student was assessed, and they had passed, resulting in a 100% success rate for SLO#1. Thus, the targeted success rate was achieved. Frequent and consistent practice by the student in class of the</p>	<p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly add variations to the communicative task/conversation format to ensure the assessment more comprehensively covers</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>communicative task/conversational format assessed is attributed to this ideal success rate. (02/27/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>All 3 out of the total of 3 students assessed had passed this SLO, with a 100% success rate. The targeted success rate was clearly achieved and surpassed. Frequent and consistent practice in class of the communicative task/conversational format assessed is attributed to this ideal success rate. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>course topics. (12/10/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain this success rate. Possibly change the given communicative task in future assessments to ensure that course topics are covered more comprehensively. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of the course, successful students will comprehend questions on everyday topics and social situations in Japanese society (e.g., work, school, social life) and provide full responses to them in a culturally appropriate manner.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Listening comprehension component of final exam. Students were directed to respond orally, in a culturally appropriate manner, to 6-8 questions inquiring about their interests/hobbies, career/academic goals, daily life/practices. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>All 8 out of a total of 8 students assessed had passed this SLO, indicating a 100% success rate. Thus, the ideal success rate was achieved.</p> <p>That “listening” or the ability to comprehend what one hears in the target language, may be considered a more “passive” skill than to “actively” speak or produce an appropriate response to it, might explain the notably higher success rates in SLO#2 (100%) compared to SLO#1 (75%) (12/07/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Yuka Kitazono</p>	<p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (12/05/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Listening comprehension component of final exam. After listening to a brief recorded conversation (of 9-10 exchanges) between two native</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>All 3 out of the total 3 students assessed had passed this SLO, indicating a 100% success rate. Thus, the targeted</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Increase students’ frequency of</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Japanese speakers, students were directed to write out their responses (in English) to 5-7 questions inquiring about the contents of what they heard. Japanese 22 students were required to provide longer, more detailed/elaborated responses (as opposed to Japanese 21 students, who were allowed to give brief/simple ones).</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO.</p>	<p>success rate was clearly surpassed. (03/01/2019) % of Success for this SLO: 100 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met Only one student was assessed and they had passed, resulting in a 100% success rate for SLO#2. Student's success in meeting SLO2 is attributable to their consistent efforts to improve their listening skills in Japanese by repeated exposure to (audio files) of native Japanese speaker speech. (02/27/2018) % of Success for this SLO: 100 Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met All 3 out of the total of 3 students assessed had passed this SLO, indicating a 100% success rate. Thus, the targeted success rate was clearly surpassed. (03/02/2017) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Rebecca Ahn</p>	<p>exposure/input to authentic Japanese native-speaker speech to improve their listening comprehension skills. (12/09/2019) Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (03/01/2018) Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current instructional methods and materials to maintain this ideal success rate. Possibly add new questions to ensure that the assessment more comprehensively covers course topics. (12/15/2017) Action Category: Teaching Strategies</p>

ECC: JAPA 3:Intermediate Japanese I

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Converse in Standard Japanese in a culturally appropriate manner (e.g., using appropriate speech style and perspective) with Japanese speakers about everyday life situations (e.g., employment, traveling, gift-giving). Students will do so within the limits of vocabulary and structures appropriate to the intermediate Japanese 3 level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral interviews, individually conducted with each student by instructor, consisting of 10-15 randomly selected questions (out of a prepared pool of 25), which the student must respond to employing the correct grammatical structure (learned in course) and in the culturally appropriate speech style (i.e., informal/casual or formal/polite), as prompted. Each student was allotted 5 mins. to answer up to 10 questions correctly to receive a passing score (70% or above) on this particular assessment.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2018, with a total of 36 students participating in this particular SLO assessment. All 36 out of the 36 students assessed had passed this particular SLO, resulting in a 100% success rate. As noted in the previous (Fall 2017) report for this particular SLO, students of Japanese tend to perform better on assessments of their conversational/oral skills, where they don't need to be attentive to the language's orthography/spelling. Students were moreover given ample time (1.5-2 weeks)--both in and outside of class--to practice with classmates/instructor and prepare their responses for this assessment, leading to the 100% success rates. (02/28/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2017, with a total of 31 students participating in this particular SLO assessment. All 31 out of the 31 students assessed had passed this particular SLO, resulting in a 100% success rate. In general, students of Japanese tend to perform better on assessments of their conversational/oral skills, where they don't need to be attentive to the language's orthography/spelling. Students were moreover given ample time (1.5-2 weeks)--both in and outside of class--to practice with classmates/instructor and prepare their responses for this assessment, leading to the 100% success rates. (02/28/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (100%) success rates. (12/11/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates (12/12/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 32 out of the 34 students assessed had passed this particular SLO (Only 2 did not), with a success rate of 94%.</p> <p>As the success rate of 94% was considerably higher than the initially anticipated 70%, it appears nearly all students had achieved level-appropriate proficiency in their Japanese conversational skills at course completion.</p> <p>Typically, students who enroll in Japanese courses at the intermediate level (i.e., Japanese 3 or 4) are either doing so to fulfill major requirements, or have a strong interest in and aptitude for learning the language; thus, they tend to be highly motivated to succeed in the course. Such factors likely contributed to the high success rate of students on this particular SLO. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 35 out of the 40 students assessed had passed this particular SLO, with a success rate of 88%.</p> <p>As the success rate of 88% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese conversational skills at course completion.</p> <p>Typically, students who enroll in Japanese courses at the intermediate level (i.e., Japanese 3 or 4) are either doing so to fulfill major requirements, or have a strong interest in and aptitude for learning the language; thus, they tend to be highly motivated to succeed in the course. Such factors likely contributed to the high success rate of students on this particular SLO.</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. (12/07/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		(12/07/2015) Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida	
<p>SLO #2 - Read and write hiragana, katakana, and approx. 200 kanji characters and demonstrate comprehension of longer (3-4 paragraph) prepared narratives and texts (e.g., diaries, travelogues, social letters, advice columns) written in them.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading component of final exam consisting of a four-paragraph reading passage containing approx. 125 (out of the 200) learned Kanji, followed by content comprehension questions.</p> <p>Standard and Target for Success: It is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2018, with a total of 36 students participating in this particular SLO assessment. 34 out of the 36 students assessed passed this particular SLO (i.e., 2 did not) with a success rate of 94%. As the success rate of 94% was significantly higher than the initially anticipated 70%, it appears the nearly all students had achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The (two) students who were unsuccessful on this particular assessment appeared to have a somewhat tenuous grasp of the foundational Japanese grammar (i.e., sentence structures & predicate conjugations) they should have acquired at the elementary (i.e., Japanese 1 & 2) levels.</p> <p>(02/28/2019)</p> <p>% of Success for this SLO: 94</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2017, with a total of 31 students participating in this particular SLO assessment. 29 out of the 31 students assessed passed this particular SLO (i.e., 2 did not) with a success rate of 93.6%. As the success rate of 93.6% was significantly higher than the initially anticipated 70%, it appears nearly all students had achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The (two) students who were unsuccessful on this particular assessment were primarily unable to recognize the Kanji characters that were employed in the (reading comprehension) text. They also appeared to have a</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Try to detect and provide remedial assistance, earlier on, to students entering the course under-prepared.</p> <p>(12/11/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/12/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>""weak"" grasp of the foundational Japanese grammar (i.e., sentence structures & predicate conjugations) they should have acquired at the elementary (i.e., Japanese 1 & 2) levels. (02/28/2018)</p> <p>% of Success for this SLO: 93.6</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 28 out of the 34 students assessed passed this particular SLO (i.e., 6 did not) with a success rate of 82%. As the success rate of 82% was notably higher than the initially anticipated 70%, it appears nearly all students had achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The reading passage used in the assessment was based on a subject that many students were interested in or familiar with (i.e., a popular Japanese anime character), and this may have contributed to the high rate of comprehension of its content. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 35 out of the 40 students assessed passed this particular SLO (i.e., 5 did not) with a success rate of 88%. As the success rate of 88% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The reading passage used in the assessment was based on a topic that many students were interested in or already familiar with (i.e., a popular Japanese anime character), and</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/07/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>this may have contributed to the high rate of comprehension of its content. (12/09/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2014, with a total of 29 students participating in this particular SLO assessment. 26 out of the 29 students assessed passed this particular SLO (i.e., 3 did not) with a success rate of 90%.</p> <p>As the success rate of 90% was considerably higher than anticipated initially (70%) it appears nearly all students achieved level-appropriate proficiency in their Japanese reading skills at course completion.</p> <p>The reading passage used in the assessment was based on a topic that many students were interested in or already familiar with (i.e., a popular Japanese anime character), and this may have contributed to the high rate of comprehension of its content. (12/11/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/10/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Compose a short essay in Japanese that develops a given theme (e.g., a memorable experience/favorite place/biographical account of someone) in 2-3 related paragraphs, using learned kanji, vocabulary, idiomatic/cultural expressions, and structures appropriately.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall</p>	<p>Exam/Test/Quiz - Writing section of final exam consisting of a 400 character (3-4 paragraph) essay on one of three given topics: "My Favorite Place", "My Dream" or "My Future". Students were instructed to employ as much as possible the new grammar structures and vocabulary/expressions they were introduced to during the course in their essays, as well as a minimum of 50 learned Kanji.</p> <p>Standard and Target for Success: It</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2017, with a total of 36 students participating in this particular SLO assessment. 33 out of the 36 students assessed had passed this particular SLO (3 did not), resulting in a 92% success rate.</p> <p>Two weeks before the assessment date, students were given an opportunity to prepare initial drafts on the given topics, and submit them for feedback (regarding grammatical/spelling errors/text organization) from the instructor. In general, all students who took full advantage</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/11/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020) Input Date: 11/20/2013	is expected that 70% of students will score a "C" (70% success rate) or above on this SLO.	<p>of this opportunity (by submitting a first draft for feedback) were able to succeed on this particular assessment. Lowest scoring assessments tended to show minimal (or incorrect) use of Kanji and/or over-use of simple (rather than complex) sentence structure. (02/28/2019)</p> <p>% of Success for this SLO: 92</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>There was only one section of Japanese 3 in Fall 2017, with a total of 31 students participating in this particular SLO assessment. All 31 out of the 31 students assessed had passed this particular SLO, resulting in a 100% success rate.</p> <p>Two weeks before the assessment date, students were given an opportunity to prepare initial drafts on the given topics, and submit them for feedback (regarding grammatical/spelling errors/text organization) from the instructor. All students took full advantage of this opportunity by submitting drafts, and as a result, all were able to succeed on this particular assessment. Those who scored lowest showed minimal (or incorrect) use of Kanji and/or over-use of simple (rather than complex) sentence structure (02/28/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>There were two sections of Japanese 3 in Fall 2016, with a total of 34 students participating in this particular SLO assessment. 30 out of the 34 students assessed passed this particular SLO (i.e., 4 did not) with a success rate of 88%. Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably</p>	<p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/12/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current teaching strategies to maintain current (i.e., higher than targeted 70%) success rates. Expose students to more authentic reading materials, so they can receive more input/insight on textual organization/cohesion in Japanese. (12/15/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>more “challenging” to produce 2-3 paragraphs of (accurate and cohesive) text in Japanese than in a Roman alphabet-based language (e.g., English). Still, the targeted success rate was achieved and surpassed. (03/02/2017)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met There were two sections of Japanese 3 in Fall 2015, with a total of 40 students participating in this particular SLO assessment. 32 out of the 40 students assessed passed this particular SLO (i.e., 8 did not) with a success rate of 80%. Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably more “challenging” to produce 2-3 paragraphs of (accurate and cohesive) text in Japanese than in a Roman alphabet-based language (e.g., English). Thus, the slight decrease in the success rate for this particular SLO is not at all surprising in the case of Japanese, given its orthography. Still, the targeted success rate was achieved and surpassed. (12/09/2015)</p> <p>Faculty Assessment Leader: Nina Yoshida Faculty Contributing to Assessment: Kanzo Takemori, Nina Yoshida</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met There was only one section of Japanese 3 in Fall 2014, with a total of 29 students participating in this particular SLO assessment. Only 15 out of the 29 students assessed passed this particular SLO (i.e., 14 did not) with a success rate of just 52%.</p> <p>Among essays judged “unacceptable” in achieving SLO#3, the reasons were primarily mechanical: Either they fell</p>	<p>Action: Change assessment method from “Written section of final exam” to “Final writing assignment” to be assigned prior to, but with the final draft due finals week or on day of course final exam. (12/10/2015) Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>below the designated length (400 characters) or did not employ the designated number of Kanji (50 characters) in them. Otherwise, these were achieved but at the expense of numerous spelling/grammatical accuracies, and lack of textual cohesion/organization.</p> <p>Because producing a coherent, well-formed written sentence in Japanese involves correctly applying 3 separate scripts (i.e., Hiragana, Katakana, and Kanji) as well as knowing its vocabulary and grammar, it is considerably more “challenging” to produce 2-3 paragraphs of (accurate and cohesive) text within a limited time (i.e., an in-class final exam) in Japanese than in a Roman alphabet-based language (e.g., English). Thus, allowing students more time and/or resources (e.g., access to textbook/dictionaries to self-check for possible spelling, grammar errors) to complete this assessment, may lead to higher success rates in the future for this particular SLO.</p> <p>(12/11/2014)</p> <p>Faculty Assessment Leader: Nina Yoshida</p> <p>Faculty Contributing to Assessment: Nina Yoshida</p> <p>Related Documents:</p> <p>Japn 3 SLO3 Assessment Rubric</p>	

ECC: SPAN 2:Elementary Spanish II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 2, successful students will converse in and comprehend Spanish using the simple past tenses (Preterite/ Imperfect), and Future tense about everyday topics, such as description and narration about childhood and other stages of life, celebrations and social life, within the limits of vocabulary appropriate to beginning Spanish 2.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral exam. Instructors assessed their students through an oral exam during which each student was asked about and discussed everyday topics within the limits of vocabulary and structures appropriate to beginning Spanish 2.</p> <p>Standard and Target for Success: Students get 70% of all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Students were assessed by an oral exam or project in which each student spoke about everyday topics, including current events and films within the limits of vocabulary and structures appropriate to beginning Spanish 2. (02/28/2019)</p> <p>% of Success for this SLO: 98</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Argelia Andrade and Roberto Jiménez</p>	<p>Action: Since the percentage of students meeting this standard increased from the previous assessment, we will continue to encourage oral practice and conversation, and continue giving students the opportunities to discuss relevant topics to students in the target language. (02/28/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The continuation of oral practice, oral presentations, and conversations. (02/28/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 53, or 96%, were Acceptable and 2, or 4%, were Unacceptable. The results in this SLO improved a little over Fall 2016 (1% better) and show that the consistent use of the same tools and rubric across all sections has helped to assess all our students successfully. Obviously, heritage speakers positively impact this SLO. However, the overall superb results demonstrate that our speaking practice methods are indeed helping all students, native and non-native alike, meet this target. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p>	<p>Action: More oral practice in class by encouraging students to speak Spanish during the class. Also, encourage oral participation by providing opportunities to present relevant topics of their choice to their classmates. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Confirm that current oral practice methods continue to be conducive to meeting target of SLO #1. (01/09/2018)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Assessment consisted of oral presentations, one on one conversations with the instructor or recorded answers to</p>	<p>Action: Encourage more and more usage of the language in class incorporating the vocabulary and structures learned. Conversing is a skill. The more practice the better</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>written questions, The results of the assessments indicate that out of a total of 70 students 65 (93%) passed while a small number, 5 (7%) of the students were not able to pass.</p> <p>Overall, students performed well in this objective. 93% passed and only 7% did not. Meaning, only 5 students were incapable of demonstrating the ability to converse at the targeted range of "Intermediate-Low" Why 5 students weren't able to pass is difficult to speculate. Poor preparation and possibly an inability or negligence in terms of learning the vocabulary and structures required to communicate at this level are most likely a major factor in their failure. CS 2/2/2016 (02/03/2016) Faculty Assessment Leader: Sotolongo Faculty Contributing to Assessment: Andrade, Class</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 56 out of 57 students passed this SLO (1 did not), with a success rate of 98%.</p> <p>The repetitive speaking practice, which students partake in during each class session, clearly enabled them to discuss a variety of topics with more ease at the end of the semester.</p> <p>Given that the success rate (98%) was significantly higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end.</p> <p>Note that there may be differences in the total number of students evaluated between SLOs and not all students completed each SLO. (01/26/2015) Faculty Assessment Leader: Francisca Mejia Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo Related Documents: Conversation Rubric.docx</p>	<p>the ability to engage in a conversation. (02/03/2016) Action Category: Teaching Strategies Follow-Up: Compare results from Fall semester 2015 to those of Fall 2016 and determine if Action plan was successful based on higher success rates; although, the success rate has been fairly good here. (02/03/2017)</p> <hr/> <p>Action: Consider assessing heritage speakers for proper placement in upper levels of the program or in the heritage speakers' classes. (01/27/2015) Action Category: Curriculum Changes</p> <hr/> <p>Action: Continue to provide ample communicative opportunities in class as well as make use of the speaking activities (online recording) that the digital platform we currently use- Panorama Supersite- provides. (01/26/2015) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Presentation/Skill Demonstration - Assessment consisted in oral presentations, one on one conversations with the instructor or recorded answers to written questions, the content of which were not disclosed before the examination. recorded oral assessments were completed in the foreign language lab on campus.</p> <p>Standard and Target for Success: Targeted range is Intermediate-low for Spanish 2: meaning a minimum of 3 points for each of the categories described below.</p> <p>For SLO 1: Spanish 2 Speaking Rubric breaks down into the following categories: 1. Task (How well does the speaker complete the task?) 2. Comprehensibility (How well do others understand the speaker) 3. comprehension (How well does the listener understand others) 4. Vocabulary use (How extensive and applicable is the speakers vocabulary?) 5. Language Control (How accurate is the speaker's language: grammar/syntax) 6. Fluency/Communication Strategies (How well does the speaker keep the conversation going?) The rating system is as follows: Exceeds Expectations (Intermediate-Mid 4 pts.) Meets Expectations (Intermediate-Low: 3 pts.) Approaches Expectations (Novice-High: 2 pts.) Below Expectations (Novice-Mid 1pt.)</p> <p>Additional Information: 93% of students who completed this were</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>able to meet the targeted range. The 5 students (7%) who did not were poorly prepared. The importance of completing the homework & keeping up with the material should not be understated. Students who failed this objective tend to be the same ones who did not keep up with the work or have good study habits. Not learning the grammatical structures or vocabulary prevented them from being able to hold a simple conversation in Spanish.</p> <p>Presentation/Skill Demonstration - Oral exam/project. Instructors assessed their students through an oral exam or project during which each student was asked about and discussed everyday topics, films and current events within the limits of vocabulary and structures appropriate to beginning Spanish 2.</p>		
<p>SLO #2 - Upon completion of Spanish 2, successful students will read and comprehend short paragraphs in Spanish on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Instructors assessed their students through a reading comprehension text on topics such as food, health and well being, housing, city life, personal relationships, and celebrations. Readings were within the limits of structures appropriate to beginning Spanish 2. This activity was part of the final exam.</p> <p>Standard and Target for Success: Students answer 70% of the answers correctly.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>As part of their final exam or final reading assignment, students read a text within the structures appropriate to beginning Spanish 2. They, then, answered questions based on the reading. (02/28/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Argelia Andrade and Roberto Jiménez</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 96% were Acceptable, and 2, or 4% were Unacceptable. The results in this SLO have increased by 9 points from a year ago. The instructors have agreed</p>	<p>Action: Due to the success of this particular SLO, we will continue to provide readings in class and encourage students to read outside of class as well. (02/28/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Encourage consistent short reading assignments from the textbook done in class to further develop reading skills the students will need in order to be more successful with online and</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>that this increase is largely due to the students' active participation in class marked by the completion of all or most of the reading assignments, and overall dedication to the class.</p> <p>The consistent exposure of our students to reading assignments clearly contribute to the beneficial practice of reading skills, as long as, of course, they are completed by the student/students. (12/15/2017)</p> <p>% of Success for this SLO: 96</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p>	<p>in-class reading assignments. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given an article to read after which they had to answer comprehension questions in Spanish. The results for this objective were similar to those of SLO 1. There were 70 students who took the reading comprehension test and out of the 70 students 65 students (93%) passed and 5 students (7%) failed. Students who were not well prepared for this exam, (those who did not learn their vocabulary nor grammatical structures) were incapable of reading a story or article and understanding it well enough to answer comprehension questions accurately.</p> <p>Course of action for this would be similar to SLO 1. Students need to be reminded of the importance of learning their vocabulary and studying (learn) the grammatical structures that carry this vocabulary. They will need more practice in class and as homework. We also must be stricter about the way we grade their work to encourage them to always improve. (02/03/2016)</p> <p>Faculty Assessment Leader: Sotolongo</p> <p>Faculty Contributing to Assessment: ANDRADE, CLASS</p>	<p>Action: Overall students performed well here. For weaker students more emphasis on the grammatical structures and the learning of the vocabulary should be stressed in the classroom and reflected the homework assignments. With a stronger base and broader vocabulary they would be able to comprehend what they are reading. (02/03/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>52 out of 61 students passed this SLO (9 did not) with a</p>	<p>Action: Continue promoting this skill by allotting reading activities both in class and as homework; thereafter reviewing readings and</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>success rate of 85%.</p> <p>Given that the success rate (85%) was higher than expected (70%), students appear to have been highly successful in achieving this SLO by course's end. (01/26/2015)</p> <p>Faculty Assessment Leader: Francisca Mejia</p> <p>Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo</p>	<p>comprehension questions in class. Also continue promoting this skill by assigning online (using the Supersite reading assignments) activities. (01/26/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Students read in-class a story or essay and answered comprehension questions after reading the story or essay.</p> <p>Standard and Target for Success: Reading comprehension test was graded on a traditional scale 90 - 100%, 80-89% etc. Students with scores of 70% or better passed.</p> <p>Additional Information: 93% of the students who took this exam passed, 5 students (7%) failed. Students who were not well prepared for this exam, (those who did not learn their vocabulary nor grammatical structures) were incapable of reading a story or article and understanding it well enough to answer comprehension questions accurately. the same students who performed poorly in SLO 1 performed poorly in this SLO. Students need a strong grammatical and vocabulary foundation to do well here. More emphasis on teaching & learning the vocabulary and grammar should be considered.</p>		
	<p>Exam/Test/Quiz - In class written story or article to be read followed by comprehension questions.</p> <p>Standard and Target for Success:</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>Comprehension questions were graded based on a scale of 90-100=A, 80-89=B, 70-79=C. The targeted score was for 70%.</p> <p>Additional Information: The topic was not disclosed beforehand, but was based on familiar topics covered throughout the semester.</p>		
<p>SLO #3 - Upon completion of Spanish 2, successful students will write a three- paragraph essay in Spanish describing and narrating in the past about childhood and other stages of life, celebrations and social life using the Preterite and Imperfect, Present Subjunctive tenses.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Instructors assessed their students through a guided writing activity where they had to write three paragraphs in Spanish describing and narrating in the past about childhood, and other stages of life, celebrations and social life using the Preterite and Imperfect, and present subjunctive tenses. This activity was part of the final exam.</p> <p>Standard and Target for Success: Students get 70% of all categories listed on a rubric.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>As part of their final exam, students had to write a letter or short autobiography using various constructions covered in Spanish 2, including the preterit, the imperfect, the subjunctive, and the imperative, among others. (02/28/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Argelia Andrade and Roberto Jiménez</p>	<p>Action: Due to the increased success rate of the previous assessments, we will continue to include numerous written assignments and written components in our exams throughout the forthcoming semester. (02/28/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The continuation of written assignments and written portions in all exams. (02/28/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Out of 55 students, 53, or 96% were Acceptable, or 4% were Unacceptable. The results in this SLO are 11 points better than the last time this course was assessed. The constant in-class and online writing assignments seem to be leading students into passing this particular SLO. Moreover, quick one-to-one writing "corrections" from the instructor (when time allows) gives students an on-the-spot overview of their writing weaknesses. If this is done consistently, it would certainly help with their end-of-semester writing results. Nevertheless, it is imperative that students complete all assignments in order for them to receive the practice needed to be successful in this SLO. (12/15/2017)</p> <p>% of Success for this SLO: 96</p>	<p>Action: There has been a significant improvement in this SLO. Therefore, we need to encourage all instructors to continue assigning writing assignments every lesson so that more students meet the target in this SLO. (03/09/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Cynthia Villanueva and Roberto Jiménez</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given a topic on which to write in class. They had to exhibit mastery of the Indicative and Subjunctive moods correctly.</p> <p>70 students wrote compositions in which 53 of the 70, (76%) did very well. 17 students, constituting 24%, did poorly. This learning objective is the most difficult, as the results indicate, to master. Any imperfection in the language will be evident in an essay/composition format. The students who did poorly on the composition for the most part were the same students who did not do well in the class overall. (02/03/2016)</p> <p>Faculty Assessment Leader: Sotolongo</p> <p>Faculty Contributing to Assessment: ANDRADE, CLASS</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>50 out of 61 students passed this SLO (11 did not) with a success rate of 82%.</p> <p>The degree of difficulty in writing in (in a foreign language) coherent and grammatically correct paragraphs is greater than reading/ recognizing text that makes up a reading. Thus, the decrease in success rates from SLO 2 (85%) to SLO 3 (82%).</p> <p>Albeit, the success rate (82%) was higher than expected (70%). Students appear to have been successful in achieving this SLO by course's end. (01/26/2015)</p> <p>Faculty Assessment Leader: Francisca Mejia</p> <p>Faculty Contributing to Assessment: Alicia Class and Carmen Sotolongo</p> <p>Related Documents:</p> <p>Writing Rubric for Spanish SLOs.docx</p>	<p>Action: More writing practice assigned per chapter may be helpful. Emphasis on structure and building of vocabulary will also help.</p> <p>CS 2/2/2016 (05/04/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Composition in a foreign language is difficult to master, especially after having just completed 2 semesters. Considering the results more than 70% of the students were able to write an acceptable composition. Continue to help students with structure and grammar.</p> <p>(02/03/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue using the 5-10 sentence composition as part of the final exam and incorporate a similar assignment as one more tool to assess our students at a midterm exam with only the contents and constructions covered at the time (in terms of</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>tenses, the imperfect and imperfect, the future, and the present subjunctive tenses would be included). (01/27/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Provide more communicative writing opportunities in class and allot time for brief individual conferences to review students' writing. Provide more online writing activities (through Supersite assignments) and encourage students to seek additional help during their instructor's office hours. (01/26/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Compare results from 2016 with 2015. Determine action plan based on comparison. (02/03/2017)</p>

ECC: SPAN 4:Intermediate Spanish II

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of Spanish 4, successful students will converse with some ease and correctness with native Spanish speakers or speakers of Spanish with native-like abilities in daily situations as well as cultural aspects of Hispanic countries such as Latin American and Spanish cinema, transportation and technology, education etc. Students should show the ability to use the preterit and imperfect tenses from the indicative mood correctly as well as the present, imperfect, present perfect and pluperfect tenses of the subjunctive mood when speaking.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Oral exam covering past, present, future using both the Subjunctive and Indicative moods correctly.</p> <p>Standard and Target for Success: 70% of students should score a C or higher.</p> <p>Related Documents: Spanish 4 SLO Fall 2015.docx</p>	<p>Semester and Year Assessment Conducted: 2019-20 (Fall 2019)</p> <p>Standard Met? : Standard Met</p> <p>Of the 22 participants, 21 passed this SLO successfully and 1 did not as she stopped coming to class. Students were assessed during a oral class presentation (during the semester). (12/02/2019)</p> <p>Number of Students who Participated in this Assessment: 22</p> <p>Number of Students Who Successfully Met the Standard for this Assessment: 21</p> <p>% of Success for this SLO: 95</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: NA</p> <hr/> <p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Of the 30 students assessed for this SLO, one did not participate. Thus, the results are a 97% success rate. Students presented in groups on a given cultural topic for this SLO. (03/17/2019)</p> <p>% of Success for this SLO: 97</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Several students were native speakers and others had developed their speaking skills during this course, in which only Spanish was spoken. One student has difficulty creating sentences when speaking Spanish. He is an older gentleman and though motivated, had a hard time recalling vocabulary and using the correct grammar in the moment. He is the only one who did not complete this SLO successfully.</p> <p>(03/14/2018)</p>	<p>Action: Plan presentations to take place earlier in the semester so that students can participate even if they don't finish the course. (12/02/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: These results will be discussed at a subsequent SP faculty meeting. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Conduct the course entirely in Spanish, giving students ample opportunity to practice speaking in groups, presenting, and holding discussions. (03/14/2018)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>% of Success for this SLO: 88</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Donna Factor</p>	
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% (8/8) of the students were able to converse with ease and correctness. The majority of the students were native Spanish speakers, with one non-native student having very good fluency and another having excellent fluency. (02/11/2017)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue to emphasize in-class conversations and oral presentations. (02/11/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Emphasis on oral competency has had a positive impact on the students' results. (02/17/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who were in the class and tested were able to converse in Spanish with no interference from any other language. All the students were native speakers except for one non native speaker who had native like fluency. Students were tested in the foreign language lab where they answered a very in depth question about their goals, future plans and hypothetical situations pertaining to their goals, both personal and professional. The success rate here is probably attributed to the fact that usually at this level students are already fluent, hence this SLO can be somewhat unnecessary for some classes. The Proficiency-based Rubric for OPI-based questions was used: The Scoring system consisted of the following breakdown: +5 = Native speaker, +4 = Communicating beyond level Spanish 4 (Most heritage speakers are at this level), +3 = At target level Target level IS, Intermediately/Mid-high, +2 = Approaching Target level, +1 = Below target level. ALL students in this class ranked above target level. (01/30/2016)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Related Documents:</p> <p>Spanish 4 SLO Fall 2015.docx</p>	<p>Action: Same assessment methods should continue and be in place. (01/30/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Follow up to take pace one year from now. (01/30/2016)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall</p>	<p>Action: Maintain current teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>2014)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students were able to converse in Spanish. Nine students were tested and all nine were able to converse in Spanish with minimal or no interference from their native languages.</p> <p>Success rate was due to the fact that the students came to the course already able to converse in Spanish and the goals were well defined throughout the semester. (12/02/2014)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen Sotolongo</p>	<p>strategies. (12/01/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO#2 - Upon completion of Spanish 4, successful students will read and demonstrate in Spanish comprehension of authentic texts, including newspapers, printed and electronic articles and letters, and literature.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - In-class written exam consisting of 12 in depth comprehension question about a short story they read out of class.</p> <p>Standard and Target for Success: 70% of students should score a grade of C or better.</p>	<p>Semester and Year Assessment Conducted: 2019-20 (Fall 2019)</p> <p>Standard Met? : Standard Met</p> <p>22 students were in the class. Only 19 completed a homework assignment that asked them to read a text and answer questions (in Spanish). 2 students did not complete the assignment. (12/02/2019)</p> <p>Number of Students who Participated in this Assessment: 22</p> <p>Number of Students Who Successfully Met the Standard for this Assessment: 19</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: NA</p> <p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>Of the 30 students who completed the course, 2 did not successfully meet the SLO. That is, we had a 93% success rate. (03/17/2019)</p> <p>% of Success for this SLO: 93</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>The SLO for reading comprehension required critical thinking as well as reading skills.</p>	<p>Action: Provide a make-up assignment for students to be able to earn credit. This is the only way to increase this number. (12/02/2020)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Results to be discussed at FL faculty meeting. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Adjust the reading assessment to only include reading comprehension so as not to also be testing them on critical thinking, which is a separate skill.</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>(03/14/2018)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Donna Factor</p> <p>Faculty Contributing to Assessment: Donna Factor</p>	<p>(03/14/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>88% (7/8 students) met the standard for this SLO. Students wrote an in-class essay as part of the final exam, based on a previously assigned reading. They had to present a detailed analysis of the story and discuss how it reflected the Hispanic culture. (02/16/2017)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p>	<p>Action: Continue to give a variety of readings (short stories, poems, news articles) to expose students to different writing styles to ensure better comprehension of written material. (02/17/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Students were given further guidance in the analyses of their readings. This should continue to improve their comprehension of the text and to enhance their critical thinking skills. (02/17/2017)</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given a short story to read, after which they answered comprehension questions. They were given an original version story written by a prominent Latin American writer called "El Gaucho Miseria" by Guiraldes. This story is a fable written in the late 19th century. All 12 students passed this test. All students were either native speakers or had native like abilities in the language, hence reading this story & answering comprehension and critical thinking questions did not pose much of a problem for this particular class. (01/30/2016)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p>	<p>Action: Since 100% of the students were able to complete this part of the assessment no action needed at this time. This was a particularly good class. Everyone was well prepared. (01/30/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Compare results next fall . If not all are native speakers, then what are the results? (01/30/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Nine tested were tested from which 4 students received acceptable passing scores. 56% were unacceptable. The</p>	<p>Action: In future classes assessment should focus less on the philosophical topics of Magic Realism or whichever genre is</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Exam/Test/Quiz - Students an in-class written exam based on the pre-assigned reading.</p> <p>Standard and Target for Success: 88% (7/8) students met the standard with a B or better.</p>	<p>story given belonged to the Magic Realism genre and may have been too difficult from a conceptual and philosophical perspective for students who had not been exposed to this genre. The poor success rate may be attributed to this factor. 100% of the students were able to answer questions that were non philosophical in nature well but because some students were not able to answer the questions that were more complex the overall test score was low. Prior to this evaluation students had read and discussed magic realism stories in class. (11/25/2014)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen Sotolongo</p>	<p>chosen as an assessment tool. Also students will be given more guidance on how to interpret the philosophical elements of stories. (11/24/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO#3 - Upon completion of Spanish 4, successful students will write a composition in Spanish with a minimum of three paragraphs about themselves or others recounting their future plans and wishes employing the proper use of vocabulary and a variety of verb tenses in the indicative mood (present, preterit, imperfect, future, conditional, perfect) as well as the present, past and perfect tenses of the subjunctive mood (describing their vision for themselves or other socially relevant current topics).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 11/20/2013</p>	<p>Essay/Written Assignment - In-class composition consisting of a minimum of three paragraphs in which students are to use appropriate verb tenses, mood and vocabulary.</p> <p>Standard and Target for Success: 70% of students should complete this task with a C grade or better.</p> <p>Related Documents: Spanish 4 SLO Fall 2015.docx</p>	<p>Semester and Year Assessment Conducted: 2019-20 (Fall 2019)</p> <p>Standard Met? : Standard Met</p> <p>20 out of the 22 students met the standard. I assigned 6 papers. Therefore, completing 4 or more papers earned them a "standard met" for this SLO. All students completed all the assignments except for 2, who completed less than 4. So, 90% of students passed this SLO. (12/02/2019)</p> <p>Number of Students who Participated in this Assessment: 22</p> <p>Number of Students Who Successfully Met the Standard for this Assessment: 20</p> <p>% of Success for this SLO: 90</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: NA</p> <hr/> <p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>28 out of 30 students assessed met this SLO, which means that 93% were successful. (03/17/2019)</p> <p>% of Success for this SLO: 93</p>	<p>Action: In order for students to turn in all the papers and pass this SLO, I would have to allow late papers to be turned. This is impossible at the end of the semester. (12/02/2020)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: These results will be discussed at a Spanish faculty meeting. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>8 out of 8 students passed SLO 3. This Spanish course was geared toward writing and all the students successfully completed the writing SLO assessment, even though it was challenging. They worked hard this semester on their writing skills and so did I. We focused on writing through building vocabulary, through grammar studies and through reading sample writing texts from Spanish-speaking countries.</p> <p>(03/20/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Donna Factor</p> <hr/> <p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>88% (7/8) students met the standards. Students wrote an in-class essay, as part of the final based on one of the six socially-conscious short films viewed in class throughout the semester. Using the targeted verb tenses of this course, they wrote a three-paragraph summary of the film, in addition to giving a personal reaction. Moreover, if applicable, they also wrote about how they could personally relate to the plot.</p> <p>The one student who did not succeed in this SLO had poor spelling and the difficulty of breaking the bad habits of a heritage speaker who has not have formal education in Spanish. (02/17/2017)</p> <p>Faculty Assessment Leader: Alicia Class</p> <p>Faculty Contributing to Assessment: Alicia Class</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students were given a topic on which to write in class,</p>	<p>Action: Continue to used high-level written texts as samples and work on increasing vocabulary and grammar level. (03/20/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Incorporate more of the rules of spelling and diacritical accent marks in the course. (02/17/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Ensure that students are being exposed to the rules and practice of spelling and diacritical accent marks. (02/17/2017)</p> <hr/> <p>Action: Most of the compositions for this class should be written in class. (01/31/2017)</p> <p>Action Category: Teaching</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>exhibiting mastery of the past, present and future using all tenses in both the Indicative and Subjunctive moods correctly. The exam was administered in class; no books or notes were permitted. They did not know the topic beforehand. The compositions were graded using the Interpersonal Writing Assessment rubric for Spanish 3 which lends it self well to the needs of Spanish 4. The target range is Intermediate/Advance. The rubric used is divided into 6 categories: 1. Task (How well the writer completes the task) 2. Comprehensibility (How well does the reader understand the writer) 3. Vocabulary use (How extensive and applicable is his/her vocabulary) 4. Language control (How accurate are his/her grammatical structures) 5. Communication Strategies (How well does the writer respond to the prompt) 6. Mechanics (How accurately does the writer use correct spelling, capitalization and punctuation). +4 pts = Intermediate high, +3pts = Meets expectations: Intermediate-Mid, +2 = Approaches Expectations, Intermediate-Low and +1 pt. Below expectations: Novice-High</p> <p>Twelve students wrote compositions in which eleven of the twelve 92%, did very well. 1 student did poorly. Only one student failed this component. The student who failed is a native speaker and had done well on other compositions throughout the semester. That said, the other compositions could be done at home. This composition could not be prepared at home, so based on the results and comparing them to previous compositions by the same student I believe that this student may have done well at other times because she had help at home, and may not have done well had she prepared all of her compositions in class without any external help. (01/30/2016)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p>	Strategies
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Nine students wrote compositions in which 6 students did very well and 3 did not write an acceptable composition. Upon close inspection of the compositions I was able to conclude that all of the three students who did not an</p>	<p>Action: Discuss the standards and curriculum of Spanish 1 - 3 with colleagues to improve grammar standards and prepare students for higher level Spanish courses. (12/01/2015)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>acceptable composition were incapable of using correctly the Perfect tenses, the Subjunctive mood, present, past and pluperfect forms. (12/02/2014)</p> <p>Faculty Assessment Leader: Carmen Sotolongo</p> <p>Faculty Contributing to Assessment: Carmen Sotolongo</p> <p>Related Documents:</p> <p>Spanish 4 SLO Fall 2015.docx</p>	Strategies
	<p>Essay/Written Assignment - In-class composition consisting of a minimum of 3 paragraphs in which students were to use appropriate verb tenses, mood and vocabulary learned throughout the semester.</p> <p>Standard and Target for Success: Students are expected to reach the Intermediate-Mid/Advance range. Meaning that 1. the student is able to accomplish the task, 2. the audience is able to comprehend what was written, 3. the student uses extensive vocabulary, 4. is accurate in his/her grammatical structures, 5. shows he/she is able to respond to the prompt well and 6. uses correct spelling, capitalization and punctuation.</p> <p>Related Documents:</p> <p>Spanish 4 SLO Fall 2015.docx</p>		
	<p>Essay/Written Assignment - In-class composition consisting of a minimum of three paragraphs or more in which students must use verb tenses, mood and vocabulary appropriately.</p> <p>Standard and Target for Success: A rubric was used to determine how well students accomplished the following: 1. Task, 2. Comprehensibility, 3. Vocabulary, 4. Language control (grammar). 5.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Communication strategies. 6.

Mechanics (spelling, capitalization and punctuation). See linked document for details.

Essay/Written Assignment -

Students wrote an in-class essay (part of the final exam) about one of the six socially-conscious short films that had been viewed in class. They used the targeted verb tenses of the semester by giving a summary, in addition to giving a personal reaction to the film and how, if applicable, they could relate to the plot.

Standard and Target for Success:

88% (7/8) students met the standard with a B grade or better.

ECC: SPAN 52B:Spanish for Native Speakers

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of Spanish 52B, successful students will converse in Spanish using subjunctive and imperative moods, passive constructions, perfect tenses, and basic vocabulary in the fields of energy, ecology, geography, human rights, politics, and business.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2018-19 (Fall 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021), 2021-22 (Spring 2022), 2022-23 (Spring 2023)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>These results only include data for my course, which is the data I received. 13/15 students achieved a pass in this SLO, which is 87%. (03/17/2019)</p> <p>% of Success for this SLO: 87</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 25 students evaluated, 100% achieved the target success rate. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>Action: Alicia Class and I will meet to discuss. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current methods of instruction. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 - Upon completion of Spanish 52B, successful students will read and analyze in Spanish Spanish fiction and non-fiction writings by Spanish-speaking authors such as poems, short stories, essays, and one literary novel.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2018-19 (Fall 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021), 2021-22 (Spring 2022), 2022-23 (Spring 2023)</p> <p>Input Date: 11/20/2013</p>	<p>Exam/Test/Quiz - Reading comprehension questions.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>These results only include data for my course, which is the data I received. 13/15 students achieved a pass in this SLO, which is 87%. (03/17/2019)</p> <p>% of Success for this SLO: 87</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 25 students evaluated, 84% achieved the target success rate. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>Action: Alicia Class and I will meet to discuss results. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Emphasize the importance of time management, especially with assignments given at the beginning of the semester. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 - Upon completion of Spanish 52B, successful students will write about and interpret in Spanish historical, cultural, and literary</p>	<p>Essay/Written Assignment - A short written composition</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>These results only include data for my course, which is the</p>	<p>Action: Alicia Class and I will meet. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>aspects of several Spanish-speaking countries using simple past tense, imperfect tense, perfect tenses, and present and subjunctive moods with an intermediate command of orthography and phonetic and diacritical accents.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2018-19 (Fall 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021), 2021-22 (Spring 2022), 2022-23 (Spring 2023)</p> <p>Input Date: 11/20/2013</p>		<p>data I received. 13/15 students achieved a pass in this SLO, which is 87%. (03/17/2019)</p> <p>% of Success for this SLO: 87</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 25 students evaluated, 100% achieved the target success rate. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>Action: Maintain current methods of teaching. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #4 - Upon completion of Spanish 52B, successful students will demonstrate an awareness of the major cultural events of several North, Central and South American Spanish-speaking countries. These events include the rise and fall of the Incan civilization and the struggle for peace in Guatemala and El Salvador.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2018-19 (Fall 2018), 2019-20 (Spring 2020), 2020-21 (Spring 2021), 2021-22 (Spring 2022), 2022-23 (Spring 2023)</p> <p>Input Date: 11/20/2013</p>	<p>Presentation/Skill Demonstration - Oral presentation.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Fall 2018)</p> <p>Standard Met? : Standard Met</p> <p>These results only include data for my course, which is the data I received. 13/15 students achieved a pass in this SLO, which is 87%. (03/17/2019)</p> <p>% of Success for this SLO: 87</p> <p>Faculty Assessment Leader: Andrade</p> <p>Faculty Contributing to Assessment: Andrade</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Out of the 25 students evaluated, 100% achieved the target success rate. (09/10/2014)</p> <p>Faculty Assessment Leader: Alicia Class</p>	<p>Action: Alicia and I will meet. (03/17/2019)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Maintain current methods of instruction. (06/11/2015)</p> <p>Action Category: Teaching Strategies</p>